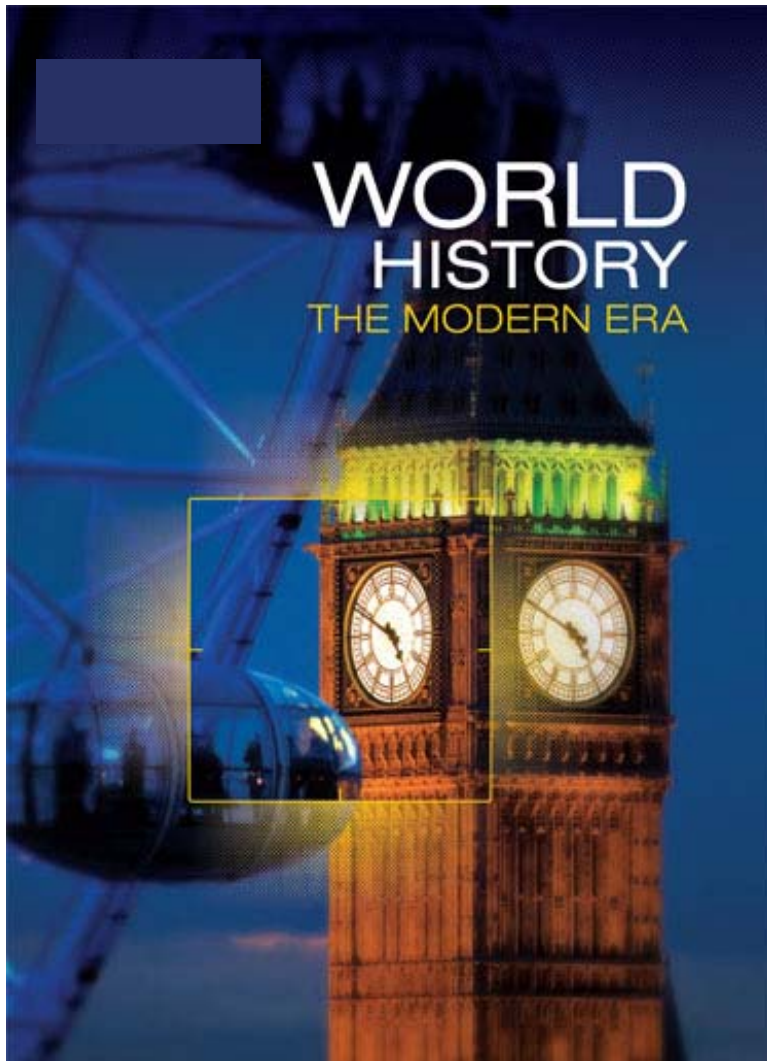


A Correlation of



to the

Kentucky Academic Standards for Social Studies

World History Standards, High School

**A Correlation of World History: The Modern Era
to the Kentucky Academic Standard for Social Studies
World History Standards, High School**

Introduction

This document demonstrates how ***World History: The Modern Era*** meets the Kentucky Academic Standards for Social Studies, World History Standards, High School.

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.

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Inquiry Practices	
HS.WH.I.Q Questioning	
<p>HS.WH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history.</p>	<p>TE: Step 1: Connect, 4, 38, 80, 138, 226, 280, 440, 472</p> <p>Digital Resources: Topic 1: The Renaissance and Reformation (1300–1650)>Project-Based Learning: Build a Hall of Fame Website>Student Instructions Topic 2: New Global Connections (1415–1796)>Document-Based Question: Columbian Exchange>Document-Based Question: Student Instructions Topic 3: Absolutism and Revolution (1550–1850)>Document-Based Question: What Rights Should Everyone Have?>Document-Based Question: Student Instructions Topic 4: The Industrial Revolution (1750–1914)>Document-Based Question: Who Should Control Economic Decisions?>Document-Based Question: Student Instructions Topic 6: The Age of Imperialism (1800–1914)>Document-Based Question: What was the Impact of Imperialism on India?>Document-Based Question: Student Instructions Topic 7: World War I and the Russian Revolution (1914–1924)>Project-Based Learning: Create a Video Docudrama on the Impact of War>Document-Based Question: Student Instructions Topic 11: New Nations Emerge (1945–Present)>Document-Based Question: How Should Nations Respond to Genocide?>Document-Based Question: Student Instructions</p>

