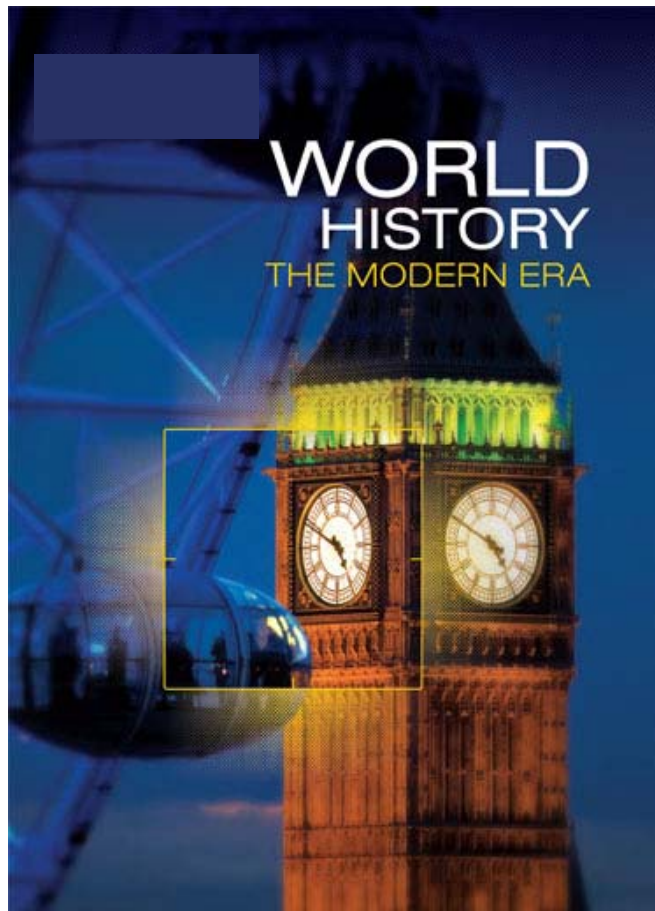


**A Correlation of**



**To the**

**Oregon Social Sciences  
Academic Content Standards  
History  
High School**

**A Correlation of World History, The Modern Era, to the  
Oregon Social Sciences Academic Content Standards**

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**A Correlation of World History, The Modern Era, to the  
Oregon Social Sciences Academic Content Standards**

<b>Oregon Social Sciences Academic Content Standards, History</b>	<b>World History The Modern Era</b>
<b>High School</b>	
<b>History (Local, State, National, and World) [United States History Post Reconstruction – present &amp; World History]</b>	
<b>Historical Knowledge</b>	
HS.54 Evaluate continuity and change over the course of world and United States history.	<p><b>SE:</b> Essential Question, 2, 72, 106, 148, 218, 258, 314, 366, 398, 458, 494, 532, 570; Enduring Understandings, 3, 73, 107, 149, 219, 259, 315, 367, 399, 459, 533, 571; Sequence, 343, 401, 594; Analyze Timeline, 5, 236, 462; Cause and Effect (examples), 189, 198, 203, 205, 209, 225, 227, 233, 238, 239, 251, 253, 308, 310, 321, 327, 328, 332, 333, 336, 338, 342, 343, 345, 354, 355, 357, 359, 361, 363, 371, 373, 376, 379, 388, 390, 394, 405, 407, 411, 412, 414, 416, 418, 423, 428,</p> <p>Topic Assessment, 70–71, 103–104, 146–147, 214–217, 254–256, 311–312, 364–365, 395–396, 453–456, 491–492, 529–530, 566–568, 627–629</p> <p>21st Century Skills: Sequence, 675; Categorize, 676–677; Analyze Cause and Effect, 677–678</p> <p><b><u>Digital Resources</u></b> 21st Century Skills: Sequence; Categorize; Analyze Cause and Effect</p>
HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.	<p><b>SE:</b> Critical Thinking: Compare Points of View, 145, 387, 428, 431, 438, 512, 522, 565, 607; Determine Point of View, 235; Support a Point of View with Evidence, 158, 337; Support Ideas with Evidence, 379, 607; Recognize Ideologies, 102</p> <p>21st Century Skills: Analyze Cause and Effect, 677–678; Compare Viewpoints, 695–696; Identify Bias, 696–697; Evaluate Existing Arguments, 697–698; Consider and Counter Opposing Arguments, 698</p>

