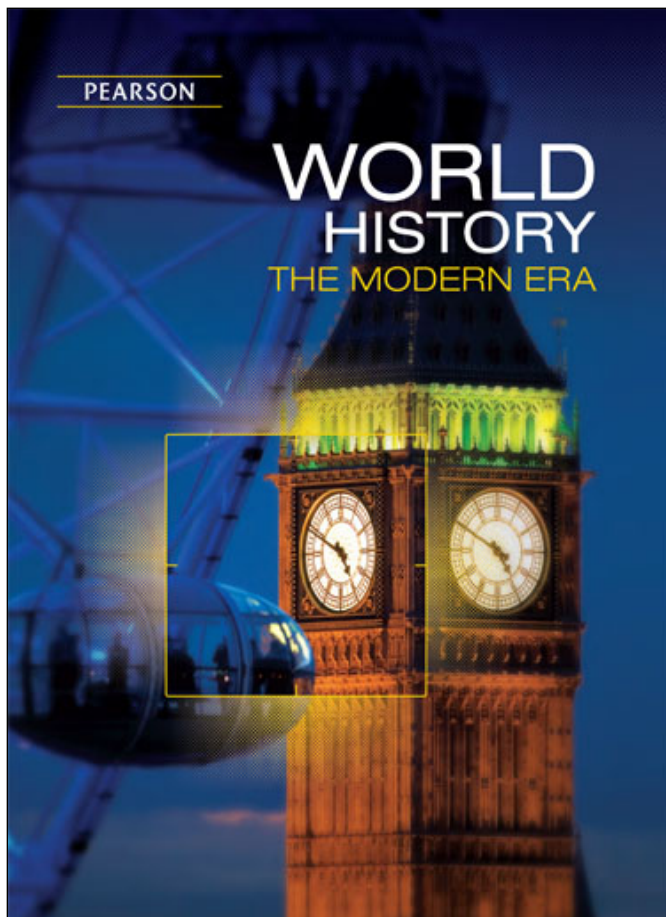


A Correlation of



©2016

To the

**California History-Social Science
Content Standards
Grade 10**

A Correlation of World History, The Modern Era, ©2016 to the California History-Social Science Content Standards

Introduction

This document demonstrates how *World History, The Modern Era, ©2016* meets the California History-Social Science Content Standards for Grade 10.

Savvas is excited to announce its NEW *World History* program! The program invites students to truly experience the scope and impact of history through engaging stories from some of the most compelling and eventful times in the history of our world. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while bringing world history to life. The program is available in print, digital, and blended options.

The *World History* program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Technology Reimagined with the Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBC Learn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

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|---|--|
| <p>10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p> | |
| <p>1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual</p> | <p>SE/TE: Ancient Greece, 26–30; Ancient Rome and the Origins of Christianity, 31–37</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political</p> <p><i>Interactive Primary Sources:</i> The Republic, Plato; Politics, Aristotle</p> |
| <p>2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato’s Republic and Aristotle’s Politics</p> | <p>SE/TE: The Greek City-States, 27–28; Debating Morality and Ethics, 28–29; The Greek Legacy, 30</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Republic, Plato; Politics, Aristotle</p> <p><i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political</p> |
| <p>3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.</p> | <p>SE/TE: The United States Constitution, 187–189, 630–653; Latin American Nations Move Toward Democracy, 588–594</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Core Concepts: Government and Civics – Citizenship</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – The Constitution of the United States</p> |

