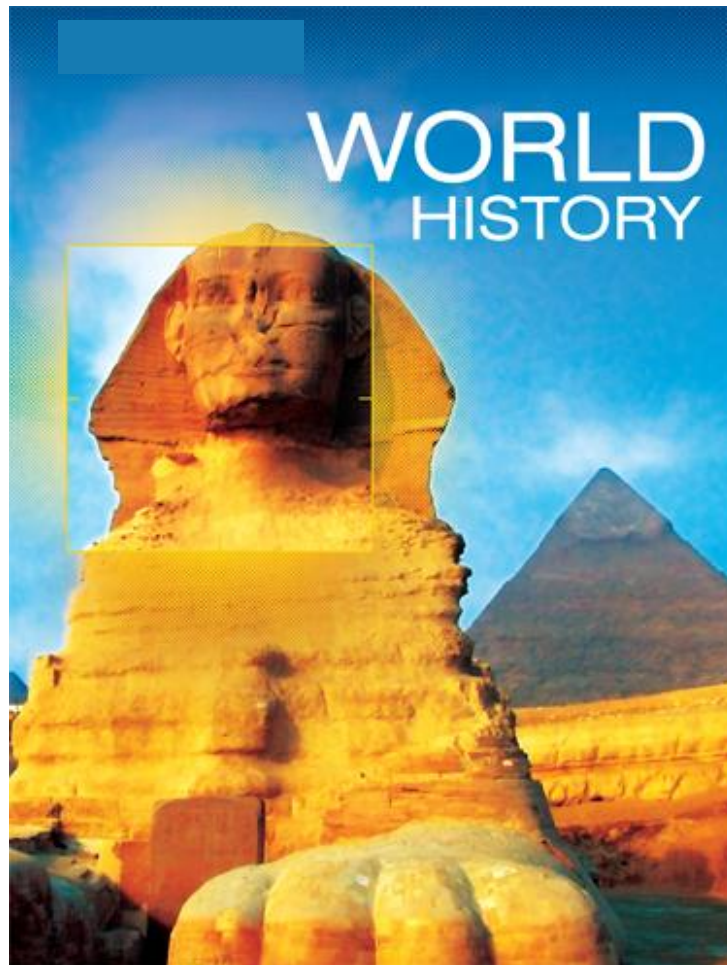


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# **New York State Social Studies Framework Grade 9 and 10**

## Introduction

This document demonstrates how **Savvas World History, ©2016** meets the New York Social Studies Framework, Grades 9, 10.

Savvas is excited to announce its *NEW World History* program! The 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 **Savvas World 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
- NBC Learn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
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- Assessments; built-in progress monitoring includes both formative and summative assessments
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| <b>New York State<br/>Social Studies Framework<br/>Grade 9: Global History and Geography I</b>   | <b>Pearson World History<br/>©2016</b>  |
|--|---|
| <b>Global History and Geography</b>  |   |
| In Grades 9 and 10 Social Studies, students will examine Global History and Geography. The two year sequence is arranged chronologically beginning with the Paleolithic Era and continuing through the present.  |   |
| <b>Grade 9: Global History and Geography I</b>   |   |
| Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. Teachers should note that some key ideas may require extra instruction time and attention. The first three Key Ideas review content from Grade 6 and will not require as much instructional time as other Key Ideas. Some key ideas may require additional instructional time such as 9.5 Political Powers and Achievements, 9.9 Transformation of Western Europe and Russia and 9.10 Interactions and Disruptions. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography. |   |
| <b>The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E.</b>   |   |
| <b>9.1 DEVELOPMENT OF CIVILIZATION: The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by geographic conditions and shared a number of defining political, social, and economic characteristics. (Standards: 2, 3, 4; Themes: TCC, GEO, ECO, TECH)</b>   |   |
| 9.1a The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semi-sedentary lifestyles.  | <b>SE:</b> Old Stone Age Skills and Beliefs, 9-10; Farming Begins a New Stone Age, 10-11; Topic 1 Assessment (1. Identify Major Causes of Events; 3. Identify and Describe Major Causes of Events; 8. Describe Major Effects), 20-21  |
| ➤ Students will analyze the political, social, and economic differences in human lives before and after the Neolithic Revolution, including the shift in roles of men and women.   | <b>SE:</b> Dramatic Change with the Neolithic Revolution, 11-13; Topic 1 Assessment (5. Identify Changes; 9. Identify the Characteristics), 20-21   |
| 9.1b Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.  | <b>SE:</b> The First Cities and Civilizations, 14-15; Features That Define Civilization, 15-18; Civilizations Change, 18-19; Topic 1 Assessment (2. Identify Characteristics of Civilizations; 6. Locate Regions and Places; 13. Interpret Maps to Explain Geography), 20-22; Topic 2 Assessment (2. Analyze the Influence of Human and Geographic Factors; 3. Identify Origin and Diffusion), 56 |

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|---|---|
| <ul style="list-style-type: none"> <li>➤ Students will explore how the Mesopotamian, Shang, and Indus River valley civilizations adapted to and modified their environments to meet their need for food, clothing, and shelter.</li> </ul>  | <p><b>SE:</b> A Civilization Emerges in Sumer, 26-31; Empires in Mesopotamia, 32-39; Egyptian Civilization, 46-55; Topic 2 Assessment (1. Identify and Describe Major Events), 56; Early Civilization in South Asia, 62-68; Ancient Civilization in China, 81-88</p>  |
| <p>9.1c Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions.</p>  | <p><b>SE:</b> Features That Define Civilization, 15-19; Topic 1 Assessment (14. Analyze the Influence of Geographic Factors; 15. Identify the Characteristics of Theocracies; 16. Identify the Characteristics of Political Systems), 23; Topic 2 Assessment (4. Identify the Impact of Political and Legal Ideas), 56</p>                |
| <ul style="list-style-type: none"> <li>➤ Students will explore the Mesopotamian, Shang, and Indus River valley civilizations by examining archaeological and historical evidence to compare and contrast characteristics and note their unique contributions.</li> <li>➤</li> </ul>   | <p><b>SE:</b> Sumer's Legacy, 30-31; Persia's Legacy, 37-38; Phoenician Contributions, 38-39; The Great Vedic Epics, 67; A Time of Achievements in Early China, 87-88; Topic 3 Assessment (2. Explain How Major River Valley Civilizations Influenced Development), 96; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p> |
| <p><b>9.2 BELIEF SYSTEMS: RISE AND IMPACT: The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important similarities and differences between these belief systems are found in their core beliefs, ethical codes, practices, and social relationships. (Standards 2, 3; Themes: ID, SOC)</b></p> |   |
| <p>9.2a Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.</p>   | <p><b>SE:</b> The Hebrews and the Origins of Judaism, 40-45; Topic 2 Assessment (8. Describe the Development of Major Religions; 11. Describe the Development of Monotheism), 56-57; The Origins of Hinduism and Buddhism, 69-74; Two Major Belief Systems Take Root, 85-87; The Origins of Christianity, 178-184</p>                     |

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|--|--|
| <p>➤ Students will identify the place of origin, compare and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.</p> | <p><b>SE:</b> The Hebrews and the Origins of Judaism, 40-45; Topic 2 Assessment (8. Describe the Development of Major Religions; 11. Describe the Development of Monotheism; 13. Identify the Impact of Political and Legal Ideas; 14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 56-57; The Origins of Hinduism and Buddhism, 69-74; Two Major Belief Systems Take Root, 85-87; Topic 3 Assessment (3. Describe the Spread of Major World Religions; 4. Describe Historical Origins and Central Ideas; 7. Describe the Spread; 9. Describe the Development of Major World Religions;), 96-97; The Origins of Christianity, 178-184; Topic 6 Assessment (4. Describe Central Ideas and Major Religious/Philosophical Influences), 185; The Origins of Islam, 258-262; Topic 8 Assessment (3. Describe the Spread; 6. Describe the Spread and Explain the Impact; 7. Explain the Impact), 305; Primary Source: Psalm 23, 939; <i>Edicts</i>, Asoka, 941; <i>Analects</i>, Confucius, 941-942; <i>First Letter to the Corinthians</i>, Paul, 942-943; The Quran, 943; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p> |
| <p>9.2b Belief systems often were used to unify groups of people and affected social order and gender roles.</p>   | <p><b>SE:</b> The Caste System Shapes India, 71; Topic 3 Assessment (5. Identify Examples of Religious Influence), 96; The Growth of the Christian Church, 182-184; The Church Shapes Everyday Life, 203-204; Jewish Communities in Medieval Europe, 208; Islam as a Way of Life, 261-262; Topic 8 Assessment (4. Explain Influences), 305</p>   |
| <p>➤ Students will examine similarities and differences across Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effect on social order and gender roles.</p>   | <p><b>SE:</b> Topic 6 Assessment (11. Describe Historical Origins), 186; The Meeting of Islam and Hinduism, 311-312; 21<sup>st</sup> Century Skills: Categorize, 964-965</p>   |

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| <b>Classical Societies, 600 B.C.E. – ca. 900 C.E.</b>   |   |
| <b>9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE: Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over vast territories. They developed lasting cultural achievements. Both internal and external forces led to the eventual decline of these empires.<br/>(Standards: 2, 3, 5; Themes: MOV, TCC, GEO, GOV, CIV)</b> |   |
| 9.3a Geographic factors encouraged and hindered a state’s/empire’s expansion and interactions.  | <b>SE:</b> Geography of the Indian Subcontinent, 62-63; Analyze Maps, 77; Geography Influences Chinese Civilization, 81-82; Topic 3 Assessment (6. Analyze the Influence), 96; Topic 4 Assessment (11. Explain Previous Civilizations' Influence and Create Charts), 122; Geography Shapes Greek City-States, 131-133; Topic 5 Assessment (14. Locate Places and Regions), 155; The Rise of the Roman Civilization, 158-159 |
| ➤ Students will examine the location and relative size of classical political entities (Greece, Gupta, Han, Maurya, Maya, Qin, Rome) noting the location and size of each in relation to the amount of power held within a region.  | <b>SE:</b> Powerful Empires Emerge in India, 75-80; Strong Rulers Unite China, 89-95; Topic 3 Assessment (14. Describe Major Effects), 98; Civilizations of Middle America, 102-110; The Greek City-States, 131-141; The Roman Republic, 158-162; The Roman Empire: Rise and Decline, 163-172; 21st Century Skills: Read Political Maps, 978-979  |
| ➤ Students will investigate how geographic factors encouraged or hindered expansion and interactions within the Greek, Roman, and Mayan civilizations.  | <b>SE:</b> Maya Cultural Life, 106-107; Geography Shapes Greek City-States, 131-133; Topic 5 Assessment (14. Locate Places and Regions), 155; The Roman Republic, 158-162; 21st Century Skills: Read Physical Maps, 977-978   |

