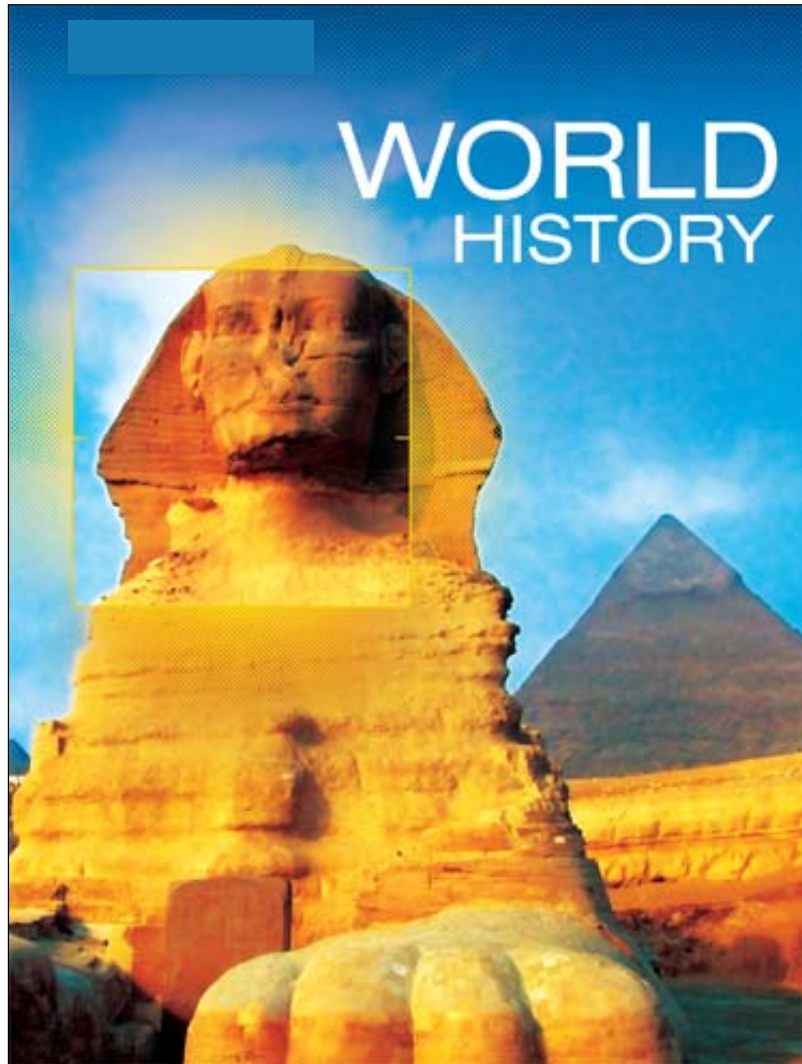


A Correlation of



and

Project Imagine: World History

to the

**Nevada Academic Content Standards for
Social Studies**

World History & Geography (1300-Present)

Grades 9-12

**A Correlation of World History Survey and Project Imagine to the
Nevada Academic Content Standards for Social Studies
World History & Geography (1300-Present), Grades 9-12**

Introduction

This document demonstrates how *World History Survey Edition* and *Project Imagine* meet the Nevada Academic Content Standards for Social Studies: World History & Geography (1300-Present) Grades 9-12. Correlation page references are to the Student Edition, Teacher Edition, Realize digital resources, and World History Project Imagine.

World History Survey Edition is designed to help prepare students to be college and career ready all while unlocking the exciting story of our nation’s history, *World History Survey Edition* invites students to explore the enduring issues that continue to shape our nation’s history. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while unlocking the exciting story of our nation’s history. The program is available in print, digital, and blended options.

The *United States 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 Savvas’ 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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Nevada Academic Content Standards for Social Studies: World History & Geography (1300-Present), Grades 9-12	World History Survey and Project Imagine
Disciplinary Skills	
Constructing compelling questions	
<p>SS.9-12.WH.1. When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.</p>	<p><i>Students can use the following assignments to develop and complete open-ended inquiry and questioning projects:</i></p> <p>SE: Topic 6 Assessment (5. Describe a Major Cultural Influence), 185 Topic 7 Assessment (23. Create Presentations), 253</p> <p>TE: Topic Inquiry: Civic Discussion (develop questions and use sources), 496–497, 634–635, 728–729 Topic Inquiry: Document–Based Question (generate questions and use sources), 362–363, 404–405, 462–463, 550–551, 764–765, 796–797 Topic Inquiry: Project–Based Learning (collect source material), 328–329, 604–605, 696–697</p> <p>Digital Resources: Topics 8, 9, 14, 17, 19>Civic Discussion Topics 11, 12, 13, 15, 20, 21>Document–Based Question Topics 1, 4, 7, 10, 18>Project–Based Learning</p> <p>Project Imagine: World History The Renaissance>Set the Scene The Early Industrial Revolution>Set the Scene World War I>Set the Scene Africa, 1945–1985>Set the Scene Primary Source Library</p>

