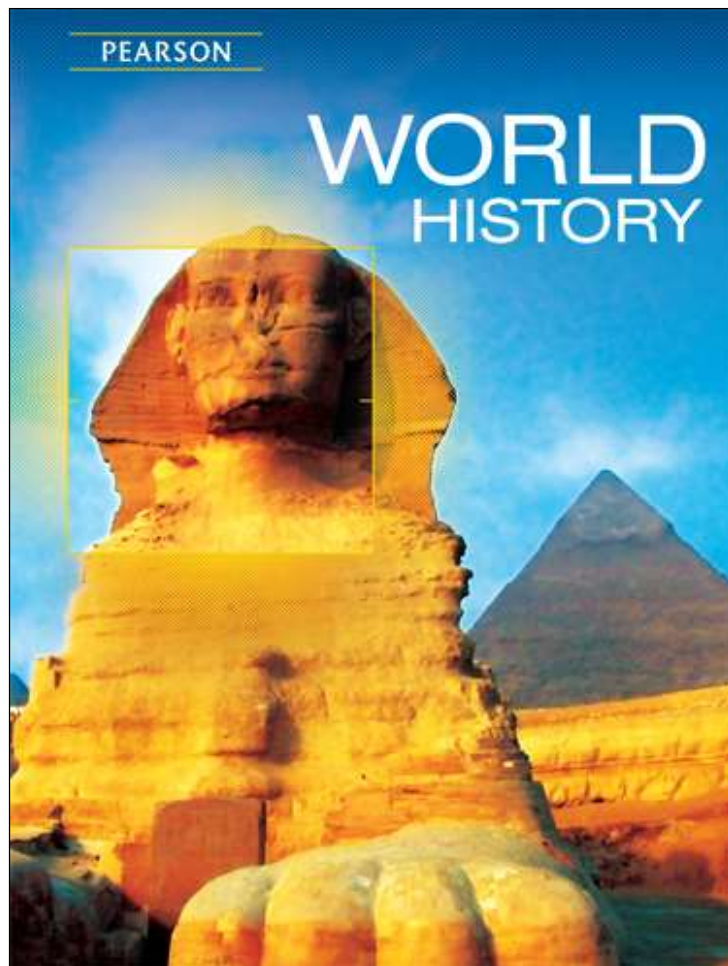


A Correlation of
World History
Survey Edition



to the
Washington Social Studies
Learning Standards
Grades 9-10

A Correlation of World History, Survey Edition, to the Washington Social Studies Learning Standards, Grades 9-10

Introduction

This document demonstrates how **World History, ©2016** meets the Washington Social Studies Learning Standards, Grades 9-10. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The *World History* program invites students to truly experience the scope and impact of history through engaging stories from some of the most compelling and eventful times in the history of our world. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while bringing world history to life. The program is available in print, digital, and blended options.

The **World History** 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 Pearson’s 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
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

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SSS: Social Studies Skills	
The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.	
SSS1.9-12: Uses critical reasoning skills to analyze and evaluate claims.	
SSS1.9-12.1: Critique the precision of a claim about an issue or event.	<p>SE: <i>Students learn to assess how accurately sources represent past ideas and events. For examples see:</i></p> <ul style="list-style-type: none"> Topic 5 Assessment #6, 154 Topic 5 Assessment #9, 154 Topic 6 Assessment #7, 185 Topic 8 Assessment #1, 303 Topic 9 Assessment #4, 346 Topic 10 Assessment #1, 379 Topic 10 Assessment #15, 380 Topic 15 Assessment #5, 641 Topic 15 Assessment #14, 642 Topic 18 Assessment #16, 770 Topic 19 Assessment #3, 807 Topic 20 Assessment #11, 845 Topic 20 Assessment #16, 846 <p>Digital Resource: Topics 5, 8, 9, 14, 17, 19>Civic Discussion 21st Century Skills Tutorials>Consider & Counter Opposing Arguments</p>
SSS1.9-12.2: Critique the use of reasoning, sequencing, and details supporting the claim.	<p>SE: <i>Students learn to assess the importance of ideas and philosophies on the shape of events and the development of cultural traditions. For examples see:</i></p> <ul style="list-style-type: none"> Topic 7 Assessment #12, 252 Topic 10 Assessment #10, 379 Topic 12 Assessment #6, 490 Topic 12 Assessment #9, 491 Topic 12 Assessment #10, 491 Topic 12 Assessment #11, 491

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<p>Continued: SSS1.9-12.2: Critique the use of reasoning, sequencing, and details supporting the claim.</p>	<p>Continued: Topic 12 Assessment #16, 492 Topic 13 Assessment #1, 530 Topic 14 Assessment #14, 588 Topic 15 Assessment #1, 641 Topic 20 Assessment #16, 846</p> <p><i>In addition, every topic's list of assignments/projects ends with an essay in which students use evidence from their reading to analyze and respond to the Essential Question.</i></p> <p>Write About the Essential Question, 23, 58, 98, 123, 155, 186, 255, 306, 349, 382, 425, 496, 536, 592, 646, 678, 738, 774, 812, 849, 911</p> <p>Digital Resource: Topics 2, 3, 6, 11, 12, 13, 15, 20, 21>Document-Based Question</p>
<p>SSS1.9-12.3: Explain points of agreement and disagreement that experts have regarding interpretations of sources.</p>	<p>SE: <i>Students examine the words of historical figures and those who wrote about them in analytical writing assignments. For examples see:</i></p> <p>Topic 5 Assessment #9, 154 Topic 10 Assessment #15, 380 Topic 15 Assessment #5, 641 Topic 15 Assessment #14, 642 Topic 18 Assessment #16, 770 Topic 19 Assessment #3, 807 Topic 20 Assessment #11, 845</p> <p>Digital Resource: Topics 5, 8, 9, 14, 17, 19>Civic Discussion 21st Century Skills Tutorials>Interpret Sources</p>

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<p>SSS1.9-12.4: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p>SE: Topic 5 Assessment #6, 154 Topic 5 Assessment #9, 154 Topic 6 Assessment #7, 185 Topic 8 Assessment #1, 303 Topic 9 Assessment #4, 346 Topic 10 Assessment #1, 379 Topic 10 Assessment #15, 380 Topic 12 Assessment #6, 490 Topic 15 Assessment #5, 641 Topic 15 Assessment #14, 642 Topic 18 Assessment #16, 770 Topic 19 Assessment #3, 807 Topic 20 Assessment #1, 845 Topic 20 Assessment #16, 846</p> <p>Digital Resource: Topics 2, 3, 611, 12, 13, 15, 20, 21>Document–Based Question Topics 1, 4, 7, 10, 18>Project–Based Learning 21st Century Skills Tutorials>Search for Information on the Internet 21st Century Skills Tutorials>Evaluate Web Sites</p>
<p>SSS1.9-12.5: Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses.</p>	<p>SE: <i>Students examine the challenges and problems faced by various societies throughout history using a range of lenses. For examples see:</i> Topic 1 Assessment #14, 23 Topic 1 Assessment #11, 22 Topic 2 Assessment #2, 56 Topic 4 Assessment #12, 123 Topic 12 Assessment #7, 490 Topic 15 Assessment #10, 642 Topic 16 Assessment #14, 674 Topic 19 Assessment #1, 807 Topic 19 Assessment #9, 808 Topic 21 Assessment #9, 905 Topic 21 Assessment #16, 906</p>

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<p>Continued: SSS1.9-12.5: Explain the challenge and opportunities of addressing problems over place and time using disciplinary and interdisciplinary lenses</p>	<p>Continued: 21st Century Skills: Analyze Data and Models, 969-970 21st Century Skills: Compare Viewpoints, 979-980 21st Century Skills: Solve Problems, 985-986</p> <p>Digital Resource: 21st Century Skills Tutorials>Identify Trends 21st Century Skills Tutorials>Analyze Data and Models</p>
<p>SSS2.9-12: Uses inquiry-based research.</p>	
<p>SSS2.9-12.1: Create compelling and supporting questions that focus on an idea, issue, or event.</p>	<p><i>Students use the following assignments to develop and complete open-ended inquiry and questioning projects:</i></p> <p>SE: Topic 6 Assessment #5, 185 Topic 7 Assessment #23, 253</p> <p>TE: Topic Inquiry: Civic Discussion (develop questions and use sources), 114–115, 232–233, 284–285, 496–497, 634–635, 728–729 Topic Inquiry: Document–Based Question (generate questions and use sources), 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p>Digital Resource: Topics 5, 8, 9, 14, 17, 19>Civic Discussion Topics 2, 3, 611, 12, 13, 15, 20, 21>Document–Based Question Topics 1, 4, 7, 10, 18>Project–Based Learning</p>