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<p>Continued:</p>	<p>Continued: Topic 12: The World Today (1980–Present)>Document-Based Question: Comparing Developed and Developing Countries>Document-Based Question: Student Instructions</p>
<p>HS.WH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions.</p>	<p>TE: Step 1: Connect, 4, 38, 80, 138, 226, 280, 440, 472</p> <p>Digital Resources: Topic 1: The Renaissance and Reformation (1300–1650)>Project-Based Learning: Build a Hall of Fame Website>Need-to-Know Questions Topic 2: New Global Connections (1415–1796)>Document-Based Question: Columbian Exchange>Document-Based Question: Need-to-Know Questions Topic 3: Absolutism and Revolution (1550–1850)>Document-Based Question: What Rights Should Everyone Have?>Document-Based Question: Need-to-Know Questions Topic 4: The Industrial Revolution (1750–1914)>Document-Based Question: Who Should Control Economic Decisions?>Document-Based Question: Need-to-Know Questions Topic 6: The Age of Imperialism (1800–1914)>Document-Based Question: What was the Impact of Imperialism on India?>Document-Based Question: Need-to-Know Questions Topic 7: World War I and the Russian Revolution (1914–1924)>Project-Based Learning: Create a Video Docudrama on the Impact of War>Document-Based Question: Need-to-Know Questions</p>

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Continued:	Continued: Topic 11: New Nations Emerge (1945–Present)>Document-Based Question: How Should Nations Respond to Genocide?>Document-Based Question: Need-to-Know Questions Topic 12: The World Today (1980–Present)>Document-Based Question: Comparing Developed and Developing Countries>Document-Based Question: Need-to-Know Questions
I: Investigating - Disciplinary Concepts and Practices	
Investigating occurs through the exploration of the discipline strand standards	
HS.WH.CH Change and Continuity	
HS.WH.CH.1 Analyze the rise and fall of major states and empires in Africa, Asia, the Middle East, Europe and the Americas between 1300-1500.	SE: Kingdoms of Eastern Europe, 50 The Ottoman and Safavid Empires, 55-56 Analyze Maps, 56, 58, 69 Kingdoms of West Africa, 58-59 The Mongol Empire and Ming China, 64-66 Describe, 66 A United Japan, 68 Portugal Builds an Empire in Asia, 114-115 Rise of the Dutch and the Spanish, 115-116 Topic 2 Assessment, #10, 146

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<p>HS.WH.CH.2 Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750.</p>	<p>SE: The Late Middle Ages: A Time of Upheaval, 47-48 Russia and Eastern Europe, 48-50 Analyze Charts, 50, 90 Sikhism Emerges, 63 Ming Math, Science, and Technology, 65 The Italian Renaissance, 74-75 Art Flourishes in the Renaissance, 77-79 New Books Reflect Renaissance Themes, 79-80 Assessment, #3, #5, 80 Artists of the Northern Renaissance, 81-82 Northern Renaissance Humanists and Writers, 82-84 Assessment, #2-#5, 85 The Protestant Reformation, 86-90 Assessment, #1, #3, 91 The Catholic Reformation, 94-96 Analyze Information, 96 Analyze Maps, 96 Assessment, #5, 97 The Scientific Revolution, 98-102 Explain, 100, 102 Assessment, #2, #3, #5, 102 Topic 1 Assessment, #11, 103 #13, 104</p>
<p>HS.WH.CH.3 Analyze changes and continuities within and among the Indian Ocean Maritime System, Trans-Saharan System and Silk Roads due to technology and the opening of the Atlantic System between 1300-1750.</p>	<p>SE: Analyze Maps, 58 Causes of European Exploration, 108-109 Portugal Explores the Seas, 109-110 Explain, 110 Trading Outposts Around the Indian Ocean, 114-115</p> <p>Digital Resources: Topic 2: New Global Connections (1415-1796)>Lesson 1: Europeans Explore Overseas>Flipped Video: Europeans Explore the Seas</p>