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<p>Creating supporting questions</p>	
<p>SS.9-12.WH.2. Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.</p>	<p><i>Student can use the following assignments to generate and answer supporting questions in the context of inquiry-based learning:</i></p> <p>SE: Topic Assessment: Write About the Essential Question, 23, 58, 98, 123, 155, 186, 253, 304, 347, 380, 435, 493, 532, 588, 642, 674, 734, 770, 808, 846, 907</p> <p>TE: Topic Inquiry: Document-Based Questions (generate questions and use sources), 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p>Digital Resources: Topics 11, 12, 13, 15, 20, 21>Document-Based Questions</p> <p>Project Imagine: World History The Renaissance>Set the Scene>Background Reading The Early Industrial Revolution>Set the Scene>Background Reading World War I>Set the Scene>Background Reading Africa, 1945–1985>Set the Scene>Background Reading Primary Source Library</p>

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<p>Gathering and evaluating sources</p>	
<p>SS.9-12.WH.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p><i>Projects involving gathering sources and research:</i></p> <p>SE: Topic 7 Assessment (23. Create Presentations), 253</p> <p>TE: Topic Inquiry: Document-Based Question (generate questions and use sources), 362–363, 404–405, 462–463, 550–551, 764–765, 796–797 Topic Inquiry: Project-Based Learning (collect source material), 328–329, 604–605, 696–697</p> <p>Digital Resources: Topics 11, 12, 13, 15, 20, 21>Document-Based Question Topics 10, 18>Project-Based Learning Primary Source Library</p>
<p>SS.9-12.WH.4. Evaluate the credibility of a source by examining how experts value the source.</p>	<p><i>The following assignments have student working with sources and understanding their context and validity:</i></p> <p>SE: Topic 13 Assessment (12. Explain Economic Changes and Identify Bias—identify bias in a source), 531 Topic 14 Assessment (8. Describe How People Participated—use valid sources), 587</p>

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<p>SS.9-12.WH.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.</p>	<p><i>Digital Resources provide opportunities for students to work with multiple media formats. Each Topic includes multiple online videos, interactive maps, interactive charts, galleries, and timelines. The following SE assignments have student working with sources and understanding their context and validity:</i></p> <p>SE: Topic 13 Assessment (12. Explain Economic Changes and Identify Bias—identify bias in a source), 531 Topic 14 Assessment (8. Describe How People Participated—use valid sources), 587</p> <p>Digital Resources: Topics 11, 12, 13, 15, 20, 21>Document-Based Question Topics 10, 18>Project-Based Learning</p> <p>Project Imagine: World History The Early Industrial Revolution: Explore it! >Should Child Labor Be Regulated?</p>

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<p>Developing claims and using evidence</p>	
<p>SS.9-12.WH.6. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p><i>Projects involving gathering sources and research:</i></p> <p>SE: The following assignments provide opportunities for students to make claims and develop writing to support those claims: Topic 11 Assessment (16. Write about the Essential Question), 423 Topic 16 Assessment (17. Write about the Essential Question), 674 Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 907</p> <p>TE: Topic Inquiry: Document-Based Question (generate questions and use sources), 362–363, 404–405, 462–463, 550–551, 764–765, 796–797 Topic Inquiry: Project-Based Learning (collect source material), 328–329, 604–605, 696–697</p> <p>Digital Resources: Topics 11, 12, 13, 15, 20, 21>Document-Based Question Topics 10, 18>Project-Based Learning 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints</p> <p>Project Imagine: World History The Renaissance: Launch it!>Explore it! The Early Industrial Revolution: Launch it!>Explore it! World War I: Launch it!>Explore it! Africa, 1945–1985: Launch it!>Explore it!</p>

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<p>SS.9-12.WH.7. Refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p><i>The following are examples of assignments that provide opportunities for students to make claims and develop writing to support those claims:</i></p> <p>SE: Topic 11 Assessment (16. Write about the Essential Question), 423 Topic 16 Assessment (17. Write about the Essential Question), 674 Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 907</p> <p>Digital Resources: 21st Century Skills Tutorials: Evaluate Existing Arguments>Consider and Counter Opposing Arguments</p>
Communicating and critiquing conclusions	
<p>SS.9-12.WH.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<p><i>The following are examples of assignments that provide opportunities for students to make claims and develop writing to support those claims:</i></p> <p>SE: Topic 11 Assessment (16. Write about the Essential Question), 423 Topic 16 Assessment (17. Write about the Essential Question), 674 Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 907</p> <p>Digital Resources: 21st Century Skills Tutorials: Evaluate Existing Arguments>Consider and Counter Opposing Arguments</p>

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<p>SS.9-12.WH.9. Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies.</p>	<p>SE: Topic 6 Assessment (5. Describe a Major Cultural Influence--write and deliver a speech), 185 Topic 7 Assessment (23. Create Presentations), 253 Topic 12 Assessment (23. Create Visual Presentations), 493</p> <p>Digital Resources: 21st Century Skills Tutorials: Give an Effective Presentation</p> <p>Project Imagine: World History The Renaissance: Apply it!>Explore it! The Early Industrial Revolution: Apply it!>Explore it! World War I: Apply it!>Explore it! Africa, 1945–1985: Apply it!>Explore it!</p>
<p>SS.9-12.WH.10. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.</p>	<p><i>The following can be used as prompts for discussions using multiple viewpoints:</i></p> <p>SE: Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 844</p> <p>TE: Topic Inquiry: Civic Discussion (develop questions and use sources), 496–497, 634–635, 728–729</p> <p>Digital Resources: 21st Century Skills Tutorials: Participate in a Discussion or Debate</p> <p>Project Imagine: World History The Renaissance: Apply it!>Civic Discussion The Early Industrial Revolution: Apply it!>Civic Discussion World War I: Apply it!>Civic Discussion Africa, 1945–1985: Apply it!>Civic Discussion</p>