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| <p>10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</p> | |
| <p>1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).</p> | <p>SE/TE: England’s Constitutional Government Evolves, 174–175; Hobbes and Locke on the Role of Government, 177; The <i>Philosophes</i>, 178–179; Spread of Enlightenment Ideas, 180–182; Discontent in the Colonies, 186–187; The United States Constitution, 187–189</p> <p>Topic 3 Assessment (3. Explain Development), 214; (6. Explain the Political Philosophies), 214; (7. Identify the Influence and Explain the Development), 214; (8. Identify Examples), 215; (9. Explain the Political Philosophies of Individuals), 215</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts: Core Concepts: Government and Civics – Citizenship</i></p> <p><i>Interactive Primary Sources:</i> Two Treatises of Government, John Locke; The Spirit of Laws, Baron de Montesquieu; The Social Contract, Jean-Jacques Rousseau; Virginia Statute for Religious Freedom, Thomas Jefferson; Federalist No. 10, James Madison; Federalist No. 39, James Madison</p> |
| <p>2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</p> | <p>SE/TE: Magna Carta, 45–46, 71, 133, 204; English Bill of Rights (1689), 173–174; American Declaration of Independence (1776), 174, 184, 186, 188, 189, 216, 270, 299; French Declaration of the Rights of Man and the Citizen (1789), 190, 195–196; U.S. Bill of Rights (1791)</p> <p>Review Topic Assessment (14. Identify Impact), 71</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Magna Carta; English Bill of Rights; Declaration of Independence; Declaration of the Rights of Man and the Citizen</p> <p><i>Social Studies Reference Center:</i> Constitution Day Resources – Celebrate Freedom: Declaration of Independence and the Bill of Rights</p> |

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| <p>3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations</p> | <p>SE/TE: The American Revolution, 184–189; Declaration of the Rights of Man, 195–196; Latin American Nations Move Toward Democracy, 588–594; The United States Constitution, 630–653</p> <p>Topic 3 Assessment (21. Compare Consequences), 217; (23. Create Visual Presentations), 217</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems; Political Structures; Conflict and Cooperation</p> <p><i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p> |
| <p>4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p> | <p>SE/TE: The French Revolution Begins, 190–198; A Radical Phase, 199–205; The Age of Napoleon, 206–213</p> <p>Topic 3 Assessment (21. Compare Consequences), 217; (23. Create Visual Presentations), 217</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Political Systems; Political Structures; Conflict and Cooperation</p> <p><i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p> |
| <p>5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.</p> | <p>SE/TE: The Age of Napoleon, 206–213; Liberalism and Nationalism Spur Revolts, 261–262; The Unification of Germany, 274–280; The Unification of Italy, 281–284</p> <p>Topic 5 Assessment (2. Explain the Impact), 311; (4. Identify the Influence of Ideas) 311, (6. Identify Influence), 311; (16. Identify Origins), 312</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation; History – Historical Maps</p> |

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| <p>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</p> | |
| <p>1. Analyze why England was the first country to industrialize.</p> | <p>SE/TE: Coal, steam, and the Energy Revolution, 222–223; Why Did the Industrial Revolution Start in Britain? 223–224; New Worlds for Entrepreneurs, 232; Check Understanding, 224; Assessment: Generate Explanations, 227; Synthesize, 227</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Process; Economic Systems; Economic Development; Geography – People's Impact on the Environment</p> |
| <p>2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).</p> | <p>SE/TE: The Industrial Revolution Begins, 220–227; Social Impact of Industrialization, 228–236; The Second Industrial Revolution, 237–243; Changing Ways of Life and Thought, 244–253</p> <p>Topic 4 Assessment, 254–256</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Process; Economic Systems; Economic Development; Geography – People's Impact on the Environment; Culture – Science and Technology</p> <p><i>Interactive Primary Sources:</i> How the Other Half Lives, Jacob Riis</p> |

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| <p>3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</p> | <p>SE/TE: Social, Economic, and Political Changes, 227; Social Impact of Industrialization, 228–236; City Life Changes, 241–243</p> <p>Topic 4 Assessment, 254–256</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Process; Economic Systems; Economic Development; Geography – People's Impact on the Environment; Culture – Science and Technology</p> <p><i>Interactive Primary Sources:</i> How the Other Half Lives, Jacob Riis</p> |
| <p>4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.</p> | <p>SE/TE: The Slave Trade and Its Impact on America, 135–140; New Ways of Working Change Life, 220–221; Social, Economic, and Political Changes, 227; Harsh Conditions in Factories and Mines, 230–231; The Working Class Wins New Rights, 242–243</p> <p>Topic 4 Assessment (3. Identify Major Causes), 254; (6. Explain Political and Economic Changes), 254</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Process; Economic Systems; Economic Development; Geography – People's Impact on the Environment; Culture – Science and Technology</p> <p><i>Interactive Primary Sources:</i> How the Other Half Lives, Jacob Riis</p> |