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<p>SSS2.9-12.2: Evaluate the validity, reliability, and credibility of sources when researching an issue or event.</p>	<p><i>The following assignments have student working with sources and understanding their context and validity:</i></p> <p>SE: Topic 1 Assessment #4, 20 Topic 7 Assessment #23, 253 Topic 13 Assessment #12, 531 Topic 14 Assessment #8, 587</p> <p>Digital Resources: Topic 1>Lesson 1>Flipped Video: Investigating Historical Evidence</p>
<p>SSS2.9-12.3: Determine the kinds of sources and relevant information that are helpful, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>	<p><i>The following assignments can be used as a prompt for a discussion using multiple viewpoints:</i></p> <p>SE: Topic 20 Assessment #2, 844</p> <p>TE: Topic Inquiry: Civic Discussion (develop questions and use sources), 114–115, 232–233, 284–285, 496–497, 634–635, 728–729</p> <p>Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate</p>

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SSS2.9-12.4: Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.	<p><i>Student use the following assignments to answer supporting questions in the context of inquiry-based learning:</i></p> <p>SE: Topic Assessment: Write About the Essential Question, 23, 58, 98, 123, 155, 186, 253, 304, 347, 380, 435, 493, 532, 588, 642, 674, 734, 770, 808, 846, 907</p> <p>TE: Topic Inquiry: Document-Based Questions (generate questions and use sources), 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p>Digital Resources: Topics 2, 3, 6, 11, 12, 13, 15, 20, 21>Document-Based Questions</p>
SSS3.9-12: Deliberates public issues.	
SSS3.9-12.1: Evaluate one’s own viewpoint and the viewpoints of others in the context of a discussion.	<p><i>The following assignments can be used as a prompt for a discussion using multiple viewpoints:</i></p> <p>SE: Topic 20 Assessment #2, 844</p> <p>TE: Topic Inquiry: Civic Discussion (develop questions and use sources), 114–115, 232–233, 284–285, 496–497, 634–635, 728–729</p> <p>Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate</p>

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<p>SSS3.9-12.2: Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, school, or out-of-school civic context.</p>	<p>SE: Topic 20 Assessment #2, 844 Topic 21 Assessment #16, 906 21st Century Skills: Being an Informed Citizen, 987 21st Century Skills: Political Participation, 988 21st Century Skills: Voting, 988–989 21st Century Skills: Serving on a Jury, 989</p> <p>TE only: Topic Inquiry: Civic Discussion (develop questions and use sources), 114–115, 232–233, 284–285, 496–497, 634–635, 728–729</p> <p>Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate>Being an Informed Citizen>Political Participation</p>
<p>SSS3.9-12.3: Use appropriate deliberative processes in multiple settings.</p>	<p>SE: Topic 20 Assessment #2, 844 Topic 21 Assessment #16, 906 21st Century Skills: Being an Informed Citizen, 987 21st Century Skills: Political Participation, 988 21st Century Skills: Voting, 988–989 21st Century Skills: Serving on a Jury, 989</p> <p>TE only: Topic Inquiry: Civic Discussion (develop questions and use sources), 114–115, 232–233, 284–285, 496–497, 634–635, 728–729</p> <p>Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate>Being an Informed Citizen>Political Participation</p>

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<p>SSS3.9-12.4: Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>	<p>SE: Topic 5 Assessment #2, 153 Topic 12 Assessment #17, 492 Topic 13 Assessment #1, 530 Topic 19 Assessment #7, 807 Topic 21 Assessment #18, 907 21st Century Skills: Being an Informed Citizen, 987 21st Century Skills: Political Participation, 988 21st Century Skills: Voting, 988–989 21st Century Skills: Serving on a Jury, 989</p> <p>TE only: Topic Inquiry: Civic Discussion (develop questions and use sources), 114–115, 232–233, 284–285, 496–497, 634–635, 728–729</p> <p>Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate; Being an Informed Citizen; Political Participation</p>
<p>SSS3.9-12.5: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past and its relationship to the present.</p>	<p><i>The following assignments provide opportunities for students to make claims and develop writing to support those claims:</i></p> <p>SE: Topic 6 Assessment #5, 185 Topic 7 Assessment #23, 253 Topic 16 Assessment #17, 674 Topic 18 Assessment #17, 770 Topic 19 Assessment #17, 808 Topic 20 Assessment #17, 846 Topic 21 Assessment #16, 907</p> <p>Digital Resources: 21st Century Skills Tutorials>Evaluate Existing Arguments>Consider and Counter Opposing Arguments</p>

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<p>SSS3.9-12.6: Assess options for individual and collective action to address local, regional, or global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>	<p>SE: Topic 20 Assessment #2, 844 Topic 21 Assessment #16, 906 21st Century Skills: Being an Informed Citizen, 987 21st Century Skills: Political Participation, 988 21st Century Skills: Voting, 988–989 21st Century Skills: Serving on a Jury, 989</p> <p>TE only: Topic Inquiry: Civic Discussion (develop questions and use sources), 114–115, 232–233, 284–285, 496–497, 634–635, 728–729</p> <p>Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate>Being an Informed Citizen>Political Participation</p>
<p>SSS4.9-12: Creates a product that uses social studies content to support a claim and presents the product in an appropriate manner to a meaningful audience.</p>	
<p>SSS4.9-12.1: Evaluate multiple reasons or factors to develop a position paper or presentation.</p>	<p>SE: Topic 7 Assessment #23, 253 Topic 12 Assessment #23, 493 Topic 16 Assessment #17, 674 Topic 18 Assessment #17, 770 Topic 19 Assessment #17, 808 Topic 20 Assessment #17, 846 Topic 21 Assessment #16, 907</p> <p>Digital Resources: 21st Century Skills Tutorials>Give an Effective Presentation</p>

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<p>SSS4.9-12.2: Construct arguments using precise and knowledgeable claims, with evidence from multiple and reliable sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<p><i>The following assignments provide opportunities for students to make claims and develop writing to support those claims:</i></p> <p>SE:</p> <p>Topic 16 Assessment #17, 674 Topic 18 Assessment #17, 770 Topic 19 Assessment #17, 808 Topic 20 Assessment #17, 846 Topic 21 Assessment #16, 907</p> <p>Digital Resources:</p> <p>21st Century Skills Tutorials>Evaluate Existing Arguments>Consider and Counter Opposing Arguments</p>
<p>SSS4.9-12.3: Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom, using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<p>SE:</p> <p>Topic 6 Assessment #5, 185 Topic 7 Assessment #23, 253 Topic 12 Assessment #23, 493</p> <p>Digital Resources:</p> <p>21st Century Skills Tutorials>Give an Effective Presentation</p>

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<p>SSS4.9-12.4: Create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation.</p>	<p><i>The following projects involve gathering sources and research:</i></p> <p>SE:</p> <p>Topic 1 Assessment #4, 20 Topic 2 Assessment #17, 58 Topic 6 Assessment #5, 185 Topic 7 Assessment #23, 253</p> <p>Also see the following assignments provide opportunities for students to make claims and develop writing to support those claims: Write About the Essential Question, 674, 770, 808, 846, 846, 907</p> <p>TE:</p> <p>Topic Inquiry: Document–Based Question (generate questions and use sources), 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p>Topic Inquiry: Project–Based Learning (collect source material), 4–5, 90–91, 176–177, 328–329, 604–605, 696–697</p> <p>Digital Resources:</p> <p>Topics 2, 3, 611, 12, 13, 15, 20, 21>Document–Based Question</p> <p>Topics 1, 4, 7, 10, 18>Project–Based Learning</p> <p>21st Century Skills Tutorials>Analyze Primary and Secondary Sources</p>

