A Correlation of

[Image of Pearson World History book]

to the
Kentucky Academic Standards
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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| HS.WH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history. | **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
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- **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

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<td>Topic 12: The World Today (1980–Present)&gt;Document-Based Question: Comparing Developed and Developing Countries&gt;Document-Based Question: Student Instructions</td>
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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
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| 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. | SE: The Late Middle Ages: A Time of Upheaval, 47-48  
Russia and Eastern Europe, 48-50  
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| 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. | SE:  
Analyze Maps, 58  
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Digital Resources:  
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| HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950. | SE:  
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| 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:  
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| 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:  
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<td><strong>HS.WH.CH.7</strong> Evaluate how non-Westernized empires and nations adapted and developed Western technologies and industrial practices to fit new cultural contexts from 1850-present.</td>
<td><strong>SE:</strong> 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</td>
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**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 |

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<td>HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present.</td>
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| HS.WH.CE.6 Examine the causes and effects of imperialism from multiple perspectives between 1750-1900. | SE:  
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<td>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.</td>
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| 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. | SE:  
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**HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.  
**SE:**  
Topic 5 Assessment, #8, 311  
Interpret Sources, 684  
Analyze Primary and Secondary Sources, 694-695  
**TE:**  
Step 2: Investigate, 172, 310, 404  
**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  

**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.  
**SE:**  
Topic 5 Assessment, #8, 311  
Interpret Sources, 684  
Analyze Primary and Secondary Sources, 694-695;  
**TE:**  
Step 2: Investigate, 172, 310, 404  
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Topic 5: Nationalism and the Spread of Democracy (1790–1914)>Civic Discussion: The Irish Potato Famine>Investigate  
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**TE:** Topic Inquiry: Civic Discussion, 172-173, 310-311, 404-405  

**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  
**HS.WH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in world history.** |
### Kentucky Academic Standards for Social Studies: World History Standards, High School

| HS.WH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling/supporting questions in world history. |

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- Participate in a Discussion or Debate, 699
- Give an Effective Presentation, 699-700
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- Topic Inquiry: Civic Discussion, 172-173, 310-311, 404-405
- Topic Inquiry: Project-Based Learning, 280-281, 372-373

#### Digital Resources:
- 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

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