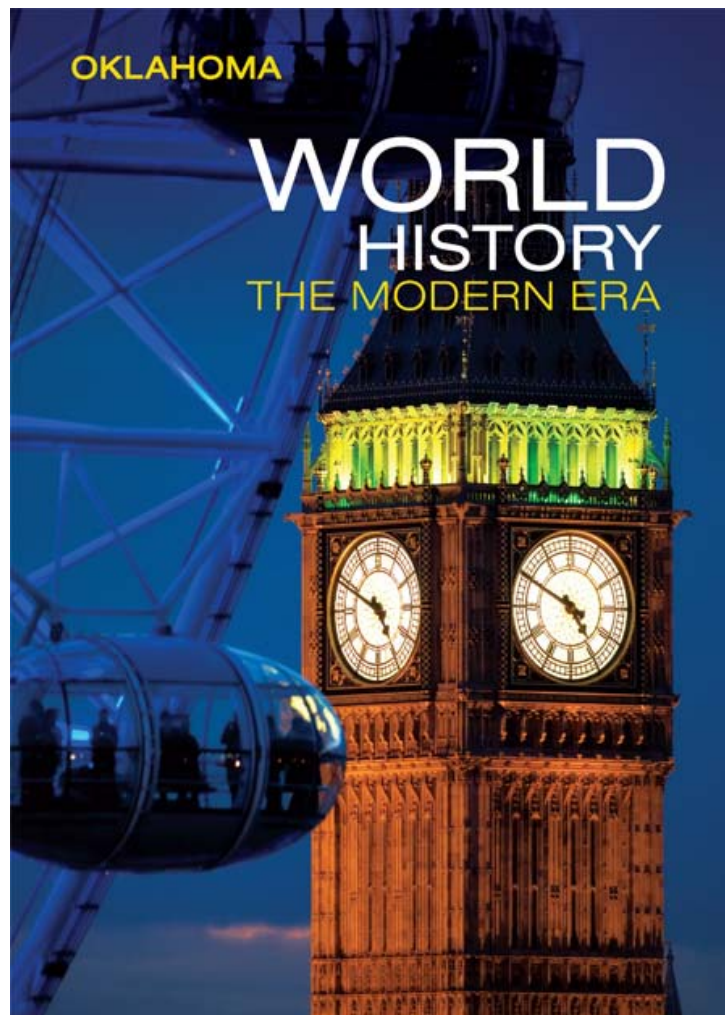


A Correlation of



To the

**Oklahoma Academic Standards
and Practices for Social Studies
World History**

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World History Content Standards	
WH.1 The student will analyze and summarize the impact of the major patterns of political, economic, and cultural change over time to 1450 CE and their long-term influences.	
<p>SE/TE: The Ancient Middle East and Egypt, 10–15; Ancient India and China, 16–23; Ancient Greece, 28–32; Ancient Rome and the Origins of Christianity, 33–39; Medieval Christian Europe, 40–53; The Muslim World and Africa, 54–63</p> <p>Digital Resources: <i>Topic R>Lesson 2>Interactive Map>Mesopotamian Empires>Lesson 3>Interactive Map>The Origins and Spread of Buddhism>Lesson 5>Interactive Gallery>Math, Science, and Technology in the Hellenistic Age>Lesson 6>Interactive Map>Growth of the Roman Republic, 500 B.C.TO 44 B.C.>Lesson 7>Interactive Chart>The Medieval Manorial System>Lesson 8>Interactive Timeline>Rise and Decline of an Arab Empire>Interactive Map>Trans-Saharan Trade, 750 B.C.–A.D. 1600</i></p>	<p>WH.1.1 Evaluate the impact of geography and trade on the development of culture in Africa, Asia, and Europe including religion, philosophy, and political belief.</p>
<p>SE/TE: The Hebrews and the Origins of Judaism, 12–13; Lesson Assessment, 15; The Origins of Buddhism and Hinduism, 18–19; Two Systems of Thought, 21–22; Lesson Assessment, 23; The Origins of Christianity, 37–39; The Medieval Christian Church, 43–44; The Crusades, 45–46; Feudal Monarchs and the Church, 47–48; The Origins of Islam, 54–55; Sikhism Emerges, 65</p> <p>Digital Resources: <i>Topic R>Lesson 2>Interactive Gallery>Origins of Judaism>Lesson 3>Interactive Gallery>Origins of Hinduism>Interactive Map>The Origins and Spread of Buddhism>Lesson 6>Interactive Gallery>Early Christian Symbols>Lesson 8>Interactive Timeline>Rise and Decline of an Arab Empire>Lesson 9>Interactive Chart>Feudal Society in Japan; <i>Social Studies Core Concepts>Culture>Religion</i></i></p>	<p>WH.1.2 Describe the origins, major beliefs, spread and lasting impact of the world’s major religions and philosophies, including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Sikhism.</p>

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<p>SE/TE: Greek Thinkers, Artist, and Writers, 30–31</p> <p>Digital Resources: <i>Topic R>Interactive Primary Sources>The Republic, Plato>Politics, Aristotle>De Republica, Cicero</i></p>	<p>WH.1.3 Compare the contributions of Greek and Roman philosophers, including Plato, Aristotle and Cicero including their impact on Western society.</p>
<p>SE/TE: The Ancient Middle East and Egypt, 10–15; The Silk Road, 22</p> <p>Digital Resources: <i>Topic R>Lesson 2>Interactive Map>Mesopotamian Empires; Interactive Primary Sources>Travels, Ibn Battuta</i></p>	<p>WH.1.4 Evaluate the economic, political, and cultural impact of interregional trade networks.</p>
<p>SE/TE: The Slave Trade and Its Impact on Africa, 151–156; Primary Source: <i>The Interesting Narrative of the Life of Olaudah Equiano, 156–157</i></p> <p>Digital Resources: <i>Topic 2>Lesson 5>Interactive Flipped Video>The Impact of Slavery>Interactive Map>Triangular Trade Routes>Interactive Chart>Effects of Slavery; Interactive Primary Sources>The Interesting Narrative of the Life of Olaudah Equiano</i></p>	<p>WH.1.5 Describe the institution of slavery around the world prior to the 15th century as a widespread result of warfare and economic practices.</p>
<p>WH.2 The student will analyze patterns of social, economic, political, and cultural changes during the rise of Western civilization and the Global Age (1400–1750 CE).</p>	
<p>SE/TE: Topic Quest: Building a “Hall of Fame” Website, 81; The Italian Renaissance, 82–88; The Renaissance in Northern Europe, 89–93</p> <p>Digital Resources: <i>Topic 1>Lesson 1>Interactive Flipped Video>Renaissance Art in Italy>3-D Model>Duomo in Florence>Interactive Gallery>Before and After the Discovery of Perspective Lesson 2>Interactive Flipped Video>The Printing Revolution>Interactive Gallery>Realism in Northern Europe Renaissance Art</i></p>	<p>WH.2.1 Assess the significance of the Renaissance on politics, economics, and artistic creativity, including the works of Machiavelli, Michelangelo, and da Vinci.</p>

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<p>SE/TE: The Protestant Reformation, 94–99 Reformation Ideas Spread, 100–105</p> <p>Digital Resources: <i>Topic 1>Lesson 3>Interactive Flipped Video>Causes of the Reformation>Interactive Before and After>Illuminated Manuscripts to Printed Pages>Interactive Gallery>Reformation Art>Lesson 4>Interactive Flipped Video>The English Reformation>Interactive Timeline>Timeline of the English Reformation>Interactive Map>Major European Religions, About 1600</i></p>	<p>WH.2.2 Summarize the causes of and influence of the theological movements of the Reformation and how those movements subsequently transformed society.</p>
<p>SE/TE: Topic 2 Quest: What is your viewpoint? Writing a magazine article, 121; Europeans Explore Overseas, 122–127; Europeans Gain Footholds in Asia, 128–134; European Conquests in the Americas, 135–143; European Colonies in North America, 146–150; The Slave Trade and Its Impact on Africa, 151–156; Effects of Global Contact, 159–163</p> <p>Digital Resources: <i>Topic 2>Lesson 2>Interactive Flipped Video>European Traders in Asia>Interactive Chart>European Footholds in the Eastern Hemisphere>Interactive Map>Trade Among Europe, Africa, and Asia>Lesson 3>Interactive Flipped Video>The Aztecs and Incas Under European Colonization>Interactive Map>Spanish and Portuguese Colonies in the Americas, about 1700>Interactive Chart>Causes and Effects of Spanish Colonization>Lesson 4>Interactive Flipped Video>>Interactive Map>European Colonization of North America, about 1700>Interactive Chart>Characteristics of French and British Colonies>Lesson 5>Interactive Flipped Video>The Impact of Slavery5>Interactive Map>Triangular Trade Routes>Interactive Chart>Effects of Slavery</i></p>	<p>WH.2.3 Analyze migration, settlement patterns, cultural diffusion, and the transformations caused by the competition for resources among European nations during the Age of Exploration.</p>

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<p>SE/TE: The Slave Trade and Its Impact on Africa, 151–156; Primary Source: <i>The Interesting Narrative of the Life of Olaudah Equiano</i>: Olaudah Equiano, 157–158</p> <p>Digital Resources: <i>Topic 2>Lesson 5>Interactive Flipped Video>The Impact of Slavery>Interactive Map>Triangular Trade Routes>Interactive Chart>Effects of Slavery; Interactive Primary Sources>The Interesting Narrative of the Life of Olaudah Equiano</i></p>	<p>WH.2.4 Explain how slavery and the slave trade was used for the development and growth of colonial economies.</p>
<p>WH.2.5 Compare the various forms of government established by:</p>	
<p>SE/TE: Mandate of Heaven, 21; Ruling with Absolute Power, 174–175; Royal Power Expands in France, 104–105; Louis XIV, an Absolute Monarch, 106–107; The Royal Palace at Versailles, 107–108; The Legacy of Louis XIV, 108; James I Asserts Divine Right, 193–194</p> <p>Digital Resources: <i>Topic 3>Lesson 1>Interactive Flipped Video>An Absolute Monarch>Interactive Gallery>Art of Spain’s Golden Century>Interactive Gallery>The Palace of Versailles>Lesson 3>Interactive Timeline>England Divided – The Monarchy and Parliament Fight for Power</i></p>	<p>A. divine right rule, such as the Mandate of Heaven in China and absolutism in England and France</p>
<p>SE/TE: Development of English Government, 47; Describe, 48; Critical Thinking, 74; Triumph of Parliament in England, 192–199; Primary Source: English Bill of Rights, 200–201; Comparison with the American Revolution, 236</p> <p>Digital Resources: <i>Topic 3>Lesson 3>Interactive Flipped Video>The English Civil War>Interactive Timeline>England Divided – The Monarchy and Parliament Fight for Power>Interactive Gallery>Protections of the English Bill of Rights</i></p>	<p>B. Magna Carta in England, the English Civil War, and the Glorious Revolution</p>