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HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950.	SE: Modern Military Technology, 376-377 Infer, 377 Assessment, #2, 379 Topic 7 Assessment, #8, 395 Analyze Charts, 479 Topic 9 Assessment, #2, 491
HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888.	SE: The Slave Trade and Its Impact on Africa, 135-140 Identify Cause and Effect, 136 Assessment, #1, 140 Topic 2 Assessment, #14-#15, 147 Forced Labor: The Encomienda System, 126-127 Forced Labor in the Potosí Silver Mines, 126 Bringing Workers from Africa, 127 Define, 127 Topic 2 Assessment, #12, 146 Impact of the Slave Trade, 324
HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present.	SE: Restoring Peace and Order, 212 Utilitarians Support Limited Government, 233-234 The Role of Religion, 248-249 The Iron Chancellor, 277-279 Check Understanding, 279 Kaiser William II, 279-280 The Victorian Age, 287 The Tsars Have Absolute Power, 306 The United States and the Global Economy, 506 A Variety of New Governments, 544-545 Traditional Economies, 573 A New Europe, 595-597 Analyze Maps, 596 Global Interdependence, 603-605 Global Organizations and Trade Agreements, 605-606

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HS.WH.CH.7 Evaluate how non-Westernized empires and nations adapted and developed Western technologies and industrial practices to fit new cultural contexts from 1850-present.	SE: Industry Spreads Unevenly, 227 The Beginnings of Industrialization, 308-309 Rapid Industrialization, 346, 584 Analyze Charts, 347 Assessment, #3, 349 Westernization of Turkey, 409 Moving Toward Modernization, 573-574
HS.WH.CE Cause and Effect	
HS.WH.CE.1 Examine effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the Silk Roads, Trans Saharan Trade Routes and Indian Ocean Maritime System between 1300-1450.	SE: Analyze Maps, 58, 76 Calvinist Ideas Spread, 90 Reformation Ideas Spread, 92-97 European Trade with Asia, 108 Trading Outposts Around the Indian Ocean, 114 The Dutch Dominate Indian Ocean Trade, 115 The Spanish Trade Network, 116 Trade with Ming China, 117 Westerners Arrive in Japan, 120 Guns, Horses, and Disease, 122 Missionaries Spread Christianity, 126
HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750.	SE: Europeans Explore Overseas, 108-113 Identify, 109 Analyze Charts, 111 Assessment, #1, 113, 129 Europeans Gain Footholds in Asia, 114-120 European Conquests in the Americas, 121-129 European Colonies in North America, 130-134 Assessment, #3-#4, 134

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HS.WH.CE.3 Assess demographic, social and cultural consequences of forced migration and the expansion of plantation-based slavery into the Americas between 1500-1888.	SE: Forced Labor: The Encomienda System, 127-128 Bringing Workers from Africa, 127 Define, 127 European Traders Enter the Slave Trade, 135-136 African Resistance, 136 The Atlantic Slave Trade, 137-138 Impact of the Slave Trade, 138-140 Assessment, #2, 140 Topic 2 Assessment, #15, 147
HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present.	SE: Revolutions Sweep Europe, 260-269 Analyze Maps, 265 Compare and Contrast, 265, 273 Contrast, 266 Integrate Information, 268 Assessment, #2-#5, 268 Latin America Ripe for Revolution, 269-270 Check Understanding, 270 Revolts in Mexico and Central America, 271-272 Discontent Sparks Revolts in South America, 272-273 Topic 6 Assessment, #1, 364 Revolution in Russia, 389-394 Assessment, #1, #4, #5, 394 Topic 7 Assessment, #12, #16, 396 The Mexican Revolution, 400-401 Sequence Events, 401 Assessment, #4-#5, 405 An Islamic Revolution in Iran, 555 Revolutions Break Out, 591