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| <p>9.3b Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power.</p> | <p><b>SE:</b> The Maurya Empire Builds a Strong Government, 75-77; Shi Huangdi Unifies China, 89-91; Topic 3 Assessment (10. Summarize Institutions; 13. Summarize the Institutions), 97-98: Discipline and Warfare in Sparta, 133-134; Democracy Evolves in Athens, 134-136; Alexander the Great and the Legacy of Greece, 148-152; Topic 5 Assessment (3. Identify Characteristics), 153; The Roman Republic Expands, 161-162; Empire Building Through Conquest, 163-165; Topic 6 Assessment (6. Summarize the Development; 7. Identify the Influence of Ideas; 10. Summarize Fundamental Ideas and Institutions), 185-186</p> |
| <p>➤ Students will compare and contrast how the Mauryan, Qin, and Roman civilizations consolidated and increased power.</p>                            | <p><b>SE:</b> The Maurya Empire Builds a Strong Government, 75-77; Shi Huangdi Unifies China, 89-91; The Roman Republic Expands, 161-162; Empire Building Through Conquest, 163-165; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p>   |
| <p>9.3c A period of peace, prosperity, and cultural achievements can be designated as a Golden Age.</p>  | <p><b>SE:</b> A Golden Age Under Gupta Rulers, 77-78; The Han Golden Age, 94; Pericles, Democracy, and War, 139-141; The Pax Romana, 167</p>   |



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|---|--|
| <p>➤ Students will examine the achievements of Greece, Gupta, Han Dynasty, Maya, and Rome to determine if the civilizations experienced a Golden Age.</p>   | <p><b>SE:</b> A Golden Age Under Gupta Rulers, 77-78; The Han Dynasty Creates a Strong China, 91-94; The Han Golden Age, 94; Topic 3 Assessment (8. Identify the Diffusion of Technology; 11. Identify Causes and Effects of the Development of the Gupta Civilization; 15. Identify Diffusion of Major Ideas of Mathematics; 16. Identify the Origin and Diffusion), 97-98; Maya Cultural Life, 106-107; Topic 4 Assessment (10. Summarize Major Ideas), 122; Homer and the Great Greek Legends, 128-130; Greek Thinkers, Artists, and Writers, 142-146; Hellenistic Art and Sciences, 150-152; Topic 5 Assessment (8. Analyze Architecture; 9. Identify the Contributions of Scientists/Interpret Written Presentations; 11. Identify Contributions of Scientists;), 154; The Legacy of Rome, 173-177; Topic 6 Assessment (9. Analyze Examples; 13. Identify Diffusion of Major Ideas) 185-186</p> |
| <p>9.3d Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the decline and fall of Classical empires.</p> | <p><b>SE:</b> The Decline of Greek Dominion, 141; The Early Death of Alexander, 149; The Roman Republic Declines, 165-166; Rome Faces Invasions, 169-170; Why Did Rome Fall?, 170-171; Economic Causes, 171-172</p>  |
| <p>➤ Students will compare and contrast the forces that led to the fall of the Han Dynasty, the Mayan civilization, and the Roman Empire.</p>               | <p><b>SE:</b> The Han Empire Falls, 93; Maya Civilization Declines, 107; The Roman Republic Declines, 165-166; Rome Faces Invasions, 169-170; Why Did Rome Fall?, 170-171; Economic Causes, 171-172; Topic 6 Assessment (12. Explain Impacts; 14. Compare the Factors; 15. Describe Major Effects of Events), 186; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p>   |

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| <b>An Age of Expanding Connections, ca. 500 – ca. 1500</b>  |  |
| <b>9.4 RISE OF TRANSREGIONAL TRADE NETWORKS: During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced the economic and political development of states and empires.<br/>(Standards: 2, 3, 4; Themes: ID, MOV, GEO, ECO, TECH, EXCH)</b> |  |
| 9.4a Afro-Eurasian transregional trade networks grew across land and bodies of water.   | <b>SE:</b> The Byzantine Empire Thrives, 190-191; Trade Grows Across the Sahara, 288-289; Ghana, 289-290; Songhai, 291-292; Trading States of East Africa, 294-299   |
| ➤ Students will identify the location of the transregional trade networks noting regional connections between the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.  | <b>SE:</b> The Silk Road Links China to the West, 92; Importance of the Silk Road, 92; Analyze Maps, 92; Analyze Maps, 191; Trade Grows Across the Sahara, 288-289; Ghana, 289-290; Songhai, 291-292; Trading States of East Africa, 294-299; Topic 8 Assessment (1. Analyze the Influence), 305; The Song Dynasty, 318-319; 21 <sup>st</sup> Century Skills: Read Special-Purpose Maps, 979-980 |
| 9.4b New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways.  | <b>SE:</b> Trade Grows Across the Sahara, 288-289; Trade in the Indian Ocean, 296-297; The Song Dynasty, 318-319; Chinese Fleets Explore the Seas, 328-329; Topic 9 Assessment (9. Identify Major Causes and Effects), 348   |
| ➤ Students will examine the technologies that facilitated and improved interregional travel along the Indian Ocean and Trans-Saharan networks of exchange.  | <b>SE:</b> Trade Grows Across the Sahara, 288-289; Trade in the Indian Ocean, 296-297; The Song Dynasty, 318-319; Chinese Fleets Explore the Seas, 328-329; Topic 9 Assessment (9. Identify Major Causes and Effects), 348   |
| 9.4c Interregional travelers, traders, missionaries, and nomads carried products and natural resources and brought with them enslaved people and ideas that led to cultural diffusion.  | <b>SE:</b> Trade Grows Across the Sahara, 288-289; Trading States of East Africa, 294-299; Topic 8 Assessment (9. Analyze How Trade Facilitated the Spread), 306; The Song Dynasty, 318-319  |

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| <ul style="list-style-type: none"> <li>➤ Students will identify and explain the importance of at least two key resources and/or products and/or luxury items vital to exchanges along the Indian Ocean complex, Mediterranean Sea complex, Silk Roads, and Trans-Saharan routes.</li> </ul> | <p><b>SE:</b> Trading Gold for Salt, 288-289; Trading States of East Africa, 294-299; Topic 8 Assessment (9. Analyze How Trade Facilitated the Spread), 306; The Song Dynasty, 318-319; 21<sup>st</sup> Century Skills: Identify Main Ideas and Details, 967</p>                     |
| <ul style="list-style-type: none"> <li>➤ Students will identify trade networks involved in the exchange of enslaved people and explore the nature of slavery during this time period.</li> </ul>  | <p><b>SE:</b> Trading States of East Africa, 294-299; The Slave Trade and Its Impact on Africa, 413-418; 21<sup>st</sup> Century Skills: Identify Main Ideas and Details, 967</p>  |
| <ul style="list-style-type: none"> <li>➤ Students will examine the diffusion of religious ideas along the Indian Ocean complex, Silk Roads, and Trans-Saharan routes.</li> </ul>  | <p><b>SE:</b> Trade Grows Across the Sahara, 288-289; Trade in the Indian Ocean, 296-297; Topic 8 Assessment (1. Analyze the Influence; 9. Analyze How Trade Facilitated the Spread), 305-306; The Song Dynasty, 318-319; Topic 9 Assessment (3. Analyze Facilitation), 348</p>      |
| <ul style="list-style-type: none"> <li>➤ Students will examine the travels of Zheng He, Ibn Battuta, and Marco Polo and the influence of their journeys.</li> </ul>   | <p><b>SE:</b> Europe Gains a Wider View of the World, 218-219; The Travels of Ibn Battuta, 297-298; Topic 8 Assessment (1. Analyze the Influence), 305; Marco Polo Describes China, 325; The Great Fleets of Zheng He, 328; Primary Source: <i>Travels</i>, Ibn Battuta, 944-945</p> |
| <p>9.4d Control of transregional trade and economic growth contributed to the emergence and expansion of political states.</p>  | <p><b>SE:</b> Trade Expands and Towns Grow, 212-213; Growth of the Ottoman Empire, 278-279; Ottoman Society, 279-281; Trade Grows Across the Sahara, 288-289; Trading States of East Africa, 294-299</p>   |
| <ul style="list-style-type: none"> <li>➤ Students will examine the emergence and expansion of political states along the Mediterranean Sea complex (Byzantine Empire and rise of Ottoman Empire) and Trans-Saharan routes (Ghana and Mali).</li> </ul>                                      | <p><b>SE:</b> The Byzantine Empire Thrives, 190-191; Analyze Maps, 193; Growth of the Ottoman Empire, 278-279; Ottoman Society, 279-281; Trade Grows Across the Sahara, 288-289; Ghana, 289-290; Mali, 290-291; 21<sup>st</sup> Century Skills: Read Political Maps, 978-979</p>     |

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| <p><b>9.5 POLITICAL POWERS AND ACHIEVEMENTS: New power arrangements emerged across Eurasia. Political states and empires employed a variety of techniques for expanding and maintaining control. Periods of relative stability allowed for significant cultural, technological, and scientific innovations. (Standards: 2, 3, 4, 5; Themes ID, MOV, GOV, CIV, TECH)</b></p> |  |
| <p>9.5a Following the fall of the Roman Empire, divergent societies emerged in Europe.</p>  | <p><b>SE:</b> The Early Middle Ages, 190-197; Feudalism and the Manor Economy, 198-202; The Feudal Monarchs and the Church, 221-230; The Late Middle Ages: A Time of Upheaval, 239-243; Topic 7 Assessment (2. Identify Major Effects and Explain the Impact; 22. Explain Contributions), 253-255</p>  |
| <p>➤ Students will examine the political, economic, and social institutions of feudal Western Europe and the Byzantine Empire including the role of Justinian and Theodora during the Middle Ages.</p>  | <p><b>SE:</b> The Byzantine Empire Thrives, 190-191; The Age of Justinian, 191-193; Changes in Western Europe, 193-194; Feudalism and the Manor Economy, 198-202; Changes in Agriculture Transform Europe, 211-212; Topic 7 Assessment (6. Describe Characteristics and Factors), 253</p>  |
| <p>➤ Students will compare and contrast the institutions in feudal Western Europe and the Byzantine Empire ca. 500 to ca. 1200.</p>   | <p><b>SE:</b> The Byzantine Empire Thrives, 190-191; Feudalism and the Manor Economy, 198-202; Changes in Agriculture Transform Europe, 211-212; The Feudal Monarchs and the Church, 221-230; Learning, Literature, and the Arts of the Middle Ages, 231-238; Topic 7 Assessment (9. Identify Characteristics), 254; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p> |
| <p>9.5b Political states and empires employed a variety of techniques for expanding and maintaining control and sometimes disrupted state building in other regions.</p>  | <p><b>SE:</b> A Muslim Empire, 263-270; The Delhi Sultanate and Mughal India, 310-315; Golden Ages in China: Tang and Song Dynasties, 316-322; The Mongol Empire and Ming China, 323-329</p>   |

