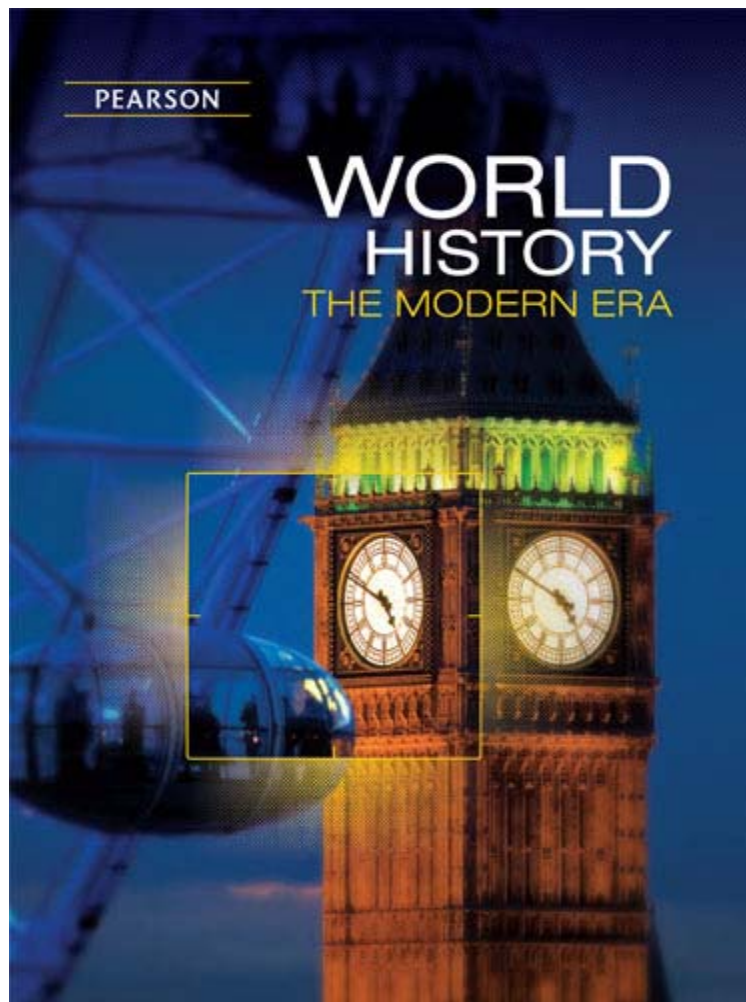


A Correlation of



to the
**Kansas History, Government, and
Social Studies Standards 2020**
Upper-Level Modern World History
Kansas Course Code: 04053

**A Correlation of World History: The Modern Era to the
Kansas History, Government, and Social Studies Standards 2020
Upper-Level Modern World History, Kansas Course Code: 04053**

Introduction

This document demonstrates how ***World History: The Modern Era***, meets the Kansas History, Government, and Social Studies Standards 2020, Upper-Level Modern World History. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources

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

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

Technology Reimagined with Pearson’s Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
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- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
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<p>Standards</p>	
<p>(1) Choices have consequences.</p>	
<p>(1.1) recognize and evaluate significant choices and consequences that have impacted our lives and futures.</p>	<p>For related content, please see: SE: Review Topic Assessment, #1, 70 Make Decisions, 702-703</p> <p>TE: Topic Inquiry: Document-Based Question, 138-139</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics 21st Century Skills Tutorials>Make Decisions>Assessment</p>
<p>(1.2) analyze the context and draw conclusions about choices and consequences.</p>	<p>For related content, please see: SE: Make Decisions, 702-703</p> <p>TE: Topic Inquiry: Document-Based Question, 138-139</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics 21st Century Skills Tutorials>Make Decisions>Assessment</p>
<p>(1.3) investigate and connect examples of choices and consequences with contemporary issues.</p>	<p>For related content, please see: SE: Topic 11 Assessment, #2, 566 Make Decisions, 702-703</p> <p>TE: Topic Inquiry: Document-Based Question, 138-139</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics 21st Century Skills Tutorials>Make Decisions>Assessment</p>