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<p>HS.WH.CE.5 Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850.</p>	<p>SE: The Industrial Revolution Begins, 220-227 Identify Main Ideas, 221 Check Understanding, 222, 224, 232 Identify Supporting Details, 223 Identify Cause and Effect, 225 Assessment, #1-#2 Social Impact of Industrialization, 228-236 Make Generalizations, 230 Draw Conclusions, 231 Assessment, #1-#3, 236</p>
<p>HS.WH.CE.6 Examine the causes and effects of imperialism from multiple perspectives between 1750-1900.</p>	<p>SE: The New Imperialism, 316-321 Summarize, 317 Explain, 318 Categorize, 321 Assessment, #1, #4, 321 European Colonies in Africa, 322-328 Assessment, #2, 328 European Imperialism, 330 European Imperialism in Persia, 332-333 India Becomes a British Colony, 334-338 Japan Builds an Empire, 347-348 Generate Explanations, 348 Assessment, #4, 349 European Imperialism in Southeast Asia, 350-352 The Americas in the Age of Imperialism, 356-363 Topic 6 Assessment, #3-#7, 364 #14, 365</p>

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<p>HS.WH.CE.7 Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900.</p>	<p>SE: Some Resist Imperialism, 318 African Resistance, 327-328 Describe, 328 Assessment, #5, 328 The Taiping Rebellion and a Weakened China, 340-341; Explain, 341 The Fall of the Qing Dynasty, 342-343 Assessment, #1, 343, 349 Unrest in Tokugawa Japan, 344-345 Identify Cause and Effect, 345 Maori Struggles, 355 Topic 6 Assessment, #9, 364</p>
<p>HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945.</p>	<p>SE: Major Causes of World War I, 369-371 Identify Cause and Effect, 371, 411, 431, 438 Assessment, #1, #4, 373 Summarize, 379 Assessment, #4, #5, 379 The Great War Ends, 384-385 Generate Explanations, 385 Effects of the Peace Settlements, 387-388 Assessment, #1, 388 World War I Intensifies Discontent, 390 Assessment, #2, #5, 394 Topic 7 Assessment, #1-#4, 395 Social Change After World War I, 424-425 Postwar Politics in the West, 428-430 Identify Central Issues, 430 Economics in the Postwar Era, 431 Topic 8 Assessment, #11, 455 World War II Begins, 465 Assessment, #4, 465, 490 Nazis Attack the Soviet Union, 469-470 U.S. Involvement in the War, 470-471 Assessment, #5, 471 Aftermath of the War, 487-488 The United Nations is Formed, 489 Topic 9 Assessment, #1, #5, 491; #8, #10, #13, 492</p>

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HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence and geopolitical impacts of new nation-states from 1945-present.	SE: New Nations in South Asia and Southeast Asia, 534-542 Assessment, #1-#2, 542 African Nations Win Independence, 543-550 Assessment, #2-#3, 550 New Nations in the Middle East, 553-556 Topic 11 Assessment, #3, #6, 566 The Former Soviet Republics, 598-599 Republics Break Away, 600
HS.WH.CO Conflict and Compromise	
HS.WH.CO.1 Assess how inter-regional and intra-regional interactions shaped the development of empires and cultures in multiple global regions between 1300-1750.	SE: European Expansion in Africa, 113 Identify, 113 Assessment, #5, 113 Europeans Gain Footholds in Asia, 114-120 Infer, 115 Compare and Contrast, 116 Explain, 117 Assessment, #1, #3, 120 European Conquests in the Americas, 121-129 European Colonies in North America, 130-134 Effects of Global Contact, 141-145

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<p>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</p>	<p>SE: The American Revolution, 184-189 Assessment, #2-#3, 189 Some Resist Imperialism, 318 African Resistance, 327-328 Assessment, #5, 328 The Ottoman Empire Declines, 330-331 European Imperialism in Persia, 332-333 The British East India Company, 334-336 Identify Cause and Effect, 336 Assessment, #1, 338, 343 The Fall of the Qing Dynasty, 342-343 Japanese Rule in Korea, 348 Military Might and the Philippines, 352 Identify Main Ideas, 352 Imperialist Rivalry, 353 Maori Struggles, 355 Assessment, #3, 355 Cuba and the Spanish-American War, 360 Canada Expands, 363 Africans Protest Colonial Rule, 406-407 Conflicting Forces in Japan, 420-421</p>
<p>HS.WH.CO.3 Analyze how superpower rivalries created new political alliances, led to proxy wars and resulted in the rise of international organizations from 1950-present.</p>	<p>SE: New Alliances, 498 Identify Main Ideas, 498 Establishing Alliances and Bases, 501 An Uneasy Alliance with the Soviet Union, 515 U.S.-Latin American Relations, 592-593</p>