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| <ul style="list-style-type: none"> <li>➤ Students will examine the location and relative size of postclassical states and empires at the height of their power including the Abbasid Caliphate, Byzantine Empire, Mongol Empire, and Song and Tang dynasties, noting relative position, power within their regions and the areas they influenced.</li> </ul> | <p><b>SE:</b> The Byzantine Empire Thrives, 190-191; Umayyad Caliphs Create an Arab Empire, 265-267; New Rule Under the Abbasid Dynasty, 267-268; Golden Ages in China: Tang and Song Dynasties, 316-322; The Mongol Empire and Ming China, 323-329; Topic 9 Assessment (6. Identify Major Effects; 7. Summarize the Changes), 348</p> |
| <ul style="list-style-type: none"> <li>➤ Students will compare and contrast the empire-building processes of the Mongols and the Islamic caliphates, noting important disruptions in other regions.</li> </ul>   | <p><b>SE:</b> Umayyad Caliphs Create an Arab Empire, 265-267; New Rule Under the Abbasid Dynasty, 267-268; The Mongol Empire and Ming China, 323-329; Topic 9 Assessment (6. Identify Major Effects; 7. Summarize the Changes), 348; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p>                                 |
| <p>9.5c Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge and often led to cultural diffusion.</p>  | <p><b>SE:</b> New Rule Under the Abbasid Dynasty, 267-268; Golden Ages in China: Tang and Song Dynasties, 316-322; Topic 9 Assessment (1. Summarize Developments; 2. Summarize Developments), 348</p>  |
| <ul style="list-style-type: none"> <li>➤ Students will compare and contrast the achievements and innovations of the Tang and Song dynasties with the Abbasid Caliphate.</li> </ul>   | <p><b>SE:</b> New Rule Under the Abbasid Dynasty, 267-268; Golden Ages in China: Tang and Song Dynasties, 316-322; Topic 9 Assessment (1. Summarize Developments; 2. Summarize Developments), 348; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p>   |
| <ul style="list-style-type: none"> <li>➤ Students will explore the spread and evolution of technology and learning from East Asia to Western Europe via the Middle East (e.g., gunpowder, ship technology, navigation, printing, paper).</li> </ul>  | <p><b>SE:</b> The Song Dynasty, 318-319; Chinese Fleets Explore the Seas, 328-329</p>  |
| <ul style="list-style-type: none"> <li>➤ Students will examine feudal Japan tracing the previous arrival of elements of Chinese culture (e.g., Buddhism, writing, poetry, art) and how those elements were adopted in and adapted to Japanese society.</li> </ul>  | <p><b>SE:</b> Early Japan, 335-336; Chinese Influence in Japan, 336-337; Japanese Culture in the Heian Period, 337-338; Japan's Feudal Age, 338-339; A United Japan, 339-341; Japanese Feudal Culture Evolves, 341-342</p>   |

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| <b>9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT: During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease. These cross-cultural interactions also led to conflict and demographic impacts.<br/>(Standards: 2, 3, 4; Themes: TCC, GEO, GOV, ECO, EXCH)</b> |  |
| 9.6a Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders.  | <b>SE:</b> The Christian Church Is Divided, 209-210; Topic 7 Assessment (4. Explain Characteristics), 253; Islam Faces Challenges, 263-264   |
| ➤ Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts.   | <b>SE:</b> The Christian Church Is Divided, 209-210; Topic 7 Assessment (4. Explain Characteristics), 253; Divisions Split Islam, 264-265  |
| ➤ Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives.  | <b>SE:</b> The Crusades, 216-218; The Effects of the Crusades, 218-219; The Reconquista, 219-220; Topic 7 Assessment (16. Describe Interactions; 17. Explain Social Impact; 19. Locate Places and Regions; 21. Analyze Information), 254-255; The Delhi Sultanate, 310-311; The Meeting of Islam and Hinduism, 311-312; Topic 9 Assessment (10. Explain the Political and Social Impact; 12. Describe the Interactions), 349; 21 <sup>st</sup> Century Skills: Compare Viewpoints, 983-984; Identify Bias, 984-985 |
| ➤ Students will examine the development of Sikhism during this time period in South Asia.   | <b>SE:</b> The Meeting of Islam and Hinduism, 311-312; Sikhism Emerges, 313-314; Topic 9 Assessment (10. Explain the Political and Social Impact; 12. Describe the Interactions; 15. Describe the Historical Origins and Central Ideas), 349   |
| 9.6b Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development.  | <b>SE:</b> The Black Death Spreads Across Europe, 239-240  |
| ➤ Students will map the spread of the Black Death (Bubonic Plague) as it was carried westward from Asia to Africa and Europe.   | <b>SE:</b> The Black Death Spreads Across Europe, 239-240; 21 <sup>st</sup> Century Skills: Create Charts and Maps, 975-976  |

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| <ul style="list-style-type: none"> <li>➤ Students will evaluate the impact of the Black Death on these regions.</li> </ul>   | <b>SE:</b> The Black Death Spreads Across Europe, 239-240   |
| <b>Global Interactions, ca. 1400 – 1750</b>  |   |
| <b>9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600: Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in the world between 1368 and 1683. The Ottoman Empire and the Ming Dynasty were two powerful states, each with a view of itself and its place in the world.<br/>(Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, SOC, GOV, EXCH)</b> |   |
| 9.7a Three belief systems influenced numerous powerful states and empires across the Eastern Hemisphere.   | <b>SE:</b> The Holy Roman Empire, 226-227; Church Power Reaches Its Peak, 229-230; A Muslim Empire, 263-270; The Ottoman and Safavid Empires, 278-282   |
| <ul style="list-style-type: none"> <li>➤ Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400.</li> </ul>  | <b>SE:</b> The Holy Roman Empire, 226-227; Church Power Reaches Its Peak, 229-230; A Muslim Empire, 263-270; Achievements of Muslim Civilization, 271-277; 21 <sup>st</sup> Century Skills: Create Charts and Maps, 975-976   |
| <ul style="list-style-type: none"> <li>➤ Students will map the extent of the Ottoman Empire and Ming Dynasty at the height of their power.</li> </ul>  | <b>SE:</b> Growth of the Ottoman Empire, 278-279; Ottoman Society, 279-281; Topic 8 Assessment (15. Identify Major Causes; 16. Explain the Impact), 306; Chinese Rule Restored by the Ming, 326-328; Chinese Fleets Explore the Seas, 328-329; 21 <sup>st</sup> Century Skills: Create Charts and Maps, 975-976 |
| 9.7b The dominant belief system and the ethnic and religious composition of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organization.  | <b>SE:</b> Growth of the Ottoman Empire, 278-279; Ottoman Society, 279-281; Chinese Rule Restored by the Ming, 326-328; Chinese Fleets Explore the Seas, 328-329  |
| <ul style="list-style-type: none"> <li>➤ Students will analyze how the ethnic and religious composition of the Ottoman Empire and the Ming Dynasty were reflected in their political and societal organization.</li> </ul>   | <b>SE:</b> Growth of the Ottoman Empire, 278-279; Ottoman Society, 279-281; Chinese Rule Restored by the Ming, 326-328; 21 <sup>st</sup> Century Skills: Draw Conclusions, 971-972  |

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| 9.7c The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm.  | <b>SE:</b> Growth of the Ottoman Empire, 278-279; Ottoman Society, 279-281; Chinese Rule Restored by the Ming, 326-328; Chinese Fleets Explore the Seas, 328-329                                       |
| ➤ Students will examine Ming interactions with European traders and Christian missionaries.  | <b>SE:</b> Chinese Fleets Explore the Seas, 328-329  |
| ➤ Students will examine how the Ottomans interacted with Europeans noting the role of Suleiman the Magnificent.  | <b>SE:</b> Growth of the Ottoman Empire, 278-279; Ottoman Society, 279-281   |
| <b>9.8 AFRICA AND THE AMERICAS PRE-1600: The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.<br/>(Standards: 2, 3, 4, 5; Themes: ID, MOV, GEO, GOV, EXCH)</b>  |  |
| 9.8a Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others. | <b>SE:</b> Civilizations of Middle America, 102-110; The World of the Incas, 111-115; Early Civilizations of Africa, 283-287; Kingdoms of West Africa, 288-293; Trading States of East Africa, 294-299 |
| ➤ Students will locate the extent of the Songhai and East African states in Africa and the Aztec and Inca empires in the Americas using an Atlantic Ocean-centered map. Students will examine the adaptations made to the environment by the Aztecs and Incas.   | <b>SE:</b> The Aztec, 108-110; The World of the Incas, 111-115; Songhai, 291-292; Trading States of East Africa, 294-299; 21 <sup>st</sup> Century Skills: Read Physical Maps, 977-978                 |
| ➤ Students will examine the relationships with neighboring peoples in the region considering warfare, tribute, and trade.  | <b>SE:</b> The Aztec, 108-110; The Powerful Inca Empire, 112-113; Trade Grows Across the Sahara, 288-289; Songhai, 291-292; Trading States of East Africa, 294-299                                     |