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<p>Taking informed action</p>	
<p>SS.9-12.WH.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level.</p>	<p>SE: Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 844 Topic 20 Assessment (3. Summarize), 844 Topic 20 Assessment (9. Summarize Reasons), 845 Topic 21 Assessment (1. Describe Changing Roles and Compare Geographic Distributions and Patterns), 905 Topic 21 Assessment (11. Explain the Collapse), 906 Topic 21 Assessment (14. Explain and Summarize), 906</p> <p>Digital Resources: Topic 21: Lesson 1: Interactive Flipped Video>Causes of Poverty Topic 21: Lesson 1: Interactive Gallery>Children of the Developing World Topic 21: Lesson 2: Interactive Gallery>Environmental Challenges in Africa Topic 21: Lesson 7: Interactive Flipped Video>Protecting Human Rights Topic 21: Lesson 7: Interactive Gallery>Women’s Lives in the 21st Century Topic 21: Lesson 7: Interactive Map>Global Environmental Challenges</p>

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<p>SS.9-12.WH.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.</p>	<p>SE: Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 844 Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906 21st Century Skills: Being an Informed Citizen, 987 21st Century Skills: Political Participation, 988 21st Century Skills: Voting, 988-989 21st Century Skills: Serving on a Jury, 989</p> <p>TE only: Topic Inquiry: Civic Discussion (develop questions and use sources), 496-497, 634-635, 728-729</p> <p>Digital Resources: 21st Century Skills Tutorials: Participate in a Discussion or Debate>Being an Informed Citizen>Political Participation, 988</p> <p>Project Imagine: World History The Renaissance: Apply it!>Civic Discussion The Early Industrial Revolution: Apply it!>Civic Discussion World War I: Apply it!>Civic Discussion Africa, 1945-1985: Apply it!>Civic Discussion</p>

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Content Themes Grades 9-12: World History & Geography (1300-Present)	
History	
Power and politics (H)	
<p>SS.9-12.WH.13. Analyze major regime changes across the world based on a variety of factors, including but not limited to: goals, tactics, practices, and outcomes.</p>	<p>SE: The Cold War Ends, 801–806 Independence and Partition in South Asia, 812–813 Pakistan and Bangladesh Separate, 815817 Struggle for Democracy in the Philippines, 819–820 The New Nations of Africa, 8221–822 A Variety of New Governments, 822–823 Case Studies: Five African Nations, 824–286 The Wars of Southern Africa, 826–827 Mandates Gain Independence, 830 The Founding of Israel, 830–831 New Nations in the Middle East, 831832 The Long Road to Democracy in Argentina, 871–872 Assessment, 828</p> <p>Digital Resources: Topic 20: Lesson 1: Interactive Flipped Video>Two Nations Emerge Topic 20: Lesson 3: Interactive Chart>Birth of Israel Topic 21: Lesson 2: Interactive Timeline>The Struggle Against Apartheid Topic 21: Lesson 4: Interactive Flipped Video>Argentina Moves Toward Democracy</p>

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<p>SS.9-12.WH.14. Examine occurrences of and reactions to oppression, human rights violations, and genocide.</p>	<p>SE: The Atlantic Slave Trade, 413–414 Horrors of the Middle Passage, 414 Impact of the Slave Trade, 414–416 Deportation and Mass Murder of Armenians, 656–657 The Holocaust, 750–755 Politically Mass Murder in Cambodia, 800 Africa: Ethnic Conflict and Genocide, 826–828 Assessment, 828 The Former Soviet Republics, 876–877 War in Yugoslavia, 877–879 Assessment, 880 Topic 16 Assessment (11. Identify Examples), 674 Topic 18 Assessment (9. Explain Roles and Identify Examples), 770 Topic 20 Assessment (4. Identify Examples), 844 Topic 20 Assessment (5. Identify Examples), 844</p> <p>TE: Topic 20: Topic Inquiry: Document–Based Question: How Should Nations Respond to Genocide, 764–765</p> <p>Digital Resources: Topic 11: Lesson 5: Flipped Video>Impact of Slavery Topic 18: Lesson 3: Flipped Video>Hitler’s Final Solution</p>

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<p>SS.9-12.WH.15. Analyze the causes and consequences of the radicalization of individuals and groups.</p>	<p>SE: The French Revolution: A Radical Phase, 475–481 The Taiping Rebellion and A Weakened China, 616–617 Women Struggle for the Vote, 566–567 The Irish Question, 567–568 Violence Continues, 838 Conflict in Lebanon and Syria, 840–841 Warfare in Iraq, 841–843 Civil War in Central America, 869 War in Yugoslavia, 877–879 Terrorism and International Security, 894–899</p> <p>Digital Resources: Topic 12: Lesson 7: Interactive Gallery>The Reign of Terror Topic 12: Lesson 7: Interactive Timeline>The French Revolution Enters a More Radical Phase Topic 21: Lesson 8: Interactive Flipped Video>Response to Terrorism Topic 21: Lesson 8: Interactive Map>Terrorist Movements Around the World</p>