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<b>Oregon Social Sciences Academic Content Standards, History</b>	<b>World History The Modern Era</b>
<p>(Continued) HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.</p>	<p>(Continued) Cause and Effect, 69, 77, 80, 85, 97, 102, 113, 118, 120, 123, 125, 136, 138, 140, 142, 145, 158, 160, 161, 165, 167, 171, 189, 198, 203, 205, 209, 225, 227, 233, 238, 239, 251, 253, 308, 310, 321, 327, 328, 332, 333, 336, 338, 342, 343, 345, 354, 355, 357, 359, 361, 363, 371, 373, 376, 379, 388, 390, 394, 405, 407, 411, 412, 414, 416, 418, 423, 428, 431, 434, 438, 442, 446, 452, 483, 499, 512, 527, 528, 542, 544, 558, 565, 582, 585, 586, 587, 591, 594, 599, 601, 602, 605, 621, 626</p> <p><b>TE only:</b> Topic Inquiry: Document-Based Question, 38–39, 80–81, 138–139, 226–227, 372–373, 440–441, 472–473; Civic Discussion, 172–173, 310–311, 404–405</p> <p><b><u>Digital Resources</u></b> 21st Century Skills: Analyze Cause and Effect; Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources; Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>
<p>HS.56 Explain the development and impact of major world religions and philosophies on historical events and people.</p>	<p><b>SE:</b> The Hebrews and the Origins of Judaism, 10–11; The Origins of Hinduism and Buddhism, 15–17; The Origins of Christianity, 35–37; The Muslim World and Africa, 52–61; Reformation Ideas Spread, 92–97; The Protestant Reformation, 86–91; The Scientific Revolution, 98–102; Israel and Palestine, 559–560; The Difficult Road to Peace, 560–562; Islamic Fundamentalism, 565, 567–568, 618–619, 628</p> <p>Topic 1 Assessment (10. Explain the Philosophies and Identify Characteristics), 103; (11. Explain the Impact), 103; Topic 8 Assessment (2. Describe the Spread), 453; Topic 12 Assessment (13. Explain Influences), 628; (15. Summarize the Development), 628</p>

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<p align="center"><b>Oregon Social Sciences Academic Content Standards, History</b></p>	<p align="center"><b>World History The Modern Era</b></p>
<p>(Continued) HS.56 Explain the development and impact of major world religions and philosophies on historical events and people.</p>	<p>(Continued) <b><u>Digital Resources</u></b> Social Studies <i>Core Concepts</i>: Culture – What Is Culture?; Religion  Interactive Primary Sources: Analects, Confucius; Psalm 23; The Quran; The Republic, Plato; Politics, Aristotle</p>
<p>HS.57 Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature.</p>	<p><b>SE:</b> The Scientific Revolution, 98–102; The Enlightenment, 176–183; The Industrial Revolution Begins, 220–227; Social Impact of Industrialism, 228–236; The Second Industrial Revolution, 237–243; The Industrialized World, 595–602; Advances in Science and Technology, 622–626  Topic 1 Assessment (13. Describe the Major Effects and Explain Its Impact), 104; (14. Describe Major Causes and Effects), 104; (15. Identify the Contributions), 104; Topic 3 Assessment (6. Explain the Political Philosophies), 214; (9. Explain Political Philosophies of Individuals), 215; Topic 4 Assessment (5. Explain Scientific Advancements), 254; (6. Explain Political and Economic Changes), 254; (14. Describe Major Effects), 256; Topic 12 Assessment (4. Explain the Role), 627  <b><u>Digital Resources</u></b> Core Concepts–Culture: Science and Technology; Geography: People's Impact on the Environment</p>

