



# Glencoe World History

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New Mexico Public Education Department  
 Social Studies Curriculum Framework  
 9-12 World History



**School Education Group**

### SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS	Citation 1 Basic Knowledge	Citation 2 Application	Citation 3 Analysis
<b>I. HISTORY</b> STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.			
<b>I-A. (WORLD HISTORY) Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.</b>			
I-A(1). Describe and explain how the Renaissance and Reformation influenced education, art, religion, and government in Europe, to include:			
I-A(1)a. development of Renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare)	398-2	408-People in History	404/405-Social History
I-A(1)b. development of Protestantism (e.g., Martin Luther, John Calvin)	412-1	413-Turning Point	414-People in History
I-A(1)c. religious conflict and persecutions (e.g., Spanish Inquisition).	346-2	346-4	346-Infographics

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I-A(2). Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations.	503-2	503-4	502-Turning Point
I-A(3). Explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the Enlightenment and their enduring effects on political, economic, and cultural institutions, to include:			
I-A(3)a. Copernican view of the universe and Newton's natural laws	540-5	541-4	542-Turning Point
I-A(3)b. tension and cooperation between religion and new scientific discoveries	540-10	541-1	541-Opposing Viewpoints
I-A(3)c. impact of Galileo's ideas and the introduction of the scientific method as a means of understanding the universe	540-8	541-Opposing Viewpoints	544-Science, Technology, & Society
I-A(3)d. events and ideas that led to parliamentary government (English Civil War, Glorious Revolution)	463-4	463-6	463-Reading Check
I-A(3)e. Enlightenment philosophies used to support events leading to American and French Revolutions	546-1	569-2	549-People in History
I-A(3)f. Napoleonic Era (e.g., codification of law)	599-4	599-Reading Check	600-Turning Point
I-A(3)g. Latin America's wars of independence.	708-3	711-Reading Check	714-Infographics
I-A(4). Analyze the pattern of historical change as evidenced by the Industrial Revolution, to include:			
I-A(4)a. conditions that promoted industrialization	614-2	614-6	617-Turning Point
I-A(4)b. how scientific and technological innovations brought about change	616-5	615-National Geographic	618-Science, Technology, & Society
I-A(4)c. impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe)	614-3	619-7	615-National Geographic
I-A(4)d. evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration)	657-5	657-6	660-Reading Check
I-A(4)e. political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx)	656-3	550-Infographics	656-History & Arts
I-A(4)f. status and roles of women and minorities.	662-9	663-Reading Check	661-Connecting to the United States

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I-A(5). Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include:			
I-A(5)a. clash of cultures	704-10	707-Reading Check	706-People in History
I-A(5)b. British Empire expands around the world	688-2	689-Political Cartoons	705-National Geographic
I-A(5)c. nationalism (e.g., competition and conflict between European nations for raw materials and markets, acquisition of colonies in Africa and Asia, impact on indigenous populations).	686-4	687-Reading Check	687-National Geographic
I-A(6). Describe and analyze the geographic, political, economic, religious, and social structures of the civilizations of East Asia.	522-HA	514-Turning Point	517-Infographics
I-A(7). Analyze and evaluate the causes, events, and effects of World War I, to include:			
I-A(7)a. rise of nationalism (e.g., unification of Germany, Otto Von Bismarck's leadership)	630-Main Idea	631-National Geographic	633-People in History
I-A(7)b. rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman Empire)	635-6	803-Infographics	802--History & Arts
I-A(7)c. major turning points and the importance of geographic, military, and political factors in decisions and outcomes	759-National Geographic	760--History & Arts	782--History & Arts
I-A(7)d. human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks)	765-2	764-Science, Technology, & Society	770-Social History
I-A(7)e. effects of loss of human potential through devastation of populations and their successive generations	765-3	783-5	783-6
I-A(7)f. effects of the Russian Revolution and the implementation of communist rule.	777-7	775-Turning Point	776-Infographics
I-A(8). Analyze and evaluate the causes, events, and impacts of World War II from various perspectives, to include:			
I-A(8)a. failures and successes of the Treaty of Versailles and the League of Nations	790-1	790-3	782--History & Arts
I-A(8)b. rise of totalitarianism (e.g., Nazi Germany's policies of European domination, Holocaust)	796-2	792-3	797-National Geographic
I-A(8)c. political, diplomatic, and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco)	798-5	799-Reading Check	798-Infographics