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<p>SE/TE: Catherine the Great, 189–191, 232; The Enlightened Despots, 208–209</p> <p>Digital Resources: <i>Topic 3>Lesson 2>Interactive Flipped Video>Modernizing Russia</i></p>	<p>C. enlightened monarchs such as Catherine the Great and Frederick the Great.</p>
<p>SE/TE: The Achievements of Muslim Civilization, 56–57; A Spirit of Adventure and Curiosity, 83; Renaissance Architecture, 86; The Scientific Revolution, 106–110; Assessment, 114</p> <p>Digital Resources: <i>Topic 1>Lesson 5>Interactive Flipped Video>The Scientific Method>Interactive Gallery>Changing Views of the Universe>Interactive Gallery>A Scientific Revolution in Medicine</i></p>	<p>WH.2.6 Compare how scientific theories and technological discoveries brought about social and cultural changes, including those made by Copernicus, Galileo, and Newton; describe the impact of Islamic learning.</p>
<p>SE/TE: The Enlightenment, 202–211</p> <p>Digital Resources: <i>Topic 3>Lesson 4>Interactive Flipped Video>Voltaire and Rousseau>Interactive Chart>Thinkers of the Enlightenment>Interactive Gallery>Music of the Enlightenment</i></p>	<p>WH.2.7 Analyze the impact of the Enlightenment on modern government and economic institutions, including the theories of Hobbes, Locke, Voltaire, Rousseau, Montesquieu, and Adam Smith.</p>
<p>WH.3 The student will analyze the political, economic, and social transformations brought about by the events of the age of revolutions and imperialism (1750–1900 CE).</p>	
<p>WH.3.1 Analyze the causes and global impact of:</p>	
<p>SE/TE: From Restoration to Glorious Revolution, 197–198; England’s Constitutional Government Evolves, 198–199; Primary Source: English Bill of Rights, 200–201</p> <p>Digital Resources: <i>Topic 3>Lesson 3>Interactive Flipped Video>The English Civil War>Interactive Timeline>England Divided – The Monarchy and Parliament Fight for Power>Interactive Gallery>Protections of the English Bill of Rights</i></p>	<p>A. England’s Glorious Revolution</p>

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<p>SE/TE: The American Revolution, 212–217</p> <p>Digital Resources: <i>Topic 3>Lesson 5>Interactive Flipped Video>Enlightened Influence>Interactive Image: From Words to Action – Ideology in the American Revolution>Interactive Chart>Checks and Balances</i></p>	<p>B. the American Revolution</p>
<p>SE/TE: The French Revolution Begins, 220–228; Primary Source: Declaration of the Rights of Man and the Citizen, 229–230; A Radical Phase, 231–237; The Age of Napoleon, 238–245</p> <p>Digital Resources: <i>Topic 3>Lesson 6>Interactive Flipped Video>The Ancient Regime>Interactive Cartoon>Characteristics of the Three Estates>Interactive Document: Declaration of the Rights of Man>Lesson 7>Interactive Flipped Video>The Reign of Terror>Interactive Gallery>The Reign of Terror>Interactive Timeline>The French Revolution Enters a More Radical Phase>Lesson 8>Interactive Flipped Video>Napoleon>Interactive Map>Napoleon’s Europe (1804–1815)>Interactive Timeline>The Rise and Fall of Napoleon</i></p>	<p>C. the French Revolution including the Napoleonic Wars</p>
<p>SE/TE: The Congress of Vienna, 244–245</p> <p>Digital Resources: <i>Topic 3>Lesson 8>Interactive Timeline>The Rise and Fall of Napoleon</i></p>	<p>D. the Congress of Vienna.</p>
<p>SE/TE: Latin American Nations Win Independence, 311–315</p> <p>Digital Resources: <i>Topic 5>Lesson 2>Interactive Flipped Video>Case Study in Independence>Interactive Gallery>Latin American Independence Movements>Interactive Map>Latin American Independence</i></p>	<p>WH.3.2 Summarize the influence and global impact of emerging democratic ideals on the Latin American and Caribbean revolutions including Haiti and Mexico and the leadership of Simon Bolivar.</p>

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<p>SE/TE: The Industrial Revolution Begins, 256–263; Social Impact of Industrialism, 264–272; The Second Industrial Revolution, 273–279; Primary Source: <i>How the Other Half Lives</i>: Jacob Riis, 280–281; Changing Ways of Life and Thought, 282–291; Assessment, 294; Document-Based Questions, 295</p> <p>Digital Resources: <i>Topic 4>Lesson 1>Interactive Flipped Video>Technology Transforms>Interactive Gallery>The Industrial Revolution and the Textile Industry>Interactive Map>Advances in Transportation in England, 1800s>Lesson 2>Interactive Flipped Video>Conditions for Workers>Interactive Gallery>Life of the Working Class>Interactive Chart>Comparing Economic Systems>Lesson 3>Interactive Flipped Video>Cities Rise>Interactive Timeline>Transportation Milestones>Interactive Gallery>Advances in Medicine During the Industrial Age>Interactive 3–D Model: Living in a Tenement>Lesson 4>Interactive Flipped Video>Lives Change>Interactive Gallery>The New Social Order and Changing Roles of Women>Interactive Gallery>Artistic Movements During the Industrial Revolution</i></p>	<p>WH.3.3 Evaluate the economic and social impact of the Industrial Revolution.</p>
<p>SE/TE: Socialist Thought Emerges, 270–271; Marx and the Origins of Communism, 271–272; The Growth of Labor Unions, 278–279; Assessment, 294</p> <p>Digital Resources: <i>Topic 4>Lesson 2>Interactive Chart>Comparing Economic Systems</i></p>	<p>WH.3.4 Analyze how the Industrial Revolution gave rise to socialism and communism, including ideas and influence of Karl Marx.</p>

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<p>SE/TE: Quest: Create a Power Point Presentation, 365; The New Imperialism, 366–371; European Colonies in Africa, 372–378; Europe and the Muslim World, 379–383; India Becomes a British Colony, 384–388; Economic Interest in China, 389–390; Japan Builds an Empire, 397–399; European Imperialism in Southeast Asia, 400–402; Europeans in Australia, 403–404;; The Americas in the Age of Imperialism, 406–413; Assessment, 416; Document-Based Questions, 417</p> <p>Digital Resources: <i>Topic 6>Lesson 1>Interactive Flipped Video>Drivers of a New Imperialism>Interactive Map>The New Imperialism>Interactive Gallery>Technology Advances Imperialism>Lesson 2>Interactive Flipped Video>The Berlin Conference>Interactive Map>Effects of Imperialism on African Regions>Interactive Map>European Imperialism in Africa>Lesson 3>Interactive Gallery>European Powers and the Ottoman Empire>Lesson 5>Interactive Map>Imperialist Spheres of Influence in China>Lesson 7>Interactive Flipped Video>Siam Resists Colonization>Interactive Map>Imperialism in Southeast Asia, 1900>Interactive Chart>Colonization of Australia and New Zealand>Lesson 8>Interactive Flipped Video>Latin America and the United States>Interactive Cartoon>Uncle Sam Takes Off – United States Imperialism</i></p>	<p>WH.3.5 Explain the rationales for and consequences of imperialism on Asia, Africa, and the Americas, such as colonization and the exploitation of natural resources and peoples; summarize various efforts to resist imperialism.</p>
<p>WH.4 The student will evaluate the global transformation created by the World Wars (1900–1945 CE).</p>	
<p>SE/TE: World War I Begins, 424–429; Assessment, 456</p> <p>Digital Resources: <i>Topic 7>Lesson 1>Interactive Flipped Video>Alliances Draw Europe into War>Interactive Cartoon>Nationalist Struggles in the Balkans>Interactive Chart>Alliances and World War I</i></p>	<p>WH.4.1 Explain the complex and multiple causes of World War I, including militarism, nationalism, imperialism, systems of alliances, and other significant causes.</p>

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<p>SE/TE: World War I Begins, 424–429; Fighting the Great War, 430–435; World War I Ends, 436–444; Assessment, 456; Primary Source: <i>The Fourteen Points</i>: Woodrow Wilson, 445–446</p> <p>Digital Resources: <i>Topic 7>Lesson 1>Interactive Flipped Video>Alliances Draw Europe into War>Lesson 2>Interactive Map>Europe in World War I, 1914–1918>Interactive 3–D Model: Trench Warfare>Interactive Gallery>Military Technology in World War I>Lesson 3>Interactive Flipped Video>Conflicting Goals for Peace</i></p>	<p>WH.4.2 Describe the significant events of World War I, including key strategies, advancements in technology, the war’s significant turning points, and its’ lasting impact.</p>
<p>SE/TE: World War I Ends, 436–444; Primary Source: <i>The Fourteen Points</i>: Woodrow Wilson, 445–446; The Rise of Nazi Germany, 513–518; Aggression, Appeasement, and War, 530–535</p> <p>Digital Resources: <i>Topic 7>Lesson 3>Interactive Flipped Video>Conflicting Goals for Peace>Effects of World War I on European Boundaries; Topic 8>Lesson 8>Interactive Flipped Video>Hitler’s Rise to Power; Topic 9>Lesson 1>Interactive Flipped Video>A Failed Peace</i></p>	<p>WH.4.3 Analyze the immediate and long-term global consequences of the Treaty of Versailles.</p>
<p>SE/TE: Socialist Thought Emerges, 270; Marx and the Origins of Communism, 271–272; Revolution in Russia, 447–452</p> <p>Digital Resources: <i>Topic 4>Lesson 2>Interactive Chart>Comparing Economic Systems; Topic 7>Lesson 4>Interactive Flipped Video>Lenin and the Bolsheviks>Interactive Chart>1917: Revolutions in Russia>Interactive Map>From Russian Empire to Soviet Union, 1914–1923</i></p>	<p>WH.4.4 Analyze socialism, communism, and the Bolshevik Revolution as responses to capitalism.</p>