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<p align="center"><b>Oregon Social Sciences Academic Content Standards, History</b></p>	<p align="center"><b>World History The Modern Era</b></p>
<p>HS.58 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.</p>	<p><b>SE:</b> The American Revolution, 184–189; The French Revolution Begins, 190–198; Latin American Nations Win Independence, 269–273; The Unification of Germany, 274–280; The Unification of Italy, 281–284; Revolution in Russia, 389–394; Revolution and Nationalism in Latin America, 400–405; Nationalist Movements in Africa and the Middle East, 406–412; India Seeks Self–Rule, 413–416; Aggression, Appeasement, and War, 460–465; A New Global Conflict, 496–504; African Nations Win Independence, 543–550; Challenges for African Nations, 577–582; Latin American Nations Move Toward Democracy, 588–594; Terrorism and International Security, 616–621</p> <p>Topic 3 Assessment (6. Explain the Political Philosophies), 214; (9. Explain Political Philosophies of Individuals), 215; (18. Compare the Consequences), 216; (19. Compare Characteristics), 216; Topic 8 Assessment (8. Identify and Explain the Major Causes and Effects), 454; (11. Identify Major Causes), 455; (18. Identify Examples), 456; Topic 10 Assessment (8. Identify Events), 529; (13. Describe Major Effects, Summarize Outcome, and Identify Characteristics), 530; Topic 12 Assessment (12. Identify Examples), 628; (17. Identify Examples), 629; (20. Identify Examples), 629</p> <p><b><u>Digital Resources</u></b></p> <p>Core Concepts: Government and Civics – Conflict and Cooperation</p> <p>Interactive Primary Sources (examples): <i>English Petition of Right; Two Treatises of Government; Anti–Federalist Papers; Federalist Papers; Glory and Hope; Tear Down This Wall</i></p>

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Oregon Social Sciences Academic Content Standards, History	World History The Modern Era
<p>HS.59 Analyze ideas critical to the development of social, labor, and political movements in history</p>	<p><b>SE:</b> The Italian Renaissance, 74–80; The Renaissance in Northern Europe, 81–85; The Protestant Reformation, 86–91; Reformation Ideas Spread, 92–97; The Scientific Revolution, 98–102; Triumph of Parliament in England, 168–175; The Enlightenment, 176–183; The American Revolution, 184–189; The French Revolution Begins, 190–198; A Radical Phase, 199–205; Social Impact of Industrialism, 228–236; Latin American Nations Win Independence, 269–273; Nationalism in Eastern Europe and Russia, 303–310; The New Imperialism, 316–321; Revolution in Russia, 389–394; India Seeks Self-Rule, 413–416; Fascism Emerges in Italy, 435–438; The Soviet Union Under Stalin, 439–446; The Rise of Nazi Germany, 447–452; The Holocaust, 472–477; Latin American Nations Move Toward Democracy, 588–594</p> <p>Topic 2 Assessment (4. Describe Major Effects and Explain the Impact), 146; (12. Explain Impact), 146; Topic 3 Assessment (20. Identify and Describe Major Effects), 217; Topic 4 Assessment (12. Explain Economic Changes and Identify Bias), 255; Topic 6 Assessment (3. Identify Causes of European Imperialism), 364; Topic 7 Assessment (3. Identify Major Effects), 329; Topic 7 Assessment (13. Identify the Establishment), 396; Topic 8 Assessment (14. Identify Major Causes), 455; Topic 10 Assessment (8. Identify Events), 529; Topic 12 Assessment (19. Explain), 629</p> <p><b><u>Digital Resources</u></b></p> <p>Core Concepts: Government and Civics – Foundations of Government; Political Systems</p> <p>Interactive Primary Sources (examples): <i>English Petition of Right; Two Treatises of Government; Anti-Federalist Papers; Federalist Papers</i></p>

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<b>Oregon Social Sciences Academic Content Standards, History</b>	<b>World History The Modern Era</b>
<p>HS.60 Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States.</p>	<p><b>SE:</b> The Peoples of North America, 24–25; Native American Allies, 130; Native Americans and Pilgrims, 131–132; Native American Populations, 142</p> <p>Topic 2 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 146; (3. Identify and Analyze Major Causes and Explain the Impact), 146; (4. Describe Major Effects and Explain the Impact), 146; (6. Explain the Impact and Describe the Effects), 146</p> <p><b><u>Digital Resources</u></b> Interactive Primary Sources: Iroquois Constitution; <i>I Will Fight No More Forever</i></p>
<p>HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements.</p>	<p><b>SE:</b> The Slave Trade and Its Impact on Africa, 135–140; The Enlightenment, 176–183; The American Revolution, 184–189; Democratic Reforms in Britain, 285–292; The New Imperialism, 316–321; European Colonies in Africa, 322–328; India Becomes a British Colony, 334–338; The Americas in the Age of Imperialism, 356–363; The Holocaust, 472–477; Human Rights, 611–612; Threats to Indigenous Peoples, 613</p> <p>Topic 2 Assessment (12. Explain Impact), 146; Topic 3 Assessment (18. Compare the Consequences), 216; Topic 6 Assessment (3. Identify Causes of European Imperialism), 364; (4. Describe the Major Effects of European Imperialism), 364; (7. Explain Characteristics of European Imperialism), 364; (9. Explain Impact), 364; Topic 9 Assessment (9. Explain Roles and Identify Examples), 492; Topic 12 Assessment (20. Identify Examples), 629</p>