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| <ul style="list-style-type: none"> <li>➤ Students will examine the influence of Islam on the growth of trade networks and power relations in the Songhai Empire and in East African city-states.</li> </ul> | <p><b>SE:</b> Ghana, 289-290; Mali, 290-291; Songhai, 291-292; Trading States of East Africa, 294-299</p>                     |
| <p>9.8b Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.</p>   | <p><b>SE:</b> The Aztec, 108-110; Inca Life, 113-115; Diverse Peoples and Traditions in Africa, 300-304</p>                   |
| <ul style="list-style-type: none"> <li>➤ Students will examine the role of nature and the traditional religious beliefs in the Americas and Africa (e.g., animism) during this period.</li> </ul>           | <p><b>SE:</b> The Aztec, 108-110; Inca Life, 113-115; Diverse Peoples and Traditions in Africa, 300-304</p>                   |
| <ul style="list-style-type: none"> <li>➤ Students will explore the relationships between religious beliefs and political power in the Aztec and Inca empires.</li> </ul>                                    | <p><b>SE:</b> The Aztec, 108-110; The Powerful Inca Empire, 112-113; Inca Life, 113-115</p>                                   |
| <p>9.8c Complex societies and civilizations made unique cultural achievements and contributions.</p>  | <p><b>SE:</b> The Aztec, 108-110; Inca Life, 113-115; Songhai, 291-292; Diverse Peoples and Traditions in Africa, 300-304</p> |
| <ul style="list-style-type: none"> <li>➤ Students will investigate the achievements and contributions of the Aztec, Inca, and Songhai empires.</li> </ul>   | <p><b>SE:</b> The Aztec, 108-110; Inca Life, 113-115; Songhai, 291-292</p>  |

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| <b>9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA: Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included state building, conflicts, shifts in power and authority, and new ways of understanding their world.<br/>(Standards: 2, 3, 5; Themes: ID, MOV, TCC, GOV, CIV, TECH, EXCH)</b> |   |
| 9.9a The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion.  | <b>SE:</b> The Italian Renaissance, 352-358; The Renaissance in Northern Europe, 359-363; The Scientific Revolution, 376-380; Topic 10 Assessment (2. Identify Major Causes), 381   |
| ➤ Students will investigate technologies and ideas including printing and paper, navigational tools, and mathematics and medical science that diffused to Europe, noting the role of the Islamic caliphates.  | <b>SE:</b> The Printing Revolution, 362; A New Scientific Method, 377-378; Breakthroughs in Medicine and Chemistry, 378-380; Topic 10 Assessment (2. Identify Major Causes; 12. Explain the Impact; 13. Describe the Major Effects and Explain Its Impact; 14. Describe Major Causes and Effects), 381-382  |
| ➤ Students will explore shifts in the Western European Medieval view of itself and the world as well as key Greco-Roman legacies that influenced Renaissance thinkers and artists.  | <b>SE:</b> Art Flourishes in the Renaissance, 355-357; New Books Reflect Renaissance Themes, 357-358; Artists of the Northern Renaissance, 359-360; Northern Renaissance Humanists and Writers, 360-362; Changing Views of the Universe, 376-377; Topic 10 Assessment (1. Identify Examples; 3. Identify Examples; 6. Analyze Examples; 7. Describe Major Effects; 15. Identify the Contributions), 381-382 |
| ➤ Students will examine political ideas developed during the Renaissance including those of Machiavelli.  | <b>SE:</b> New Books Reflect Renaissance Themes, 357-358; Topic 10 Assessment (6. Analyze Examples), 381  |
| 9.9b The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society.   | <b>SE:</b> The Protestant Reformation, 364-369; Reformation Ideas Spread, 370-375; Topic 10 Assessment (11. Explain the Impact), 382  |

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| <ul style="list-style-type: none"> <li>➤ Students will explore the roles of key individuals including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola and the impact they had on the religious and political unity of Europe.</li> </ul> | <p><b>SE:</b> Martin Luther's Protests Bring Change, 365-367; John Calvin Challenges the Church, 367-368; The English Reformation, 371-372; The Catholic Reformation, 372-374; Topic 10 Assessment (5. Describe Influences; 8. Explain the Relationship and the Influence; 9. Identify Major Effects and Examples; 10. Explain the Philosophies and Identify Characteristics), 381</p> |
| <ul style="list-style-type: none"> <li>➤ Students will trace the discrimination against and persecution of Jews.</li> </ul>   | <p><b>SE:</b> Religious Persecution Continues, 374-375</p>   |
| <p>9.9c Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth.</p>  | <p><b>SE:</b> Absolute Monarchy in Spain and France, 428-436; Rise of Austria, Prussia, and Russia, 437-445</p>  |
| <ul style="list-style-type: none"> <li>➤ Students will investigate Russian efforts to remove Mongol and Islamic influence and expand and transform their society.</li> </ul>  | <p><b>SE:</b> The Mongols Conquer Russia, 246-247; Moscow Surpasses Kiev, 247-248; Peter the Great Modernizes Russia, 440-442; Expanding Russia's Borders, 442-443; Catherine the Great, 443-444</p>   |
| <ul style="list-style-type: none"> <li>➤ Students will investigate autocratic and absolutist rule by comparing and contrasting the reigns of Louis XIV and Peter the Great.</li> </ul>  | <p><b>SE:</b> Louis XIV, an Absolute Monarch, 433-435; The Royal Palace at Versailles, 435-436; The Legacy of Louis XIV, 436; Peter the Great Modernizes Russia, 440-442; Expanding Russia's Borders, 442-443; Topic 12 Assessment (14. Construct a Thesis), 495</p>   |
| <p>9.9d The development of the Scientific Revolution challenged traditional authorities and beliefs.</p>  | <p><b>SE:</b> The Scientific Revolution, 376-380; Topic 10 Assessment (13. Describe the Major Effects and Explain Its Impact; 14. Describe Major Causes and Effects), 382; Topic 12 Assessment (20. Identify and Describe Major Effects), 496</p>  |
| <ul style="list-style-type: none"> <li>➤ Students will examine the Scientific Revolution including the influence of Galileo and Newton.</li> </ul>  | <p><b>SE:</b> Changing Views of the Universe, 376-377; Breakthroughs in Medicine and Chemistry, 378-380; Topic 10 Assessment (15. Identify the Contributions), 382</p>   |
| <p>9.9e The Enlightenment challenged views of political authority and how power and authority were conceptualized.</p>  | <p><b>SE:</b> Triumph of Parliament in England, 446-453; The Enlightenment, 455-462; Topic 12 Assessment (3. Explain Development; 6. Explain the Political Philosophies), 493</p>  |

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| <ul style="list-style-type: none"> <li>➤ Students will investigate the Enlightenment by comparing and contrasting the ideas expressed in <i>The Leviathan</i> and <i>The Second Treatise on Government</i>.</li> </ul>  | <b>SE:</b> Hobbes and Locke on the Role of Government, 456-457; <i>The Philosophes</i> , 457-459; Primary Source: <i>Two Treatises of Government</i> , John Locke, 946-947   |
| <ul style="list-style-type: none"> <li>➤ Students will investigate the context and challenge to authority in the English Civil War and Glorious Revolution.</li> </ul>  | <b>SE:</b> The English Civil War, 448-449; Cromwell and the Commonwealth, 449-450; From Restoration to Glorious Revolution, 451-452; Topic 12 Assessment (3. Explain Development; 5. Identify Characteristics), 493; Primary Source: English Bill of Rights, 946 |
| <p><b>9.10 INTERACTIONS AND DISRUPTIONS: Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a devastating impact on populations in the Americas, the rise of the transatlantic slave trade, and the reorientation of trade networks. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV, CIV, ECO, TECH, EXCH)</b></p> |  |
| 9.10a Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes.   | <b>SE:</b> Europeans Explore Overseas, 386-391; Europeans Gain Footholds in Asia, 392-398; Topic 11 Assessment (2. Identify Major Causes; 7. Describe Major Effects; 9. Analyze the Influence), 424  |
| <ul style="list-style-type: none"> <li>➤ Students will explore the relationship between knowledge and technological innovations, focusing on how knowledge of wind and current patterns, combined with technological innovations, influenced exploration and transoceanic travel.</li> </ul>  | <b>SE:</b> Causes of European Exploration, 386-387; Portugal Explores the Seas, 387-388  |
| <ul style="list-style-type: none"> <li>➤ Students will trace major motivations for European interest in exploration and oceanic trade including the influence of Isabella and Ferdinand.</li> </ul>   | <b>SE:</b> Columbus Searches for a Route to Asia, 388-390; The Search for a Route to the Pacific, 390-391  |
| 9.10b Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange.   | <b>SE:</b> European Conquests in the Americas, 399-407; European Colonies in North America, 408-412; The Columbian Exchange, 419-420; Topic 11 Assessment (6. Explain the Impact and Describe the Effects; 8. Describe Major Causes), 424                        |

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| <ul style="list-style-type: none"> <li>➤ Students will map the exchange of crops and animals and the spread of diseases across the world during the Columbian exchange.</li> </ul>   | <p><b>SE:</b> The Colombian Exchange, 419-420; A Commercial Revolution, 420-422; Topic 11 Assessment (6. Explain the Impact and Describe the Effects; 8. Identify Major Causes), 424: 21<sup>st</sup> Century Skills: Create Charts and Maps, 975-976</p>  |
| <ul style="list-style-type: none"> <li>➤ Students will investigate the population of the Americas before the Encounter and evaluate the impact of the arrival of the Europeans on the indigenous populations.</li> </ul>   | <p><b>SE:</b> Civilizations of Middle America, 102-110; The World of the Incas, 111-115; The Peoples of North America, 116-120; European Conquests in the Americas, 399-407; Primary Source: <i>The Destruction of the Indies</i>, Bartolomé de Las Casas, 945</p>   |
| <ul style="list-style-type: none"> <li>➤ Students will contrast the demographic impacts on Europe and China after the introduction of new crops with demographic impacts on the Americas resulting from the Columbian Exchange.</li> </ul>                       | <p><b>SE:</b> The Manchus Conquer China, 396-397; The Colombian Exchange, 419-420; A Commercial Revolution, 420-422; Mercantilism, 422-423</p>   |
| <p>9.10c The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth.</p>  | <p><b>SE:</b> Governing the Spanish Empire, 403-405; The Slave Trade and Its Impact on Africa, 413-418; Topic 11 Assessment (12. Explain Impact; 14. Describe Effects and Explain Impact), 425</p>   |
| <ul style="list-style-type: none"> <li>➤ Students will examine how the demand for labor, primarily for sugar cultivation and silver mining, influenced the growth of the trade of enslaved African peoples.</li> </ul>   | <p><b>SE:</b> Governing the Spanish Empire, 403-405; The Slave Trade and Its Impact on Africa, 413-418; Topic 11 Assessment (12. Explain Impact), 425</p>  |
| <ul style="list-style-type: none"> <li>➤ Students will investigate European and African roles in the development of the slave trade, and investigate the conditions and treatment of enslaved Africans during the Middle Passage and in the Americas.</li> </ul> | <p><b>SE:</b> The African Slave Trade Expands, 413-414; The Atlantic Slave Trade, 415-416; Horrors of the Middle Passage, 416; Topic 11 Assessment (14. Describe Effects and Explain Impact), 425; Primary Source: <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, Olaudah Equiano, 949-950</p> |