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<p>Identity (H)</p>	
<p>SS.9-12.WH.16. Describe the factors that shape group, national, or individual identity, including but not limited to: institutions, religion, language, social class, geography, culture, and society.</p>	<p><i>This objective is covered throughout the book. For examples see:</i></p> <p>SE: Geography Shapes Egypt, 46–47 Geography of the Indian Subcontinent, 62–63 The Origins of Hinduism and Buddhism, 69–74 Two Major Belief Systems Take Root, 85–87 The Origins of Christianity, 178–184 Feudalism Develops, 198–199 Japanese Feudal Age, 336–337 The Origins of Islam, 256–260 Roman Society, 160–161 Social, Economic and Political Changes, 503 The Rise of New Social Classes, 505–506 The New Imperialism, 592–597 Gandhi’s Philosophy of Civil Disobedience, 693 Gandhi Takes a Stand, 693–694 Modern Art and Architecture, 706</p>
<p>SS.9-12.WH.17. Interpret historical events from a variety of historical and cultural perspectives, including but not limited to: capitalists vs. laborers, imperialists vs. indigenous groups, positions of power, class, race, ethnicity, and gender.</p>	<p><i>Opportunities to address this objective may be found with the following:</i></p> <p>SE: Marx and the Origins of Communism, 511–512 Darwin’s Theory of Natural Selection, 524 The Uproar Over Darwin, 524 The Irish Question, 567–568 The New Imperialism, 592–597 Diverse Views on Culture, 613 Benefits and Costs of Globalization, 884–885 Human Rights, 889–890 The Debate Over Climate Change, 992–993</p> <p>Topic 15 Assessment (5. Identify Influences on European Imperialism), 641</p> <p>Digital Resources: Topic 17: Lesson 4: Interactive Chart>Communists vs. Guomindang Topic 17: Lesson 6: Interactive Chart>Communism vs. Fascism</p>

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<p>People and ideas (H)</p>	
<p>SS.9-12.WH.18. Analyze the influence of social, political, and economic developments on maintaining and transforming roles and social status for various groups.</p>	<p>SE: Organization of Egyptian Society, 52–53 Aryans Structure Society, 66 Cast Affects Social Structure, 71 Mayan: Social Hierarchy, 106 Roman Society, 160–161 Social, Economic and Political Changes, 503 The Rise of New Social Classes, 505–506 Social and Political Impact, 508 The New Social Order, 520–521 The Rise of Public Education, 522–523 “Two Nations”: The Poor and the Rich, 561–562 Economic and Social Reforms, 564–565 Victories for the Working Class, 565–566 Women Struggle for the Vote, 566–567 Reforms in France, 573</p>

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<p>SS.9-12.WH.19. Analyze the impact of artistic, architectural, scientific, and technological developments on events, peoples, and cultures around the world.</p>	<p><i>Students explore the cultural and technological achievements of different culture throughout the text. For examples see:</i></p> <p>SE: The Italian Renaissance, 350–356 The Renaissance in Northern Europe, 357–361 The Scientific Revolution, 374–378 The Second Industrial Revolution, 513–519 New Directions in Science, 523–524 The Romantics Turn from Reason, 525–527 Artists Represent Real Life, 527–528 New Direction in Visual Arts, 528–529 Advances in Science and Technology, 900–904 Arts and Literature of Spain’s Golden Age, 430 The Industrial Revolution Begins, 496–503 Advances in Transportation and Communication, 514–515 Modern Art and Architecture, 706 Advances in Science and Technology, 900–904 Topic 10 Assessment (7. Describe Major Effects), 379 Topic 10 Assessment (12. Explain the Impact), 379 Topic 10 Assessment (13. Describe the Major Effects and Explain Its Impact), 380</p> <p>Digital Resources: Topic 10: Lesson 1: Interactive Flipped Video>Renaissance Art in Italy Topic 10: Lesson 2: Interactive Flipped Video>The Printing Revolution Topic 10: Lesson 5: Interactive Flipped Video>The Scientific Method Topic 10: Lesson 5: Interactive Gallery>Changing Views of the Universe Topic 12: Lesson 1: Interactive Gallery>The Palace of Versailles</p> <p>Project Imagine: World History: The Renaissance: Launch it!>Explore it!>Apply it!</p>

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<p>SS.9-12.WH.20. Investigate the evolutions of belief systems, religions, philosophies, and ideologies across human societies.</p>	<p>SE: Socialism Thought Emerges, 510–511 Marx and the Origins of Communism, 511–512 A Clash of Ideologies, 536–537 Liberalism and Nationalism Spur Revolt, 537–538</p> <p>Topic 13 Assessment (1. Identify the Historical Origins, Characteristics, and Influences), 530 Topic 13 Assessment (2. Identify the Historical Origins and Characteristics), 530</p>
<p>International relations (H)</p>	
<p>SS.9-12.WH.21. Describe the attitudes toward and effects of major wars and conflicts across the world.</p>	<p>SE: The American Revolution, 460–465 The Age of Napoleon, 482–489 Greeks Revolt Against Ottoman Rule, 539 Revolts in Mexico and Central America, 547–548 The Opium War, 615–616 The Taiping Rebellion and A Weakened China, 616–617 Fighting the Great War, 652–657 Aggression, Appeasement, and War, 738–743 Victory for the Allies, 762–768 War in Southeast Asia, 796–801 Terrorism and International Security, 894–899 Topic 12 Assessment (3. Explain Development), 490 Topic 16 Assessment (1. Identify Major Causes), 673 Topic 16 Assessment (3. Identify Major Effects), 673 Topic 18 Assessment (1. Explain the Major Causes of World War II), 769 Topic 18 Assessment (13. Identify and Describe World War II's Impact and Describe People's Participation), 770 Topic 19 Assessment (4. Summarize Outcome and Identify Major Events), 807</p>