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WH.4.5 Describe the economic, social, and political conditions that caused WWII including	
<p>SE/TE: Effects of the Peace Settlements, 369–370; Aggression, Appeasement, and War, 530–535</p> <p>Digital Resources: <i>Topic 8>Lesson 5>Interactive Cartoon>League of Nations Fails to Stop Aggression; Topic 9>Lesson 1>Interactive Flipped Video>A Failed Peace</i></p>	A. failure of the Treaty of Versailles
<p>SE/TE: The Great Depression, 498–499; Western Democracies React to the Depression, 499–500; Germany: Economic Hardships, 514; Recovery and Depression, 514</p> <p>Digital Resources: <i>Topic 8>Lesson 5>Interactive Flipped Video>The Great Depression>Interactive Cartoon>League of Nations Fails to Stop Aggression</i></p>	B. impact of global depression
<p>SE/TE: New Forces in China and Japan, 483–489; The West After World War I, 490–500; Fascism Emerges in Italy, 501–504; The Soviet Union Under Stalin, 505–512; The Rise of Nazi Germany, 513–518; Aggression, Appeasement, and War, 530–535; Assessment, 522</p> <p>Digital Resources: <i>Topic 8>Lesson 4>Interactive Gallery>Revival of Japanese Glory>Lesson 6>Interactive Flipped Video>The Nature of Fascism>Interactive Gallery>The Makings of an Italian Totalitarian State>Lesson 7>Interactive Flipped Video>Propaganda and Terror in the Soviet Union>Interactive Graphic Organizer: Characteristics of Stalin’s Rule>Lesson 8>Interactive Flipped Video>Hitler’s Rise to Power>Interactive Timeline>The Rise and Fall of the Weimar Republic</i></p>	C. rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan

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<p>SE/TE: Axis Powers Advance, 536–541; The Allies Turn the Tide, 550–555; Victory for the Allies, 556–562; Assessment, 568</p> <p>Digital Resources: <i>Topic 9>Lesson 2>Interactive Flipped Video>Surviving the Blitz;>Interactive Map>Axis Aggression>Lesson 4>Interactive Flipped Video>D-Day>Interactive Map>World War II in Europe, 1942–1945>Interactive Chart>European Turning Points in World War II – Causes and Effects>Lesson 5>Interactive Map>World War II in the Pacific, 1942–1945>Interactive Timeline>Key Events of World War II in Europe and the Pacific</i></p>	<p>WH.4.6 Examine the significant events of World War II from a global perspective, such as campaigns in Africa, Asia, and the Pacific.</p>
<p>SE/TE: Victory for the Allies, 556–562; Primary Source: Charter of the United Nations, 563–564 A New Global Conflict, 576–584; The Western Democracies and Japan, 585–592</p> <p>Digital Resources: <i>Topic 10>Lesson 1>Interactive Flipped Video>Germany Divided>Interactive Gallery>Cold War Technologies>Interactive Gallery>The Cuban Missile Crisis; Topic 10>Lesson 2>Interactive Flipped Video>Japan Transforms</i></p>	<p>WH.4.7 Evaluate the effects of World War II including military and economic power shifts, purposes of the United Nations and NATO, and the origins and escalation of the Cold War.</p>
<p>SE/TE: The Holocaust, 542–547; Primary Source: The Diary of a Young Girl: Anne Frank, 548–549</p> <p>Digital Resources: <i>Topic 9>Lesson 3>Interactive Flipped Video>Hitler’s Final Solution>Interactive Map>Life in the Concentration Camps>Interactive Gallery>Remembering the Holocaust</i></p>	<p>WH.4.8 Examine the causes, series of events and effects of the Holocaust through eyewitnesses such as inmates, survivors, liberators, and perpetrators.</p>

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<p>SE/TE: The Holocaust, 542–547; The Holocaust is Revealed, 560; War Crimes Trial, 560; The United Nations Is Formed, 561; The Founding of Israel, 644–646; Human Rights, 709–711; Primary Source: Universal Declaration of Human Rights, 714–715</p> <p>Digital Resources: <i>Interactive Primary Sources</i>>Universal Declaration of Human Rights; <i>Topic 9</i>><i>Lesson 3</i>><i>Interactive Gallery</i>>Remembering the Holocaust; <i>Topic 11</i>><i>Lesson 3</i>><i>Interactive Chart</i>>Birth of Israel</p>	<p>WH.4.9 Summarize world responses to the Holocaust, resulting in the Nuremberg Trials, the move to establish a Jewish homeland, and the creation of the Universal Declaration of Human Rights and its impact on human rights today.</p>
<p>WH.5 The student will evaluate post World War II regional events leading to the transformations of the modern world (1945–1990 CE).</p>	
<p>SE/TE: The Founding of Israel, 644–646; Israel and Palestine, 651–652; The Difficult Road to Peace, 652–654; Lesson Assessment, 657;</p> <p>Digital Resources: <i>Topic 11</i>><i>Lesson 3</i>><i>Interactive Chart</i>>Birth of Israel><i>Lesson 4</i>><i>Interactive Flipped Video</i>>Israel and the Arab World, Obstacles to Peace><i>Interactive Map</i>>Changing Boundaries of the State of Israel</p>	<p>WH.5.1 Describe the creation of the modern state of Israel and ongoing territorial disputes, including the impact of significant regional leaders.</p>
<p>SE/TE: The Modern Middle East Takes Shape, 643–650; Conflicts in the Middle East, 651–65; Lesson Assessment, 657; Topic Assessment, 586; Document–Based Questions, 661</p> <p>Digital Resources: <i>Topic 11</i>><i>Lesson 3</i>><i>Interactive Flipped Video</i>>Oil Shapes the Modern Middle East><i>Interactive Map</i>>Religious Diversity in the Middle East><i>Lesson 4</i>><i>Interactive Timeline</i>>Conflicts in the Middle East</p>	<p>WH.5.2 Evaluate the ongoing regional disputes of the Middle East, including the Iranian Revolution, the Iran- Iraq conflict, and the invasion of Kuwait.</p>

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WH.5.3 Analyze the major developments in Chinese history during the second half of the 20th century including the:	
<p>SE/TE: Trouble in the Chinese Republic, 483–484; Nationalists and Communists, 484–486; The Chinese Communist Victory, 593–594; China and the Cold War, 595–596</p> <p>Digital Resources: <i>Topic 8>Lesson 4>Interactive Chart>Communists vs. Guomindang</i></p>	A. Chinese Civil War and the Communist Revolution in China
<p>SE/TE: Nationalists and Communists, 484–486; The Chinese Communist Victory, 593–594</p> <p>Digital Resources: <i>Topic 8>Lesson 4>Interactive Chart>Communists vs. Guomindang; Topic 10>Lesson 3>Interactive Gallery>Communism in China</i></p>	B. rise of Mao Zedong and the political, social, and economic upheavals under his leadership
<p>SE/TE: Reform and Repression in China, 681–682</p> <p>Digital Resources: <i>Topic 12>Lesson 3>Interactive Gallery>Protests in Tiananmen Square</i></p>	C. student protests of Tiananmen Square
<p>SE/TE: Reforms Bring Growth and Challenges, 682–683; Lesson Assessment, 685; Topic Assessment, 656</p> <p>Digital Resources: <i>Topic 12>Lesson 3>Interactive Flipped Video>Economic Reform and Authoritarian Rule in China</i></p>	D. economic reforms under the leadership of Deng Xiaoping.

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WH.5.4 Examine the origins of India and Pakistan as independent nations, including the	
<p>SE/TE: India Seeks Self-Rule, 477–480; Primary Source: <i>Hind Swaraj</i>: Mohandas Gandhi, 481–482; Assessment, 522; Independence and Partition in South Asia, 631–632</p> <p>Digital Resources: <i>Topic 8>Lesson 3>Interactive Flipped Video>Gandhi’s Nonviolent Action and Civil Disobedience; Topic 11>Lesson 1>Interactive Flipped Video>Two Nations Emerge>Interactive Gallery>Indian Independence and Partition</i></p>	A. struggle for independence achieved through Mohandas Gandhi’s non-violent civil disobedience movement
<p>SE/TE: India Builds a Modern Economy, 683–684</p> <p>Digital Resources: <i>Topic 12>Lesson 3>Interactive Gallery>India on the Rise</i></p>	B. development of India’s industrial economy
<p>SE/TE: New Nations in South Asia and Southeast Asia, 622–630; Social Reform in India, 684–685</p> <p>Digital Resources: <i>Topic 11>Lesson 1>Interactive Map>South Asian Borders; Topic 12>Lesson 3>Interactive Gallery>India on the Rise</i></p>	C. ongoing struggles in the region.
WH.5.5 Evaluate the people, events, and conditions leading to the end of the Cold War including the	
<p>SE/TE: Poland Struggles Toward Democracy, 605–606; Lesson Assessment, 608</p> <p>Digital Resources: <i>Topic 10>Lesson 5>Interactive Flipped Video>Communism Collapses in Eastern Europe>Interactive Timeline>Fall of Communism in Eastern Europe</i></p>	A. effects of Poland’s Solidarity Movement
<p>SE/TE: The Soviet Union Declines, 603–604; The Soviet Union Collapses, 604–605; Lesson Assessment, 608</p> <p>Digital Resources: <i>Topic 10>Lesson 5>Interactive Timeline>Fall of Communism in Eastern Europe</i></p>	B. policies of the perestroika and glasnost