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I-A(8)d. principal theaters of battle, major turning points, and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, “island-hopping,” D-Day invasion, Stalingrad, atomic bombs dropped on Japan).	866-National Geographic	867-Reading Check	872/873-Geography & History
<b>I-A(9).</b> Analyze and evaluate international developments following World War II, the Cold War, and post-Cold War, to include:			
I-A(9)a. war crime trials	887-4		
I-A(9)b. creation of the state of Israel and resulting conflicts in the Middle East	996-3	998-4	997-National Geographic
I-A(9)c. rebuilding of Western Europe (e.g., Marshall Plan, NATO)	902-1	902-Reading Check	904-Turning Point
I-A(9)d. Soviet control of Eastern Europe (e.g., Warsaw Pact, Hungarian Revolt)	900-2	901-National Geographic	913-Writing About History
I-A(9)e. creation and role of the United Nations	887-1	1045-2	1052-Infographics
I-A(9)f. Mao Zedong and the Chinese Revolution (e.g., Long March, Taiwan, Cultural Revolution)	839-1	839-Reading Check	838-Infographics
I-A(9)g. national security in the changing world order	1040-3	1040-4	1002-Connecting to the United States
I-A(9)h. technology’s role in ending the Cold War	932-5	904-Turning Point	906-Political Cartoons
I-A(9)i. fluidity of political alliances	886-2	887-Reading Check	886-National Geographic
I-A(9)j. new threats to peace	994-5	931-National Geographic	1046-Infographics
I-A(9)k. reasons for the collapse of the Soviet Union and the end of the Cold War	931-3	932-Reading Check	933-Turning Point
I-A(9)l. use of technology in the Information Age.	1038-1	1039-2	1039-Science, Technology, & Society
<b>I-A(10).</b> Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:			
I-A(10)a. French Indochina and the Vietnam War (e.g., the role of Ho Chi Minh)	1021-4	831-Infographics	1022-Turning Point
I-A(10)b. Mohandas Gandhi’s non-violence movement for India’s independence	832-2	832-6	833-Turning Point
I-A(10)c. apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu)	986-4	990-8	991-Turning Point
I-A(10)d. Middle East conflicts (Israel, Palestine, Egypt).	996-2	998-5	997-National Geographic

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I-A(11). Analyze historical and modern-day policies of the Western Hemisphere, with emphasis on Mexico and Canada, to include:			
I-A(11)a.expansion of democracy in Western Hemisphere	961-1	961-Reading Check	963-National Geographic
I-A(11)b.immigration and migration issues	1050-7	1050-Reading Check	964-Connecting to the United States
I-A(11)c.changes in foreign policy brings spiraling impact on each nation and international relations	945-4	962-6	963-National Geographic
I-A(11)d.trade.	967-1	969-Reading Check	961-National Geographic
I-A(12). Explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:			
I-A(12)a.analyze perspectives that have shaped the structures of historical knowledge	5-4	5-National Geographic	6-People in History
I-A(12)b.describe ways historians study the past	4-3	5-2	5-Reading Check
<b>I-B. Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.</b>			
I-B(1). Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues.	R2-World Population	1058-Meltdown	1043-Food Prices
I-B(2). Apply chronological and spatial thinking to understand the importance of events.	591-Analyzing Timelines	963-National Geographic	39-Analyzing Timelines
I-B(3). Describe primary and secondary sources and their uses in research.	R31-Analyzing Primary Sources	594-Analyzing Primary Sources	595--Document-Based Questions
I-B(4). Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas).	R32-Primary Sources & Literature Library	622-Analyzing Primary Sources	623--Document-Based Questions
I-B(5). Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs, or biases about the subject.	R16-Distinguishing Fact from Opinion	58-Analyzing Primary Sources	59-Document-Based Questions
I-B(6). Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants.	R28-Interpreting Graphs	862-Analyzing Primary Sources	863-Document-Based Questions
I-B(7). Analyze the evolution of particular historical and contemporary perspectives.	1058-World Wide Wonder	640--History & Arts	640-Document-Based Questions
I-B(8). Explain how to use technological tools to research data, verify facts and information, and communicate findings.	R14-Appling the Skill	R15-Appling the Skill	R17-Appling the Skill