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<p align="center">Nevada Academic Content Standards for Social Studies: World History & Geography (1300-Present), Grades 9-12</p>	<p align="center">World History Survey and Project Imagine</p>
<p>Continued: SS.9-12.WH.21. Describe the attitudes toward and effects of major wars and conflicts across the world.</p>	<p>Continued: Topic 19 Assessment (8. Identify Events), 807</p> <p>TE only: Topic 16: Topic Inquiry: Project-Based Learning: Create a Video Docudrama on the Impact of War, 604–605 Topic 19: Civic Discussion: The Cold War, 728–729</p> <p>Digital Resources: Topic 12: Lesson 3: Interactive Flipped Video>The English Civil War Topic 16: Lesson 3: Interactive Map>Effects of World War I on European Boundaries Topic 18: Lesson 2: Interactive Map>Axis Aggression Topic 18: Lesson 4: Interactive Chart>European Turning Points in World War II – Causes and Effects</p> <p>Project Imagine: World History: World War I: Launch it!>Explore it!>Apply it!</p>

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<p>SS.9-12.WH.22. Evaluate the use of conflict and/or diplomacy in regional and/or international relations.</p>	<p>SE: The Taiping Rebellion and A Weakened China, 616–617 International Relations, 708–709 The United Nations Is Formed, 767 The Nuclear Arms Race (détente and NPT), 779 The Two Koreas, 794–795 The Soviet Union Collapses, 802–803 Eastern Europe Transformed, 803–805 Independence and Partition in South Asia, 812–813 Suffering and Oppression in Myanmar, 818–819 Topic 20 Assessment (2. Summarize Reasons and Use a Decision–Making Process), 844 Topic 20 Assessment (4. Identify Examples), 844</p> <p>TE: Topic 20: Topic Inquiry: Document–Based Question: How Should Nations Respond to Genocide, 764–765</p> <p>Digital Resources: Topic 16: Lesson 3: Interactive Flipped Video>Conflicting Goals for Peace Topic 18: Lesson 1: Interactive Flipped Video>A Failed Peace Topic 16: Lesson 1: Interactive Chart>Alliances and World War I</p> <p>Project Imagine: World History: World War I</p>

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Nevada Academic Content Standards for Social Studies: World History & Geography (1300-Present), Grades 9-12	World History Survey and Project Imagine
Multicultural (MC)	
Social justice, consciousness, and action (MC)	
<p>SS.9-12.WH.23. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: causes of (race, ethnicity, gender, nationality, class and/or religion), reactions, and long-term effects of oppression.</p>	<p><i>This standard is met throughout the program. Representative lessons include the following:</i></p> <p>SE:</p> <p>The Atlantic Slave Trade, 413–414 Horrors of the Middle Passage, 414 Impact of the Slave Trade, 414–416 Economic and Social Reforms, 564–565 Women Struggle for the Vote, 566–567 Deportation and Mass Murder of Armenians, 656–657 Gandhi’s Philosophy of Civil Disobedience, 693 Gandhi Takes a Stand, 693–694 The Holocaust, 750–755 Politically Mass Murder in Cambodia, 800 Africa: Ethnic Conflict and Genocide, 826–828 Assessment, 828 Social Reform in India, 864–865 The Former Soviet Republics, 876–877 War in Yugoslavia, 877–879 Assessment, 880 Human Rights, 889–891 Topic 16 Assessment (11. Identify Examples), 674 Topic 18 Assessment (9. Explain Roles and Identify Examples), 770 Topic 20 Assessment (4. Identify Examples), 844 Topic 20 Assessment (5. Identify Examples), 844</p> <p>TE:</p> <p>Topic 20: Topic Inquiry: Document-Based Question: How Should Nations Respond to Genocide, 764–765</p>

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<p>Continued: SS.9-12.WH.23. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: causes of (race, ethnicity, gender, nationality, class and/or religion), reactions, and long-term effects of oppression.</p>	<p>Continued: Digital Resources: Topic 11: Lesson 5: Flipped Video>Impact of Slavery Topic 18: Lesson 3: Flipped Video>Hitler’s Final Solution</p>
<p>SS.9-12.WH.24. Examine the impact of individuals and reform movements in the fight for greater civil rights and liberties across the world.</p>	<p>SE: The Struggle for Women’s Rights, 521–522 The Working Class Wins New Rights, 518–519 Improving Health Care (Florence Nightingale), 517 Rebellions Erupt in Eastern Europe, 538–539 Reforms Increase Parliamentary Democracy, 563–564 Economic and Social Reforms, 564–565 Victories for the Working Class, 565–566 Women Struggle for the Vote, 566–567 The Irish Question, 567–568 Gandhi’s Philosophy of Civil Disobedience, 693 Gandhi Takes a Stand, 693–694 The United States Responds to New Challenges, 785–786 Islam and the Lives of Women, 835–836 Social Reform in India, 864–865 Latin America: Movement Toward Democracy, 869 Human Rights, 889–891</p> <p>Topic 12 Assessment (17. Assess the Degree), 492 Topic 12 Assessment (22. Identify the Influence of Ideas), 493 Topic 19 Assessment (7. Identify and Describe), 807 Topic 21 Assessment (18. Describe Changing Roles), 907</p>