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<p>SE/TE: Revolution and Freedom, 606; Primary Source: <i>Tear Down This Wall</i>: Ronald Reagan, 609–610</p> <p>Digital Resources: <i>Topic 10>Lesson 5>Interactive Timeline>Fall of Communism in Eastern Europe</i>; <i>Interactive Primary Sources>Primary Source: Tear Down This Wall: Ronald Reagan</i></p>	<p>C. fall of the Berlin Wall</p>
<p>SE/TE: The Soviet Union Declines, 603–604; The Soviet Union Collapses, 604–605; Eastern Europe Transformed, 605–607; Lesson Assessment, 608</p> <p>Digital Resources: <i>Topic 10>Lesson 5>Interactive Flipped Video>Communism Collapses in Eastern Europe</i>; <i>Topic 10>Lesson 5>Interactive Map>The Fall of the Soviet Union</i></p>	<p>E. breakup of the Soviet Union</p>
<p>WH.5.6 Assess the impact of African independence movements on human rights and the global expansion of democracy including the</p>	
<p>SE/TE: Africans Protest Colonial Rule, 470–471; A Rising Tide of African Nationalism, 471–472; Lesson Assessment, 476</p> <p>Digital Resources: <i>Topic 8>Lesson 2>Interactive Map>African Resistance to Colonial Rule>Interactive Gallery>Writers of the Négritude Movement</i></p>	<p>A. effects of Pan-Africanism on changing political boundaries</p>
<p>SE/TE: African Nations Win Independence, 633–640; Primary Source: <i>Autobiography</i>: Kwame Nkrumah, 641–642</p> <p>Digital Resources: <i>Topic 11>Lesson 2>Interactive Flipped Video>Different Paths to Independence>Interactive Map>Imperialism and Independence in Africa</i></p>	<p>B. the struggle for self-government in Ghana, including the influence of Kwame Nkrumah</p>

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<p>SE/TE: The Struggle for Equality in South Africa, 673–675; Primary Source: Glory and Hope: Nelson Mandela, 679–680</p> <p>Digital Resources: <i>Topic 12>Lesson 2>Interactive Flipped Video>Nelson Mandela>Interactive Timeline>The Struggle Against Apartheid</i></p>	<p>C. creation and dismantling of South Africa's apartheid system, including the influence of Nelson Mandela and Desmond Tutu.</p>
<p>WH.5.7 Compare multiple perspectives to examine the religious, ethnic, and political origins, as well as the lasting impact of modern genocide and conflicts including</p>	
<p>SE/TE: Politically Motivated Mass Murder in Cambodia, 602</p>	<p>A. actions of the Khmer Rouge in Cambodia</p>
<p>SE/TE: Conflict in Northern Ireland, 694–695</p>	<p>B. Northern Ireland's Troubles</p>
<p>SE/TE: War in Yugoslavia, 698–699; Lesson Assessment, 700</p> <p>Digital Resources: <i>Topic 12>Lesson 5>Interactive Timeline>War in Bosnia</i></p>	<p>C. ethnic-cleansing in the Balkans</p>
<p>SE/TE: Ethnic Conflict and Genocide, 638–640</p>	<p>D. Rwanda's mass murders</p>
<p>SE/TE: Rebellion and Civil War in Sudan, 639–640</p>	<p>E. crisis in Darfur</p>
<p>WH.6 The student will evaluate contemporary global issues and challenges.</p>	
<p>SE/TE: Globalization and Trade, 701–705; Topic 12 Lesson 6 Assessment, 730</p> <p>Digital Resources: <i>Topic 12>Lesson 6>Interactive Flipped Video>Global Trade Organizations and Treaties>Interactive Gallery>Aspects of Globalization>Interactive Gallery>Smart Phones – American Made?</i></p>	<p>WH.6.1 Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations, international trade agreements, and the challenges faced by the global economy.</p>

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WH.6.2 Examine contemporary issues that impact the new global era such as the	
<p>SE/TE: Populations Skyrocket, 670; Rapid Growth of Cities, 672; Migration, 691; India: Obstacles to Progress, 684; Impact of Rapid Population Growth, 684; People Search for a Better Life, 708</p> <p>Digital Resources: <i>Topic 12>Lesson 1>Interactive Map>Global Population Growth</i></p>	A. changing patterns of population
<p>SE/TE: India: Obstacles to Progress, 684; Poverty Challenges Latin America, 686–688; Worldwide Poverty, 706–707; Hunger and Famine, 708; Global Disease, 708</p> <p>Digital Resources: <i>Topic 12>Lesson 1>Interactive Flipped Video>Causes of Poverty; Topic 12>Lesson 4>Interactive Map>Economic Activities in Latin America</i></p>	B. cycle of disease and poverty
<p>SE/TE: Opportunity Increases for Women, 671; India: Women Work to Improve Their Lives, 685; The Struggle for Women’s Rights, 709–710; Changing Roles for Women, 710; Primary Sources: Universal Declaration of Human Rights, 714–715</p> <p>Digital Resources: <i>Topic 12>Lesson 7>Interactive Gallery>Women’s Lives in the 21st Century</i></p>	C. status of women
<p>SE/TE: The Green Revolution, 670; Development and the Environment, 711–713</p> <p>Digital Resources: <i>Topic 12>Lesson 7>Interactive Map>Global Environmental Challenges</i></p>	D. environmental issues.

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<p>SE/TE: Globalization and Trade, 701–705</p> <p>Digital Resources: <i>Topic 12>Lesson 6>Interactive Flipped Video>Global Trade Organizations and Treaties>Interactive Gallery>Aspects of Globalization>Interactive Gallery>Smart Phones – American Made?</i></p>	<p>WH.6.3 Describe the impact of trade and interdependence on cultural diffusion.</p>
<p>SE/TE: Terrorism and International Security, 716–721; Assessment, 730</p> <p>Digital Resources: <i>Topic 12>Lesson 8>Interactive Flipped Video>Response to Terrorism>Interactive Map>Terrorist Movements Around the World>Interactive Gallery>September 11, 2001</i></p>	<p>WH.6.4 Analyze responses by world governments concerning the rise and impact of international terrorism and their responses to regional disputes such as Syria.</p>

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Social Studies Practices	
1. Engage in Democratic Processes Students will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.	
A. Students will demonstrate an understanding of the virtues that citizens should use when interacting with each other and the virtues that guide official government institutions.	
<p>SE/TE: Understanding Civics: The Importance of Civic Virtues, xxxvi; Comparing Political Systems, xlvi; Understanding Civics: What Documents Guide the Government, xlvi; Other Significant Documents, xlvi–xlvi; English Bill of Rights, 197–198, 199; Primary Source: English Bill of Rights, 200–201; Declaration of Independence, 214, 217; Primary Source: Declaration of Independence, 218–219; Declaration of the Rights of Man, 226; Primary Source: Declaration of the Rights of Man, 229–230; Constitution Quick Study Guide, 734–757</p> <p>Digital Resources: <i>Topic 3>Lesson 3>Interactive Gallery>Protections of the English Bill of Rights>Lesson 5>Interactive Image: From Words to Action – Ideology in the American Revolution>Lesson 6>Interactive Document: Declaration of the Rights of Man; Interactive Primary Sources>The Social Contract>Articles of Confederation>English Petition of Rights>The Magna Carta>Two Treatises of Government>The Spirit of Laws English Bill of Rights>Declaration of Independence>Declaration of the Rights of Man and the Citizen</i></p>	<p>1.A.9-12.1 Evaluate various significant documents from the United States and other countries to compare civic virtues and principles of political systems.</p>

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<p align="center">Oklahoma World History The Modern Era, ©2021</p>	<p align="center">Oklahoma Academic Standards and Practices for Social Studies World History</p>
<p>SE/TE: Understanding Civics: What Factors Influence How Problems Are Solved?, xxxvi–xxxvii; Promoting the Common Good, xxxvii; How do Virtues and Principles Make American Government Unique?, liii–liv; Quests: Becoming a Human Rights Advocate, 173; Making Policy Decisions, 255; Presenting a Position Paper, 621; The Enlightenment, 202–211; The American Revolution, 212–217; Primary Source: Declaration of Independence, 218–219; The United States Responds to New Challenges, 587–588; Rebuilding Western Europe, 589–590; Social and Environmental Issues, 706–713; Primary Source: Universal Declaration of Human Rights, 714–715</p> <p>Digital Resources: <i>Topic 3>Lesson 4>Interactive Flipped Video>Voltaire and Rousseau>Interactive Chart>Thinkers of the Enlightenment>Lesson 5>Interactive Flipped Video>Enlightened Influence>Interactive Image: From Words to Action – Ideology in the American Revolution; Topic 12>Lesson 7>Interactive Flipped Video>Protecting Human Rights>Interactive Gallery>Women’s Lives in the 21st Century>Interactive Map>Global Environmental Challenges; Social Studies Core Concepts>Government and Civics; 21st Century Skills Tutorials>Solve Problems>Being an Informed Citizen>Political Participation>Serving on a Jury>Voting</i></p>	<p>1.A.9-12.2 Evaluate the impact of perspectives, civic virtues, democratic principles, constitutional rights, and human rights on addressing issues and problems in society.</p>

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<p>B. Students will demonstrate an understanding of the important institutions of their society and the principles that these institutions are intended to reflect.</p>	
<p>SE/TE: Understanding Civics: How Do We Address Public Issues, xxxiv–xxxvii; Structure and Processes of Government, xxxviii–xlviii; The United States Congress, County Governments and Laws, & City Governments and Laws, I; Tribal Governments and Laws, Ii; How can Laws Influence International Relations?, Iii; The United Nations Is Formed, 487–488; Primary Sources: Charter of the United Nations, 489–490; Growth of the European Union, 620; Global Organizations and Trade Agreements, 629–630</p> <p>Digital Resources: <i>Topic 3>Lesson 5>Interactive Chart>Checks and Balances; Topic 5>Lesson 5>Interactive Flipped Video>Reforming for Democracy; Topic 6>Lesson 2>Interactive Flipped Video>The Berlin Conference; Topic 12>Lesson 6>Interactive Flipped Video>Global Trade Organizations and Treaties; Topic 12>Lesson 5>Interactive Gallery>Evolution of the European Union</i></p>	<p>1.B.9-12.1 Evaluate the impact of the structure and powers exercised by local, state, tribal, national, and international institutions on public policy.</p>