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C: Civics	
The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, state, national, tribal, and international issues, and to demonstrate thoughtful, participatory citizenship.	
C2.9-10: Understands the purposes, organization, and function of governments, laws, and political systems.	
C2.9-10.1: Explain how citizens and institutions address social and political problems at the local, state, tribal, national, and international level.	<p>SE:</p> <p>The Struggle for Equality in South Africa, 855-856 Reform and Repression in China and India, 861-862 Social Reform in India, 864-865 Latin American Nations Move Toward Democracy, 866-872 Shifts in Global Power, 875-876 The Former Soviet Republics, 876-877 War in Yugoslavia, 877-879 Human Rights, 889-891 Terrorism and International Security, 894-899 Topic 21 Assessment #5-7, #12-15, #17, #20; 907</p> <p>Digital Resource:</p> <p>Topic 21>Lesson 1>Flipped Video: Causes of Poverty Topic 21>Lesson 5>Interactive Timeline: War in Bosnia Topic 21>Lesson 7>Flipped Video: Protecting Human Rights</p>

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<p>C2.9-10.2: Explain the origins, functions, and structure of government.</p>	<p>SE: Hammurabi's Code, 33 Government, 86 Legalism Establishes Harsh Rule, 90 Inca Government, 112-113 Types of Government Evolve, 132 Democracy Evolves in Athens, 134-136 The Early Roman Republic, 158-160 Comparing Structures of Government, 167 Feudal Monarchs Begin to Centralize Power, 221-222 English Kings Expand Their Power, 222-223 Developing New Traditions of Government, 223-224 Government, 323 Absolute Monarchy in Spain and France, 426-434 Triumph of Parliament in England, 444-451 Socialist Thought Emerges, 510-511 Marx and the Origins of Communism, 511-512</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 4 Assessment #13, 123 Topic 5 Assessment #12, 154 Topic 6 Assessment #1, 185 Topic 6 Assessment #8, 185</p> <p>Digital Resource: Topic 5>Lesson 2>Interactive Chart: Forms of Government Topic 7>Lesson 5>Flipped Video: The Magna Carta Topic 12>Lesson 3>Interactive Timeline: England Divided - The Monarchy and Parliament Fight for Power</p>

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C3.9-10: Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.	
C3.9-10.1: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.	<p>SE:</p> <p>Athenian Justice, 140 Roman Law Unites the Empire, 177 Islamic Law, 259 England’s Constitutional Government Evolves, 450-451 The United States Constitution, 463-465 The Constitution of 1791, 473 The Monroe Doctrine of 1823, 636-637 European Powers Form Alliances, 646-647 Making the Peace, 664-665 The Effects of Peace Settlements, 665-666 The United Nations is Formed, 767-768 New Alliances, 776</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i></p> <p>Topic 5 Assessment #7, 154 Topic 5 Assessment #6, 154 Topic 12 Assessment #3, 490 Topic 16 Assessment #3, 673</p> <p>Digital Resource:</p> <p>Topic 6>Lesson 3>Interactive Chart: The Influence of Roman Laws Topic 12>Lesson 5>Interactive Chart: Checks and Balances Topic 16>Lesson 3>Flipped Video: Conflicting Goals for Peace</p>

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<p>C3.9-10.2: Analyze relationships among governments, civil societies, and economic markets.</p>	<p>SE:</p> <p>Feudalism and the Manor Economy, 198-202 A New Middle Class, 214-216 A Commercial Revolution, 418-420 Mercantilism, 420-421 New Economic Ideas, 456 France’s Economic Crisis, 468-469 The Rise of New Social Classes, 505-506 Laissez-Faire Economics, 508-509 The Rise of Big Business, 515-516 Economic and Social Reforms, 564-565 The Economics of Latin America’s Dependence, 635-636 Economic and Social Reforms, 679-681 Economics in the Postwar Era, 709 The Great Depression, 709-711 Recovery and Depression, 726 Postwar Prosperity in the United States, 783-784 The Japanese Economic Miracle, 789-790 India Builds a Modern Economy, 863-864 Developing a Market Economy, 863 Growth of the European Union, 874 Analyze Graphs: Economic Transition in Post-Soviet Russia, 875</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i></p> <p>Topic 13 Assessment #16, 532 Topic 17 Assessment #6, 731 Topic 21 Assessment #11, 906</p> <p>Digital Resource:</p> <p>Topic 11>Lesson 6>Interactive Chart: Economic Concepts Topic 17>Lesson 5>Flipped Video: The Great Depression Topic 21>Lesson 5>Interactive Gallery: Evolution of the European Union</p>

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C4.9-10: Understands civic involvement.	
C4.9-10.1: Use appropriate deliberative processes in multiple settings.	<p>SE: Topic 20 Assessment #2, 844 Topic 21 Assessment #16, 906 21st Century Skills: Being an Informed Citizen, 987 21st Century Skills: Political Participation, 988 21st Century Skills: Voting, 988–989 21st Century Skills: Serving on a Jury, 989</p> <p>TE only: Topic Inquiry: Civic Discussion (develop questions and use sources), 114–115, 232–233, 284–285, 496–497, 634–635, 728–729</p> <p>Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate>Being an Informed Citizen>Political Participation</p>
C4.9-10.2: Analyze how governments throughout history have or have not valued individual rights over the common good.	<p>SE: Hammurabi’s Code, 33 Legalism Establishes Harsh Rule, 90 Democracy Evolves in Athens, 134-136 Direct Democracy, 139 Plebeians Demand Equality, 160 English Kings Expand Their Power, 222-223 Developing New Traditions of Government, 223-224 Forced Labor: The Encomienda System, 402-403 The Slave Trade and Its Impact on Africa, 411-416 English Bill of Rights, 449 Hobbes and Lockes on the Role of Government, 453 A Revolutionary Revolution, 479 Democratic Reforms in Britain, 561-568 Expanding Democracy, 575-576 Emancipation and Stirrings of Revolution, 583-584 Direct and Indirect Rule, 595 African Resistance, 603-604</p>

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
<p>Continued: C4.9-10.2: Analyze how governments throughout history have or have not valued individual rights over the common good.</p>	<p>Continued: Self-Rule in Australia, 630 Causes of the February Revolution, 667-668 Characteristics of Fascism, 715-716 Control Through Terror, 719-720 Stalin Builds a Totalitarian State, 720-722 Authoritarian Rule in Eastern Europe, 729-730 The Struggle for Equality in South Africa, 855-856 Human Rights, 889-891</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 5 Assessment #5, 153 Topic 6 Assessment #3, 185 Topic 12 Assessment #22, 493</p> <p>Digital Resource: Topic 12>Lesson 3>Interactive Gallery: Protections of the English Bill of Rights Topic 21>Lesson 2>Interactive Timeline: The Struggle Against Apartheid</p>
<p>C4.9-10.3: Describe the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>	<p>SE: Citizens Share Power and Wealth, 135 Pericles' Funeral Oration, 140 Philosophers and the Pursuit of Wisdom, 142-144 Conveying Ideals in Architecture and Art, 144-145 Roman Education, 161 Renaissance Humanism, 351 Northern Renaissance Humanists and Writers, 358-360 The Philosophes, 454-455 The Struggle for Women's Rights, 521-522 The Rise of Public Education, 522-523 Gandhi's Philosophy of Disobedience, 693-694 The Civil Rights Movement, 785 Women Work to Improve Their Lives, 865 The Rights and Protection of Children, 890-891</p>

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**A Correlation of World History, Survey Edition, to the
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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
<p>Continued: C4.9-10.3: Describe the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>	<p>Continued: <i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 6 Assessment #6, 185 Topic 10 Assessment #7, 379 Topic 21 Assessment #18, 907</p> <p>Digital Resource: Topic 5>Lesson 2>Interactive Gallery: Athenian Democracy Topic 6>Lesson 1>Interactive Gallery: The Roman Cursus Honorum Topic 17>Lesson 3> Flipped Video: Gandhi's Nonviolent Action and Civil Disobedience</p>
<p>C4.9-10.4: Explain how social and political problems are addressed at the local, regional, state, tribal, national, and international level.</p>	<p>SE: Discontent Drives Change, 134 Augustus Reforms Government, 166-167 Influence of the Glorious Revolution, 450 The Working Class Wins New Rights, 518-519 Revolutions Sweep Europe, 536-544 Latin American Nations Win Independence, 545-549 The Unification of Germany, 550-556 The Unification of Italy, 557-560 Democratic Reforms in Britain, 561-568 Divisions and Democracy in France, 569-573 Increasing Discontent, 611 Political Problems Linger, 632-633 Mexico's Search for Stability, 633-635 India's Struggle for Independence Begins, 691-692 The Great Society, 786 A Variety of New Governments, 822-823 A Two-State Solution, 840 The Struggle for Equality in South Africa, 855-856 Effects of Urbanization, 858 Reforms Bring Growth and Challenges, 862-863 Social Reform in India, 864-865</p>