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<p>(1.4) use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.</p>	<p>For related content, please see: SE: Make Decisions, 702-703</p> <p>TE: Topic Inquiry: Document-Based Question, 138-139</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics 21st Century Skills Tutorials>Make Decisions>Assessment; Develop a Clear Thesis>Assessment</p>
<p>(2) Individuals have rights and responsibilities.</p>	
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<p>(2.2) analyze the context and draw conclusions about rights and responsibilities.</p>	<p>SE: Assessment, #1, 69, 658, 665 Draw Conclusions, 291, 300</p> <p>TE: Topic Inquiry: Document-Based Question, 80-81</p> <p>Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Citizenship</p>

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<p>(2.3) investigate and connect the rights and responsibilities of individuals with contemporary issues.</p>	<p>SE: Suffering and Oppression in Myanmar, 540 The Struggle for Equality in South Africa, 577-578 Human Rights Abuses, 584-585 Human Rights, 611-613</p> <p>TE: Topic Inquiry: Document-Based Question, 80-81</p> <p>Digital Resources: Topic 12>Lesson 2>Interactive Timeline: The Struggle Against Apartheid</p>
<p>(2.4) use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.</p>	<p>SE: Review Topic Assessment, #10, 71 Topic 12 Assessment, #18, 629</p> <p>TE: Topic Inquiry: Document-Based Question, 80-81</p> <p>Digital Resources: Topic 12>Lesson 2>Synthesize: Glory and Hope 21st Century Skills Tutorials>Develop a Clear Thesis>Assessment</p>
<p>(3) Societies are shaped by the identities, beliefs, and practices of individuals and groups.</p>	
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<p style="text-align: center;">Kansas History, Government, and Social Studies Standards 2020 Upper-Level Modern World History Kansas Course Code: 04053</p>	<p style="text-align: center;">World History The Modern Era</p>
<p>(3.2) analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.</p>	<p>SE: Review Topic Assessment, #9, 71 Topic 3 Assessment, #9, #10, 215 Assessment, #2, 662, 667 Assessment, #1, 671</p> <p>TE: Topic Inquiry: Project-Based Learning, 4-5</p> <p>Digital Resources: Topic 5>Lesson 1>Interactive Map: Revolutionary Uprisings, 1830-1848 Social Studies Core Concepts>Culture Core Concepts>Families and Societies</p>
<p>(3.3) investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.</p>	<p>SE: Suffering and Oppression in Myanmar, 540 The Arab Spring and Its Impact, 554-555 Resistance Against Apartheid, 578 Women Work to Improve Their Lives, 587</p> <p>TE: Topic Inquiry: Project-Based Learning, 4-5</p> <p>Digital Resources: Topic 12>Lesson 3>Interactive Gallery: Protests in Tiananmen Square Social Studies Core Concepts>Culture Core Concepts>Families and Societies</p>
<p>(3.4) use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.</p>	<p>SE: Topic 3 Assessment, #6, #7, #9, #10, #16, #20, 214-217 Topic 12 Assessment, #8, #13, #20, 627-629 Assessment, #1, 674</p> <p>TE: Topic Inquiry: Project-Based Learning, 4-5</p> <p>Digital Resources: 21st Century Skills Tutorials>Develop Cultural Awareness>Assessment; Develop a Clear Thesis>Assessment</p>

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<p align="center">Kansas History, Government, and Social Studies Standards 2020 Upper-Level Modern World History Kansas Course Code: 04053</p>	<p align="center">World History The Modern Era</p>
<p>(4) Societies experience continuity and change over time.</p>	
<p>(4.1) recognize and evaluate continuity and change over time.</p>	<p>SE: Martin Luther's Protests Bring Change, 87-89 Analyze Information, 100 Roots of Democracy, 133 Science and Technology Change Industry, 237-238 City Life Changes, 241-242 New Directions in Science, 247-248 New Directions in the Visual Arts, 252-253 Development Brings Social Change, 575-576 Changing Roles for Women, 612 Changes to Deserts and Forests, 614 The Computer Revolution, 624</p> <p>TE: Topic Inquiry: Document-Based Question, 38-39, 226-227</p> <p>Digital Resources: Social Studies Core Concepts>Culture Core Concepts>Cultural Diffusion and Change Social Studies Core Concepts>History Core Concepts>Measuring Time</p>
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<p>(4.3) investigate and connect continuity and change to a contemporary issue.</p>	<p>SE: Changing Roles for Women, 612 The Debate Over Climate Change, 614-615 Breakthroughs in Medicine and Biotechnology, 624-626</p> <p>Digital Resources: Topic 12>Lesson 7>Interactive Gallery: Women's Lives in the 21st Century</p>