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<b>Oregon Social Sciences Academic Content Standards, History</b>	<b>World History The Modern Era</b>
<p>(Continued) HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements.</p>	<p>(Continued) <b>Digital Resources</b> Core Concepts: Government and Civics – Conflict and Cooperation; Citizenship</p> <p>Interactive Primary Sources (examples): <i>The Destruction of the Indies</i>, Bartolomé de Las Casas; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano; <i>The Diary of a Young Girl</i>, Anne Frank; <i>Autobiography</i>, Kwame Nkrumah; <i>Glory and Hope</i>, Nelson Mandela</p>
<p>HS.62 Identify historical and current events, issues, and problems when national and/or global interests are/have been in conflict, and provide analysis from multiple perspectives.</p>	<p><b>SE:</b> Europeans Gain Footholds in Asia, 114–120; European Conquests in the Americas, 121–129; European Colonies in North America, 130–134; The Slave Trade and Its Impact on Africa, 135–140; Effects of Global Contact, 141–145; The New Imperialism, 316–321; European Colonies in Africa, 322–328; Europe and the Muslim World, 329–333; India Becomes a British Colony, 334–338; China and the West, 339–343; World War I Begins, 368–373; The Rise of Nazi Germany, 447–452; Aggression, Appeasement, and War, 460–465; A New Global Conflict, 496–504; War in Southeast Asia, 518–522; The Cold War Ends, 523–528; African Nations Win Independence, 543–550; Conflicts in the Middle East, 559–565; Terrorism and International Security, 894–616–621</p> <p>Topic 2 Assessment (4. Describe Major Effects and Explain the Impact), 146; (12. Explain Impact), 146; Topic 3 Assessment (20. Identify and Describe Major Effects), 217; Topic 4 Assessment (12. Explain Economic Changes and Identify Bias), 255; Topic 6 Assessment (3. Identify Causes of European Imperialism), 364; Topic 7 Assessment (3. Identify Major Effects), 329; Topic 7 Assessment (13. Identify the Establishment), 396; Topic 8 Assessment (14. Identify Major Causes), 455; Topic 10 Assessment (8. Identify Events), 529; Topic 12 Assessment (19. Explain), 629</p>

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Oregon Social Sciences Academic Content Standards, History	World History The Modern Era
<p>(Continued) HS.62 Identify historical and current events, issues, and problems when national and/or global interests are/have been in conflict, and provide analysis from multiple perspectives.</p>	<p>(Continued) <b>Digital Resources</b> Core Concepts: Government and Civics – Conflict and Cooperation; Citizenship  Interactive Primary Sources (examples): <i>The Destruction of the Indies</i>, Bartolomé de Las Casas; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano; <i>The Diary of a Young Girl</i>, Anne Frank; <i>Autobiography</i>, Kwame Nkrumah; <i>Glory and Hope</i>, Nelson Mandela</p>
<p>HS.63 Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world.</p>	<p><b>SE:</b> The Caste System Evolves, 16; Spread of Christianity, 36; Medieval Jewish Communities, 42; Inquisition, 244; Native American Allies, 130; Native Americans and Pilgrims, 131–132; The Slave Trade and Its Impact on America, 135–140; Native American Populations, 142; Ethnicity, 248, 5386, 567, 599; Social Darwinism, 248, 317, 321; African Resistance, 327–328; Armenian Genocide, 331; Diverse Views on Culture, 337; Maori Struggles, 354–355; Holocaust, 472–477; The Civil Rights Movement, 507; Other Groups Demand Equality, 508; Ethnic Conflict and Genocide, 548–550; Civil War in Bosnia, 600; Human Rights, 611–612; Threats to Indigenous Peoples, 613  Topic 2 Assessment (4. Describe Major Effects and Explain the Impact), 146; (10. Explain Impact), 146; (15. Explain Development and Impact), 147; Topic 7 Assessment (11. Identify Examples), 396; Topic 11 Assessment (5. Identify Examples), 566; Topic 21 Assessment (17. Identify Examples), 629  <b>Digital Resources</b> Interactive Primary Sources (examples): <i>The Destruction of the Indies</i>, Bartolomé de Las Casas; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano; <i>The Diary of a Young Girl</i>, Anne Frank; <i>Autobiography</i>, Kwame Nkrumah; <i>Glory and Hope</i>, Nelson Mandela</p>