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
<p>Continued: C4.9-10.4: Explain how social and political problems are addressed at the local, regional, state, tribal, national, and international level.</p>	<p>Continued: <i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 15 Assessment #6, 641 Topic 20 Assessment #14, 846 Topic 21 Assessment #8, 905</p> <p>Digital Resource: Topic 6>Lesson 2>Flipped Video: From Republic to Empire Topic 12>Lesson 7>Interactive Timeline: The French Revolution Enters a More Radical Phase Topic 21>Lesson 2>Interactive Timeline: The Struggle Against Apartheid</p>

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
E: Economics	
The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.	
E1.9-10: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.	
<p>E1.9-10.1: Analyze how the costs and benefits of economic choices have shaped events in the world in the past and present.</p>	<p>SE: Persia’s Economy (barter), 37 Minoans Prosper From Trade, 126-127 Economic Causes (fall of Rome), 171-172 Ottomans Control Trade, 277 Land Reform, 315 Economic Revival (resources and industries), 324-325 The Qing Limit Foreign Traders, 394-395 Regulation of Trade, 402 Mercantilism, 420-421 Why Did the Industrial Revolution Start in Britain?, 499-500 Laissez-Faire Economics, 508-509 Imperialism: Need for Resources Drives Further Expansion, 593 European Nations Scramble for Colonies, 601–603 The Great Depression, 709-711 Africa: Cooperation Furthers Development, 857 Developing a Market Economy, 863 Global Organizations and Trade Agreements, 883–884</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 13 Assessment #6, 530 Topic 19 Assessment #1, 807 Topic 21 Assessment #21, 907</p> <p>Digital Resource: Topic 11>Lesson 2>Flipped Video: European Traders in Asia Topic 13>Lesson 1>Interactive Gallery: The Industrial Revolution and the Textile Industry</p>

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
<p>E1.9-10.2: Analyze how choices made by individuals, firms, or governments are constrained by the resources to which they have access.</p>	<p>SE: Dramatic Change with the Neolithic Revolution, 11-13 Geography Shapes Egypt, 46-47 Masters of Metalwork and Weaving, 113-114 Trade by Sea Brings Wealth, 128 A Growing Demand for Goods, 218 Agriculture Flourishes, 271 Nubian Trade and Iron, 283 Economic Revival (resources and industries), 324-325 Forced Labor: The Encomienda System, 402-403 A New Agricultural Revolution, 497-498 Imperialism: Need for Resources Drives Further Expansion, 593 European Nations Scramble for Colonies, 601–603 Economic Interest in China (trade surplus, trade deficit), 615-616 Forced Collectivization in Agriculture Causes Misery, 718-719 The Importance of Oil in the Middle East, 834–835 Promoting Industry and Agriculture, 866–867</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 4 Assessment #1, 121 Topic 8 Assessment #16, 304 Topic 11 Assessment #15, 423</p> <p>Digital Resource: Topic 1>Lesson 3>Interactive Chart: The Rise of River Valley Civilizations Topic 8>Lesson 6>Flipped Video: Salt for Gold and Gold for Salt</p>

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
E2.9-10: Understands how economic systems function.	
E2.9-10.1: Explain how a variety of economies have shaped the production, distribution, and consumption of goods, services, and resources around the world in the past or present.	<p>SE:</p> <ul style="list-style-type: none"> Job Specialization, 16 Public Works, 17 Feudalism and the Manor Economy, 198-202 Economic Changes (capital, money), 213-214 Land Reform, 315 Economic Revival (resources and industries), 324-325 An Ordered Society, 317-318 The Qing Limit Foreign Traders, 394-395 Royal Power and Economic Growth, 407 A Commercial Revolution, 418-420 Mercantilism, 420-421 Coal, Steam, and the Energy Revolution, 498-499 Why Did the Industrial Revolution Start in Britain?, 499-500 Textile Industry Initiates Industrialization, 500–501 A Revolution in Transportation, 501–502 Benefits of the Industrial Revolution, 507–508 Laissez-Faire Economics, 508-509 Economic Nationalism, 681-682 Forced Collectivization in Agriculture Causes Misery, 718-719 India Builds a Modern Economy, 863-864 <p><i>For examples of applicable Topic Assessment assignments, see the following:</i></p> <ul style="list-style-type: none"> Topic 4 Assessment #1, 121 Topic 13 Assessment #12, 531 Topic 16 Assessment #14, 674 <p>Digital Resource:</p> <ul style="list-style-type: none"> Topic 7>Lesson 2>Interactive Chart: The Medieval Manorial System Topic 13>Lesson 2>Interactive Chart: Comparing Economic Systems

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
<p>E2.9-10.2: Describe the effects of specialization, availability of resources, and technology on a variety of economies.</p>	<p>SE: Job Specialization, 16 Geography Shapes Egypt, 46-47 Masters of Metalwork and Weaving, 113-114 Trade by Sea Brings Wealth, 128 Science and Engineering, 176 A Growing Demand for Goods, 218 High Demand for Manufactured Goods, 270 Nubian Trade and Iron, 283 Economic Revival (resources and industries), 324-325 Trade Grows Across the Sahara (resources and commodities), 286-287 A Commercial Revolution, 418-420 New Ways of Working Change Life, 496-497 A New Agricultural Revolution, 497-498 Coal, Steam, and the Energy Revolution, 498-499 Textile Industry Initiates Industrialization, 500–501 Science and Technology Change Industry, 513–514 Japan: Rapid Industrialization, 622 Industrial Policy Yields Mixed Results, 718 The Japanese Economic Miracle, 789-790 India Builds a Modern Economy, 863-864 The Computer Revolution, 902</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 1 Assessment #7, 21 Topic 15 Assessment #13, 642 Topic 21 Assessment #9, 905</p> <p>Digital Resource: Topic 6>Lesson 3>Interactive Gallery: Science and Technology in Ancient Rome Topic 9>Lesson 2>Interactive Gallery: Technology in the Tang and Song Dynasties</p>

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
<p>E2.9-10.3: Analyze how and why countries have specialized in the production of particular goods and services in the past or present.</p>	<p>SE: Job Specialization, 16 Persia’s Economy (barter), 37 Masters of Metalwork and Weaving, 113-114 Science and Engineering, 176 A Growing Demand for Goods, 218 High Demand for Manufactured Goods, 270 Nubian Trade and Iron, 283 Economic Revival (resources and industries), 324-325 A Commercial Revolution, 418-420 Coal, Steam, and the Energy Revolution, 498-499 Why Did the Industrial Revolution Start in Britain?, 499-500 Textile Industry Initiates Industrialization, 500–501 Economic Changes (providing materials), 596 Analyze Charts: Investment in Meiji Japan, 623 The Japanese Economic Miracle, 789-790 Global Interdependence, 881–883</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 10 Assessment #4, 379 Topic 17 Assessment #6, 731 Topic 21 Assessment #21, 907</p> <p>Digital Resource: Topic 7>Lesson 2>Interactive Chart: The Medieval Manorial System Topic 13>Lesson 2>Interactive Chart: Comparing Economic Systems Topic 19>Lesson 2>Flipped Video: Japan Transforms</p>

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
<p>E2.9-10.4: Analyze the relationship between the distribution of income and the allocation of resources in a variety of economies.</p>	<p>SE: Persia’s Economy (barter), 37 Minoans Prosper From Trade, 126-127 Feudalism and the Manor Economy, 198-202 A New Middle Class, 214-216 Economic Revival (resources and industries), 324-325 An Ordered Society, 317-318 Peace and Prosperity Spread, 394 Royal Power and Economic Growth, 407 New Economic Ideas, 456 France’s Economic Crisis, 468-469 The Rise of New Social Classes, 505-506 Benefits of the Industrial Revolution, 507–508 Laissez-Faire Economics, 508-509 The Rise of Big Business, 515-516 Some Effects of the British Raj, 613 The Economics of Latin America’s Dependence, 635-636 Economic Nationalism, 681-682 Forced Collectivization in Agriculture Causes Misery, 718-719 Recovery and Depression, 726 Development Brings Social Change, 853-854 Reforms Bring Growth and Challenges, 862-863 The Income Gap, 867 Poverty Challenges Latin America, 866-868</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 13 Assessment #2, 530 Topic 14 Assessment #15, 588 Topic 20 Assessment #2, 844</p> <p>Digital Resource: Topic 12>Lesson 6>Interactive Cartoon: Characteristics of the Three Estates Topic 21>Lesson 4>Interactive Map: Economic Activities in Latin America</p>