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| <p>5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</p> | <p>SE/TE: The Industrial Revolution Begins, 220–227; Social Impact of Industrialization, 228–236; The Second Industrial Revolution, 237–243; Changing Ways of Life and Thought, 244–253</p> <p>Topic Assessment, 254–256</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Process; Economic Systems; Economic Development; Geography – People's Impact on the Environment; Culture – Science and Technology</p> <p><i>Interactive Primary Sources:</i> How the Other Half Lives, Jacob Riis</p> |
| <p>6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</p> | <p>SE/TE: Social, Economic, and Political Changes, 227; Laissez-Faire Economics, 232–233; Socialist Thought Emerges, 234–235; Marx and the Origins of Communism, 235–236; The Rise of Big Business, 239–240</p> <p>Topic 4 Assessment (3. Identify Major Causes), 254; (6. Explain Political and Economic Changes), 254</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Economics – Economics Basics; Economic Process; Economic Systems; Economic Development; Geography – People's Impact on the Environment; Culture – Science and Technology</p> |
| <p>7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe</p> | <p>SE/TE: The Romantics Turn from Reason, 249–251</p> <p>Topic 4 Assessment (10. Analyze Examples), 254; (13. Analyze and Identify Examples), 255</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Culture – The Arts</p> |

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| <p>10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</p> | |
| <p>1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology)</p> | <p>SE/TE: The Age of Imperialism, 314–315; 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; The Modernization of Japan, 344–349; Southeast Asia and the Pacific, 350–355; The Americas in the Age of Imperialism, 356–363</p> <p>Topic 6 Assessment, 364–365</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p> <p><i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Economics – Economics Basics; Trade</p> |
| <p>2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States</p> | <p>SE/TE: 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; The Modernization of Japan, 344–349; Southeast Asia and the Pacific, 350–355; The Americas in the Age of Imperialism, 356–363</p> <p>Topic 6 Assessment, 364–365</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p> <p><i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Economics – Economics Basics; Trade</p> |

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| <p>3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p> | <p>SE/TE: Motivations for the New Imperialism, 316–317; Some Resist Imperialism, 318; Social and Cultural Changes, 320</p> <p>Topic 4 Assessment (6. Explain Political and Economic Changes), 254; Topic 5 Assessment (1. Explain Political Changes), 311; Topic 6 Assessment (1. Identify Influences on Political Revolutions), 364; (3. Identify Causes of European Imperialism), 364; (14. Identify Economic Motivations for European Imperialism), 365</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p> <p><i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation; Economics – Economics Basics; Trade</p> |
| <p>4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.</p> | <p>SE/TE: Some Resist Imperialism, 318; India Seeks Self–Rule, 413–416; A Rising Tide of African Nationalism, 407–408; Trouble in the Chinese Republic, 417–418; African Nations Win Independence, 543–550</p> <p>Topic 8 Assessment (18. Identify Examples), 456; (19. Describe Major Causes and Effects), 456; (20. Summarize the Factors), 456; Topic 11 Assessment (1. Summarize and Locate Places), 566; (2. Summarize Reasons and Use a Decision–Making Process), 566; (3. Summarize), 566; Topic 12 Assessment (18. Describe Changing Roles), 629; (20. Identify Examples), 629</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> "Glory and Hope," Nelson Mandela</p> <p><i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Foundations of Government; Conflict and Cooperation</p> |