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<p>HS.WH.CO.4 Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.</p>	<p>SE: Analyze Charts, 489 The United Nations is Formed, 489 Contrast, 489 Topic 9 Assessment, #15, 492 New Alliances, 498 Identify Main Ideas, 498 Building the European Union, 510 Restoring Peace, 527 The Oslo Accords, 560-561 U.S.-Latin American Relations, 592-593 Changes in NATO, 595-596 Growth of the European Union, 596 Global Organizations and Trade Agreements, 605-606</p>
<p>HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.</p>	<p>SE: Advances in Transportation and Communication, 238-239 Topic 6 Assessment, #16, 365 Global Organizations and Trade Agreements, 605-606 Assessment, #3, 607, 626 The Computer Revolution, 624 Summarize, 624 Analyze Graphs, 625 Topic 12 Assessment, #3, 627</p>

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<p>HS.WH.CO.6 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare and other methods from 1945-present.</p>	<p>SE: Soviet Aggression Grows, 497-498 Revolts in Eastern Europe, 499 Dissidents Resist, 503 The United States Responds to New Challenges, 507-508 Guerrilla Warfare, 520 Poland Struggles Toward Democracy, 525-526 Suffering and Oppression in Myanmar, 540 Resistance Against Apartheid, 578 Protest in Tiananmen Square, 584 Human Rights Abuses, 584-585 Conflict in Northern Ireland, 596-597 The Growing Threat of Terrorism, 617-619 Make Generalizations, 619 The U.S. Response to Terrorism, 619-621 Connect, 621 Topic 12 Assessment, #10, 628</p>

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HS.WH.KH Kentucky History	
HS.WH.KH.1 Describe the impact of world history on Kentuckians and how Kentucky impacted the world.	<p><i>For opportunities to address this standard please see:</i></p> <p>SE: Breakthroughs in Medicine and Chemistry, 100-102 Assessment, #1, 102, 227 Topic 1 Assessment, #13, 104 Roots of Democracy, 133 The American Revolution, 184-189 Analyze Context, 189 Assessment, #5, 189, 434 Industrialization Spreads, 226-227 Science and Technology Change Industry, 237-238 Advances in Transportation and Communication, 238-239 Better Medicine, Nutrition, and Health, 240-241 The Struggle for Women’s Rights, 245-246 The Rise of Public Education, 246-247 Topic 4 Assessment, #5, 254 Social Change After World War I, 424-425 Scientific Discoveries, 426 Identify Patterns, 426 The Great Depression, 431-433 Analyze Information, 432 Postwar Prosperity in the United States, 505-506 The United States Responds to New Challenges, 507-508 The Computer Revolution, 624 Summarize, 624 Breakthroughs in Medicine and Biotechnology, 624-626</p>

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HS.WH.I.UE Using Evidence	
<p>HS.WH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.</p>	<p>SE: Topic 5 Assessment, #8, 311 Interpret Sources, 684 Analyze Primary and Secondary Sources, 694-695</p> <p>TE: Step 2: Investigate, 172, 310, 404</p> <p>Digital Resources: Topic 5: Nationalism and the Spread of Democracy (1790–1914)>Civic Discussion: The Irish Potato Famine>Investigate Topic 8: The World Between the Wars (1910–1939)>Civic Discussion: Lenin and Stalin>Investigate Topic 10: The Cold War Era (1945–1991)>Civic Discussion: The Cold War>Investigate</p>
<p>HS.WH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.</p>	<p>SE: Topic 5 Assessment, #8, 311 Interpret Sources, 684 Analyze Primary and Secondary Sources, 694-695;</p> <p>TE: Step 2: Investigate, 172, 310, 404</p> <p>Digital Resources: Topic 5: Nationalism and the Spread of Democracy (1790–1914)>Civic Discussion: The Irish Potato Famine>Investigate Topic 8: The World Between the Wars (1910–1939)>Civic Discussion: Lenin and Stalin>Investigate Topic 10: The Cold War Era (1945–1991)>Civic Discussion: The Cold War>Investigate</p>