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<p>Continued: SS.9-12.WH.24. Examine the impact of individuals and reform movements in the fight for greater civil rights and liberties across the world.</p>	<p>Continued: Digital Resources: Topic 14: Lesson 5: Interactive Flipped Video>Reforming for Democracy Topic 14: Lesson 5: Interactive Timeline>Britain Reformed Topic 14: Lesson 8: Interactive Flipped Video>Failed Reforms Topic 20: Lesson 2: Interactive Flipped Video>Different Paths to Independence Topic 21: Lesson 3: Interactive Flipped Video>Economic Reform and Authoritarian Rule in China Topic 21: Lesson 7: Interactive Flipped Video>Protecting Human Rights</p>
Respectful engagement with diverse people (MC)	
<p>SS.9-12.WH.25. Investigate and apply the successful principles used by groups and nations in order to create communities of respect, equity, and diversity at the school and local level.</p>	<p>SE: Progress and Problems, 785 Other Groups Demand Equality, 786 The Great Society, 786 Opportunity Increases for Women, 853 Majority Rule is Established, 856 Women Work to Improve Their Lives, 865 Human Rights, 889–891 Topic 21 Assessment (18. Describe Changing Roles), 907 Topic 21 Assessment (20. Identify Examples), 907</p> <p>Digital Resources: Topic 21: Lesson 7: Interactive Flipped Video>Protecting Human Rights Topic 21: Lesson 7: Interactive Gallery>Women’s Lives in the 21st Century</p>

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<p>SS.9-12.WH.26. Explore the positive and negative consequences of cultural interaction and diffusion.</p>	<p><i>This standard is met throughout the program. Representative lessons include the following:</i> SE: The Printing Revolution, 360 An Explosion of Protestant Sects, 368-369 Topic 10 Assessment #7-#8, and #11-#12, 379 Ming China and Europe, 393-394 The Impact of Spanish Colonization, 404-405 The Columbian Exchange, 417-418 Topic 11 Assessment #6-#7, #12, and #14, 422-423 Spread of Enlightenment Ideas, 456-457</p>
<p style="text-align: center;">Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)</p>	
<p>SS.9-12.WH.27. Interpret the contributions of racially and ethnically diverse leaders to the advancement of our world.</p>	<p>SE: Gandhi’s Philosophy of Civil Disobedience, 693 Gandhi Takes a Stand, 693-694 Martin Luther King, Jr. 785 Lech Walesa, 803 Indira Gandhi, 814 Aung San Suu Kyi, 818 The Oslo Accords-Rabin), 838 Nelson Mandela, 856 Wangari Maathai, 859 Mother Teresa, 864</p> <p>Digital Resources: Social Studies Reference Center>Biographies (examples)>César Chávez; Betty Friedan; Kay Bailey Hutchinson; Barbara Jordan; Barack Obama; Lech Walesa</p>

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<p>SS.9-12.WH.28. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals to our modern world.</p>	<p>SE: Gandhi’s Philosophy of Civil Disobedience, 693 Gandhi Takes a Stand, 693–694 Literature Reflects New Perspectives, 705–706 Modern Art and Architecture, 706–707 Pope John Paul II, 804</p> <p>Digital Resources: Interactive Primary Sources: (examples)> Uncle Tom’s Cabin, Harriet Beecher Stowe; The Jungle, Upton Sinclair; Two Poems, Langston Hughes; Anne Frank: The Diary of a Young Girl; Silent Spring, Rachel Carson</p> <p>Project Imagine: World History The Renaissance: Launch it!>Explore it!>Apply it!</p>
<p>Civics (C)</p>	
<p>Civic and political institutions (C)</p>	
<p>SS.9-12.WH.29. Analyze how various political and religious philosophies have influenced government institutions and policies.</p>	<p>SE: Ruling with Absolute Power, 426–427 England’s Constitutional Government Evolves, 450–451 Hobbes and Locke on the Role of Government, 453 The Philosophes, 454–455 The United States Constitution, 463–465 Marx and the Origins of Communism, 511–512</p> <p>Digital Resources: Topic 12: Lesson 1: Interactive Flipped Video>An Absolute Monarch Topic 17: Lesson 6: Interactive Flipped Video>The Nature of Fascism Topic 17: Lesson 6: Interactive Chart:>Communism vs. Fascism</p>

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<p>Civic dispositions and democratic principles (C)</p>	
<p>SS.9-12.WH.30. Explain the historical background of a current global issue and propose a course of action to solve it.</p>	<p>SE: Challenges of Development, 850–854 Globalization and Trade, 831–885 Social and Environmental Issues, 886–893 Terrorism and International Security, 894–899 Topic 21 Assessment (16. Summarize Impact and Use a Problem–Solving Process), 906 Topic 21 Assessment (18. Describe Changing Roles), 907</p> <p>TE only: Topic Inquiry: Document–Based Question: Comparing Developed and Developing Countries, 796–797</p> <p>Digital Resources: Topic 21: Lesson 7: Interactive Flipped Video>Protecting Human Rights Topic 21: Lesson 7: Interactive Map>Global Environmental Challenges Topic 21: Lesson 8: Interactive Flipped Video>Response to Terrorism</p>