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<p align="center"><b>Oregon Social Sciences Academic Content Standards, History</b></p>	<p align="center"><b>World History The Modern Era</b></p>
<p>HS.64 Examine the development of the concepts of ethnicity and race.</p>	<p><b>SE:</b> Ethnicity, 248, 5386, 567, 599; The Slave Trade and Its Impact on America, 135–140; Social Darwinism, 248, 317, 321; African Resistance, 327–328; Armenian Genocide, 331; Diverse Views on Culture, 337; Maori Struggles, 354–355; A Rising Tide of African Nationalism, 407–408; The Rise of Pan–Arabism, 410; The Harlem Renaissance, 427–428; Holocaust, 472–477; The Civil Rights Movement, 507; Other Groups Demand Equality, 508; Ethnic Conflict and Genocide, 548–550; Civil War in Bosnia, 600; Human Rights, 611–612; Threats to Indigenous Peoples, 613</p> <p>Topic 2 Assessment (4. Describe Major Effects and Explain the Impact), 146; (10. Explain Impact), 146; (15. Explain Development and Impact), 147; Topic 6 Assessment (9. Explain Impact), 364; Topic 7 Assessment (11. Identify Examples), 396; Topic 11 Assessment (5. Identify Examples), 566; (16. Summarize the Reasons), 568; Topic 21 Assessment (17. Identify Examples), 629</p> <p><b><u>Digital Resources</u></b></p> <p>Core Concepts: Government and Civics – Conflict and Cooperation; Citizenship</p> <p>Interactive Primary Sources (examples): <i>The Destruction of the Indies</i>, Bartolomé de Las Casas; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano; <i>The Diary of a Young Girl</i>, Anne Frank; <i>Autobiography</i>, Kwame Nkrumah; <i>Glory and Hope</i>, Nelson Mandela</p>

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<p align="center"><b>Oregon Social Sciences Academic Content Standards, History</b></p>	<p align="center"><b>World History The Modern Era</b></p>
<p>HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world.</p>	<p><b>SE:</b> The Slave Trade and Its Impact on America, 135–140; Social Darwinism, 248, 317, 321; Armenian Genocide, 331; Assessment: Support Ideas with Evidence, 379; Maori Struggles, 354–355; Holocaust, 472–477; The Civil Rights Movement, 507; Other Groups Demand Equality, 508; Ethnic Conflict and Genocide, 548–550; Civil War in Bosnia, 600; Human Rights, 611–612; Threats to Indigenous Peoples, 613</p> <p>Topic 2 Assessment (4. Describe Major Effects and Explain the Impact), 146; (10. Explain Impact), 146; (15. Explain Development and Impact), 147; Topic 15 Assessment (9. Explain Impact), 364; Topic 7 Assessment (11. Identify Examples), 396; Topic 11 Assessment (5. Identify Examples), 566; (16. Summarize the Reasons), 568; Topic 21 Assessment (17. Identify Examples), 629</p> <p><b>TE only:</b> Topic Inquiry: What was the Impact of Imperialism on India, 226–227</p> <p><b><u>Digital Resources</u></b> Interactive Primary Sources (examples): <i>The Destruction of the Indies</i>, Bartolomé de Las Casas; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano; <i>The Diary of a Young Girl</i>, Anne Frank; <i>Autobiography</i>, Kwame Nkrumah; <i>Glory and Hope</i>, Nelson Mandela</p>