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
E3.9-10: Understands the government's role in the economy.	
E3.9-10.1: Analyze the costs and benefits of government trade policies from around the world in the past and present.	<p>SE:</p> <p>The Qing Limit Foreign Traders, 394-395 Regulation of Trade, 402 Mercantilism, 420-421 Some Effects of the British Raj, 613 Economic Interest in China (trade surplus, trade deficit), 615-616 The Economics of Latin America's Dependence, 635-636 Economic Nationalism, 681-682 The Japanese Economic Miracle, 789-790 OPEC, 834 Promoting Industry and Agriculture, 866–867 Growth of the European Union, 874 Global Organizations and Trade Agreements, 883–884</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i></p> <p>Topic 11 Assessment #10, 422 Topic 14 Assessment #14, 588 Topic 21 Assessment #3, 905</p> <p>Digital Resource:</p> <p>Topic 15>Lesson 5>Interactive Map: Imperialist Spheres of Influence in China Topic 21>Lesson 6>Flipped Video: Global Trade Organizations and Treaties</p>

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
<p>E3.9-10.2: Explain the role of government in advancing technology and investing in capital goods and human capital to increase economic growth and standards of living.</p>	<p>SE: Science and Engineering, 176 A Growing Demand for Goods, 218 Spreading Products and Ideas, 270 Muslim Centers of Learning, 273 Advances in Science and Technology, 317 Economic Revival (resources and industries), 324-325 Peace and Prosperity Spread, 394 A Favorite Climate for Business, 500 The Rise of Big Business, 515-516 The Rise of Public Education, 522-523 Promoting Economic Growth, 553 Self-Strengthening Movement, 617 Japan: Rapid Industrialization, 622 Analyze Charts: Investment in Meiji Japan, 623 Reform Efforts, 608 Japan: Rapid Industrialization, 622 Westernization of Turkey, 687 A Wider Role for Government, 784 West Germany’s Economic Miracle, 786-787 Moving Toward Modernization, 851-852 A New Approach to the Chinese Economy, 861-862 Promoting Industry and Agriculture, 866–867 The Computer Revolution, 902</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 13 Assessment #3, 530 Topic 21 Assessment #9, 905 Topic 21 Assessment #18, 907</p> <p>Digital Resource: Topic 13>Lesson 2>Interactive Chart: Comparing Economic Systems Topic 21>Lesson 3>Flipped Video: Economic Reform and Authoritarian Rule in China</p>

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
E4.9-10: Understands the economic issues and problems that all societies face.	
E4.9-10.1: Evaluate how people across the world have addressed issues involved with the distribution of resources and sustainability.	<p>SE: Laissez-Faire Economics, 508-509 Some Effects of the British Raj, 613 Forced Collectivization in Agriculture Causes Misery, 718-719 Challenges of Development, 850–854 African Nations Face Economic Choices, 857-858 Promoting Industry and Agriculture, 866–867 Development and the Environment, 891–893</p> <p>TE only: Topic Inquiry: Document–Based Question: Comparing Developed and Developing Countries, 796–797</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 21 Assessment #2, 905 Topic 21 Assessment #8, 905</p> <p>Digital Resources: Topic 21>Lesson 2>Interactive Gallery: Environmental Challenges in Africa Topic 21>Lesson 7>Interactive Map: Global Environmental Challenges</p>

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<p>E4.9-10.2: Analyze why specialization is used to help countries increase their overall economy, contribute to globalization, or solve economic challenges.</p>	<p>SE: Job Specialization, 16 Persia’s Economy (barter), 37 Masters of Metalwork and Weaving, 113-114 Science and Engineering, 176 A Growing Demand for Goods, 218 High Demand for Manufactured Goods, 270 Nubian Trade and Iron, 283 Economic Revival (resources and industries), 324-325 A Commercial Revolution, 418-420 Coal, Steam, and the Energy Revolution, 498-499 Why Did the Industrial Revolution Start in Britain?, 499-500 Textile Industry Initiates Industrialization, 500–501 Economic Changes (providing materials), 596 Analyze Charts: Investment in Meiji Japan, 623 The Japanese Economic Miracle, 789-790 Global Interdependence, 881–883</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 8 Assessment #1, 303 Topic 10 Assessment #4, 379 Topic 13 Assessment #11, 531</p> <p>Digital Resource: Topic 19>Lesson 2>Interactive Chart: Free Market Economy v. Command Economy Topic 21>Lesson 6>Interactive Gallery: Smart Phones - American Made?</p>

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G: Geography	
The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement, and demonstrating knowledge of how geographic features and human cultures impact environment.	
G1.9-10: Understands the physical characteristics, cultural significance, and location of places, regions, and spatial patterns on the Earth's surface.	
G1.9-10.1: Define the characteristics of each of the major world regions.	<p>SE:</p> <p>River Valley Civilizations, 14–15 Civilizations Arise in the Fertile Crescent, 26-28 Geography Shapes Egypt, 46–47 Geography of the Indian Subcontinent, 62–63 Geography Influences Chinese Civilization, 81–82 Civilizations of the Americas, 102-110 Distinct Cultures Develop in Different Geographic Regions, 119-120 Greece: Landscape Forms Political Borders, 131–132 The Geography of Africa, 281-282 Kingdoms of West Africa, 286-291 Trading States of East Africa, 292-297 The Renaissance in Northern Europe, 357-361 Southeast Asia and the Pacific, 626-631 Nationalism and Conflict in the Middle East, 688-690 Eastern Europe Transformed, 803-805 The Importance of Oil in the Middle East, 834–835 A New Europe, 873-875 South Caucasus Region, 877</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i></p> <p>Topic 11 Assessment #1, 422 Topic 12 Assessment #1, 490 Topic 21 Assessment #1, 905</p>

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<p>Continued: G1.9-10.1: Define the characteristics of each of the major world regions.</p>	<p>Continued: Digital Resource: Topic 1>Lesson 3>Interactive Chart: The Rise of River Valley Civilizations Topic 3>Lesson 1>Interactive Map: Early Civilizations in South Asia Topic 8>Lesson 5>Interactive Map: Africa's Vegetation Regions</p>
<p>G1.9-10.2: Explain the causes and effects of voluntary and involuntary migration in the world.</p>	<p>SE: Analyze Maps: Migrations of Homo Sapiens, 8 Analyze Maps: Phoenician Colonies and Trade Routes, 38 Migrations Increase Diversity, 248-249 Analyze Maps: Spread of Islam, 263 Analyze Maps: Decline of the Muslim Empire, 267 Migration of People and Ideas, 282-283 The Atlantic Slave Trade, 413-414, 415 Impact of the Slave Trade, 414-416 Territorial Expansion, 460-461 Industry Causes Urban Growth, 504-505 The United States Expands, 574-575 European Nations Scramble for Colonies, 601–603 People Search for a Better Life, 888</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 3 Assessment #8, 97 Topic 17 Assessment #2, 731 Topic 20 Assessment #8, 845</p> <p>Digital Resource: Topic 1>Lesson 1>Interactive Map: Migrations of Homo Sapiens Topic 7>Lesson 8>Interactive Map: Jewish Migrations and Expulsions, 500-1650 Topic 21>Lesson 1>Interactive Map: Global Population Growth</p>

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
<p>G1.9-10.3: Create maps that employ geospatial and related technologies to display and explain the spatial patterns of culture and environment.</p>	<p>SE: Create Charts and Maps, 971-972 Topic 4 Assessment (7. Create and Interpret Thematic Maps), 122 Also see: Analyze Maps (examples), 8, 41, 170, 267, 343, 476, 581, 697, 777, 874 Topic 5 Assessment #1, 153</p> <p>Digital Resource: 21st Century Skills Tutorials>Create Charts and Maps</p>
<p>G1.9-10.4: Explain relationships between the locations of places and regions, and their political, cultural, and economic dynamics, using maps, satellite images, photographs, and other representations.</p>	<p>SE: Analyze Maps (examples): Sumer and the Fertile Crescent, 27 Phoenician Colonies and Trade Routes, 38 Cities of the Mayan Realm, 105 Jewish Migrations and Expulsions 500–1650, 249 Decline of the Muslim Empire, 267 Spanish and Portuguese Colonies in the Americas, About 1700, 401 Centers of Industry, 1871, 502 Analyze Visuals, 213 Analyze Charts (examples): Tulipmania Price Bubble, 419 The Cycle of Economic Dependence in Latin America, 636</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 1 Assessment #6, 21 Topic 5 Assessment #14, 155 Topic 12 Assessment #13, 492</p> <p>Digital Resource: 21st Century Skills Tutorials> Read Political Maps 21st Century Skills Tutorials> Read Special-Purpose Maps 21st Century Skills Tutorials>Analyze Images</p>