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<p>Processes, rules, and laws (C)</p>	
<p>SS.9-12.WH.31. Examine various systems, laws, and policies of governance across world history, including but not limited to: feudalism, mercantilism, absolutism, fascism, communism, and constitutional democracy.</p>	<p>SE: Mercantilism, 420–421 Ruling with Absolute Power, 426–427 Philip II Becomes an Absolute Monarch, 428–430 Louis XIV, an Absolute Monarch, 431–433 England’s Constitutional Government Evolves, 450–451 Analyze Charts: Influence of the Glorious Revolution, 450 The United States Constitution, 463–465 Marx and the Origins of Communism, 511–512 Characteristics of Fascism, 715–716</p> <p>Digital Resources: Topic 12: Lesson 1: Interactive Flipped Video>An Absolute Monarch Topic 17: Lesson 6: Interactive Flipped Video>The Nature of Fascism Topic 17: Lesson 6: Interactive Chart:>Communism vs. Fascism</p>
<p>SS.9-12.WH.32. Compare the evolution of different political and governmental systems within and across nations.</p>	<p>SE: Ruling with Absolute Power, 426–427 England’s Constitutional Government Evolves, 450–451 Analyze Charts: Influence of the Glorious Revolution, 450 Bismarck Becomes the Architect of German Unity, 551–552 Reforms Increase Parliamentary Democracy, 563–564 The October Revolution Brings the Bolsheviks to Power, 669–670 Civil War Erupts in Russia, 670–671 The Communist Soviet Union Emerges, 671–672</p> <p>Project Imagine: World History Africa, 1945–1985: Launch it!>Explore it!>Apply it!</p>

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<p>Geography (G)</p>	
<p>Geographic representations (G)</p>	
<p>SS.9-12.WH.33. Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics.</p>	<p>SE: Analyze Maps (examples), 476, 581, 697, 777, 874 21st Century Skills: Read Physical Maps, 973-974 21st Century Skills: Read Political Maps, 974-975 21st Century Skills: Read Special-Purpose Maps, 975-976 21st Century Skills: Use Parts of a Map, 977</p> <p>Digital Resources: Topic 9: Lesson 3: The Mongol Empire Topic 12: Lesson 8: Napoleon’s Europe 21st Century Skills Tutorials: Read Physical Maps>Read Political Maps; Read Special-Purpose Maps</p>

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<p>Human environment interaction (G)</p>	
<p>SS.9-12.WH.34. Use demographic data to analyze various factors that shape human environment interactions, including but not limited to: the impacts of disease, technology, economy, scarcity of resources, and culture.</p>	<p>SE: Analyze Graphs: Native American Population of Central America, 405 Analyze Charts: The Atlantic Slave Trade, 415 Analyze Graphs: Population Growth and Life Expectancy in the Industrial Revolution, 517 Support a Point of View with Evidence: Some Effects of the British Raj, 613 Taiping Rebellion and a Weakened China, 616–617 Chart: The Cost of World War I, 663 Analyze Information: The Great Depression in the United States, 710 Analyze Information: Persecution Under the Nazis, 754 Analyze Charts: The Iraq War, 842 Analyze Charts: Selected Developed & Developing Nations, 851 Analyze Data, Lagos, Nigeria: Emerging Megacity, 858 Africa: AIDS and Other Diseases, 859–860 Topic 13 Assessment (14. Describe Major Effects), 532 Topic 21 Assessment (1. Describe Changing Roles and Compare Geographic Distributions and Patterns), 905 Topic 21 Assessment (20. Identify Examples), 907</p>

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<p>Human population, movements, and patterns (G)</p>	
<p>SS.9-12.WH.35. Analyze how changes in the environment, technology, and cultural characteristics of a place or region influence patterns of settlement, trade, and land use.</p>	<p>SE: Analyze Maps: Spanish and Portuguese Colonies in the Americas, About 1700, 401 Analyze Maps: Centers of Industry, 1871, 502</p> <p>Digital Resources: Topic 11: Lesson 2: Interactive Map>Trade Among Europe, Africa, and Asia Topic 11: Lesson 5: Interactive Map>Triangular Trade Routes</p> <p>Project Imagine: World History The Early Industrial Revolution: Launch it!>Explore it!>Apply it!</p>

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<p>Global interconnections (G)</p>	
<p>SS.9-12.WH.36. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.</p>	<p>SE: Spain and Portugal Divide Up the World, 387 Europeans Trade in Mughal India, 392-393 Imperialism: Need for Resources Drives Further Expansion, 593 Summarize, 593 European Nations Scramble for Colonies, 601-603 European Imperialism in Persia, 608-609 The Opium War, 615-616 The Taiping Rebellion and A Weakened China, 616-617 The United States Wields Power and Influence, 636-638 The Importance of Oil in the Middle East, 834-835 Africa: Cooperation Furthers Development, 857 Global Interdependence, 881-883 Global Organizations and Trade Agreements, 883-884 Topic 15 Assessment (3. Identify Causes of European Imperialism), 641 Topic 15 Assessment (14. Identify Economic Motivations for European Imperialism), 642</p> <p>Digital Resources: Topic 21: Lesson 6: Flipped Video>Global Trade Organizations and Treaties</p>