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Oregon Social Sciences Academic Content Standards, History	World History The Modern Era
<p>HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world.</p>	<p><b>SE:</b> Primary Sources: <i>The Destruction of the Indies</i>, Bartolomé de Las Casas, 657–658; <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano, 661–662; <i>The Diary of a Young Girl</i>, Anne Frank, 668–669; <i>Autobiography</i>, Kwame Nkrumah, 672; <i>Glory and Hope</i>, Nelson Mandela, 674</p> <p>The Slave Trade and Its Impact on America, 135–140; Ethnicity, 248, 5386, 567, 599; The Slave Trade and Its Impact on America, 135–140; Social Darwinism, 248, 317, 321; African Resistance, 327–328; Armenian Genocide, 331; Diverse Views on Culture, 337; Maori Struggles, 354–355; A Rising Tide of African Nationalism, 407–408; The Rise of Pan–Arabism, 410; The Harlem Renaissance, 427–428; Holocaust, 472–477; The Civil Rights Movement, 507; Other Groups Demand Equality, 508; Ethnic Conflict and Genocide, 548–550; Civil War in Bosnia, 600; Human Rights, 611–612; Threats to Indigenous Peoples, 613</p> <p>Topic 2 Assessment (4. Describe Major Effects and Explain the Impact), 146; (10. Explain Impact), 146; (15. Explain Development and Impact), 147; Topic 15 Assessment (9. Explain Impact), 364; Topic 7 Assessment (11. Identify Examples), 396; Topic 11 Assessment (5. Identify Examples), 566; (16. Summarize the Reasons), 568; Topic 21 Assessment (17. Identify Examples), 629</p> <p><b>TE only:</b> Topic Inquiry: What was the Impact of Imperialism on India, 226–227</p> <p><b>Digital Resources</b> Interactive Primary Sources (examples): <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano; <i>Ain't I a Woman</i>, Sojourner Truth; <i>Uncle Tom's Cabin</i>, Harriet Beecher Stowe; <i>I Have a Dream</i>, Dr. Martin Luther King, Jr.; <i>Autobiography</i>, Kwame Nkrumah; <i>Glory and Hope</i>, Nelson Mandela</p>

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<b>Oregon Social Sciences Academic Content Standards, History</b>	<b>World History The Modern Era</b>
<b>Historical Thinking</b>	
HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.	<p><b>SE:</b> Topic Assessment: Primary Sources exist in blue for many activities: Topic Assessment, 70–71, 103–104, 146–147, 214–217, 254–256, 311–312, 364–365, 395–396, 453–456, 491–492, 529–530, 566–568, 627–629</p> <p><i>Primary Sources are embedded within the text (examples):</i> 194, 263, 275, 375, 376, 382, 417, 425, 450, 464, 467</p> <p>Analyze Political Cartoons, 191, 248, 261, 278, 279, 283, 289, 295, 331, 342, 348, 360, 371, 383, 386, 430, 431, 448, 461, 465, 515</p> <p>21st Century Skills: Interpret Sources, 684; Analyze Primary and Secondary Sources, 694–695; Compare Viewpoints, 695–696; Identify Bias, 696–697; Evaluate Existing Arguments, 697–698; Consider and Counter Opposing Arguments, 698</p> <p><b>TE only:</b> Topic Inquiry: Document–Based Question, 38–39, 80–81, 138–139, 226–227, 372–373, 440–441, 472–473</p> <p><b><u>Digital Resources</u></b> 21st Century Skills: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p>Core Concepts: History – How Do Historians Study History?; Historical Sources; Archaeology and Other Sources</p>

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<p>HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.</p>	<p><b>SE:</b> <i>Topic Assessment questions related to research and developing written and oral presentations:</i> (examples): Topic 1 Assessment (6. Analyze Examples), 103; (10. Explain the Philosophies and Identify Characteristics), 103; (12. Explain the Impact), 103; Topic 3 Assessment (6. Explain the Political Philosophies), 214; (9. Explain Political Philosophies of Individuals), 215; (10. Describe Major Influences of Women), 215; (22. Identify the Influence of Ideas), 217; (23. Create Visual Presentations), 217; Topic 4 Assessment (13. Analyze and Identify Examples), 255; Topic 5 Assessment (8. Describe How People Participated), 311; Topic 8 Assessment (14. Identify Major Causes), 455; Topic 10 Assessment (13. Describe Major Effects, Summarize Outcome, and Identify Characteristics), 530; Topic 11 Assessment (6. Identify Major Causes), 566</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 694–695; Interpret Sources, 684; Create Databases, 684–685; Compare Viewpoints, 695–696; Participate in a Discussion or Debate, 699; Give an Effective Presentation, 699–700; Write an Essay, 700</p> <p><b>TE only:</b> Topic Inquiry: Document–Based Question, 38–39, 80–81, 138–139, 226–227, 372–373, 440–441, 472–473</p> <p><b><u>Digital Resources</u></b></p> <p>21st Century Skills: Analyze Primary and Secondary Sources; Interpret Sources; Create Databases; Compare Viewpoints; Participate in a Discussion or Debate; Give an Effective Presentation; Write an Essay</p> <p>Core Concepts: History – How Do Historians Study History?; Historical Sources</p>