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| 9.10d European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems.   | <b>SE:</b> European Conquests in the Americas, 399-407; The Slave Trade and Its Impact on Africa, 413-418   |
| <ul style="list-style-type: none"> <li>➤ Students will examine the political, economic, cultural, and geographic impacts of Spanish colonization on the Aztec and Inca societies.</li> </ul>  | <b>SE:</b> Cortés Conquers the Aztecs, 400-401; The Incan Empire and Beyond, 402-403; Governing the Spanish Empire, 403-405; Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions; 3. Identify and Analyze Major Causes and Explain the Impact; 4. Describe Major Effects and Explain the Impact), 424 |
| <ul style="list-style-type: none"> <li>➤ Students will investigate the different degrees of social and racial integration and assimilation that occurred under colonizing powers, laying the foundations for complex and varying social hierarchies in the Americas.</li> </ul>             | <b>SE:</b> Governing the Spanish Empire, 403-405; Society and Culture in Spanish America, 405-406; The Impact of Spanish Colonization, 406-407  |
| <ul style="list-style-type: none"> <li>➤ Students will examine the social, political, and economic impact of the Atlantic slave trade on Africa, including the development of the kingdoms of the Ashanti and Dahomey.</li> </ul>   | <b>SE:</b> Governing the Spanish Empire, 403-405; Impact of the Slave Trade, 416-418; Topic 11 Assessment (15. Explain Development and Impact), 425   |
| 9.10e The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires. | <b>SE:</b> Growth of the Ottoman Empire, 278-279; Ottoman Society, 279-281; Europeans Gain Footholds in Asia, 392-398   |
| <ul style="list-style-type: none"> <li>➤ Students will explore how new transoceanic routes shifted trade networks (e.g., Indian Ocean, the Silk Road, Trans-Saharan) in the Eastern Hemisphere.</li> </ul>  | <b>SE:</b> Portugal Builds an Empire in Asia, 392-393; Rise of the Dutch and the Spanish, 393-394; Europeans Trade in Mughal India, 394-395; Ming China and Europe, 395-396; The Manchus Conquer China, 396-397   |

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| <ul style="list-style-type: none"> <li>➤ Students will explore how shifts in the global trade networks and the use of gunpowder affected the Ottoman Empire.</li> </ul> | <p><b>SE:</b> Ottoman Society, 279-281</p>  |
| <ul style="list-style-type: none"> <li>➤ Students will examine the development of European maritime empires and mercantilism.</li> </ul>                                | <p><b>SE:</b> Europeans Gain Footholds in Asia, 392-398; European Conquests in the Americas, 399-407; European Colonies in North America, 408-412; The Colombian Exchange, 419-420; A Commercial Revolution, 420-422; Mercantilism, 422-423</p> |

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| <b>Grade 10: Global History and Geography II</b>  |   |
| <p>Grade 10 provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues applying a more thematic approach.</p> <p>Teachers should note that some key ideas may require extra time and attention. For example, 10.1 The World in 1750 is a brief introduction and will not require as much time as other Key Ideas.</p> <p>While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.</p> |   |
| <b>The World in 1750</b>  |   |
| <p><b>10.1 THE WORLD in 1750: The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interaction of these states, empires, and kingdoms disrupted regional trade networks and influenced the development of new global trade networks.</b></p> <p><b>(Standards: 2, 3, 5; Themes: ID, GEO, GOV, EXCH)</b></p>   |   |
| 10.1a Powerful Eurasian states and empires faced and responded to challenges ca. 1750.  |   |
| <ul style="list-style-type: none"> <li>➤ Students will compare and contrast the Mughal Empire and the Ottoman Empire in 1750 in terms of religious and ethnic tolerance, political organization, and commercial activity.</li> </ul>  | <p><b>SE:</b> Growth of the Ottoman Empire, 278-279; Ottoman Society, 279-281; Mughal India, 314-315; Europeans Trade in Mughal India, 394-395; The Ottoman Empire Declines, 610-611; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p> |
| <ul style="list-style-type: none"> <li>➤ Students will examine efforts to unify, stabilize, and centralize Japan under the rule of the Tokugawa Shogunate.</li> </ul>   | <p><b>SE:</b> A United Japan, 339-341; Korea and Japan Choose Isolation, 397-398; Unrest in Tokugawa Japan, 624-625</p>   |
| <ul style="list-style-type: none"> <li>➤ Students will compare and contrast the Tokugawa Shogunate in Japan with France under the rule of the Bourbon Dynasty, looking at the role of Edo and Paris/Versailles, attempts to control the daimyo and nobles, and the development of bureaucracies.</li> </ul>   | <p><b>SE:</b> A United Japan, 339-340; Korea and Japan Choose Isolation, 397-398; Royal Power Expands in France, 432-433; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p>   |
| 10.1b Perceptions of outsiders and interactions with them varied across Eurasia.  |   |
| <ul style="list-style-type: none"> <li>➤ Students will compare and contrast the Tokugawa and Mughal response to outsiders with attention to the impact of those decisions.</li> </ul>   | <p><b>SE:</b> Mughal India, 314-315; A United Japan, 339-340; Europeans Trade in Mughal India, 394-395; Korea and Japan Choose Isolation, 397-398; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p>                                    |



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| <ul style="list-style-type: none"> <li>➤ Students will create a world map showing the extent of European maritime empires, the Russian Empire, the Ottoman Empire, Mughal Empire, China under the Qing Dynasty, Japan under the Tokugawa Shogunate, Ashanti, Benin, and Dahomey ca. 1750.</li> </ul>  | <p><b>SE:</b> Mughal India, 314-315; A United Japan, 339-341; The Manchus Conquer China, 396-397; Expanding Russia's Borders, 442-443; Analyze Maps, 444; Analyze Maps, 610; The Ottoman Empire Declines, 610-611; 21<sup>st</sup> Century Skills: Create Charts and Maps, 975-976</p>  |
| <ul style="list-style-type: none"> <li>➤ Students will compare the size of these states, empires, and kingdoms relative to the power they wielded in their regions and in the world.</li> </ul>   | <p><b>SE:</b> Mughal India, 314-315; A United Japan, 339-340; The Manchus Conquer China, 396-397; Expanding Russia's Borders, 442-443; Analyze Maps, 444; Analyze Maps, 610; The Ottoman Empire Declines, 610-611</p>   |
| <p><b>1750–1914: An Age of Revolutions, Industrialization, and Empires</b></p>  |   |
| <p><b>10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements.<br/>(Standards: 2, 3, 5; Themes: MOV, TCC, GEO, SOC, GOV, CIV)</b></p> |   |
| <p>10.2a Enlightenment thinkers developed political philosophies based on natural laws which included the concepts of social contract, consent of the governed, and the rights of citizens.</p>   |   |
| <ul style="list-style-type: none"> <li>➤ Students will examine at least three Enlightenment thinkers including John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau and key ideas from their written works.</li> </ul>   | <p><b>SE:</b> The Enlightenment, 455-462; Topic 12 Assessment (3. Explain Development; 6. Explain the Political Philosophies; 8. Identify Examples; 9. Explain Political Philosophies of Individuals), 493-494; Primary Source: <i>Two Treatises of Government</i>, John Locke, 946-947; <i>The Spirit of the Laws</i>, Baron de Montesquieu, 947-948; <i>The Social Contract</i>, Jean-Jacques Rousseau, 948-949; 21<sup>st</sup> Century Skills: Identify Main Ideas and Details, 967-968</p> |

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| 10.2b Individuals used Enlightenment ideals to challenge traditional beliefs and secure people’s rights in reform movements such as women’s rights and abolition; some leaders may be considered enlightened despots.   |  |
| <ul style="list-style-type: none"> <li>➤ Students will explore the influence of Enlightenment ideals on issues of gender and abolition by examining the ideas of individuals such as Mary Wollstonecraft and William Wilberforce.</li> </ul>                    | <b>SE:</b> Women and the Enlightenment, 458-459; Topic 12 Assessment (10. Describe Major Influences of Women), 494; Economic and Social Reforms, 568-569; Topic 14 Assessment (11. Identify Examples), 591   |
| <ul style="list-style-type: none"> <li>➤ Students will examine enlightened despots including Catherine the Great.</li> </ul>  | <b>SE:</b> Catherine the Great, 443-444; The Enlightened Despots, 461-462  |
| 10.2c Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.  |  |
| <ul style="list-style-type: none"> <li>➤ Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre and Napoleon Bonaparte.</li> </ul> | <b>SE:</b> The French Revolution Begins, 469-477; A Radical Phase, 478-483; The Age of Napoleon, 485-492; Topic 12 Assessment (12. Explain the Impact), 494; Divisions and Democracy in France, 573-577  |
| <ul style="list-style-type: none"> <li>➤ Students will examine the evidence related to the impact of the French Revolution on resistance and revolutionary movements, noting the roles of Toussaint L’Ouverture and Simon Bolivar.</li> </ul>                   | <b>SE:</b> Revolutions Sweep Europe, 540-548; Latin American Nations Win Independence, 549-553; Russia Tries Reform, 586; Emancipation and Stirrings of Revolution, 587-588; The Road to Revolution, 589-590; Topic 14 Assessment (2. Explain the Impact; 5. Identify Influence; 7. Identify Influence and Describe Participation; 8. Describe How People Participated; 9. Describe People's Participation), 591 |
| 10.2d Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states.  |  |
| <ul style="list-style-type: none"> <li>➤ Students will investigate the role of cultural identity and nationalism in the unification of Italy and Germany and in the dissolution of the Ottoman and Austrian Empires.</li> </ul>                                 | <b>SE:</b> The Unification of Germany, 554-560; The Unification of Italy, 561-564; Nationalism Endangers Old Empires, 583-584; The Ottoman Empire Declines, 585; Topic 14 Assessment (1. Explain Political Changes; 4. Identify the Influence of Ideas 6. Identify Influence; 16. Identify Origins), 591-592   |

