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

Pearson
Introduction


*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.

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- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
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**SE = Student Edition**

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**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**
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### Nevada Academic Content Standards for Social Studies: World History & Geography (1300-Present), Grades 9-12

#### Disciplinary Skills

**Constructing compelling questions**

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.

**World History Survey and Project Imagine**

*Students can use the following assignments to develop and complete open-ended inquiry and questioning projects:*

**SE:**
- Topic 6 Assessment (S. Describe a Major Cultural Influence), 185
- Topic 7 Assessment (23. Create Presentations), 253

**TE:**
- Topic Inquiry: Civic Discussion (develop questions and use sources), 496–497, 634–635, 728–729
- Topic Inquiry: Project–Based Learning (collect source material), 328–329, 604–605, 696–697

**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

**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

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## Creating supporting questions

**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.

**World History Survey and Project Imagine**

*Student can use the following assignments to generate and answer supporting questions in the context of inquiry-based learning:*

**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

**TE:**

**Digital Resources:**
Topics 11, 12, 13, 15, 20, 21>Document-Based Questions

**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
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<tr>
<td><strong>Gathering and evaluating sources</strong></td>
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| 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. | Projects involving gathering sources and research:  
**SE:**  
Topic 7 Assessment (23. Create Presentations), 253  
**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  
**Digital Resources:**  
Topics 11, 12, 13, 15, 20, 21>Document–Based Question  
Topics 10, 18>Project–Based Learning  
Primary Source Library |
| SS.9-12.WH.4. Evaluate the credibility of a source by examining how experts value the source. | The following assignments have student working with sources and understanding their context and validity:  
**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 |
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<tr>
<td>SS.9-12.WH.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.</td>
<td>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:</td>
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<tr>
<td>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</td>
<td><strong>SE:</strong></td>
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<tr>
<td>Digital Resources: Topics 11, 12, 13, 15, 20, 21&gt;Document–Based Question Topics 10, 18&gt;Project–Based Learning</td>
<td><strong>Project Imagine: World History</strong> The Early Industrial Revolution: Explore It!&gt;Should Child Labor Be Regulated?</td>
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<td><strong>Developing claims and using evidence</strong></td>
<td>Projects involving gathering sources and research:</td>
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<tr>
<td>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.</td>
<td><strong>SE:</strong></td>
</tr>
<tr>
<td></td>
<td>The following assignments provide opportunities for students to make claims and develop writing to support those claims:</td>
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<td>Topic 11 Assessment (16. Write about the Essential Question), 423</td>
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<td>Topic 16 Assessment (17. Write about the Essential Question), 674</td>
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<td><strong>TE:</strong></td>
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<tr>
<td></td>
<td>Topic Inquiry: Project–Based Learning (collect source material), 328–329, 604–605, 696–697</td>
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<td><strong>Digital Resources:</strong></td>
<td></td>
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<tr>
<td>Topics 11, 12, 13, 15, 20, 21&gt;Document–Based Question</td>
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<td>Topics 10, 18&gt;Project–Based Learning</td>
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<td>21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints</td>
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<td><strong>Project Imagine: World History</strong></td>
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<td>The Renaissance: Launch it!&gt;Explore it!</td>
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<tr>
<td>The Early Industrial Revolution: Launch it!&gt;Explore it!</td>
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<tr>
<td>World War I: Launch it!&gt;Explore it!</td>
<td></td>
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<tr>
<td>Africa, 1945–1985: Launch it!&gt;Explore it!</td>
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<td>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.</td>
<td>The following are examples of assignments that provide opportunities for students to make claims and develop writing to support those claims:</td>
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<td>Topic 11 Assessment (16. Write about the Essential Question), 423</td>
<td><strong>SE:</strong></td>
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<tr>
<td>Topic 16 Assessment (17. Write about the Essential Question), 674</td>
<td>Topic 11 Assessment (16. Write about the Essential Question), 423</td>
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<td>Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 907</td>
<td>Topic 16 Assessment (17. Write about the Essential Question), 674</td>
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<td>21st Century Skills Tutorials: Evaluate Existing Arguments&gt;Consider and Counter Opposing Arguments</td>
<td><strong>Digital Resources:</strong></td>
</tr>
<tr>
<td><strong>Communicating and critiquing conclusions</strong></td>
<td>The following are examples of assignments that provide opportunities for students to make claims and develop writing to support those claims:</td>
</tr>
<tr>
<td>SS.9-12.WH.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</td>
<td><strong>SE:</strong></td>
</tr>
<tr>
<td>Topic 11 Assessment (16. Write about the Essential Question), 423</td>
<td>Topic 11 Assessment (16. Write about the Essential Question), 423</td>
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<td>Topic 16 Assessment (17. Write about the Essential Question), 674</td>
<td>Topic 16 Assessment (17. Write about the Essential Question), 674</td>
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<td>Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 907</td>
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<td><strong>Digital Resources:</strong></td>
<td>21st Century Skills Tutorials: Evaluate Existing Arguments&gt;Consider and Counter Opposing Arguments</td>
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<th>SS.9-12.WH.9</th>
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| 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. | 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 |

**Digital Resources:**
- 21st Century Skills Tutorials: Give an Effective Presentation
- 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!