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<p>HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.</p>	<p><b>SE:</b> <i>Arguments and Starting Points for Position Papers on Major Events:</i> Topic 1 Assessment (15. Identify the Contributions), 104; Topic 3 Assessment (6. Explain the Political Philosophies), 214; ((23. Create Visual Presentations), 148; Topic 5 Assessment (14. Identify the Characteristics), 312; Topic 12 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 628</p> <p>21st Century Skills: Evaluate Existing Arguments, 697–698; Consider and Counter Opposing Arguments, 698; Participate in a Discussion or Debate, 699; Analyze Primary and Secondary Sources, 694–695; Compare Viewpoints, 695–696; Identify Bias, 696–697</p> <p><b>TE only:</b> Topic Inquiry: Civic Discussion, 172–173, 310–311, 404–405</p> <p><b><u>Digital Resources</u></b> 21st Century Skills: Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias</p>
<p>HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.</p>	<p><b>SE:</b> Learning About Our Past, 4–5; Essential Question, 2, 72, 106, 148, 218, 258, 314, 366, 398, 458, 494, 532, 570; Enduring Understandings, 3, 73, 107, 149, 219, 259, 315, 367, 399, 459, 533, 571; Write about the Essential Question, 71, 104, 147, 217, 256, 312, 365, 396, 456, 492, 530, 568, 629</p> <p>21st Century Skills: Being an Informed Citizen, 703; Political Participation, 704; Voting, 704–705</p> <p><b><u>Digital Resources</u></b> Core Concepts: History – How Do Historians Study History?</p>



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<b>Oregon Social Sciences Academic Content Standards, History</b>	<b>World History The Modern Era</b>
<b>Social Science Analysis</b>	
<p>HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.</p>	<p><b>SE:</b> <i>Arguments and Starting Points for Position Papers on Major Events:</i> Topic 1 Assessment (15. Identify the Contributions), 104; Topic 3 Assessment (6. Explain the Political Philosophies), 214; ((23. Create Visual Presentations), 148; Topic 5 Assessment (14. Identify the Characteristics), 312; Topic 12 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 628</p> <p>21st Century Skills: Evaluate Existing Arguments, 697-698; Consider and Counter Opposing Arguments, 698; Participate in a Discussion or Debate, 699; Analyze Primary and Secondary Sources, 694-695; Compare Viewpoints, 695-696; Identify Bias, 696-697</p> <p><b>TE only:</b> Topic Inquiry: Civic Discussion, 172-173, 310-311, 404-405</p> <p><b><u>Digital Resources</u></b> 21st Century Skills: Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias</p>
<p>HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).</p>	<p><b>SE:</b> Write an Essay, 700; also see: Write about the Essential Question, 71, 104, 147, 217, 256, 312, 365, 396, 456, 492, 530, 568, 629</p> <p><b><u>Digital Resources</u></b> 21st Century Skills: Write an Essay; Publish Your Work; Develop a Clear Thesis; Organize Your Ideas; Support Ideas with Evidence</p>

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Oregon Social Sciences Academic Content Standards, History	World History The Modern Era
<p>HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.</p>	<p><b>SE:</b> <i>Primary Sources are often included with the Topic Assessment activities:</i> Topic Assessment, 70–71, 103–104, 146–147, 214–217, 254–256, 311–312, 364–365, 395–396, 453–456, 491–492, 529–530, 566–568, 627–629</p> <p><i>Primary Sources are embedded within the text (examples):</i> 194, 263, 275, 375, 376, 382, 417, 425, 450, 464, 467</p> <p>Analyze Political Cartoons, 191, 248, 261, 278, 279, 283, 289, 295, 331, 342, 348, 360, 371, 383, 386, 430, 431, 448, 461, 465, 515</p> <p>Critical Thinking Questions: Compare Points of View, 145, 387, 428, 431, 438, 512, 522, 565, 607; Determine Point of View, 235; Support a Point of View with Evidence, 158, 337</p> <p>21st Century Skills: Interpret Sources, 684; Analyze Primary and Secondary Sources, 694–695; Compare Viewpoints, 695–696; Identify Bias, 696–697; Evaluate Existing Arguments, 697–698; Consider and Counter Opposing Arguments, 698</p> <p><b>TE only:</b> Topic Inquiry: Civic Discussion, 172–173, 310–311, 404–405</p> <p><b><u>Digital Resources</u></b></p> <p>21st Century Skills: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p>Core Concepts: History – How Do Historians Study History?; Historical Sources; Archaeology and Other Sources</p>