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G2.9-10: Understands human interaction with the environment.	
G2.9-10.1: Analyze human interaction with the environment across the world in the past or present.	<p>SE:</p> <p>Dramatic Change with the Neolithic Revolution, 11-13</p> <p>Geography Shapes Egypt, 46-47</p> <p>Farming Begins, 103</p> <p>Terraced Farming, 113</p> <p>Agriculture Flourishes, 271</p> <p>Resources and Trade (Africa and natural resources), 282</p> <p>Nubian Trade and Iron, 283</p> <p>Land Reform, 315</p> <p>Economic Revival (resources and industries), 324-325</p> <p>A New Agricultural Revolution, 497-498</p> <p>Imperialism: Need for Resources Drives Further Expansion, 593</p> <p>Forced Collectivization in Agriculture Causes Misery, 718-719</p> <p>The Importance of Oil in the Middle East, 834–835</p> <p>The Green Revolution, 852</p> <p>Promoting Industry and Agriculture, 866–867</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i></p> <p>Topic 1 Assessment #11, 22</p> <p>Topic 1 Assessment #11, 22</p> <p>Topic 13 Assessment #15, 532</p> <p>Digital Resources:</p> <p>Topic 21>Lesson 2>Interactive Gallery: Environmental Challenges in Africa</p> <p>Topic 21>Lesson 7>Interactive Map: Global Environmental Challenges</p>

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Washington Social Studies Learning Standards Grades 9-10	World History Survey Edition
<p>G2.9-10.2: Explain how humans modify the environment with technology.</p>	<p>SE: Farming Begins a New Stone Age, 10-11 Public Works, 17 Terraced Farming, 113 Science and Engineering, 176 Masters of Metalwork and Weaving, 113-114 Nubian Trade and Iron, 283 A New Agricultural Revolution, 497-498 Coal, Steam, and the Energy Revolution, 498-499 Textile Industry Initiates Industrialization, 500–501 A Revolution in Transportation, 501–502 Advances in Transportation and Communication, 514-515 Japan: Rapid Industrialization, 622 Analyze Charts: Investment in Meiji Japan, 623 Industrial Policy Yields Mixed Results, 718 The Importance of Oil in the Middle East, 834–835 Promoting Industry and Agriculture, 866–867 Development and the Environment, 891-893</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 13 Assessment #6, 530 Topic 13 Assessment #11, 531 Topic 21 Assessment #2, 905</p> <p>Digital Resource: Topic 6>Lesson 3>Interactive Gallery: Science and Technology in Ancient Rome Topic 13>Lesson 1>Interactive Map: Advances in Transportation in England, 1800s</p>

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<p>G2.9-10.3: Explain that the environment is modified through agriculture, industry, settlement, lifestyles, and other forms of activity.</p>	<p>SE: Civilizations Arise in the Fertile Crescent, 26-28 Civilizations of the Americas, 102-110 Science and Engineering, 176 Nubian Trade and Iron, 283 Kingdoms of West Africa, 286-291 Trading States of East Africa, 292-297 Economic Revival (resources and industries), 324-325 The Columbian Exchange, 417-418 A New Agricultural Revolution, 497-498 Coal, Steam, and the Energy Revolution, 498-499 A Revolution in Transportation, 501–502 Science and Technology Change Industry, 513–514 The Panama Canal, 637-638 The Importance of Oil in the Middle East, 834–835 The Green Revolution, 852 Environment Concerns, 858-859 Drought and Desertification, 859 Promoting Industry and Agriculture, 866–867</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 1 Assessment #11, 22 Topic 3 Assessment #1, 96 Topic 13 Assessment #15, 532</p> <p>Digital Resources: Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent Topic 8>Lesson 6>Interactive Gallery: Artifacts from West Africa's Great Kingdoms</p>

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G2.9-10.4: Explain that humans cope with and adapt to environmental conditions.	<p>SE: River Valley Civilizations, 14–15 Geography Shapes Egypt, 46–47 Geography of the Indian Subcontinent, 62–63 Geography Influences Chinese Civilization, 81–82 Terraced Farming, 113 The Geography of Africa, 281-282 The Pacific Ring of Fire, 333 The Columbian Exchange, 417-418 Bangladesh Struggles, 816-817 A Geographically Diverse Continent, 821-822 Environmental Concerns, 858-859 Drought and Desertification, 859</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 1 Assessment #14, 23 Topic 9 Assessment #11, 347</p> <p>Digital Resource: Topic 1>Lesson 3>Interactive Map: River Valley Civilizations Topic 21>Lesson 2>Interactive Gallery: Environmental Challenges in Africa</p>
G3.9-10: Understands the geographic context of global issues and events.	
G3.9-10.1: Define how the geography of expansion and encounter have shaped global politics and economics in history.	<p>SE: Greek Wars with Persia, 138–139 Empire Building Through Conquest, 163-165 Charlemagne Builds an Empire, 195-196 New Invasions Pound Europe, 196-197 The Crusades, 216–218 A Muslim Empire, 261-268 Mongols Build an Empire, 321-322 Kingdoms and Empires, 343-344 Portugal Builds an Empire in Asia, 390-391 European Colonies in North America, 406-410 Impact of the Slave Trade, 414-416 Western Imperialism Spreads Rapidly, 593-594</p>

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<p>Continued: G3.9-10.1: Define how the geography of expansion and encounter have shaped global politics and economics in history.</p>	<p>Continued: Independence and Partition in South Asia, 812–813 The Founding of Israel, 830–831</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 7 Assessment #7, 251 Topic 8 Assessment #5, 303 Topic 20 Assessment #6, 844</p> <p>Digital Resource: Topic 8>Lesson 2>Interactive Map: Spread of Islam Topic 11>Lesson 4>Interactive Map: European Colonization of North America, about 1700</p>
<p>G3.9-10.2: Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>	<p>SE: Cultural Diffusion, 18 Cultures Blend, 150 Christianity Spreads, 181–182 A Blending of Cultures, 191 Migrations Increase Diversity, 248-249 Analyze Maps: Spread of Islam, 263 Analyze Maps: Decline of the Muslim Empire, 267 Diffusion of Learning, 269 Migration of People and Ideas, 282-283 Indian Culture Spreads, 342–343 Spread of Enlightenment Ideas, 456–457 Industry Causes Urban Growth, 504-505 The United States Expands, 574-575 European Nations Scramble for Colonies, 601–603 People Search for a Better Life, 888</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 3 Assessment #8, 97 Topic 3 Assessment #16, 98 Topic 8 Assessment #12, 304</p>

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<p>Continued: G3.9-10.2: Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>	<p>Continued: Digital Resource: Topic 6>Lesson 4>Interactive Map: The Spread of Christianity Topic 10>Lesson 2>Flipped Video: The Printing Revolution</p>
<p>G3.9-10.3: Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p>	<p>SE: Benefits of Nile Flooding, 46 Life-Giving Monsoons, 63 The “River of Sorrows,” 82 The Pacific Ring of Fire, 333 Bangladesh Struggles, 816-817 Environmental Concerns, 858-859 Drought and Desertification, 859 Development and the Environment, 891-893</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 1 Assessment #14, 23 Topic 9 Assessment #11, 347</p> <p>Digital Resource: Topic 1>Lesson 3>Interactive Map: River Valley Civilizations Topic 21>Lesson 2>Interactive Gallery: Environmental Challenges in Africa</p>