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| <p>10.5 Students analyze the causes and course of the First World War.</p> | |
| <p>1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”</p> | <p>SE/TE: World War I Begins, 368–373; Fighting the Great War, 374–379</p> <p>Topic 7 Assessment (1. Identify Major Causes), 395; (2. Identify Major Causes), 395; (4. Identify Importance), 395</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson</p> <p><i>Social Studies Reference Center:</i> Biography – Woodrow Wilson</p> |
| <p>2. Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</p> | <p>SE/TE: Fighting the Great War, 374–379; World War I Ends, 380–388</p> <p>Topic 7 Assessment (1. Identify Major Causes), 395; (2. Identify Major Causes), 395; (4. Identify Importance), 395</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson</p> <p><i>Social Studies Reference Center:</i> Biography – Woodrow Wilson</p> |
| <p>3. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war</p> | <p>SE/TE: World War I Begins, 368–373; fighting the Great War, 374–379; World War I Ends, 380–388</p> <p>Topic 7 Assessment (9. Identify Importance and Locate Places and Regions), 396; (12. Identify Causes), 396</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson</p> <p><i>Social Studies Reference Center:</i> Biography – Woodrow Wilson</p> |

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| <p>4. Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.</p> | <p>SE/TE: World War I Ends, 380–388</p> <p>Topic 7 Assessment (10. Explain Significance), 396</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson</p> <p><i>Social Studies Reference Center:</i> Biography – Woodrow Wilson</p> <p><i>Social Studies Social Studies Core Concepts:</i> History – Historical Maps</p> |
| <p>5. Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens.</p> | <p>SE/TE: Armenian Genocide, 331; Assessment: Support Ideas with Evidence, 379</p> <p>Topic 6 Assessment (11. Identify Politically Motivated Mass Murders), 365</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Diary of a Young Girl, Anne Frank</p> |
| <p>10.6 Students analyze the effects of the First World War.</p> | |
| <p>1. Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and effects of the United States’ rejection of the League of Nations on world politics.</p> | <p>SE/TE: Making the Peace, 386–387; Effects of the Peace Settlement, 387–388; Assessment: Predict Consequences, 388</p> <p>Topic 7 Assessment (7. Explain Impact), 395; (10. Explain Significance), 396; (12. Identify and Describe), 396</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson</p> <p><i>Social Studies Reference Center:</i> Biography – Woodrow Wilson</p> |

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|---|--|
| <p>2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.</p> | <p>SE/TE: Effects of the Peace Settlement, 387–388; Assessment: Predict Consequences, 388; Nationalism and Conflict in the Middle East, 410–412</p> <p>Topic 7 Assessment (7. Explain Impact), 395; (10. Explain Significance), 396; (12. Identify and Describe), 396</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Fourteen Points, Woodrow Wilson</p> <p><i>Social Studies Reference Center:</i> Biography – Woodrow Wilson</p> |
| <p>3. Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians</p> | <p>SE/TE: The West After World War I, 424–434; Fascism Emerges in Europe, 435–438; The Soviet Union Under Stalin, 439–446; The Rise of Nazi Germany, 447–452</p> <p>Topic 8 Assessment (5. Describe the Emergence), 453; (8. Identify and Explain the Major Causes and Effects), 454; (16. Explain the Roles and Identify), 455</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; The Arts; Cultural Diffusion and Change; Science and Technology</p> |
| <p>4. Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).</p> | <p>SE/TE: The West After World War I, 424–434</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Culture – What Is Culture?; The Arts; Cultural Diffusion and Change; Science and Technology</p> |

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| <p>10.7 Students analyze the rise of totalitarian governments after World War I.</p> | |
| <p>1. Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).</p> | <p>SE/TE: Revolution in Russia, 389–394</p> <p>Topic 7 Assessment (12. Identify Causes), 396; (13. Identify the Establishment), 396; (15. Identify Examples), 396; (16. Identify Origins, Characteristics, and Influences), 396</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Analyze Cause and Effect</p> <p><i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation; Economics – Economics Basics; Trade</p> |
| <p>2. Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</p> | <p>SE/TE: Western Democracies React to the Depression, 433–434; Aggression, Appeasement, and War, 460–465</p> <p>Topic 9 Assessment (1. Explain the Major Causes of World War II), 491</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Biography – Franklin D. Roosevelt</p> <p><i>Interactive Primary Sources:</i> Four Freedoms, Franklin D. Roosevelt</p> |
| <p>3. Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors</p> | <p>SE/TE: Axis Domination of Europe, 466–471; Nazi Attack the Soviet Union, 469–470; U.S. Involvement in the War, 470–471</p> <p>Topic 9 Assessment, 491–492</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Biography – Franklin D. Roosevelt</p> <p><i>Interactive Primary Sources:</i> Four Freedoms, Franklin D. Roosevelt</p> |