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<p align="center"><b>Oregon Social Sciences Academic Content Standards, History</b></p>	<p align="center"><b>World History The Modern Era</b></p>
<p>HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.</p>	<p><b>SE:</b> Express Problems Clearly, 552, 558, 587</p> <p>Decision-Making and Problem-Solving: Topic 8 Assessment (10. Describe People's Participation and Use Decision-Making Process), 454; Topic 11 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 566; Topic 12 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 628</p> <p>Consider Citizen Participation: Topic 5 Assessment (7. Identify Influence and Describe Participation), 311; (8. Describe How People Participated), 311; (9. Describe People's Participation), 311; (10. Describe How People Have Participated), 311; Topic 7 Assessment (6. Describe Participation), 395</p> <p><i>21st Century Skills:</i> Solve Problems, 701–702; Make Decisions, 702–703; Political Participation, 704; Voting, 704–705; Serving on a Jury, 705–706</p> <p><b>TE only:</b> Topic Inquiry: Project-Based Learning, 4–5, 280–281</p> <p><b><u>Digital Resources</u></b> 21st Century Skills: Solve Problems; Make Decisions; Political Participation; Voting; Serving on a Jury</p>

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<p align="center"><b>Oregon Social Sciences Academic Content Standards, History</b></p>	<p align="center"><b>World History The Modern Era</b></p>
<p>HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>	<p><b>SE:</b> Consider Citizen Participation: Topic 5 Assessment (7. Identify Influence and Describe Participation), 311; (8. Describe How People Participated), 311; (9. Describe People's Participation), 311; (10. Describe How People Have Participated), 311; Topic 7 Assessment (6. Describe Participation), 395</p> <p>Decision-Making and Problem-Solving: Topic 8 Assessment (10. Describe People's Participation and Use Decision-Making Process), 454; Topic 11 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 566; Topic 12 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 628</p> <p>21st Century Skills: Solve Problems, 701–702; Make Decisions, 702–703; Political Participation, 704; Voting, 704–705; Serving on a Jury, 705–706</p> <p><b>TE only:</b> Topic Inquiry: Civic Discussion, 172–173, 310–311, 404–405</p> <p><b><u>Digital Resources</u></b> 21st Century Skills: Solve Problems; Make Decisions; Political Participation; Voting; Serving on a Jury</p>

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<p>HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.</p>	<p><b>SE:</b> 21st Century Skills: Solve Problems, 701–702; Make Decisions, 702–703; Political Participation, 704; Voting, 704–705; Serving on a Jury, 705–706</p> <p>Decision–Making and Problem–Solving: Topic 8 Assessment (10. Describe People's Participation and Use Decision–Making Process), 454; Topic 11 Assessment (2. Summarize Reasons and Use a Decision–Making Process), 566; Topic 12 Assessment (16. Summarize Impact and Use a Problem–Solving Process), 628</p> <p>Consider Citizen Participation: Topic 5 Assessment (7. Identify Influence and Describe Participation), 311; (8. Describe How People Participated), 311; (9. Describe People's Participation), 311; (10. Describe How People Have Participated), 311; Topic 7 Assessment (6. Describe Participation), 395</p> <p><b>TE only:</b> Topic Inquiry: Civic Discussion, 172–173, 310–311, 404–405</p> <p><b><u>Digital Resources</u></b> 21st Century Skills: Solve Problems; Make Decisions; Political Participation; Voting; Serving on a Jury</p>

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<p align="center"><b>Oregon Social Sciences Academic Content Standards, History</b></p>	<p align="center"><b>World History The Modern Era</b></p>
<p>HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.</p>	<p><b>SE:</b> 21st Century Skills: Evaluate Existing Arguments, 697–698; Consider and Counter Opposing Arguments, 698; Participate in a Discussion or Debate, 699; Compare Viewpoints, 695–696</p> <p><i>Arguments and starting points for position papers and presentations on major events:</i> Topic 3 Assessment (6. Explain the Political Philosophies), 214; ((23. Create Visual Presentations), 148; Topic 5 Assessment (14. Identify the Characteristics), 312; Topic 12 Assessment (16. Summarize Impact and Use a Problem–Solving Process), 628</p> <p><b>TE only:</b> Topic Inquiry: Civic Discussion, 172–173, 310–311, 404–405</p> <p><b><u>Digital Resources</u></b> 21st Century Skills: Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate; Compare Viewpoints</p>