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H: History	
The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington state, tribal, United States, and world history in order to evaluate how history shapes the present and future.	
H1.9-10: Understands historical chronology.	
H1.9-10.1: Analyze change and continuity within a historical time period.	<p><i>This standard is addressed throughout the program. For examples, see the following:</i></p> <p>SE:</p> <p>Two Major Belief Systems Take Root, 85–87 Trade Expands and Towns Grow, 212–213 Many Cultures and Patterns of Life, 298-299 The Scientific Revolution, 374–378 England’s Constitutional Government Evolves, 450–451 Social, Economic and Political Changes, 503 Economic and Social Reforms, 564–565 Reforms Bring Growth and Challenges, 862–863</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i></p> <p>Topic 1 Assessment #5, 20 Topic 2 Assessment #8, 56 Topic 7 Assessment #7, 251 Topic 8 Assessment #11, 304 Topic 9 Assessment #7, 346 Topic 10 Assessment #11, 379 Topic 13 Assessment #6, 530 Topic 14 Assessment #1, 587</p> <p>Digital Resource:</p> <p>Topic 10>Lesson 5>Interactive Gallery: Changing Views of the Universe Topic 14>Lesson 5>Flipped Video: Reforming for Democracy</p>

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<p>H1.9-10.2: Assess how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p>	<p><i>This standard is addressed throughout the program. For examples, see the following:</i></p> <p>SE:</p> <p>Farming Begins a New Stone Age, 10-11 Geography Shapes Egypt, 46-47 Farming Begins, 103 Japanese Feudal Culture Evolves, 339-340 Why Did the Industrial Revolution Start in Britain?, 499-500 The Rise of New Social Classes, 505-506 European Imperialism in Persia, 608–609 The Great Depression, 709-711 The Importance of Oil in the Middle East, 834–835 Analyze Graphs: Economic Transition in Post-Soviet Russia, 875</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i></p> <p>Topic 1 Assessment #6, 21 Topic 3 Assessment #2, 96 Topic 4 Assessment #7, 122 Topic 12 Assessment #13, 492 Topic 18 Assessment #12, 770</p> <p>Digital Resource:</p> <p>Topic 14>Lesson 8>Interactive Map: The Balkan Powder Keg Topic 15>Lesson 5>Interactive Map: Imperialist Spheres of Influence in China</p>

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<p>H1.9-10.3: Design questions generated about individuals and groups that assess how the significance of their actions changes over time.</p>	<p><i>Students use the following assignments to develop and complete open-ended inquiry and questioning projects:</i></p> <p>SE:</p> <p>Topic 12 Assessment #14, 492 Topic 12 Assessment #16, 492 Topic 14 Assessment #3, 587 Topic 14 Assessment #10, 587 Topic 16 Assessment #16, 674 Topic 18 Assessment #6, 769 Topic 19 Assessment #15, 808 Topic 21 Assessment #6, 905 Topic 21 Assessment #8, 905</p> <p>TE:</p> <p>Topic Inquiry: Civic Discussion (develop questions and use sources), 114–115, 232–233, 284–285, 496–497, 634–635, 728–729</p> <p>Topic Inquiry: Document–Based Question (generate questions and use sources), 24–25, 52–53, 146–147, 362–363, 404–405, 462–463, 550–551, 764–765, 796–797</p> <p>Topic Inquiry: Project–Based Learning (collect source material), 4–5, 90–91, 176–177, 328–329, 604–605, 696–697</p> <p>Digital Resources:</p> <p>Topics 5, 8, 9, 14, 17, 19>Civic Discussion Topics 2, 3, 611, 12, 13, 15, 20, 21>Document–Based Question Topics 1, 4, 7, 10, 18>Project–Based Learning</p>

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The following themes and developments help to define eras in world history and are suggested eras for 9/10th grade:	
Global expansion and encounter (1450-1750)	<p>SE:</p> <p>Europeans Explore Overseas, 384-389 Europeans Gain Footholds in Asia, 390-396 European Conquests in the Americas, 397-405 European Colonies in North America, 406-410 The Slave Trade and Its Impact on Africa, 411-416 Effects of Global Contact, 417-421</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i></p> <p>Topic 11 Assessment #2, 422 Topic 11 Assessment #7, 422 Topic 11 Assessment #15, 423</p> <p>Digital Resource:</p> <p>Topic 11>Lesson 2>Interactive Chart: European Footholds in the Eastern Hemisphere Topic 11>Lesson 6>Flipped Video: A Global Transformation</p>
Age of Revolution (1750-1917)	<p>SE:</p> <p>The Industrial Revolution Begins, 496-503 Social Impact of Industrialism, 504-512 The Second Industrial Revolution, 513-519 Changing Ways of Life and Thought, 520-529 Revolutions Sweep Europe, 536-544 Latin American Nations Win Independence, 545-549 Democratic Reforms in Britain, 561-568 Divisions and Democracy in France, 569-573 Revolution in Russia, 667-672 Revolution and Nationalism in Latin America, 678-683</p>

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<p>Continued: Age of Revolution (1750-1917)</p>	<p>Continued: <i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 13 Assessment #14, 532 Topic 14 Assessment #1, 587 Topic 14 Assessment #5, 587</p> <p>Digital Resource: Topic 14>Lesson 1>Interactive Map: Revolutionary Uprisings, 1830-1848 Topic 16>Lesson 4>Interactive Chart: 1917: Revolutions in Russia</p>
<p>International conflicts (1870-present)</p>	<p>SE: The New Imperialism, 592-597 European Colonies in Africa, 598-604 Europe and the Muslim World, 605-609 India Becomes a British Colony, 610-614 China and the West, 615-619 The Americas in the Age of Imperialism, 632-640 World War I Begins, 646-651 Fighting the Great War, 652-657 Aggression, Appeasement, and War, 738-743 Axis Powers Advance, 744-749 The Allies Turn the Tide, 756-761 Victory for the Allies, 762-768 A New Global Conflict, 774-782 War in Southeast Asia, 796-800 Terrorism and International Security, 894-899</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 15 Assessment #4, 641 Topic 18 Assessment #1, 769 Topic 19 Assessment #8, 807</p>

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<p>Continued: International conflicts (1870-present)</p>	<p>Continued: Digital Resource: Topic 16>Lesson 1>Interactive Chart: Alliances and World War I Topic 19>Lesson 4>Interactive Gallery: Fighting a Different War</p>
<p>Emergence and development of new nations (1900-present)</p>	<p>SE: India Seeks Self-Rule, 691-694 New Nations in South Asia and Southeast Asia, 812-820 African Nations Win Independence, 821-828 The Modern Middle East Takes Shape, 829-836</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 20 Assessment #1, 844 Topic 20 Assessment #3, 844 Topic 20 Assessment #7, 845</p> <p>Digital Resource: Topic 20>Lesson 1>Flipped Video: Two Nations Emerge Topic 20>Lesson 2>Interactive Map: Imperialism and Independence in Africa</p>
<p>Challenges to democracy and human rights (1945-present)</p>	<p>SE: The Civil Rights Movement, 785 Other Groups Demand Equality, 786 Suffering and Oppression in Myanmar, 818 Marcos Becomes a Dictator, 819 The Rise of Dictators, 822-823 Ethnic Conflict and Genocide, 826-828 The Struggle for Equality in South Africa, 855-856 Reform and Repression in China, 861-862 Dictatorships and Civil War, 868-869 The Military Takes Control, 871-872 Terrorism and International Security, 894-899</p>

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<p>Continued: Challenges to democracy and human rights (1945-present)</p>	<p>Continued: <i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 20 Assessment #5, 844 Topic 20 Assessment #10, 845 Topic 21 Assessment #10, 906</p> <p>Digital Resource: Topic 21>Lesson 2>Interactive Timeline: The Struggle Against Apartheid Topic 21>Lesson 7>Flipped Video: Protecting Human Rights</p>
<p>H2.9-10: Understands and analyzes causal factors that have shaped major events in history.</p>	
<p>H2.9-10.1: Analyze how individuals and movements have shaped world history (1450-present).</p>	<p>SE: Northern Renaissance Humanists and Writers, 358-360 The Philosophes, 454-455 Marx and the Origins of Communism, 511–512 Darwin’s Theory of Natural Selection, 524 The Struggle for Women’s Rights, 521-522 The Rise of Public Education, 522-523 Women Struggle for the Vote, 566–567 Gandhi’s Philosophy of Disobedience, 693-694 The Civil Rights Movement, 785 Latin America: Movement Toward Democracy, 869 Struggle for Democracy in the Philippines, 819–820 Nelson Mandela, 856 Wangari Maathai, 859 Mother Teresa, 864 Women Work to Improve Their Lives, 865 Latin America: Movement Toward Democracy, 869 The Rights and Protection of Children, 890-891</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 12 Assessment #10, 491 Topic 13 Assessment #1, 530 Topic 21 Assessment #20, 907</p>