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<p>HS.WH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.</p>	<p>SE: Consider and Counter Opposing Arguments, 698 Participate in a Discussion or Debate, 699</p> <p>TE: Step 3: Synthesize, 39, 139, 441</p> <p>Digital Resources: Topic 2: New Global Connections (1415–1796)>Document-Based Question: Columbian Exchange>Demonstrate Topic 4: The Industrial Revolution (1750–1914)>Document-Based Question: Who Should Control Economic Decisions?>Synthesize and Demonstrate Topic 11: New Nations Emerge (1945–Present)>Document-Based Question: How Should Nations Respond to Genocide?>Synthesize and Demonstrate</p>

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HS.WH.I.CC Communicating Conclusions	
<p>HS.WH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in world history.</p>	<p>SE: Compare Viewpoints, 695-696 Evaluate Existing Arguments, 697-698 Participate in a Discussion or Debate, 699</p> <p>TE: Topic Inquiry: Civic Discussion, 172-173, 310-311, 404-405</p> <p>Digital Resources: Topic 5: Nationalism and the Spread of Democracy (1790–1914)>Civic Discussion: The Irish Potato Famine>Synthesize and Demonstrate Topic 8: The World Between the Wars (1910–1939)>Civic Discussion: Lenin and Stalin>Synthesize and Demonstrate Topic 10: The Cold War Era (1945–1991)>Civic Discussion: The Cold War>Synthesize and Demonstrate</p>

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<p>HS.WH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling/supporting questions in world history.</p>	<p>SE: Topic 3 Assessment, #23, 217 Participate in a Discussion or Debate, 699 Give an Effective Presentation, 699-700 Write an Essay, 700 Political Participation, 704</p> <p>TE: Topic Inquiry: Document-Based Question, 38-39, 80-81, 138-139, 226-227 Topic Inquiry: Civic Discussion, 172-173, 310-311, 404-405 Topic Inquiry: Project-Based Learning, 280-281, 372-373</p> <p>Digital Resources: Topic 2: New Global Connections (1415–1796)>Document-Based Question: Columbian Exchange Topic 3: Absolutism and Revolution (1550–1850)>Document-Based Question: What Rights Should Everyone Have? Topic 4: The Industrial Revolution (1750–1914)>Document-Based Question: Who Should Control Economic Decisions Topic 5: Nationalism and the Spread of Democracy (1790–1914)>Civic Discussion: The Irish Potato Famine Topic 6: The Age of Imperialism (1800–1914)>Document-Based Question: What was the Impact of Imperialism on India? Topic 7: World War I and the Russian Revolution (1914–1924)>Project-Based Learning: Create a Video Docudrama on the Impact of War Topic 8: The World Between the Wars (1910–1939)>Civic Discussion: Lenin and Stalin</p>

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World History Standards, High School**

<p style="text-align: center;">Kentucky Academic Standards for Social Studies World History Standards, High School</p>	<p style="text-align: center;">World History The Modern Era</p>
<p>Continued:</p>	<p>Continued: Topic 9: World War II (1930–1945)>Project-Based Learning: Create a Tribute to World War II Participants Topic 10: The Cold War Era (1945–1991)>Civic Discussion: The Cold War</p>
<p>HS.WH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling/supporting questions in world history.</p>	<p>SE: Topic 11 Assessment, #2, 566 Topic 12 Assessment, #16, 628 Solve Problems, 701-702 Make Decisions, 702-703</p> <p>TE: Topic Inquiry: Document-Based Question, 440-441</p> <p>Digital Resources: Topic 11: New Nations Emerge (1945–Present)>Document-Based Question: How Should Nations Respond to Genocide?</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol>indicates a click to reach each digital asset on the Realize platform.