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<p>(4.4) use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.</p>	<p>SE: Review Topic Assessment, #2, 70 Topic 3 Assessment, #3, 214 Topic 4 Assessment, #9, #12, #17, 254-256</p> <p>TE: Topic Inquiry: Document-Based Question, 38-39, 226-227</p> <p>Digital Resources: Topic 4>Lesson 3>Synthesize: Birth of the Industrial City 21st Century Skills Tutorials>Develop a Clear Thesis>Assessment</p>
<p>(5) Relationships among people, places, ideas, and environments are dynamic.</p>	
<p>(5.1) recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.</p>	<p>SE: Feudalism and the Manor Economy, 40-41 A Commercial Revolution, 142-144 The Economics of Latin America’s Dependence, 358-359 U.S.—Latin American Relations, 592-593 Global Interdependence, 603-605 Global Organizations and Trade Agreements, 605-606</p> <p>TE: Topic Inquiry: Document-Based Question, 38-39</p> <p>Digital Resources: Topic 12>Lesson 6>Interactive Gallery: Aspects of Globalization</p>
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Kansas History, Government, and Social Studies Standards 2020 Upper-Level Modern World History Kansas Course Code: 04053	World History The Modern Era
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(5.4) use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.	<p>SE: Topic 2 Assessment, #9, 146</p> <p>TE: Topic Inquiry: Document-Based Question, 38-39</p> <p>Digital Resources: Topic 2>Synthesize: New Global Connections 21st Century Skills Tutorials>Develop a Clear Thesis>Assessment</p>
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<p>(H.1) demonstrates historical knowledge about a time period or era by explaining significance and/or recounting an appropriate narrative.</p>	<p>SE: Topic 3 Assessment, #2, 214 Topic 4 Assessment, #6, 254 Topic 5 Assessment, #5, 311</p> <p>TE: Topic Inquiry: Project-Based Learning, 4-5 Topic Inquiry: Document-Based Question, 226-227</p> <p>Digital Resources: Topic 6>Synthesize: The Age of Imperialism Topic 10>Synthesize: The Cold War Era</p>
<p>(H.2) discusses specific instances of continuity and change over time.</p>	<p>SE: Martin Luther’s Protests Bring Change, 87-89 Analyze Information, 100 Roots of Democracy, 133 Science and Technology Change Industry, 237-238 City Life Changes, 241-242 New Directions in Science, 247-248 New Directions in the Visual Arts, 252-253 Development Brings Social Change, 575-576 Changing Roles for Women, 612 Changes to Deserts and Forests, 614 The Computer Revolution, 624</p> <p>TE: Topic Inquiry: Document-Based Question, 38-39</p> <p>Digital Resources: Social Studies Core Concepts>History Core Concepts>Measuring Time</p>