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Economics (E)	
Exchange and markets (E)	
<p>SS.9-12.WH.37. Compare different economic and labor systems within and across societies.</p>	<p>SE: A Commercial Revolution, 418–420 Analyze Charts, 419 Compare and Contrast, 420 Mercantilism, 420–421 Assessment, 421 Labor and Capital, 499 Laissez-Faire Economics, 508–509 The Socialist Point of View, 510 Marxist Theory, 511 Marxism Finds Support, 511–512 Assessment, 512 Developing a Market Economy, 863 Global Interdependence, 881–883</p> <p>Topic 13 Assessment (6. Explain Political and Economic Changes), 530 Topic 19 Assessment (1. Explain Economic Collapse), 807 Topic 21 Assessment (11. Explain the Collapse), 906 Topic 21 Assessment (9. Formulate Generalizations), 905</p> <p>TE: Topic 13: Topic Inquiry: Document-Based Question: Who Should Control Economic Decisions? 462–463</p> <p>Digital Resources: Social Studies Core Concepts: Economics Core Concepts>Economics Basics; Economic Systems Topic 13: Lesson 2: Interactive Chart>Comparing Economic Systems</p>

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<p>Continued: SS.9-12.WH.37. Compare different economic and labor systems within and across societies.</p>	<p>Continued: Project Imagine: World History The Early Industrial Revolution: Launch it!>Explore it!>Apply it!</p>
<p>SS.9-12.WH.38. Examine the ways in which trade, commerce, and industrialization impact individuals, groups, and nations.</p>	<p>SE: Textile Industry Initiates Industrialization, 500-501 A Revolution in Transportation, 501-502 Industrialization Spreads, 502-503 Assessment, 503 Industry Causes Urban Growth, 504-505 The Rise of New Social Classes, 505-506 Benefits of the Industrial Revolution, 507-508 Science and Technology Change Industry, 513-514 Germany Becomes an Economic Giant, 553 Japan: Rapid Industrialization, 622 Analyze Charts: Investment in Meiji Japan, 623 Analyze Charts: East and West Germany in 1968, 787 Reforms Bring Growth and Challenges, 862-863 Developing a Market Economy, 863 Obstacles to Progress, 864 Identify Cause and Effect, 864 Promoting Industry and Agriculture, 866-867 The Income Gap, 867 Assessment, 872 Growth of the European Union, 874 Analyze Graphs: Economic Transition in Post-Soviet Russia, 875 Global Interdependence, 881-883 Global Organizations and Trade Agreements, 883-884 Topic 13 Assessment (6. Explain Political and Economic Changes), 530 Topic 13 Assessment (9. Identify Important Changes), 530</p>

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<p>Continued: SS.9-12.WH.38. Examine the ways in which trade, commerce, and industrialization impact individuals, groups, and nations.</p>	<p>Continued: TE: Topic 11: Topic Inquiry: Document-Based Question: Columbian Exchange, 362–363 Topic 21 Assessment (3. Identify Major Causes), 905</p> <p>Digital Resources: Topic 13: Lesson 1: Interactive Gallery>The Industrial Revolution and the Textile Industry Topic 13: Lesson 1: Interactive Map>Advances in Transportation in England, 1800s Topic 13: Lesson 2: Interactive Flipped Video>Conditions for Workers Topic 21: Lesson 6: Interactive Map>Economic Activities in Latin America Topic 21: Lesson 6: Flipped Video>Global Trade Organizations and Treaties</p> <p>Project Imagine: World History The Early Industrial Revolution: Launch it!>Explore it!>Apply it!</p>

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<p>National economy (E)</p>	
<p>SS.9-12.WH.39. Investigate the factors that influenced the evolution of economies and standards of living across world, including but not limited to: investments in physical capital, worker education and training, and technology.</p>	<p>SE: Coal, Steam, and the Energy Revolution, 498–499 Why Did the Industrial Revolution Start in Britain? 499–500 Industrialization: Social, Economic, and Political Challenges, 503 Assessment, 503 Industry Causes Urban Growth, 504–505 The Rise of New Social Classes, 505–506 Benefits of the Industrial Revolution, 507–508 Better Medicine, Nutrition, and Health, 516–518 The Working Class Wins New Rights, 518–519 Assessment, 519 The Rise of Public Education, 522–523 Assessment, 529 Germany Becomes an Economic Giant, 553 Britain: Victories for the Working Class, 565–566 Reforms Bring Growth and Challenges, 862–863 Developing a Market Economy, 863 Working Toward Development, 850–852 Development Brings Social Change, 853–854</p> <p>TE: Topic 19 Assessment (1. Explain Economic Collapse), 807 Topic 21: Topic Inquiry: Document-Based Question: How Do Developed and Developing Countries Differ? 796–797</p> <p>Digital Resources: Topic 13: Lesson 2: Interactive Flipped Video>Conditions for Workers Topic 13: Lesson 3: Interactive Gallery>Advances in Medicine During the Industrial Age</p>

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<p>Global economy (E)</p>	
<p>SS.9-12.WH.40. Explain how globalization has impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different nations.</p>	<p>SE: Global Interdependence, 881–883 Key Events of the Global Economic Downturn: Analyze Charts, 882 Global Organizations and Trade Agreements, 883–884 Benefits and Costs of Globalization, 884–885 Assessment, 885 Global Challenges, 886–888 Development and the Environment, 891–892 Assessment, 893 Topic 21 Assessment (16. Summarize Impact and Use a Problem–Solving Process), 906</p> <p>Digital Resources: Topic 21: Lesson 6: Flipped Video>Global Trade Organizations and Treaties Topic 21: Lesson 6: Interactive Gallery>Aspects of Globalization Topic 21: Lesson 7: Interactive Map>Global Environmental Challenges</p>

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