### SS.9-12.WH.10

| Participation 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. | The following can be used as prompts for discussions using multiple viewpoints: |

**SE:**
- Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 844

**TE:**
- Topic Inquiry: Civic Discussion (develop questions and use sources), 496–497, 634–635, 728–729

**Digital Resources:**
- 21st Century Skills Tutorials: Participate in a Discussion or Debate
- 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

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## Nevada Academic Content Standards for Social Studies: World History & Geography (1300-Present), Grades 9-12

### Taking informed action

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<td>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.</td>
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<td>Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 844</td>
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<td>Topic 20 Assessment (3. Summarize), 844</td>
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<td>Topic 21 Assessment (14. Explain and Summarize), 906</td>
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**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

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| 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. | 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 |
|  | TE only:  
Topic Inquiry: Civic Discussion (develop questions and use sources), 496–497, 634–635, 728–729 |
|  | Digital Resources:  
21st Century Skills Tutorials: Participate in a Discussion or Debate>Being an Informed Citizen>Political Participation, 988 |
|  | 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 |

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<td>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.</td>
<td>The Cold War Ends, 801–806</td>
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<td>Independence and Partition in South Asia, 812–813</td>
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<td>Pakistan and Bangladesh Separate, 815817</td>
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| SS.9-12.WH.15. Analyze the causes and consequences of the radicalization of individuals and groups. | **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  |
| | **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  |

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<td><strong>Identity (H)</strong></td>
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| 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. | This objective is covered throughout the book. For examples see:  
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  
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The Origins of Islam, 256–260  
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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 |
| 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. | Opportunities to address this objective may be found with the following:  
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  
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Topic 15 Assessment (5. Identify Influences on European Imperialism), 641  
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| 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. | **SE:** Organization of Egyptian Society, 52–53  
Aryans Structure Society, 66  
Cast Affects Social Structure, 71  
Mayan: Social Hierarchy, 106  
Roman Society, 160–161  
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| SS.9-12.WH.19. Analyze the impact of artistic, architectural, scientific, and technological developments on events, peoples, and cultures around the world. | Students explore the cultural and technological achievements of different culture throughout the text. For examples see: **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  
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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  

**Project Imagine: World History:**  
The Renaissance: Launch it!>Explore it!>Apply it!  

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### Continued:
SS.9-12.WH.21. Describe the attitudes toward and effects of major wars and conflicts across the world.

### Topic 19 Assessment (8. Identify Events), 807

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- 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

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- 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

**Project Imagine: World History:**
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Topic 16: Lesson 1: Interactive Chart>Alliances and World War I |
|  | **Project Imagine: World History:**  
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<td><strong>Social justice, consciousness, and action (MC)</strong></td>
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| 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. | This standard is met throughout the program. Representative lessons include the following:

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Horrors of the Middle Passage, 414
Impact of the Slave Trade, 414–416
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| **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. | **Continued:**  
Digital Resources:  
Topic 11: Lesson 5: Flipped Video>Impact of Slavery  
Topic 18: Lesson 3: Flipped Video>Hitler's Final Solution |
| 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. | SE:  
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<th>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.</th>
<th>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</th>
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<td>This standard is met throughout the program. Representative lessons include the following: 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</td>
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### Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

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<th>SS.9-12.WH.27. Interpret the contributions of racially and ethnically diverse leaders to the advancement of our world.</th>
<th>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</th>
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| SS.9-12.WH.28. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals to our modern world. | **SE:**
Gandhi's Philosophy of Civil Disobedience, 693
Gandhi Takes a Stand, 693–694
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**Digital Resources:**
Interactive Primary Sources: (examples)>
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| SS.9-12.WH.29. Analyze how various political and religious philosophies have influenced government institutions and policies. | **SE:**
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**Digital Resources:**
Topic 12: Lesson 1: Interactive Flipped Video> An Absolute Monarch
Topic 17: Lesson 6: Interactive Flipped Video> The Nature of Fascism
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**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.

**World History Survey and Project Imagine**

- **SE:**
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  - Ruling with Absolute Power, 426–427
  - Philip II Becomes an Absolute Monarch, 428–430
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**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

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**World History Survey and Project Imagine**

- **SE:**
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  - England’s Constitutional Government Evolves, 450–451
  - Analyze Charts: Influence of the Glorious Revolution, 450
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### Nevada Academic Content Standards for Social Studies: World History & Geography (1300-Present), Grades 9-12

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| 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. | **SE:**
| | Global Interdependence, 881–883
| | Key Events of the Global Economic Downturn: Analyze Charts, 882
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| | Topic 21: Lesson 6: Interactive Gallery>Aspects of Globalization
| | Topic 21: Lesson 7: Interactive Map>Global Environmental Challenges

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SE = Student Edition

TE = Teacher’s Edition

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