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| <p>4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).</p> | <p>SE/TE: Fascism Emerges in Europe, 435–438; The Soviet Union Under Stalin, 439–446; Aggression, Appeasement, and War, 460–465; Axis Powers Advance, 466–471 Axis Powers Advance, 466–471;</p> <p>Topic 9 Assessment, 491–492</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Biography – Franklin D. Roosevelt; Winston Churchill; Adolf Hitler; Harry S. Truman; Dwight Eisenhower; Joseph Stalin; George Marshall; Hideki Tojo</p> |
| <p>5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.</p> | <p>SE/TE: The Holocaust, 472–477</p> <p>Topic 9 Assessment (9. Explain Roles and Identify Examples), 492</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> The Diary of a Young Girl, Anne Frank</p> |
| <p>6. Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.</p> | <p>SE/TE: End of the War in Europe, 484–485; End of the War in the Pacific, 486–487; Aftermath of the War, 487–488</p> <p>Topic 9 Assessment (13. Identify and Describe World War II's Impact and Describe People's Participation), 492; (14. Describe Effects of Atomic Bombs in World War II), 492; (15. Explain the Significance of the United Nations), 492</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Biography – Franklin D. Roosevelt; Winston Churchill; Adolf Hitler; Harry S. Truman; Dwight Eisenhower; Joseph Stalin; George Marshall; Hideki Tojo</p> <p><i>Interactive Primary Sources:</i> Four Freedoms, Franklin D. Roosevelt</p> |

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| <p>10.9 Students analyze the international developments in the post–World War II world.</p> | |
| <p>1. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan</p> | <p>SE/TE: The United Nations is Formed, 489–490; A New Global Conflict, 496–504</p> <p>Topic 9 Assessment (13. Identify and Describe World War II's Impact and Describe People's Participation), 492; (14. Describe Effects of Atomic Bombs in World War II), 492; (15. Explain the Significance of the United Nations), 492; Topic 10 Assessment (2. Describe Effects), 529; (3. Describe Effects), 529; (4. Summarize Outcome and Identify Major Events), 529</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Biography – Franklin D. Roosevelt; Winston Churchill; Adolf Hitler; Harry S. Truman; Dwight Eisenhower; Joseph Stalin; George Marshall; Hideki Tojo <i>Interactive Primary Sources:</i> Four Freedoms, Franklin D. Roosevelt</p> |
| <p>2. Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.</p> | <p>SE/TE: A New Global Conflict, 496–504; Communism in East Asia, 513–517; War in Southeast Asia, 518–522; Maps: NATO and Warsaw Pact, 499; The Cuban Missile Crisis, 502; The Korean War Begins, 516; Tet Offensive, 520</p> <p>Topic 10 Assessment (2. Describe Effects), 529; (3. Describe Effects), 529; (4. Summarize Outcome and Identify Major Events), 529; (5. Summarize Role and Differences), 529; (8. Identify Events), 529; (14. Explain Effects), 530; (16. Summarize Outcome), 530</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation <i>Interactive Primary Sources:</i> Charter of the United Nations</p> |