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<p align="center">Kansas History, Government, and Social Studies Standards 2020 Upper-Level Modern World History Kansas Course Code: 04053</p>	<p align="center">World History The Modern Era</p>
<p>(H.3) demonstrates their understanding of history by categorizing the causes and impact of significant events.</p>	<p>SE: Review Topic Assessment, #14, #18, 71 Topic 2 Assessment, #2, #3, #4, #6, #8, #10, #12, #14, #15, 146-147 Topic 3 Assessment, #12, 215 Topic 5 Assessment, #2, 311 Topic 6 Assessment, #9, 364 Topic 7 Assessment, #7, #12, 395-396 Topic 8 Assessment, #1, #6, 453 Topic 9 Assessment, #5, #8, #10, #13, 491-492 Topic 11, #15, 568 Analyze Cause and Effect, 677-678</p> <p>TE: Topic Inquiry: Project-Based Learning, 280-281</p> <p>Digital Resources: Social Studies Core Concepts>History Core Concepts>Measuring Time 21st Century Skills Tutorials>Analyze Cause and Effect>Assessment</p>
<p>(H.4) identifies the relevance of particular sources to a particular inquiry.</p>	<p>SE: Interpret Sources, 684 Analyze Primary and Secondary Sources, 694-695</p> <p>TE: Topic Inquiry: Civic Discussion, 172-173, 310-311, 404-405</p> <p>Digital Resources: Social Studies Core Concepts>History Core Concepts>Historical Sources</p>

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<p>(H.5) asks and answers sophisticated historical questions using evidence and argument.</p>	<p>This objective is addressed throughout. See, for example:</p> <p>SE: Topic 2 Assessment, #16, 147 Topic 3 Assessment, #25, 217 Topic 4 Assessment, #18, 256 Topic 5 Assessment, #17, 312 Topic 6 Assessment, #17, 365 Topic 7 Assessment, #17, 396 Topic 8 Assessment, #23, 456 Topic 9 Assessment, #17, 492 Topic 10 Assessment, #17, 530 Topic 11 Assessment, #17, 568 Topic 12 Assessment, #21, 629</p> <p>TE: Topic Inquiry: Document-Based Question, 38-39, 80-81, 226-227</p> <p>Digital Resources: Topic 1>Synthesize: The Renaissance and Reformation Topic 8>Synthesize: The World Between the Wars 21st Century Skills Tutorials>Ask Questions>Assessment</p>
<p>(H.6) recognizes perspective and points of view.</p>	<p>SE: Assessment #5, 145 Compare Points of View, 387, 428, 431 Assessment, #1, 512 Assessment, #3, 522 Assessment, #2, 565, 674 Interpret Sources, 684 Compare Viewpoints, 695-696</p> <p>TE: Topic Inquiry: Document-Based Question, 38-39, 138-139, 226-227, 440-441, 472-473 Topic Inquiry: Civic Discussion, 172-173, 310-311, 404-405</p> <p>Digital Resources: Social Studies Core Concepts>History Core Concepts>Historical Sources</p>

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<p>(H.7) uses their knowledge to analyze and create historical understandings.</p>	<p>SE: Review Topic Assessment, #2, 70 Topic 4 Assessment, #1, #2, 254 Topic 5 Assessment, #15, 312 Sequence, 675</p> <p>TE: Topic Inquiry: Project-Based Learning, 280-281, 372-373 Topic Inquiry: Civic Discussion, 310-311 Topic Inquiry: Document-Based Question, 440-441</p> <p>Digital Resources: Topic 4>Synthesize: The Industrial Revolution Topic 9>Synthesize: World War II Social Studies Core Concepts>History Core Concepts>How Do Historians Study History?</p>
<p>(H.8) identifies, defends, and/or creates an interpretation or narrative using evidence and argument.</p>	<p>SE: Assessment, #2, 659 Assessment, #1, 671 Write an Essay, 700</p> <p>TE: Topic Inquiry: Project-Based Learning, 280-281, 372-373</p> <p>Digital Resources: Topic 1>Synthesize: The Renaissance and Reformation 21st Century Skills Tutorials>Identify Evidence>Assessment</p>