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<p align="center">Oklahoma World History The Modern Era, ©2021</p>	<p align="center">Oklahoma Academic Standards and Practices for Social Studies World History</p>
<p>SE/TE: Understanding Civics: Role and Responsibilities of Citizens, 161-163; The American Revolution, 212-217; The French Revolution Begins, 220-228; Revolutions Sweep Europe, 302-310; Latin American Nations Win Independence, 311-315; Democratic Reforms in Britain, 327-334; 21st Century Skills: Being an Informed Citizen, 787; Political Participation, 788; Voting, 788-789; Serving on a Jury, 789-790; Paying Taxes, 790-791</p> <p>Digital Resources: <i>Topic 3>Lesson 5>Interactive Image: From Words to Action – Ideology in the American Revolution>Interactive Image: From Words to Action – Ideology in the American Revolution; Topic 4>Lesson 4>Interactive Gallery>The New Social Order and Changing Roles of Women; Topic 5>Lesson 1>Interactive Map>Revolutionary Uprisings, 1830-1848>Lesson 2>Interactive Flipped Video>Case Study in Independence>Interactive Gallery>Latin American Independence Movements>Interactive Map>Latin American Independence>Lesson 5>Interactive Flipped Video>Reforming for Democracy; Social Studies Core Concepts>Government and Civics; 21st Century Skills Tutorials>Being an Informed Citizen>Political Participation>Voting>Serving on a Jury>Paying Taxes</i></p>	<p>1.B.9-12.2 Analyze the role of informed and responsible citizens in their political systems and provide examples of changes in civic participation over time.</p>

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<p align="center">Oklahoma World History The Modern Era, ©2021</p>	<p align="center">Oklahoma Academic Standards and Practices for Social Studies World History</p>
<p>SE/TE: Understanding Civics: Structure and Processes of Government, xxxviii–xlvi; Making Laws, xlix–li; The United Nations Is Formed, 487–488; Primary Sources: Charter of the United Nations, 489–490; New Alliances, 578; Establishing Alliances and Bases, 581; Growth of the European Union, 620; Global Organizations and Trade Agreements, 629–630; The Nuclear Nonproliferation Treaty, 716–717</p> <p>Digital Resources: <i>Topic 3>Lesson 5>Interactive Chart>Checks and Balances; Topic 5>Lesson 5>Interactive Flipped Video>Reforming for Democracy; Topic 6>Lesson 2>Interactive Flipped Video>The Berlin Conference; Topic 12>Lesson 6>Interactive Flipped Video>Global Trade Organizations and Treaties; Topic 12>Lesson 5>Interactive Gallery>Evolution of the European Union</i></p>	<p>1.B.9-12.3 Analyze the impact of constitutions, laws, treaties, and international agreements, including the concept of sovereignty, in order to maintain national and international order.</p>

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<p>SE/TE: Understanding Civics: Structure and Processes of Government, xxxviii–xlviii; The American Revolution, 212–217; The French Revolution Begins, 220–228; Revolutions Sweep Europe, 302–310; Latin American Nations Win Independence, 311–315; Democratic Reforms in Britain, 327–334; 21st Century Skills: Being an Informed Citizen, 787; Political Participation, 788; Voting, 788–789; Serving on a Jury, 789–790; Paying Taxes, 790–791</p> <p>Digital Resources: <i>Topic 3>Lesson 5>Interactive Image: From Words to Action – Ideology in the American Revolution>Interactive Image: From Words to Action – Ideology in the American Revolution; Topic 4>Lesson 4>Interactive Gallery>The New Social Order and Changing Roles of Women; Topic 5>Lesson 1>Interactive Map>Revolutionary Uprisings, 1830–1848>Lesson 2>Interactive Flipped Video>Case Study in Independence>Interactive Gallery>Latin American Independence Movements>Interactive Map>Latin American Independence>Lesson 5>Interactive Flipped Video>Reforming for Democracy; Social Studies Core Concepts>Government and Civics; 21st Century Skills Tutorials>Being an Informed Citizen>Political Participation>Voting>Serving on a Jury>Paying Taxes</i></p>	<p>1.B.9-12.4 Analyze how various governmental powers, responsibilities, and limitations are enacted and have changed over time.</p>

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<p>C. Students will demonstrate understanding of the processes and rules by which groups of people make decisions, govern themselves, and address public problems.</p>	
<p>SE/TE: Understanding Civics: How We Address Public Issues, xxxiv–xxxvii; Making Laws, xlix–li; Roles and Responsibilities of Citizens, lvi–lix; Triumph of Parliament in England, 192–199; The American Revolution, 212–217; The French Revolution Begins, 220–228; Revolutions Sweep Europe, 302–310; Latin American Nations Win Independence, 311–315; Democratic Reforms in Britain, 327–334; India Seeks Self-Rule, 477–480; The Western Democracies and Japan, 585–592; African Nations Win Independence, 633–640; Latin American Nations Move Toward Democracy, 686–692; Social and Environmental Issues, 706–713; Primary Source: Universal Declaration of Human Rights, 714–715</p> <p>Digital Resources: <i>Topic 3>Lesson 5>Interactive Image: From Words to Action – Ideology in the American Revolution>Interactive Image: From Words to Action – Ideology in the American Revolution; Topic 4>Lesson 4>Interactive Gallery>The New Social Order and Changing Roles of Women; Topic 5>Lesson 1>Interactive Map>Revolutionary Uprisings, 1830–1848>Lesson 2>Interactive Flipped Video>Case Study in Independence>Interactive Gallery>Latin American Independence Movements>Interactive Map>Latin American Independence>Lesson 5>Interactive Flipped Video>Reforming for Democracy; Social Studies Core Concepts>Government and Civics</i></p>	<p>1.C.9-12.1 Analyze historical, contemporary, and emerging means to promote the common good and protect individual rights.</p>

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<p align="center">Oklahoma World History The Modern Era, ©2021</p>	<p align="center">Oklahoma Academic Standards and Practices for Social Studies World History</p>
<p>SE/TE: Understanding Civics: How We Address Public Issues?, xxxiv–xxxvii; Structure and Processes of Government, xxxviii–xlviii; Quests: Becoming a Human Rights Advocate, 173; Making Policy Decisions, 255; Preparing for Debate, 301; Civic Discussion: Lenin and Stalin, 463; Launching a Seminar, 575; Presenting a Position Paper, 621; 21st Century Skills: Participate in a Discussion or Debate, 783; Give an Effective Presentation, 783–784; Solve Problems, 785–786; Make Decisions, 786–787; Being an Informed Citizen, 787; Political Participation, 788; Serving on a Jury, 789–790</p> <p>Digital Resources: See Digital Quests with group and problem-solving activities: <i>Topic 3</i>>Becoming a Human Rights Advocate; <i>Topic 4</i>>Making Policy Decisions; <i>Topic 5</i>>Preparing for Debate; <i>Topic 8</i>>Civic Discussion: Lenin and Stalin; <i>Topic 10</i>>Launching a Seminar; <i>Topic 11</i>>Presenting a Position Paper; <i>Social Studies Core Concepts</i>>Government and Civics>Citizenship; <i>21st Century Skills Tutorials</i>>Participate in a Discussion or Debate>Give an Effective Presentation>Solve Problems>Make Decisions>Being an Informed Citizen>Political Participation>Serving on a Jury</p>	<p>1.C.9-12.2 Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in the community and out of school contexts.</p>
<p>2. Analyze and Address Authentic Civic Issues Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.</p>	
<p>A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.</p>	
<p>SE/TE: Essential Questions, 2, 78, 118, 170, 252, 298, 362, 420, 460, 526, 572, 618, 664; Enduring Understandings, 3, 79, 119, 171, 253, 299, 363, 421, 461, 527, 573, 619, 665</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Ask Questions>Synthesize; also see <i>Introduction</i> and <i>Synthesize</i> for all Topics 0–12 in the Digital Course for Essential Questions.</p>	<p>2.A.9-12.1 Develop, investigate and evaluate plausible answers to essential questions that reflect enduring understandings across time and all disciplines.</p>

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<p align="center">Oklahoma World History The Modern Era, ©2021</p>	<p align="center">Oklahoma Academic Standards and Practices for Social Studies World History</p>
<p>SE/TE: Quests: Quest: What is your viewpoint? Writing a magazine article, 121; Preparing for Debate, 301; Civic Discussion: Lenin and Stalin, 463; Launching a Seminar, 575; Presenting a Position Paper, 621; Compare Points of View, 443, 494, 497, 504, 592, 602, 657, 705; 21st Century Skills: Compare Viewpoints, 779–780; Evaluate Existing Arguments, 781–782; Consider and Counter Opposing Arguments, 782; Participate in a Discussion or Debate, 783</p> <p>Digital Resources: See Digital Quests in which points of agreement and disagreement are compared: <i>Topic 2>Quest>What is your viewpoint? Writing a Magazine Article; Topic 5>Preparing for Debate; Topic 8>Civic Discussion: Lenin and Stalin; Topic 10>Launching a Seminar; Topic 11>Presenting a Position Paper; 21st Century Skills Tutorials>Compare Viewpoints>Evaluate Existing Arguments>Consider and Counter Opposing Arguments>Participate in a Discussion or Debate</i></p>	<p>2.A.9-12.2 Compare points of agreement and disagreement from reliable information and expert interpretations associated with discipline based compelling and supporting questions.</p>