## SECTION II: OTHER RELEVANT CRITERIA

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A. Provides models, selections, activities and opportunities for responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	679-Reading Strategy	918-Writing Support	921-Close
B. Avoids stereotyping.	920-Extending the Content	920-Writing Support	979-Activity: Interdisciplinary Connection
C. Learning objectives and instructional strategies are explicit for every lesson and every chapter.	806-Analyzing Primary Sources	824-Identifying Central Issues	876-Making Generalizations
D. Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	760-Critical Thinking	760-Reading Strategy	760-Writing Support
E. The beginning of each lesson includes the questions students will be expected to answer at the conclusion of the lesson.	684-Teach	723-Section 3	757-Section 4
F. Includes vocabulary list at the beginning of each lesson.	4-Guide to Reading	14-Guide to Reading	264-Guide to Reading
G. A variety of cultural perspectives are used in content.	8-Critical Thinking	252-Critical Thinking	740-Extending the Content
H. Uses visual aids to identify concepts and relationships.	282-Differentiated Instruction	999-Differentiated Instruction	1019-Skill Practice
I. Uses visual aids to illustrate new words.	287-Differentiated Instruction	979-Reading Strategy	310-Reading Strategy

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J. Both content and graphic/visual aids represent the diverse populations of the world.	994-Differentiated Instruction	995-Activity: Interdisciplinary Connection	1030-Skill Practice
K. Provides substantial support and resources for differentiated instruction, including <i>(score each item separately)</i> :			
1.Clear, explicit instructions to students	318-Differentiated Instruction	336-Activity: Economics Connection	1026-Writing Support
2.Explicit strategies for teachers	252-Drawing Conclusions	304-Activity: Collaborative Learning	311-Activity: Interdisciplinary Connection
3.Review & guided practice to refine new skills	257-Assess/Close	296-Comparing and Contrasting	477-Close
4.Ongoing review & skill practice to refine previously acquired skills	340-Activity: Economics Connection	578-Differentiated Instruction	590-Reading Strategy
L. Includes content and information that support a variety of approaches to instruction, including <i>(score each item separately)</i> :			
1.Writing activities	9-Writing Support	167-Reading Strategy	341-Writing Support
2.Speaking activities	241-Assess/Close	288-Differentiated Instruction	307-Differentiated Instruction
3.Project-based learning assignments	335-Hands-On Chapter Project	344-Hands-On Chapter Project	349-Hands-On Chapter Project

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4. Interdisciplinary instruction	11-Skill Practice	562-Activity: Interdisciplinary Connection	741-Activity: Interdisciplinary Connection
5. Thematic instruction across genres	35-Skill Practice	85-Skill Practice	158-Skill Practice
6. Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	247-Writing Support	525-Critical Thinking	582-Differentiated Instruction
M. Provides material and support for explicitly teaching comprehension.	628-Activity: Collaborative Learning	1019-Differentiated Instruction	1027-Differentiated Instruction
N. Incorporates increasingly complex practice into lessons.	416-Analyzing Information	626-Comparing and Contrasting	859-Drawing Conclusions
<p>O. Provides writing and speaking activities for students to make connections across reading selections, contemporary and classical culture, and their personal experiences. Some <i>examples</i> of this might include:</p> <ul style="list-style-type: none"> <li>→ discussing/responding to open-ended prompts;</li> <li>→ tracing cause and effect relationships;</li> <li>→ comparing real life situations;</li> <li>→ dramatizing, or;</li> <li>→ tracing themes.</li> </ul>	271-Critical Thinking	616-Determining Cause and Effect	815-Differentiated Instruction
P. Provides instructional support for the development of academic language and the practice of academic language through listening, reading, speaking/discussing, and writing.	5-Differentiated Instruction	512-Reading Strategy	703-Activity: Interdisciplinary Connection
Q. Extensive and varied opportunities to practice targeted skills.	500-Activity: Collaborative Learning	706-Analyzing Primary Sources	767-Activity: Economics Connection