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| <p><b>10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION: Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe and spread over time to Japan and other regions. This led to major population shifts and transformed economic and social systems.<br/>(Standard: 2, 3, 4; Themes: MOV, TCC, GEO, SOC, ECO, TECH)</b></p> |   |
| <p>10.3a Agricultural innovations and technologies enabled people to alter their environment allowing them to increase and support farming on a large scale.</p>   |   |
| <p>➤ Students will examine the agricultural revolution in Great Britain.</p>   | <p><b>SE:</b> A New Agricultural Revolution, 501-502; Topic 13 Assessment (15. Identify Important Changes in Human Life), 536</p>   |
| <p>10.3b Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects.</p>  |   |
| <p>➤ Students will analyze the factors and conditions needed to industrialize and to expand industrial production as well as shifts in economic practices.</p>   | <p><b>SE:</b> The Industrial Revolution Begins, 500-507; Laissez-Faire Economics, 512-513; Topic 13 Assessment (7. Formulate Generalizations; 16. Identify the Historical Origins and Characteristics), 534-536</p>   |
| <p>➤ Students will examine the economic theory presented in The Wealth of Nations.</p>   | <p><b>SE:</b> New Economic Ideas, 459; Topic 12 Assessment (11. Identify Origins, Influences, and Contributions), 494; Laissez-Faire Economics, 512-513; Topic 13 Assessment (7. Formulate Generalizations; 16. Identify the Historical Origins and Characteristics, 17. Identify the Contributions and Influence), 534-536</p>   |
| <p>➤ Students will examine changes and innovations in energy, technology, communication, and transportation that enabled industrialization.</p>  | <p><b>SE:</b> Coal, Steam, and the Energy Revolution, 502-503; Textile Industry Initiates Industrialization, 504; A Revolution in Transportation, 504-505; Science and Technology Change Industry, 517-518; Advances in Transportation and Communication, 518-519; New Directions in Science, 527-528; Topic 13 Assessment (3. Identify Major Causes; 5. Explain Scientific Advancements; 8. Identify Contributions; 11. Explain the Role), 534-535</p> |

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| 10.3c Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.  |  |
| <ul style="list-style-type: none"> <li>➤ Students will investigate the social, political, and economic impacts of industrialization in Victorian England and Meiji Japan and compare and contrast them.</li> </ul> | <p><b>SE:</b> Why did the Industrial Revolution Start in Britain?, 503-504; Textile Industry Initiates Industrialization, 504; A Revolution in Transportation, 504-505; Industry Spreads Unevenly, 506; Topic 13 Assessment (14. Describe Major Effects), 536; Democratic Reforms in Britain, 565-572; Topic 14 Assessment (12. Describe Major Influences; 14. Identify the Characteristics), 592; The Opening of Japan, 625-626; Transformation during the Meiji Period, 626-627; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p> |
| 10.3d Social and political reform as well as new ideologies developed in response to industrial growth.  |  |
| <ul style="list-style-type: none"> <li>➤ Students will investigate suffrage, education, and labor reforms as well as ideologies such as Marxism intended to transform society.</li> </ul>                          | <p><b>SE:</b> Harsh Conditions in Factories and Mines, 510-511; Socialist Thought Emerges, 514; Marx and the Origins of Communism, 515-516; The Working Class Wins New Rights, 522-523; The Struggle for Women's Rights, 525-526; The Rise of Public Education, 526-527; Topic 13 Assessment (1. Identify the Historical Origins, Characteristics, and Influences; 2. Identify the Historical Origins and Characteristics; 6. Explain Political and Economic Changes), 534; Victories for the Working Class, 569-570</p>                             |
| <ul style="list-style-type: none"> <li>➤ Students will examine the Irish potato famine within the context of the British agricultural revolution and Industrial Revolution.</li> </ul>                             | <p><b>SE:</b> A New Agricultural Revolution, 501-502; The Irish Question, 571-572</p>  |

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| <b>10.4 IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, GOV, EXCH)</b> |   |
| 10.4a European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.  |   |
| <ul style="list-style-type: none"> <li>➤ Students will explore imperialism from a variety of perspectives such as missionaries, indigenous people, women, merchants/business people, and government officials.</li> </ul>   | <b>SE:</b> Motivations for the New Imperialism, 596-597; The Effects of Imperialism, 600-601; Africa Before Imperialism, 602-604; European Contact Increases, 604-605; Economic Interest in China, 619-620; Topic 15 Assessment (3. Identify Causes of European Imperialism; 5. Identify Influences on European Imperialism; 6. Identify Influences on European Imperialism; 14. Identify Economic Motivations for European Imperialism), 645-646 |
| <ul style="list-style-type: none"> <li>➤ Students will trace how imperial powers politically and economically controlled territories and people including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.</li> </ul>  | <b>SE:</b> Western Imperialism Spreads Rapidly, 597-598; Types of Imperial Rule, 599; European Colonies in Africa, 602-608; India Becomes a British Colony, 614-618; China and the West, 619-623; European Imperialism in Southeast Asia, 630-631; Topic 15 Assessment (4. Describe the Major Effects of European Imperialism; 7. Explain Characteristics of European Imperialism; 8. Explain Major Characteristics; 9. Explain Impact), 645      |
| 10.4b Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success.   |   |
| <ul style="list-style-type: none"> <li>➤ Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion and the role of Empress Dowager CiXi).</li> </ul>   | <b>SE:</b> African Resistance, 607-608; The Taiping Rebellion and a Weakened China, 620; The Fall of the Qing Dynasty, 622-623  |
| <ul style="list-style-type: none"> <li>➤ Students will investigate how Japan reacted to the threat of Western imperialism in Asia.</li> </ul>   | <b>SE:</b> The Modernization of Japan, 624-629; Topic 15 Assessment (12. Explain the Roles of Military Technology), 646   |

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| <p>10.4c International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps often with little regard for traditional cultures and commerce (e.g., Berlin Conference).</p>             |  |
| <p>➤ Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914 noting the changes and continuities of ethnic groups and regions, African states, and European claims.</p>   | <p><b>SE:</b> Analyze Maps, 605; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967 Read Political Maps, 978-979</p>  |
| <p><b>1914–Present: Crisis and Achievement in the 20th Century</b></p>   |  |
| <p><b>10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945): World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace.<br/>(Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)</b></p> |  |
| <p>10.5a International competition fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances led to world wars.</p>   |  |
| <p>➤ Students will compare and contrast long- and short-term causes and effects for World War I and World War II.</p>  | <p><b>SE:</b> World War I Begins, 650-655; World War I Ends, 662-670; Topic 16 Assessment (1. Identify Major Causes; 2. Identify Major Causes; 3. Identify Major Effects; 4. Identify Importance; 9. Identify Importance and Locate Places and Regions), 677-678; Aggression, Appeasement, and War, 742-747; Axis Powers Advance, 748-753; The Allies Turn the Tide, 760-765; Victory for the Allies, 766-771; Topic 18 Assessment (1. Explain the Major Causes of World War II; 4. Identify Causes of Turning Points in World War II; 5. Explain the Major Causes of World War II; 7. Explain the Major Events of World War II; 8. Explain the Major Causes of World War II; 10. Explain the Major Causes of World War II), 773-774; Rebuilding Western Europe, 790-792; Japan Is Transformed, 792-793; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p> |

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| 10.5b Technological developments increased the extent of damage and casualties in both World War I and World War II.   |  |
| <ul style="list-style-type: none"> <li>➤ Students will compare and contrast the technologies utilized in both World War I and World War II noting the human and environmental devastation.</li> </ul>  | <b>SE:</b> Fighting the Great War, 656-661; Topic 16 Assessment (5. Identify Major Characteristics; 8. Identify Major Characteristics and Effects), 677; Germany's "Lightning War," 748; End of the War in the Pacific, 768-769; Topic 18 Assessment (2. Explain the Effects of Military Technologies; 14. Describe Effects of Atomic Bombs in World War II), 773-774; 21 <sup>st</sup> Century Skills: Compare and Contrast, 966-967  |
| 10.5c The devastation of the world wars and use of total war led people to explore ways to prevent future world wars.  |  |
| <ul style="list-style-type: none"> <li>➤ Students will examine international efforts to work together to build stability and peace including Wilson's Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.</li> </ul> | <b>SE:</b> Analyze Information: Wilson's Fourteen Points, 666; Making the Peace, 668-669; Topic 16 Assessment (7. Explain Impact; 10. Explain Significance), 677-678; International Relations, 711-712; Topic 17 Assessment (1. Explain the Impact; 17. Explain the Significance), 735-738; The United Nations Is Formed, 771; Topic 18 Assessment (15. Explain the Significance of the United Nations), 774; Primary Source: <i>The Fourteen Points</i> , Woodrow Wilson, 955-956; Charter of the United Nations, 957-959 |
| 10.5d Nationalism and ideology played a significant role in shaping the period between the world wars.   |  |
| <ul style="list-style-type: none"> <li>➤ Students will examine the Russian Revolution and the development of Soviet ideology and nationalism under Lenin and Stalin.</li> </ul>  | <b>SE:</b> Revolution in Russia, 671-676; Topic 16 Assessment (12. Identify Causes; 13. Identify the Establishment; 14. Identify Characteristics; 15. Identify Examples; 16. Identify Origins, Characteristics, and Influences), 678   |
| <ul style="list-style-type: none"> <li>➤ Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany.</li> </ul>   | <b>SE:</b> The Rise of Nazi Germany, 728-733; Topic 17 Assessment (5. Describe the Emergence; 16. Explain the Roles and Identify), 738; A Pattern of Aggression, 742-744; German Aggression Continues, 745-746; World War II Begins, 747   |