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<p>SE/TE: Understanding Civics: Where Do Challenges Come From?, xxxiv; Gathering Many Perspectives, xxxvi; Major Logical Fallacies, lvi; Topic Assessment: Critical Thinking, 74, 114, 166, 248, 294, 358, 416, 456, 522, 568, 614, 660, 730; Quest: What is your viewpoint? Writing a magazine article, 121; Preparing for Debate, 301; Presenting a Position Paper, 621; 21st Century Skills: Evaluate Existing Arguments, 781–782; Consider and Counter Opposing Arguments, 782; Participate in a Discussion or Debate, 783</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Consider and Counter Opposing Arguments>Evaluate Existing Arguments>Participate in a Discussion or Debate; also see Digital Quests in which points of agreement and disagreement are compared: <i>Topic 2</i>>What is your viewpoint? Writing a Magazine Article; <i>Topic 5</i>>Preparing for Debate; <i>Topic 11</i>>Presenting a Position Paper</p>	<p>2.A.9-12.3 Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyze and explain inconsistencies in reasoning.</p>
<p>B. Students will demonstrate the ability to investigate problems taking into consideration multiple points of view represented in arguments, structure of an explanation and other sources.</p>	
<p>SE/TE: Understanding Civics, xxxiv–lxi; Quest: Becoming a Human Rights Advocate, 173; Making Policy Decisions, 255; Presenting a Position Paper, 621; Challenges of Development, 668–672; Rapid Development in China and India, 681–685; Social and Environmental Issues, 706–713; 21st Century Skills: Solve Problems, 785–786; also see: Quest: Becoming a Human Rights Advocate, 173; Presenting a Position Paper, 621</p>	<p>2.B.9-12.1 Use interdisciplinary lenses to gather and evaluate information regarding complex local, regional, and global problems; assess individual and collective actions taken to address such problems.</p>

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<p>(Continued) Digital Resources: <i>Topic 12</i>>My Story Video><i>Lesson 1</i>><i>Interactive Flipped Video</i>>Causes of Poverty><i>Interactive Map</i>>Global Population Growth><i>Interactive Gallery</i>>Children of the Developing World><i>Lesson 2</i>><i>Interactive Gallery</i>>Environmental Challenges in Africa><i>Lesson 7</i>><i>Interactive Flipped Video</i>>Protecting Human Rights><i>Interactive Gallery</i>>Women’s Lives in the 21st Century><i>Interactive Map</i>>Global Environmental Challenges; <i>Social Studies Core Concepts</i>><i>Government and Civics</i>>Political Structures>Conflict and Cooperation>State Constitutions; also see Digital Quests in which student examine local, regional, and global problems: <i>Topic 3</i>>Becoming a Human Rights Advocate; <i>Topic 4</i>>Making Policy Decisions; <i>Topic 11</i>>Presenting a Position Paper</p>	<p>(Continued)</p>
<p>SE/TE: Topic Assessment, 74, 114, 166, 248, 294, 358, 416, 456, 522, 568, 614, 660, 730; Quests: Topic R: Create and Early World History Video Game, 5; Topic 1: Building a “Hall of Fame” Website, 81; Topic 2: What is Your Viewpoint? Writing a Magazine Article, 121; Topic 3: Becoming a Human Rights Advocate, 173; Topic 4: Making Policy Decisions, 255; Topic 5: Preparing for Debate, 301; Topic 6: Create a Power Point Presentation, 365; Topic 7: Create a Video Docudrama about World War I, 423; Topic 8: Civic Discussion: Lenin and Stalin, 463; Topic 9: Create a World War II Tribute, 529; Topic 10: Launching a Seminar, 575; Topic 11: Presenting a Position Paper, 621; Topic 12: Creating a Case Study Video, 667</p> <p>Digital Resources: <i>Quests</i>>Topics R–122</p>	<p>2.B.9-12.2 Demonstrate understanding of content through the development of self-driven investigations and the completion of multi-staged, authentic tasks and assessments.</p>

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<p>3. Acquire, Apply, and Evaluate Evidence Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.</p>	
<p>A. Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.</p>	
<p>SE/TE: Topic Quests, 5, 81, 121, 173, 255, 301, 365, 423, 463, 529, 575, 621, 667; Primary Sources (Feature), 144–145, 157–158, 200–201, 210–211, 218–219, 229–230, 280–281, 345–346, 445–446, 481–482, 548–549, 563–564, 609–610, 631–632, 641–642, 679–680, 714–715; <i>Primary Sources are embedded within the text (examples):</i> 193, 197, 224, 317, 321, 435, 438, 483, 534, 599; 21st Century Skills: Analyze Primary and Secondary Sources, 778–779; Compare Viewpoints, 779–780; Identify Bias, 780–781; Evaluate Existing Arguments, 781–782; Consider and Counter Opposing Arguments, 782</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Analyze Primary and Secondary Sources>Distinguish Between Fact and Opinion>Identify Bias>Identify Evidence>Interpret Sources>Evaluate Existing Arguments>Consider and Counter Opposing Arguments; <i>Quests</i>>Topics R–122. See all <i>Interactive Primary Sources</i>.</p>	<p>3.A.9-12.1 Gather, organize, and analyze various kinds of primary and secondary source evidence on related topics, evaluating the credibility of sources.</p>
<p>SE/TE: Topic Quests, 5, 81, 121, 173, 255, 301, 365, 423, 463, 529, 575, 621, 667; Primary Sources (Feature), 144–145, 157–158, 200–201, 210–211, 218–219, 229–230, 280–281, 345–346, 445–446, 481–482, 548–549, 563–564, 609–610, 631–632, 641–642, 679–680, 714–715; Document–Based Questions, 75, 115, 167, 249, 295, 359, 417, 457, 523, 569, 615, 661, 731</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Analyze Primary and Secondary Sources>Identify Bias>Identify Evidence>Interpret Sources; <i>Quests</i>>Topics R–12. See all <i>Interactive Primary Sources</i>.</p>	<p>3.A.9-12.2 Evaluate the usefulness of primary and secondary sources for specific inquiry, based on the author, date, place of origin, intended audience, and purpose.</p>

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<p>SE/TE: Quests: Topic R: Create and Early World History Video Game, 5; Topic 1: Building a “Hall of Fame” Website, 81; Topic 2: What is Your Viewpoint? Writing a Magazine Article, 121; Topic 3: Becoming a Human Rights Advocate, 173; Topic 4: Making Policy Decisions, 255; Topic 5: Preparing for Debate, 301; Topic 6: Create a Power Point Presentation, 365; Topic 7: Create a Video Docudrama about World War I, 423; Topic 8: Civic Discussion: Lenin and Stalin, 463; Topic 9: Create a World War II Tribute, 529; Topic 10: Launching a Seminar, 575; Topic 11: Presenting a Position Paper, 621; Topic 12: Creating a Case Study Video, 667</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Ask Questions; <i>Interactive Primary Sources</i> (all); <i>Quests:</i> Topics R–12</p>	<p>3.A.9-12.3 Develop questions about multiple historical and/or contemporary sources to pursue further inquiry and investigate additional sources.</p>
<p>SE/TE: Topic Opener Timelines, 4, 80, 120, 172, 254, 300, 364, 422, 462, 528, 574, 620, 666</p> <p>Digital Resources: <i>See all Topic Introduction Timelines; Interactive Timelines: Topic R</i>>Lesson 8>Rise and Decline of an Arab Empire; <i>Topic 1</i>>Lesson 4>Timeline of the English Reformation; <i>Topic 3</i>>Lesson 3>England Divided – The Monarchy and Parliament Fight for Power>Lesson 7>The French Revolution Enters a More Radical Phase>Lesson 8>The Rise and Fall of Napoleon; <i>Topic 4</i>>Lesson 3>Transportation Milestones; <i>Topic 5</i>>Lesson 3>German Unification>Lesson 7>The Women’s Rights Movement; <i>Topic 8</i>>Lesson 8>The Rise and Fall of the Weimar Republic; <i>Topic 9</i>>Lesson 5>Key Events of World War II in Europe and the Pacific; <i>Topic 10</i>>Lesson 4>Vietnam, 1945–1965 – From Independence Struggle to Cold War Battleground; <i>Topic 11</i>>Lesson 4>Conflicts in the Middle East; <i>Topic 12</i>>Lesson 2>The Struggle Against Apartheid>Lesson 5>War in Bosnia>Lesson 9>The Age of Space Exploration>Medical Milestones</p>	<p>3.A.9-12.4 Analyze multiple causation and change over time by constructing and interpreting parallel timelines.</p>

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<p>SE/TE: Topic Quests, 5, 81, 121, 173, 255, 301, 365, 423, 463, 529, 575, 621, 667; Topic Assessment, 74, 114, 166, 248, 294, 358, 416, 456, 522, 568, 614, 660, 730</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Analyze Primary and Secondary Sources>Distinguish Between Fact and Opinion>Identify Bias>Identify Evidence>Interpret Sources>Evaluate Existing Arguments>Consider and Counter Opposing Arguments</p>	<p>3.A.9-12.5 Evaluate how multiple, complex events are shaped by unique circumstances of time and place, as well as broader historical contexts.</p>
<p>SE/TE: Lesson Assessment, 9, 15, 23, 27, 32, 39, 53, 63, 88, 93, 99, 105, 110, 127, 134, 143, 150, 156, 182, 191, 211, 217, 228, 237, 245, 263, 272, 279, 291, 310, 315, 322, 326, 334, 339, 344, 354, 371, 378, 388, 393, 399, 405, 413, 429, 435, 452, 469, 476, 480, 489, 500, 504, 512, 518, 535, 541, 547, 555, 562, 584, 592, 597, 602, 608, 630, 640, 650, 657, 672, 678, 685, 692, 700, 705, 713, 721, 726; Topic Assessment, 74, 114, 166, 248, 294, 358, 416, 456, 522, 568, 614, 660, 730</p> <p>Digital Resources: <i>Social Studies Core Concepts; Social Studies Reference Center</i>>Biographies. <i>Review and Assessment, Tests, and Test Banks</i>>Topics R–12</p>	<p>3.A.9-12.6 Assess the significance and impact of individuals and groups throughout local, national, tribal, and world history, tracing the continuity of past events to the present.</p>