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| <p>3. Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America’s postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.</p> | <p>SE/TE: A New Global Conflict, 496–504; Communism in East Asia, 513–517; War in Southeast Asia, 518–522; Maps: NATO and Warsaw Pact, 499; The Cuban Missile Crisis, 502; The Korean War Begins, 516; Tet Offensive, 520</p> <p>Topic 10 Assessment (2. Describe Effects), 529; (3. Describe Effects), 529; (4. Summarize Outcome and Identify Major Events), 529; (5. Summarize Role and Differences), 529; (8. Identify Events), 529; (14. Explain Effects), 530; (16. Summarize Outcome), 530</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Political Systems; Conflict and Cooperation</p> <p><i>Interactive Primary Sources:</i> Charter of the United Nations</p> |
| <p>4. Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).</p> | <p>SE/TE: Trouble in the Chinese Republic, 417–418; Nationalists and Communists, 418–420; Reform and Repression in China, 583–584</p> <p>Topic 8 Assessment (20. Summarize the Factors), 456; Topic 12 Assessment (9. Formulate Generalizations), 627; (10. Identify Examples), 628</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Political Systems; Biography – Mao Zedong</p> |
| <p>5. Describe the uprisings in Poland (1956), Hungary (1956), and Czechoslovakia (1968) and those countries’ resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.</p> | <p>SE/TE: The Cold War Ends, 523–528</p> <p>Topic 10 Assessment (9. Explain Roles), 530; (10. Explain Roles), 530; (15. Identify Individuals), 530</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics –Political Systems; Biography – Lech Walesa; Ronald Reagan; Mikhail Gorbachev</p> |

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| <p>6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.</p> | <p>SE/TE: Nationalism and Conflicts in the Middle East, 410–411; Mandates Gain Independence, 551–552; The Founding of Israel, 552–553; New Nations in the Middle East, 553–556; Golda Meir, 561</p> <p>Topic 11 Assessment (12. Describe Major Influences), 567; (14. Explain), 568; (15. Summarize Impact), 568</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics – Conflict and Cooperation</p> |
| <p>7. Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.</p> | <p>SE/TE: The Cold War Ends, 523–528</p> <p>Topic 10 Assessment (9. Explain Roles), 530; (10. Explain Roles), 530; (15. Identify Individuals), 530</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Government and Civics –Political Systems; Biography – Lech Walesa; Ronald Reagan; Mikhail Gorbachev</p> |
| <p>8. Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.</p> | <p>SE/TE: The United Nations is Formed, 489; United Nations, 505, 515, 547, 559, 568, 598, 605, 615, 627, 629; Warsaw Pact, 498–499, 501, 524, 526–527, 529–530, 595; Maps: NATO and Warsaw Pact, 499</p> <p>Topic 9 Assessment (15. Explain the Significance of the United Nations), 492</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Charter of the United Nations</p> <p><i>Social Studies Social Studies Core Concepts:</i> Biography – Franklin D. Roosevelt; Winston Churchill; Harry S. Truman</p> |

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| <p>10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</p> | |
| <p>1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.</p> | <p>SE/TE: Challenges of Development, 572–576; Challenges for African Nations, 577–582; Rapid Development in China and India, 583–587; Latin American Nations Move Toward Democracy, 588–594; The Industrialized World, 595–602; Globalization and Trade, 603–607</p> <p>Topic 12 Assessment, 627–629</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Geography – People’s Impact on the Environment; Population; Migration; Urbanization; Culture – Cultural Diffusion and Change; Religion; Science and Technology</p> |
| <p>2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.</p> | <p>SE/TE: Latin American Nations Move Toward Democracy, 588–594; Terrorism and International Security, 616–621</p> <p>Topic 12 Assessment, 627–629</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Geography – People’s Impact on the Environment; Population; Migration; Urbanization; Culture – Cultural Diffusion and Change; Religion; Science and Technology</p> |
| <p>3. Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.</p> | <p>SE/TE: Challenges of Development, 572–576; The Industrialized World, 595–602; Globalization and Trade, 603–607; Social and Environmental Issues, 608–615; Terrorism and International Security, 616–621; Advances in Science and Technology, 622–626</p> <p>Topic 12 Assessment, 627–629</p> <p><u>Digital Resources:</u> <i>Social Studies Social Studies Core Concepts:</i> Geography – People’s Impact on the Environment; Population; Migration; Urbanization; Culture – Cultural Diffusion and Change; Religion; Science and Technology</p> |

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