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<p>(H.9) collects, organizes, categorizes, and constructs understanding of relevant information for a particular event.</p>	<p>SE: Review Topic Assessment, #11, 71 Topic 9 Assessment, #1, #4, #5, #7, #8, #10, #11, #13, #14, 491-492 Topic 10 Assessment, #4, #8, 529</p> <p>TE: Topic Inquiry: Project-Based Learning, 280-281, 372-373</p> <p>Digital Resources: 21st Century Skills Tutorials>Search for Information on the Internet>Assessment 21st Century Skills Tutorials>Take Effective Notes>Assessment</p>
<p>(CG) Civics/Government</p>	
<p>(CG.1) demonstrates an understanding of power at all levels of government and between all organizations and individuals.</p>	<p>SE: Ruling with Absolute Power, 150-151 Hobbes Argues for Powerful Government, 177 England’s Constitutional Government Evolves, 174-175 Montesquieu Calls for Separation of Powers, 178 Analyze Charts, 178 The United States Constitution, 187-189</p> <p>Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Foundations of Government</p>
<p>(CG.2) demonstrates an understanding of competing values and the tensions that exist between them.</p>	<p>SE: Discontent in the Colonies, 186-187 Compare Points of View, 387 Conflicting Forces in Japan, 420 Independence and Partition in South Asia, 534-535 Pakistan and Bangladesh Separate, 537-539 Conflicts in the Middle East, 559-565</p> <p>Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Conflict and Cooperation</p>

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<p align="center">Kansas History, Government, and Social Studies Standards 2020 Upper-Level Modern World History Kansas Course Code: 04053</p>	<p align="center">World History The Modern Era</p>
<p>(CG.3) applies civic virtues and democratic principles when working with others.</p>	<p>SE: Participate in a Discussion or Debate, 699 Political Participation, 704</p> <p>TE: Topic Inquiry: Project-Based Learning, 4-5, 280-281, 372-373 Topic Inquiry: Civic Discussion, 172-173, 310-311, 404-405</p> <p>Digital Resources: 21st Century Skills Tutorials>Share Responsibility>Assessment 21st Century Skills Tutorials>Work in Teams>Assessment</p>
<p>(CU) Cultural</p>	
<p>(CU.1) engages civically to champion issues in thoughtful and creative ways.</p>	<p>SE: Being an Informed Citizen, 703 Political Participation, 704</p> <p>TE: Topic Inquiry: Project-Based Learning, 4-5 Topic Inquiry: Civic Discussion, 172-173 Topic Inquiry: Document-Based Question, 440-441</p> <p>Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Citizenship 21st Century Skills Tutorials>Make a Differences>Assessment</p>
<p>(CU.2) builds connections with other people by showing respect and understanding, regardless of similarities or differences.</p>	<p>SE: Participate in a Discussion or Debate, 699</p> <p>TE: Topic Inquiry: Civic Discussion, 172-173, 310-311, 404-405</p> <p>Digital Resources: Social Studies Core Concepts>Culture Core Concepts>Cultural Diffusion and Change 21st Century Skills Tutorials>Develop Cultural Awareness>Assessment</p>

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<p>(CU.3) recognizes traits of the dominant culture, the student’s home culture and other cultures, and understands how to express their identity in different settings.</p>	<p>For related content, please see: SE: Diverse Views on Culture, 337 The Growth of Indian Nationalism, 337-338 Africans Protest Colonial Rule, 406-407 A Rising Tide of African Nationalism, 407-408</p> <p>Digital Resources: Social Studies Core Concepts>Culture Core Concepts>Families and Societies 21st Century Skills Tutorials>Develop Cultural Awareness>Assessment</p>
<p>(CU.4) identifies figures, groups, events, and a variety of strategies and philosophies relevant to the history of justice around the world.</p>	<p>SE: The Philosophes, 178-179 The Struggle for Women’s Rights, 245-246 Expanding Democracy, 299-300 Gandhi’s Philosophy of Civil Disobedience, 415 The United States Responds to New Challenges, 507-508 Suffering and Oppression in Myanmar, 540 The Struggle for Equality in South Africa, 577-578</p> <p>TE: Topic Inquiry: Document-Based Question, 80-81</p> <p>Digital Resources: Topic 3>Lesson 5>Flipped Video: Enlightened Influence Topic 12>Lesson 2>Interactive Timeline: The Struggle Against Apartheid</p>
<p>(CU.5) demonstrates empathy when people (or self) are excluded or mistreated because of who they are.</p>	<p>For related content, please see: SE: Anti-Semitism Campaign Begins, 450 The Holocaust, 472-477 The United States Responds to New Challenges, 507-508</p> <p>Digital Resources: 21st Century Skills Tutorials>Develop Cultural Awareness>Assessment Topic 9>Lesson 3>Interactive Gallery: Remembering the Holocaust</p>