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<p>SE/TE: Compare Points of View, 443, 494, 497, 504, 592, 602, 657, 705; Topic 2 Quest: What is Your Viewpoint? Writing a Magazine Article, 121; Topic 4 Quest: Making Policy Decisions, 255; Topic 5 Quest: Preparing for Debate, 301; Topic 8 Quest: Civic Discussion: Lenin and Stalin, 463; Topic 11 Quest: Presenting a Position Paper, 621; Primary Sources (Feature), 144–145, 157–158, 200–201, 210–211, 218–219, 229–230, 280–281, 345–346, 445–446, 481–482, 548–549, 563–564, 609–610, 631–632, 641–642, 679–680, 714–715</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Analyze Primary and Secondary Sources>Distinguish Between Fact and Opinion>Identify Bias>Identify Evidence>Interpret Sources>Evaluate Existing Arguments>Consider and Counter Opposing Arguments</p>	<p>3.A.9-12.7 Analyze complex and interacting factors that influence multiple perspectives during different historical eras or contemporary events.</p>
<p>B. Students will demonstrate an understanding of geographic concepts and develop mastery of geographic tools and ways of thinking in order to become geographically informed.</p>	
<p>SE/TE: Analyze Maps (examples), 25, 190, 240, 307, 349, 429, 537, 554, 648, 655, 698, 707; The Ancient Middle East and Egypt, 10–15; Ancient India and China, 16–23; The Americas, 24–27; Social and Environmental Issues, 706–713; 21st Century Skills : Read Physical Maps, 773–774; Read Political Maps, 774–775; Read Special-Purpose Maps, 775–776; Use Parts of a Map, 777–778</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Ask Questions>Analyze Data and Models>Read Physical Maps>Read Political Maps; <i>Social Studies Core Concepts</i>>Geography</p>	<p>3.B.9-12.1 Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world’s past and its present conditions.</p>

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<p>SE/TE: Analyze Maps (examples), 25, 190, 240, 307, 349, 429, 537, 554, 648, 655, 698, 707; 21st Century Skills : Read Physical Maps, 773–774; Read Political Maps, 774–775; Read Special–Purpose Maps, 775–776; Use Parts of a Map, 777–778</p> <p>Digital Resources: <i>Social Studies Core Concepts>Geography; See all Interactive Maps, for examples see: Topic 1>Lesson 1>Renaissance Italy’s City–States; Topic 2>Lesson 2>Trade Among Europe, Africa, and Asia; Topic 4>Lesson 1>Advances in Transportation in England, 1800s; Topic 5>Lesson 8>The Balkan Powder Keg; Topic 7>Lesson 3>Effects of World War I on European Boundaries; Topic 9>Lesson 4>World War II in Europe; Topic 10>Lesson 5>The Fall of the Soviet Union</i></p>	<p>3.B.9-12.2 Compare and analyze complex maps and mapping technologies to explain relationships between the environment and events, past and present.</p>
<p>SE/TE: The Ancient Middle East and Egypt, 10–15; The Americas, 24–27; European Colonies in North America, 146–150; Effects of Global Contact, 159–163; The Industrial Revolution Begins, 256–263; The Unification of Germany, 316–322; Globalization and Trade, 701–705</p> <p>Digital Resources: <i>21st Century Skills Tutorials>Analyze Data and Models; Topic 2>Lesson 4>Interactive Map>European Colonization of North America, about 1700>Lesson 6>Interactive Flipped Video>A Global Transformation>Interactive Chart>Economic Concepts>Interactive Map>The Columbian Exchange; Topic 4>Lesson 1>Interactive Flipped Video>Technology Transforms; Topic 5>Lesson 3>Interactive Flipped Video>Unifying Germany; Topic 12>Lesson 6>Interactive Gallery>Aspects of Globalization</i></p>	<p>3.B.9-12.3 Analyze spatial patterns of human and physical environments, using geographic technology, from contemporary and historical perspectives.</p>

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<p>SE/TE: European Conquests in the Americas, 135–143; European Colonies in North America, 146–150; Effects of Global Contact, 159–163; The Industrial Revolution Begins, 256–263; Social Impact of Industrialism, 264–272; The New Imperialism, 366–371; China and the West, 389–393; The Modernization of Japan, 394–399; Fighting the Great War, 430–435; World War I Ends, 436–444; Axis Powers Advance, 536–541; The Allies Turn the Tide, 550–555; A New Global Conflict, 576–584; The Western Democracies and Japan, 585–592; The Cold War Ends, 603–608; Globalization and Trade, 701–705</p> <p>Digital Resources: <i>Topic 2>Lesson 6>Interactive Flipped Video>A Global Transformation; Topic 7>Lesson 3>Interactive Map>Effects of World War I on European Boundaries; Topic 9>Lesson 4>Interactive Map>World War II in Europe; Topic 10>Lesson 1>Interactive Flipped Video>Germany Divided>Lesson 2>Interactive Gallery>Suburbanization in Postwar America; Topic 12>Lesson 6>Interactive Flipped Video>Global Trade Organizations and Treaties>Interactive Gallery>Aspects of Globalization</i></p>	<p>3.B.9-12.4 Evaluate the extent to which political and economic decisions have had significant historical and global impact on human and physical environments of various places and regions.</p>

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<p>SE/TE: European Conquests in the Americas, 135–143; European Colonies in North America, 146–150; Effects of Global Contact, 159–163; The Industrial Revolution Begins, 256–263; Social Impact of Industrialism, 264–272; The New Imperialism, 366–371; China and the West, 389–393; The Modernization of Japan, 394–399; Challenges for African Nations, 673–678; Social and Environmental Issues, 706–713</p> <p>Digital Resources: <i>Topic 2>Lesson 6>Interactive Flipped Video>A Global Transformation; Topic 4>Lesson 1>Interactive Flipped Video>Technology Transforms; Topic 6>Lesson 1>Interactive Map>The New Imperialism>Interactive Gallery>Technology Advances Imperialism; Topic 12>Lesson 2>Interactive Gallery>Environmental Challenges in Africa>Lesson 7>Interactive Map>Global Environmental Challenges</i></p>	<p>3.B.9-12.5 Analyze the connections between historical events and the geographic contexts in which they have occurred, including the causes and processes of environmental changes over time.</p>
<p>SE/TE: Globalization and Trade, 701–705; also see: The Green Revolution, 670; Development and the Environment, 711–713</p> <p>Digital Resources: <i>Topic 12>Lesson 6>Interactive Gallery>Aspects of Globalization; Topic 12>Lesson 7>Interactive Map>Global Environmental Challenges</i></p>	<p>3.B.9-12.6 Evaluate how globalization and the expanding use of scarce resources contribute to conflict and cooperation.</p>
<p>C. Students will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.</p>	
<p>SE/TE: Analyze Graphs, 466, 695; Analyze Charts, 588, 589, 702; Analyze Maps, 703</p> <p>Digital Resources: <i>Social Studies Core Concepts>Economics; 21st Century Skills Tutorials>Read Charts, Graphs, and Tables>Make Predictions>Draw Conclusion</i></p>	<p>3.C.9-12.1 Evaluate economic data from charts and graphs, noting trends and making predictions.</p>

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<p>SE/TE: The Industrial Revolution Begins, 256–263; The Second Industrial Revolution, 273–279; A New Global Conflict, 576–584; Globalization and Trade, 701–705</p> <p>Digital Resources: <i>Social Studies Core Concepts>Economics; Topic 4>Lesson 1>Interactive Gallery>The Industrial Revolution and the Textile Industry; Topic 10>Lesson 1>Interactive Gallery>Cold War Technologies; Topic 12>Lesson 6>Interactive Gallery>Smart Phones – American Made?</i></p>	<p>3.C.9-12.2 Analyze the ways in which incentives and resource availability influence what is produced and distributed in different types of economic systems.</p>
<p>SE/TE: Topic 6 Quest: Create a Power Point Presentation (Imperialism), 365; Topic 10 Assessment: Writing Activity, 614; <i>Topic 12: Quest: Creating a Case Study Video (Developed and Developing Countries), 667</i></p> <p>Digital Resources: <i>21st Century Skills Tutorials>Distinguish Between Fact and Opinion>Support Ideas with Evidence>Take Effective Notes>Organize Your Ideas>Write an Essay</i></p>	<p>3.C.9-12.3 Construct arguments using a combination of evidence for or against an approach or solution to an economic issue.</p>
<p>SE/TE: The French Revolution Begins, 220–228; The West After World War I, 490–500; A New Global Conflict, 576–584; The Western Democracies and Japan, 585–592; The Cold War Ends, 603–608; The Industrialized World, 693–700; Globalization and Trade, 701–705</p> <p>Digital Resources: <i>Topic 10>Lesson 2>Interactive Flipped Video>Japan Transforms>Interactive Chart>Free Market Economy v. Command Economy; Topic 12>Lesson 5>Interactive Gallery>Evolution of the European Union; Topic 12>Lesson 6>Interactive Flipped Video>Global Trade Organizations and Treaties>Interactive Gallery>Aspects of Globalization</i></p>	<p>3.C.9-12.4 Evaluate the impact of government policies on market outcomes at national and global levels, past and present.</p>

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<p>SE/TE: A New Global Conflict, 576–584; The Cold War Ends, 603–608; Challenges for African Nations, 673–678; Rapid Development in China and India, 681–685; Globalization and Trade, 701–705</p> <p>Digital Resources: <i>Topic 10>Lesson 5>Interactive Flipped Video>Communism Collapses in Eastern Europe; Topic 12>Lesson 3>Interactive Flipped Video>Economic Reform and Authoritarian Rule in China>Interactive Gallery>India on the Rise>Interactive Gallery>Protests in Tiananmen Square; Topic 12>Lesson 6>Interactive Flipped Video>Global Trade Organizations and Treaties>Interactive Gallery>Aspects of Globalization>Interactive Gallery>Smart Phones – American Made?</i></p>	<p>3.C.9-12.5 Analyze the possible consequences, both intended and unintended, of government policies on markets and international trade.</p>
<p>4. Read Critically and Interpret Informational Sources Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.</p>	
<p>A. Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.</p>	
<p>SE/TE: Document–Based Questions, 75, 115, 167, 249, 295, 359, 417, 457, 523, 569, 615, 661, 731; Primary Sources (Feature), 144–145, 157–158, 200–201, 210–211, 218–219, 229–230, 280–281, 345–346, 445–446, 481–482, 548–549, 563–564, 609–610, 631–632, 641–642, 679–680, 714–715; <i>Primary Sources are embedded within the text (examples):</i> 193, 197, 224, 317, 321, 435, 438, 483, 534, 599</p> <p>Digital Resources: <i>21st Century Skills Tutorials>Analyze Primary and Secondary Sources>Support Ideas with Evidence; See all Interactive Primary Sources.</i></p>	<p>4.A.9-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.</p>