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<p>Continued: H2.9-10.1: Analyze how individuals and movements have shaped world history (1450-present).</p>	<p>Continued: Digital Resource: Topic 21>Lesson 2> Flipped Video: Nelson Mandela Topic 21>Lesson 3>Interactive Gallery: Protests in Tiananmen Square</p>
<p>H2.9-10.2: Summarize how cultures and cultural and ethnic groups have shaped world history (1450-present).</p>	<p>SE: Persecution of Jews, 373 Movement of People and Ideas, 418 Christian Missionaries, 393-394 Missionaries Spread Christianity, 402 Society and Culture in Spanish America, 403-404 The Impact of Spanish Colonization, 404-405 Social and Cultural Changes, 596 Diverse Views on Culture, 613 The Muslim League, 692 The Harlem Renaissance, 705-706 The Civil Rights Movement, 785 The Holocaust, 750-755 Ethnic Conflict and Genocide, 826-828 The Founding of Israel, 830-831 The Arab Spring and Its Impact, 832-833 The Struggle for Equality in South Africa, 855-856</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 4 Assessment #16, 123 Topic 10 Assessment #6, 379 Topic 20 Assessment #9, 845</p> <p>Digital Resource: Topic 15>Lesson 4>Flipped Video: The Sepoy Rebellion Topic 20>Lesson 3>Interactive Map: Religious Diversity in the Middle East</p>

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<p>H2.9-10.3: Define and evaluate how technology and ideas have shaped world history (1450-present).</p>	<p>SE: A New Agricultural Revolution, 497-498 Coal, Steam, and the Energy Revolution, 498-499 Textile Industry Initiates Industrialization, 500–501 A Revolution in Transportation, 501–502 Advances in Transportation and Communication, 514-515 Japan: Rapid Industrialization, 622 Analyze Charts: Investment in Meiji Japan, 623 Industrial Policy Yields Mixed Results, 718 The Importance of Oil in the Middle East, 834–835 Promoting Industry and Agriculture, 866–867 Development and the Environment, 891-893 Advances in Science and Technology, 900-904</p> <p><i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 10 Assessment #10, 379 Topic 12 Assessment #6, 490 Topic 12 Assessment #9, 491</p> <p>Digital Resource: Topic 12>Lesson 4>Interactive Chart: Thinkers of the Enlightenment Topic 21>Lesson 9>Flipped Video: Technology Transforms Modern Life</p>
<p>H2.9-10.4: Analyze multiple and complex causes and effects of events in world history (1450-present).</p>	<p>SE: Textile Industry Initiates Industrialization, 500–501 Industry Causes Urban Growth, 504–505 Major Causes of World War I, 847-649 Overproduction and a Drop in Demand, 710 Development Brings Social Change, 853-854 Africa: Cooperation Furthers Development, 857 Identify Cause and Effect, 864 Key Events of the Global Economic Downturn: Analyze Charts, 882</p>

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<p>Continued: H2.9-10.4: Analyze multiple and complex causes and effects of events in world history (1450-present).</p>	<p>Continued: <i>For examples of applicable Topic Assessment assignments, see the following:</i> Topic 9 Assessment #9, 346 Topic 10 Assessment #14, 380 Topic 11 Assessment #1, 422 Topic 11 Assessment #, 422 Topic 11 Assessment #13, 422 Topic 17 Assessment #8, 732 Topic 17 Assessment #19, 734 Topic 21 Assessment #3, 905</p> <p>Digital Resource: Topic 14>Lesson 2>Flipped Video: Case Study in Independence Topic 15>Lesson 2>Interactive Map: Effects of Imperialism on African Regions 21st Century Skills Tutorials>Analyze Cause and Effect</p>
<p>H3.9-10: Understands that there are multiple perspectives and interpretations of historical events.</p>	
<p>H3.9-10.1: Analyze and interpret historical materials from a variety of perspectives in world history (1450-present).</p>	<p>SE: Topic 9 Assessment #4, 346 Topic 10 Assessment #15, 380 Topic 12 Assessment #6, 490 Topic 13 Assessment #10, 530 Topic 14 Assessment #8, 587 Topic 15 Assessment #5, 641 Topic 15 Assessment #6, 641 Topic 15 Assessment #14, 642 Topic 18 Assessment #16, 770 Primary Sources, 950-958 21st Century Skills: Interpret Sources, 968 21st Century Skills: Analyze Political Cartoons, 972-973 21st Century Skills: Analyze Primary and Secondary Sources, 978-979 21st Century Skills: Compare Viewpoints, 979-980</p>

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<p>Continued: H3.9-10.1: Analyze and interpret historical materials from a variety of perspectives in world history (1450-present).</p>	<p>Continued: TE: Topic Inquiry: Document–Based Question (generate questions and use sources), 462–463, 550–551, 764–765, 796–797</p> <p>Digital Resource: The Renaissance: Apply it!>Document–Based Writing Activity The Early Industrial Revolution: Apply it!>Document–Based Writing Activity World War I: Apply it!>Document–Based Writing Activity Africa, 1945–1985: Apply it!>Document–Based Writing Activity</p>
<p>H3.9-10.2: Analyze the multiple causal factors of conflicts in world history (1450-present) to create and support claims and counterclaims.</p>	<p><i>This standard is addressed throughout the program. For examples, see the following:</i></p> <p>SE: Imperialism: Need for Resources Drives Further Expansion, 593 The Taiping Rebellion and A Weakened China, 616–617 Nationalism and Conflict in the Middle East, 688-690 The Nuclear Arms Race (détente and NPT), 779 Independence and Partition in South Asia, 812–813 Ethnic Conflict and Genocide, 826-828 The Importance of Oil in the Middle East, 834–835 Major Causes of World War I, 847-649 Poverty Challenges Latin America, 866-868</p> <p>Topic 18 Assessment #8, 770 Topic 19 Assessment #4, 807 Topic 19 Assessment #14, 808 Topic 20 Assessment #6, 844</p>

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<p>Continued: H3.9-10.2: Analyze the multiple causal factors of conflicts in world history (1450-present) to create and support claims and counterclaims.</p>	<p>Continued: Digital Resource: Topic 16>Lesson 1>Flipped Video: Alliances Draw Europe into War Topic 19>Lesson 5>Flipped Video: Communism Collapses in Eastern Europe 21st Century Skills Tutorials>Analyze Cause and Effect</p>
<p>H3.9-10.3: Explain how the perspectives of people in the present shape interpretations of the past.</p>	<p><i>The following assignments engage students in working with sources and understanding the perspectives they represent:</i></p> <p>SE: Topic 1 Assessment #4, 20 Topic 7 Assessment #23, 253 Topic 13 Assessment #12, 531 Topic 14 Assessment #8, 587</p> <p>Digital Resources: Topic 1: Lesson 1: Flipped Video: Investigating Historical Evidence</p>

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H4.9-10: Understands how historical events inform analysis of contemporary issues and events.	
H4.9-10.1: Examine and assess how an understanding of world history can explain that earlier events may cause later ones.	<p><i>This standard is addressed throughout the program. For examples, see the following:</i></p> <p>SE:</p> <ul style="list-style-type: none"> Economic Causes (fall of Rome), 171-172 Economic Changes (capital, money), 213-214 A Growing Demand for Goods, 218 High Demand for Manufactured Goods, 270 Why Did the Industrial Revolution Start in Britain?, 499-500 Industry Causes Urban Growth, 504-505 Imperialism: Need for Resources Drives Further Expansion, 593 European Nations Scramble for Colonies, 601–603 Some Effects of the British Raj, 613 The Great Depression, 709-711 Topic 1 Assessment #1, 20 Topic 2 Assessment #12, 57 Topic 3 Assessment #1, 96 Topic 5 Assessment #1, 153 Topic 8 Assessment #5, 303 Topic 9 Assessment #9, 346 <p>Digital Resource:</p> <ul style="list-style-type: none"> Topic 14>Lesson 2>Flipped Video: Case Study in Independence Topic 15>Lesson 2>Interactive Map: Effects of Imperialism on African Regions 21st Century Skills Tutorials>Analyze Cause and Effect

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