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<p>(EC) Economic</p>	
<p>(EC.1) uses economic concepts, evidence and argument to construct a claim for the solution to an economic problem.</p>	<p>For related content, please see: SE: Topic 12 Assessment, #16, 628 Solve Problems, 701-702</p> <p>TE: Topic Inquiry: Document-Based Question, 138-139</p> <p>Digital Resources: 21st Century Skills Tutorials>Solve Problems>Assessment</p>
<p>(EC.2) discusses the role governments and other organization and interests play in economic systems.</p>	<p>SE: A Commercial Revolution, 142-144 New Economic Ideas, 180 Economic Nationalism, 403-404</p> <p>TE: Topic Inquiry: Document-Based Question, 138-139</p> <p>Digital Resources: Social Studies Core Concepts>Economic Core Concepts>Economic Systems</p>
<p>(EC.3) demonstrates an understanding of economic rights and responsibilities.</p>	<p>SE: Paying Taxes, 706-707</p> <p>TE: Topic Inquiry: Document-Based Question, 138-139</p> <p>Digital Resources: Social Studies Core Concepts>Personal Finance Core Concepts>Taxes and Income</p>

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<p>(GEO) Geography</p>	
<p>(GEO.1) organizes, categorizes, and analyzes a variety of geographic information including text, maps, charts, graphs, and digital media.</p>	<p>This objective is addressed throughout. See, for example: SE: Analyze Charts, 17, 174, 347, 500 Analyze Maps, 54, 443, 609 Analyze Graphs, 241, 625 Read Charts, Graphs, and Tables, 686-687 Read Physical Maps, 689-690 Read Political Maps, 690-691 Read Special-Purpose Maps, 691-692</p> <p>Digital Resources: Social Studies Core Concepts>Geography Core Concepts>Understanding Maps 21st Century Skills Tutorials>Categorize>Assessment</p>
<p>(GEO.2) analyzes the dynamic relationship between humans and the environment.</p>	<p>SE: Review Topic Assessment, #3, #8, 70 Continuing Challenges to Development, 580-582 Development and the Environment, 613-615</p> <p>Digital Resources: Social Studies Core Concepts>Geography Core Concepts>Land Use Social Studies Core Concepts>Geography Core Concepts>People’s Impact on the Environment</p>
<p>(GEO.3) evaluates economic and political decision-making as it affects geography.</p>	<p>SE: Topic 2 Assessment, #9, #13, 146</p> <p>TE: Topic Inquiry: Document-Based Question, 138-139, 472-473</p> <p>Digital Resources: Social Studies Core Concepts>Geography Core Concepts>People’s Impact on the Environment</p>

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<p>(SECD) Social and Emotional Character Development</p>	
<p>(SECD.1) demonstrates an awareness of their level of efficacy and effort in various challenging tasks.</p>	<p>SE: Participate in a Discussion or Debate, 699</p> <p>TE: Topic Inquiry: Civic Discussion, 172-173, 310-311, 404-405</p> <p>Digital Resources: 21st Century Skills Tutorials>Generate New Ideas>Assessment</p>
<p>(SECD.2) predicts how increased assertiveness would affect outcomes of various situations.</p>	<p>SE: Consider and Counter Opposing Arguments, 698</p> <p>TE: Topic Inquiry: Civic Discussion, 172-173, 310-311, 404-405</p> <p>Digital Resources: 21st Century Skills Tutorials>Generate New Ideas>Assessment</p>
<p>(SECD.3) endeavors to understand others feelings, behaviors, and situational context.</p>	<p>SE: Consider and Counter Opposing Arguments, 698 Participate in a Discussion or Debate, 699</p> <p>TE: Topic Inquiry: Civic Discussion, 172-173, 310-311, 404-405</p> <p>Digital Resources: 21st Century Skills Tutorials>Develop Cultural Awareness>Assessment 21st Century Skills Tutorials>Work in Teams>Assessment</p>

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