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<p>SE/TE: Maps, charts, infographics, and political cartoons throughout the program include caption questions that ask students to analyze information from the visual. For examples, see Analyze Maps, 262, 341, 401, 485; Analyze Graphs, 466, 695; Analyze Charts, 260, 561, 769; Analyze Political Cartoons, 303, 321, 325, 535</p> <p>Digital Resources: See all <i>Interactive Maps; Interactive Charts; Interactive Graphs; Political Cartoons; Interactive Videos;</i> and <i>Interactive Galleries</i>. For examples see: <i>Topic 3>Lesson 2>Interactive Map>Maps of Europe, 1648 and 1700>Lesson 5>Interactive Chart>Checks and Balances>Lesson 6>Interactive Cartoon>Characteristics of the Three Estates>Lesson 7>Interactive Gallery>The Reign of Terror; 21st Century Skills Tutorials>Analyze Data and Models>Analyze Images>Analyze Political Cartoons>Read Charts, Graphs, Tables>Read Physical Maps>Read Political Maps>Read Special-Purpose Maps>Interpret Sources</i></p>	<p>4.A.9-12.2 Analyze information from visual, oral, digital, and interactive texts (e.g. maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.</p>
<p>SE/TE: Presentation of Key Terms at the beginning of each Lesson in the Student Edition, for examples see, 40, 94, 122, 151, 192, 231, 347, 389, 424, 490, 530, 550, 643, 673, 701; Review of Key Terms in all Student Edition Topic Assessments, 74, 114, 166, 248, 294, 358, 416, 456, 522, 568, 614, 660, 730</p> <p>Digital Resources: <i>21st Century Skills>Use Context Clues; Interactive Reading Notepad:</i> Includes a list of academic vocabulary words for each lesson, along with their definitions.</p>	<p>4.A.9-12.3 Appropriately apply and demonstrate understanding of academic vocabulary in a social studies context.</p>

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B. Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.	
<p>SE/TE: Quests: (Primary and Secondary Sources) Topic 4: Making Policy Decisions, 255; Topic 6 Create a Power Point Presentation, 365; Topic 8 Civic Discussion: Lenin and Stalin, 463; Topic 10: Launching a Seminar, 575; Topic 11: Presenting a Position Paper, 621; Primary Sources (Feature), 144–145, 157–158, 200–201, 210–211, 218–219, 229–230, 280–281, 345–346, 445–446, 481–482, 548–549, 563–564, 609–610, 631–632, 641–642, 679–680, 714–715; Document–Based Questions, 75, 115, 167, 249, 295, 359, 417, 457, 523, 569, 615, 661, 731</p> <p>Digital Resources: <i>21st Century Skills</i>>Identify Bias>Compare Viewpoints>Draw Conclusions>Draw Inferences></p>	4.B.9-12.1 Evaluate the extent to which historical, cultural, and/or global perspectives affect an author’s state or implied purpose.
<p>SE/TE: Quests: (Primary and Secondary Sources) Topic 4: Making Policy Decisions, 255; Topic 10: Launching a Seminar, 575; Topic 11: Presenting a Position Paper, 621; Primary Sources (Feature), 144–145, 157–158, 200–201, 210–211, 218–219, 229–230, 280–281, 345–346, 445–446, 481–482, 548–549, 563–564, 609–610, 631–632, 641–642, 679–680, 714–715; Document–Based Questions, 75, 115, 167, 249, 295, 359, 417, 457, 523, 569, 615, 661, 731</p> <p>Digital Resources: <i>21st Century Skills</i>>Identify Bias>Compare Viewpoints>Draw Conclusions>Draw Inferences</p>	4.B.9-12.2 Evaluate authors’ points of view, potential bias, and how authors can reach different conclusions regarding the same issue.

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<p>SE/TE: Topic 5 Quest: Preparing for Debate, 301; Topic 8 Quest: Civic Discussion: Lenin and Stalin, 463; Topic 10 Quest: Launching a Seminar, 575; 21st Century Skills: Evaluate Existing Arguments, 781–782; Consider and Counter Opposing Arguments, 782; Participate in a Discussion or Debate, 783; Give an Effective Presentation, 783–784</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Evaluate Existing Arguments>Consider and Counter Opposing Arguments>Give an Effective Presentation>Participate in a Discussion or Debate</p>	<p>4.B.9-12.3 Actively listen, evaluate, and analyze a speaker’s message, asking questions while engaged in collaborative discussions and debates about social studies topics and texts.</p>
<p>5. Engage in Evidence-Based Writing Students will apply effective communication skills by demonstrating a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.</p>	
<p>A. Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.</p>	
<p>SE/TE: Topic R Quest: Create and Early World History Video Game, 5; Topic 7 Quest: Create a Video Docudrama about World War I, 423</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Write a Journal Entry>Take Effective Notes>Develop a Clear Thesis>Organize Your Ideas>Support Ideas with Evidence</p>	<p>5.A.9-12.1 Compose narrative writing, when appropriate to a given purpose or task, citing evidence from informational texts.</p>

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<p>SE/TE: Topic 3 Quest: Becoming a Human Rights Advocate, 173; Topic 4 Quest: Making Policy Decisions, 255; Topic 6 Quest: Create a Power Point Presentation, 365; Topic 11 Quest: Presenting a Position Paper, 621; Topic 12 Quest: Creating a Case Study Video, 667; Topic Assessment: Writing Tasks, 74, 114, 166, 248, 294, 358, 416, 456, 522, 568, 614, 660, 730; Document-Based Questions: Writing Activity, 75, 115, 167, 249, 295, 359, 417, 457, 523, 569, 615, 661, 731; 21st Century Skills: Give an Effective Presentation, 783–784; Write an Essay, 784</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Take Effective Notes>Develop a Clear Thesis>Organize Your Ideas>Support Ideas with Evidence; <i>Quests</i>>Topics, 3, 4, 6, 11, 12</p>	<p>5.A.9-12.2 Compose informative essays and written products, developing a thesis, citing evidence from multiple sources and maintaining an organized, formal structure.</p>
<p>SE/TE: Topic 2 Quest: What is Your Viewpoint? Writing a Magazine Article, 121; Topic 5 Quest: Preparing for Debate, 301; Topic 8 Quest: Civic Discussion: Lenin and Stalin, 463; Topic 11 Quest: Presenting a Position Paper, 621; 21st Century Skills: Evaluate Existing Arguments, 781–782; Consider and Counter Opposing Arguments, 782; Participate in a Discussion or Debate, 783; also see: Hypothesize, 452</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Develop a Clear Thesis>Organize Your Ideas>Support Ideas with Evidence>Evaluate Existing Arguments>Consider and Counter Opposing Arguments; <i>Quests</i>>Topics, 2, 5, 8</p>	<p>5.A.9-12.3 Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop a balanced argument.</p>

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<p>SE/TE: Topic Assessment: Writing Tasks, 74, 114, 166, 248, 294, 358, 416, 456, 522, 568, 614, 660, 730; Document-Based Questions: Writing Activity, 75, 115, 167, 249, 295, 359, 417, 457, 523, 569, 615, 661, 731; 21st Century Skills: Write an Essay, 784</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Write a Journal Entry>Write an Essay</p>	<p>5.A.9-12.4 Write independently over extended periods of time, varying modes of expression to suit audience, purpose, and task; synthesize information across multiple sources and/or articulate new perspectives.</p>
<p>B. Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.</p>	
<p>SE/TE: Topic Quests, 5, 81, 121, 173, 255, 301, 365, 423, 463, 529, 575, 621, 667; Topic Assessment: Writing Tasks, 74, 114, 166, 248, 294, 358, 416, 456, 522, 568, 614, 660, 730; Document-Based Questions: Writing Activity, 75, 115, 167, 249, 295, 359, 417, 457, 523, 569, 615, 661, 731; 21st Century Skills: Give an Effective Presentation, 783-784</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Develop a Clear Thesis>Support Ideas with Evidence>Create a Research Hypothesis; <i>Quests</i>>Topics R-12</p>	<p>5.B.9-12.1 Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources.</p>
<p>SE/TE: Topic Assessment: Writing Tasks, 74, 114, 166, 248, 294, 358, 416, 456, 522, 568, 614, 660, 730; Topic 3 Quest: Becoming a Human Rights Advocate, 173; Topic 4 Quest: Making Policy Decisions, 255; Topic 6 Quest: Create a Power Point Presentation, 365; Topic 11 Quest: Presenting a Position Paper, 621; Topic 12 Quest: Creating a Case Study Video, 667; 21st Century Skills: Write an Essay, 784 Avoid Plagiarism, 785</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Avoid Plagiarism>Develop a Clear Thesis>Summarize; <i>Quests</i>>Topics R-12</p>	<p>5.B.9-12.2 Integrate quotes, paraphrase, and summaries of research findings into writing while avoiding plagiarism.</p>

**A Correlation of Oklahoma World History, The Modern Era, ©2021
to the Oklahoma Academic Standards and Practices of Social Studies, World History**

<p align="center">Oklahoma World History The Modern Era, ©2021</p>	<p align="center">Oklahoma Academic Standards and Practices for Social Studies World History</p>
<p>SE/TE: Topic R Quest: Create and Early World History Video Game, 5; Topic 1 Quest: Building a “Hall of Fame” Website, 81; Topic 6 Quest: Create a Power Point Presentation, 365; Topic 7 Quest: Create a Video Docudrama about World War I, 423; Topic 9 Quest: Create a World War II Tribute, 529; Topic 12 Quest: Creating a Case Study Video, 667; 21st Century Skills: Give an Effective Presentation, 783–784</p> <p>Digital Resources: <i>21st Century Skills Tutorials</i>>Analyze Media Content; <i>Quests</i>>Topics R, 1, 6, 7, 9, 12</p>	<p>5.B.9-12.3 Construct visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings and reasoning, for diverse audiences.</p>