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| <ul style="list-style-type: none"> <li>➤ Students will examine the role of nationalism and militarism in Japan.</li> </ul>  | <p><b>SE:</b> Conflicting Forces in Japan, 701-702; The Ultrationalist Reaction, 703-704; Militarists Gain Power, 704; Topic 17 Assessment (8. Identify and Explain the Major Causes and Effects), 736; Topic 18 Assessment (10. Explain the Major Causes of World War II), 774</p>   |
| <ul style="list-style-type: none"> <li>➤ Students will investigate the causes of the Great Depression and its influence on the rise of totalitarian dictators and determine the common characteristics of these dictators.</li> </ul> | <p><b>SE:</b> Economics in the Postwar Era, 712; The Great Depression, 713-714; Western Democracies React to the Depression, 714-715; Fascism in Italy, 716-719; The Soviet Union Under Stalin, 720-727; The Rise of Nazi Germany, 728-733; Topic 17 Assessment (6. Summarize Causes; 7. Explain the Responses and Analyze Information; 11. Identify Major Causes), 735-737; Topic 18 Assessment (11. Identify Causes of Turning Points in World War II), 774</p> |
| <p><b>10.5e Human atrocities and mass murders occurred in this time period.</b></p>   |   |
| <ul style="list-style-type: none"> <li>➤ Students will examine the atrocities against the Armenians, the Ukrainian Holodomor, and the Holocaust.</li> </ul>   | <p><b>SE:</b> Deportation and Mass Murder of Armenians, 660-661; Topic 16 Assessment (11. Identify Examples), 678; The Holocaust, 754-759; Topic 18 Assessment (9. Explain Roles and Identify Examples), 774; Primary Source: <i>Anne Frank: The Diary of a Young Girl</i>, Anne Frank, 956-957</p>   |



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| <b>10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR): The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the Soviet Union emerged as global superpowers engaged in ideological, political, economic, and military competition. (Standards: 2, 3, 4, 5; Themes: TCC, GOV, ECO, TECH, EXCH)</b> |   |
| 10.6a The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union.   |   |
| <ul style="list-style-type: none"> <li>➤ Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO).</li> </ul>   | <b>SE:</b> The Yalta Conference, 764-765; Wartime Alliance Breaks Apart, 778-779; Soviet Aggression Grows, 779-780; Two Opposing Sides in Europe, 781; Topic 19 Assessment, (3. Describe Effects; 4. Summarize Outcome and Identify Major Events), 811; Primary Source: "Tear Down This Wall," Ronald Reagan, 960-961; 21 <sup>st</sup> Century Skills: Compare and Contrast, 966-967 |
| 10.6b The Cold War was a period of confrontations and attempts at peaceful coexistence.  |   |
| <ul style="list-style-type: none"> <li>➤ Students will investigate the efforts to expand and contain communism in Cuba, Vietnam, and Afghanistan from multiple perspectives.</li> </ul>  | <b>SE:</b> The Cold War Around the World, 783-784; Communism in East Asia, 795-799; War in Southeast Asia, 800-804; The Soviet Union Declines, 805-806; Topic 19 Assessment, (2. Describe Effects; 7. Identify and Describe; 8. Identify Events; 16. Summarize Outcome), 811-812  |
| <ul style="list-style-type: none"> <li>➤ Students will examine the new military alliances, nuclear proliferation, and the rise of the military-industrial complex.</li> </ul>  | <b>SE:</b> The Nuclear Arms Race, 782-783; The Cold War Around the World, 783-784; Topic 19 Assessment, (14. Explain Effects), 812  |
| <ul style="list-style-type: none"> <li>➤ Students will examine the reasons countries such as Egypt and India chose nonalignment.</li> </ul>  | <b>SE:</b> South Asia in the Cold War, 821  |
| <ul style="list-style-type: none"> <li>➤ Students will explore the era of détente from both American and Soviet perspectives.</li> </ul>   | <b>SE:</b> The Nuclear Arms Race, 782-783; Topic 19 Assessment, (14. Explain Effects), 812  |
| 10.6c The end of the Cold War and the collapse of the communist bloc in Europe had a global impact.  |   |
| <ul style="list-style-type: none"> <li>➤ Students will investigate the political reforms of glasnost and economic reforms of perestroika.</li> </ul>   | <b>SE:</b> The Soviet Union Declines, 805-806; Topic 19 Assessment, (9. Explain Roles), 812   |

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| <ul style="list-style-type: none"> <li>➤ Students will examine the impact of those reforms within the Soviet Union, on the Soviet communist bloc, and in the world.</li> </ul>  | <p><b>SE:</b> The Soviet Union Collapses, 806-807; Eastern Europe Transformed, 807-809; Communism Declines Around the World, 809-810; The Post-Cold War World, 810; Topic 19 Assessment, (1. Explain Economic Collapse; 9. Explain Roles), 811-812</p>   |
| <p><b>10.7 DECOLONIZATION AND NATIONALISM (1900–2000): Nationalist and decolonization movements employed a variety of methods, including nonviolent resistance and armed struggle. Tensions and conflicts often continued after independence as new challenges arose.<br/>(Standards: 2, 3, 4, 5; Themes: TCC, GEO, SOC, GOV, CIV,)</b></p> |  |
| <p>10.7a Independence movements in India and Indochina developed in response to European control.</p>   |  |
| <ul style="list-style-type: none"> <li>➤ Students will explore Gandhi’s nonviolent nationalist movement and nationalist efforts led by the Muslim League aimed at the masses that resulted in a British-partitioned subcontinent.</li> </ul>  | <p><b>SE:</b> India Seeks Self-Rule, 694-697; Topic 17 Assessment (18. Identify Examples; 19. Describe Major Causes and Effects), 738; Independence and Partition in South Asia, 816-817; Topic 20 Assessment (6. Identify Major Causes), 848; Primary Source: <i>Hind Swaraj</i>, Mohandas Gandhi, 955</p>  |
| <ul style="list-style-type: none"> <li>➤ Students will compare and contrast the ideologies and methodologies of Gandhi and Ho Chi Minh as nationalist leaders.</li> </ul>   | <p><b>SE:</b> Gandhi's Philosophy of Civil Disobedience, 696; Gandhi Takes a Stand, 696-697; Topic 17 Assessment (18. Identify Examples), 738; The Road to War in Southeast Asia, 800-801; The United States Enters the War, 801-802; Challenges to Modern India, 818-819; Topic 20 Assessment (11. Describe Major Influences), 849; Primary Source: <i>Hind Swaraj</i>, Mohandas Gandhi, 955; 21<sup>st</sup> Century Skills: Compare and Contrast, 966-967</p> |

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| 10.7b African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful.   |   |
| <ul style="list-style-type: none"> <li>➤ Students will explore at least two of these three African independence movements: Ghana, Algeria, Kenya.</li> </ul>  | <b>SE:</b> Africans Protest Colonial Rule, 687-688; A Rising Tide of African Nationalism, 688-689; Topic 17 Assessment (14. Identify Major Causes), 737; The New Nations of Africa, 825-826; A Variety of New Governments, 826-827; Case Studies: Five African Nations, 828-830; Topic 20 Assessment (1. Summarize and Locate Places; 3. Summarize), 848; Primary Source: <i>Autobiography</i> , Kwame Nkrumah, 960 |
| 10.7c Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism.  |   |
| <ul style="list-style-type: none"> <li>➤ Students will investigate Zionism, the mandates created at the end of World War I, and Arab nationalism.</li> </ul>  | <b>SE:</b> Modernization of Turkey and Persia, 689-691; Nationalism and Conflict in the Middle East, 691-693; The Modern Middle East Takes Shape, 833-840   |
| <ul style="list-style-type: none"> <li>➤ Students will examine the creation of the State of Israel and the Arab-Israeli conflict.</li> </ul>  | <b>SE:</b> The Founding of Israel, 834-835; Israel and Palestine, 841-842; The Difficult Road to Peace, 842-844; Topic 20 Assessment (12. Describe Major Influences; 14. Explain), 850; Topic 21 Assessment (14. Explain and Summarize), 910  |
| 10.7d Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People's Republic of China.   |   |
| <ul style="list-style-type: none"> <li>➤ Students will trace the Chinese Civil War including the role of warlords, nationalists, communists, and the world wars that resulted in the division of China into a communist-run People's Republic of China and a nationalist-run Taiwan.</li> </ul> | <b>SE:</b> Trouble in the Chinese Republic, 698-700; Nationalists and Communists, 700-701; Topic 17 Assessment (20. Summarize the Factors), 738; The Chinese Communist Victory, 795-796; China and the Cold War, 797-798  |
| <ul style="list-style-type: none"> <li>➤ Students will investigate political, economic, and social policies under Mao Zedong and Deng Xiaoping and compare and contrast these policies.</li> </ul>  | <b>SE:</b> Nationalists and Communists, 700-701; Topic 17 Assessment (20. Summarize the Factors), 738; The Chinese Communist Victory, 795-796; China and the Cold War, 797-798; Topic 19 Assessment, (5. Summarize Role and Differences; 6. Identify Examples), 811; Reform and Repression in China, 865-866; 21 <sup>st</sup> Century Skills: Compare and Contrast, 966-967  |

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| <b>Contemporary Issues</b>  |  |
| <b>10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION:<br/>Tensions exist between traditional cultures and agents of modernization.<br/>Reactions for and against modernization depend on perspective and context.<br/>(Standards: 2, 3, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, TECH)</b>  |  |
| 10.8a Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to be met.   |  |
| <ul style="list-style-type: none"> <li>➤ Students will investigate the extent to which urbanization and industrialization have modified the roles of social institutions such as family, religion, education, and government by examining one case study in each of these regions: Africa (e.g., Zimbabwe, Kenya, Nigeria, Sierra Leone), Latin America (e.g., Brazil, Argentina, Chile, Mexico), and Asia (e.g., China, India, Indonesia, South Korea).</li> </ul> | <b>SE:</b> The Chinese Communist Victory, 795-796; The Two Koreas, 798-799; Challenges to Modern India, 818-819; Populous Indonesia Faces Challenges, 822-823; Case Studies: Five African Nations, 828-830; The Wars of Southern Africa, 830; Development Brings Social Change, 857-858; Continuing Challenges to Development, 862-864; Social Reform in India, 869; Poverty Challenges Latin America, 870-872 |
| 10.8b Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions.  |  |
| <ul style="list-style-type: none"> <li>➤ Students will investigate, compare, and contrast tensions between modernization and traditional culture in Turkey under the rule of Kemal Atatürk and in Iran under the Pahlavis and the Ayatollahs.</li> </ul>  | <b>SE:</b> New Nations in the Middle East, 835-838; 21 <sup>st</sup> Century Skills: Compare and Contrast, 966-967   |
| <ul style="list-style-type: none"> <li>➤ Students will explore how changes in technology such as communication and transportation have affected interactions between people and those in authority (e.g., efforts to affect change in government policy, engage people in the political process including use of social media, control access to information, and use terrorism as a tactic).</li> </ul>  | <b>SE:</b> The Growing Threat of Terrorism, 899-901; The U.S. Response to Terrorism 901-902; The Computer Revolution, 906; Topic 21 Assessment (4. Explain the Role; 19. Explain), 909-911   |

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| <b>10.9 GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT):</b>   |   |
| <b>Technological changes have resulted in a more interconnected world affecting economic and political relations in some cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment.<br/>(Standards: 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, TECH, EXCH)</b> |   |
| 10.9a Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the impact of time and distance.   |   |
| ➤ Students will explore how information is accessed, exchanged, and controlled and how business is conducted in light of changing technology.   | <b>SE:</b> The Computer Revolution, 906; Topic 21 Assessment (2. Summarize Impact; 3. Identify Major Causes), 909   |
| ➤ Students will investigate the causes and effects of, and responses to, one infectious disease (e.g., malaria, HIV/AIDS).  | <b>SE:</b> Continuing Challenges to Development, 862-864; Global Challenges, 890-893; Breakthroughs in Medicine and Biotechnology, 906-908  |
| 10.9b Globalization is contentious, supported by some and criticized by others.   |   |
| ➤ Students will compare and contrast arguments supporting and criticizing globalization by examining concerns including:  | <b>SE:</b> Globalization and Trade, 885-889; Topic 21 Assessment (2. Summarize Impact; 3. Identify Major Causes), 909; 21 <sup>st</sup> Century Skills: Compare and Contrast, 966-967 |
| • free market export-oriented economies vs. localized sustainable activities  | <b>SE:</b> Continuing Challenges to Development, 862-864; Poverty Challenges Latin America, 870-872   |
| • development of a mixed economy in China and its role in the global economy  | <b>SE:</b> Reforms Bring Growth and Challenges, 866-867; A New Role for Asia, 883-884; Topic 21 Assessment (9. Formulate Generalizations), 909  |
| • multinational corporations and cartels (e.g., Organization of Petroleum Exporting Countries)  | <b>SE:</b> The Importance of Oil in the Middle East, 838-839; Global Interdependence, 885-887; Benefits and Costs of Globalization, 888-889   |
| • roles of World Trade Organization, World Bank, International Monetary Fund and microfinance institutions  | <b>SE:</b> Global Organizations and Trade Agreements, 887-888; Benefits and Costs of Globalization, 888-889   |

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| <ul style="list-style-type: none"> <li>economic growth and economic downturns (e.g., recession, depression) on a national and a global scale</li> </ul>  | <b>SE:</b> African Nations Face Economic Choices, 861-862; A New Role for Asia, 883-884; Global Interdependence, 885-887   |
| <ul style="list-style-type: none"> <li>economic development and inequality (e.g., access to water, food, education, health care, energy)</li> </ul>  | <b>SE:</b> Working Toward Development, 854-856; Challenges to Development, 856-857; Development Brings Social Change, 857-858; African Nations Face Economic Choices, 861-862; Global Challenges, 890-893; Topic 21 Assessment (1. Describe Changing Roles and Compare Geographic Distributions and Patterns; 16. Summarize Impact and Use a Problem-Solving Process), 909-910 |
| <ul style="list-style-type: none"> <li>migration and labor</li> </ul>  | <b>SE:</b> U.S.–Latin American Relations, 874-875; Benefits and Costs of Globalization, 888-889; Global Challenges, 890-893  |
| <ul style="list-style-type: none"> <li>ethnic diversity vs. homogenization (e.g., shopping malls, fast food franchises, language, popular culture)</li> </ul>  | <b>SE:</b> Benefits and Costs of Globalization, 888-889  |
| 10.9c Population pressures, industrialization and urbanization have increased demands for limited natural resources and food resources, often straining the environment.   |  |
| <ul style="list-style-type: none"> <li>➤ Students will examine how the world’s population is growing exponentially for numerous reasons and how it is not evenly distributed.</li> </ul>   | <b>SE:</b> Reforms Bring Growth and Challenges, 866-867; India Builds a Modern Economy, 867-868; Poverty Challenges Latin America, 870-872   |
| <ul style="list-style-type: none"> <li>➤ Students will explore efforts to increase and intensify food production through industrial agriculture (e.g., Green Revolutions, use of fertilizers and pesticides, irrigation, and genetic modifications).</li> </ul>                                  | <b>SE:</b> The Green Revolution, 856; The Rise of Biotechnology and Genetic Engineering, 907-908   |
| <ul style="list-style-type: none"> <li>➤ Students will examine strains on the environment such as threats to wildlife and degradation of the physical environment (i.e., desertification, deforestation and pollution) due to population growth, industrialization, and urbanization.</li> </ul> | <b>SE:</b> Poverty Challenges Latin America, 870-872; Development and the Environment, 895-897   |

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| 10.9d Globalization has created new possibilities for international cooperation and for international conflict.  |  |
| <ul style="list-style-type: none"> <li>➤ Students will examine the role of the United Nations (UN), North Atlantic Treaty Organization (NATO), the European Union, nongovernmental organizations (NGOs), and efforts to build coalitions to promote international cooperation to address conflicts and issues. They will also examine the extent to which these efforts were successful.</li> </ul>                              | <b>SE:</b> U.S.–Latin American Relations, 874-875; A New Europe, 877-879; Global Organizations and Trade Agreements, 887-888; Topic 21 Assessment (6. Explain the Significance), 909   |
| <ul style="list-style-type: none"> <li>➤ Students will investigate one organization and one international action that sought to provide solutions to environmental issues including the Kyoto Protocol.</li> </ul>   | <b>SE:</b> Development and the Environment, 895-897  |
| <ul style="list-style-type: none"> <li>➤ Students will examine threats to global security such as international trade in weapons (e.g., chemical, biological, and nuclear), nuclear proliferation, cyber war, and terrorism including a discussion of the events of September 11, 2001.</li> </ul>   | <b>SE:</b> The Threat of New Weapons, 898-899; The Growing Threat of Terrorism, 899-900; The U.S. Response to Terrorism, 901-902; Topic 21 Assessment (4. Explain the Role; 13. Explain Influences; 15. Summarize the Development; 19. Explain), 909-910 |
| <p><b>10.10 HUMAN RIGHTS VIOLATIONS: Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights has provided a set of principles to guide efforts to protect threatened groups and has served as a lens by which historical occurrences of oppression can be evaluated.<br/>(Standards: 2, 5; Themes: ID, TCC, SOC, GOV, CIV)</b></p> |  |
| 10.10a Following World War II, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups.   |  |
| <ul style="list-style-type: none"> <li>➤ Students will investigate and analyze the historical context of the Holocaust, Nuremberg Trials, and Tokyo Trials and their impact on the UN Universal Declaration of Human Rights.</li> </ul>  | <b>SE:</b> The Holocaust, 754-759; Aftermath of the War, 769-770; The United Nations Is Formed, 771; Human Rights, 893-895   |
| <ul style="list-style-type: none"> <li>➤ Students will examine the articles contained in the UN Universal Declaration of Human Rights.</li> </ul>  | <b>SE:</b> Human Rights, 893-895; Topic 21 Assessment (18. Describe Changing Roles), 911; Primary Source: Universal Declaration of Human Rights, 959-960   |

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| 10.10b Governments, groups, and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries.   |   |
| <ul style="list-style-type: none"> <li>➤ Students will explore multinational treaties and international court systems that bind countries to adhere to international human rights.</li> </ul>  | <b>SE:</b> Human Rights, 893-895  |
| <ul style="list-style-type: none"> <li>➤ Students will explore international organizations that work to maintain peace, stability, and economic prosperity, and to protect nations and people from oppressive governments and political violence.</li> </ul>                       | <b>SE:</b> Restoring Peace, 809; Changes in NATO, 877-878; Topic 19 Assessment (5. Describe Effects), 811; Human Rights, 893-895  |
| 10.10c Historical and contemporary violations of human rights can be evaluated using the principles and articles established within the UN Universal Declaration of Human Rights.  |   |
| <ul style="list-style-type: none"> <li>➤ Students will examine the atrocities committed under Augusto Pinochet, Deng Xiaoping, and Slobodan Milosevic in light of the principles and articles within the UN Universal Declaration of Human Rights.</li> </ul>                      | <b>SE:</b> Reform and Repression in China, 865-866; Reforms Bring Growth and Challenges, 866-867; U.S.-Latin American Relations, 874-875; War in Yugoslavia, 881-883; Topic 21 Assessment (10. Identify Examples; 17. Identify Examples), 910-911   |
| <ul style="list-style-type: none"> <li>➤ Students will examine and analyze roles of perpetrators and bystanders in human rights violations in Cambodia, Rwanda, and Darfur in light of the principles and articles within the UN Universal Declaration of Human Rights.</li> </ul> | <b>SE:</b> Politically Motivated Mass Murder in Cambodia, 804; Ethnic Conflict and Genocide, 830-832; Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process; 4. Identify Examples; 5. Identify Examples), 848   |
| <ul style="list-style-type: none"> <li>➤ Students will examine the policy of apartheid in South Africa and the growth of the anti-apartheid movements exploring Nelson Mandela's role in these movements and in the post-apartheid period.</li> </ul>                              | <b>SE:</b> The Struggle for Equality in South Africa, 859-860; Topic 21 Assessment (20. Identify Examples), 911; Primary Source: " <i>Glory and Hope</i> ," Nelson Mandela, 962   |
| <ul style="list-style-type: none"> <li>➤ Students will explore efforts to address human rights violations by individuals and groups including the efforts of Mother Teresa, Aung San Suu Kyi and the Mothers of the Plaza de Mayo.</li> </ul>                                      | <b>SE:</b> Suffering and Oppression in Myanmar, 822; India Builds a Modern Economy, 867-868; The Long Road to Democracy in Argentina, 875-876; Human Rights, 893-895; Topic 21 Assessment (8. Describe Major Influences; 12. Identify Examples), 909-910; Primary Source: " <i>Freedom from Fear</i> ," Aung San Suu Kyi; 961 |