

Publisher:	Glencoe/McGraw-Hill
Program Title:	<i>World History</i> © 2005
Components:	Student Edition (SE) Teacher Wraparound Edition (TWE)
Grade Level(s):	
Intended Audience:	

**Standards Map - Basic Comprehensive Program  
Grade Ten - History-Social Science  
World History, Culture, and Geography: The Modern World**

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

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			Introduced	Practiced	Taught to Mastery	Meets Standard		Local Education Agency Evaluator Notes
						Y	N	
10	10.1	<b>Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</b>						
10	(1)	Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.	SE: 56-60, 115-120, 121-125, 127-133, 169-174 TWE: 119, 123, 125, 171, 172	SE: 118-119, 125 TWE: 119, 123, 125, 130, 171, 172	SE: 118-119, 125 TWE: 119, 123, 125, 130, 171, 172			

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10	(2)	Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's <i>Republic</i> and Aristotle's <i>Politics</i> .	SE: 116, 131, 132, 133 TWE: 130, 132	SE: 133 TWE: 130, 132	SE: 133 TWE: 130			
10	(3)	Consider the influence of the U.S. Constitution on political systems in the contemporary world.	SE: 14-15, 539-540, 547-553, 906-909, 921-923 TWE: 14, 15, 540, 908, 909, 922, 923	SE: 540, 909 TWE: 14, 15, 540, 908, 909, 923	SE: 540, 909 TWE: 14, 540, 908, 909, 923			
10	<b>10.2</b>	<b>Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</b>						
10	(1)	Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).	SE: 451, 518-519, 539-540, 671, 673, 677 TWE: 451, 519, 520, 677	SE: 451, 519, 677 TWE: 451, 519, 520, 677	TWE: 519, 520, 677			

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10	(2)	List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).	SE: 297, 299, 370-371, 439, 451, 528, 536, 540, 550-551 TWE: 298, 299, 370, 538, 539	TWE: 298, 299, 370, 537, 538, 539	TWE: 370, 537, 538, 539			
10	(3)	Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.	SE: 536-540, 547-553, 875-878, 880-881, 906-909, 921-925 TWE: 537, 538, 539, 540, 909, 922, 923	SE: 540 TWE: 537, 538, 539, 540, 908, 909, 923	SE: 540 TWE: 537, 538, 539, 540, 908, 909, 923			
10	(4)	Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.	SE: 547-533, 555-561, 563-569, 570-571 TWE: 548, 549, 550, 551, 553, 558	SE: 553, 561, 569, 570-571 TWE: 548, 549, 550, 551, 553, 558	SE: 553, 561, 569, 570-571 TWE: 548, 550, 551, 553, 558			
10	(5)	Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.	SE: 568, 569, 571, 596-603 TWE: 569, 571, 600, 602, 603	SE: 569, 571, 603 TWE: 569, 600, 602, 603	SE: 569, 571, 603 TWE: 569, 571, 600, 602, 603			

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10	10.3	<b>Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</b>						
10	(1)	Analyze why England was the first country to industrialize.	SE: 581-588 TWE: 582, 584, 585, 588	SE: 584, 585, 588 TWE: 582, 584, 585, 588	SE: 588 TWE: 588			
10	(2)	Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).	SE: 576-577, 581, 582, 583, 607, 608, 616 TWE: 576, 582, 584, 607	SE: 588, 608, 609 TWE: 576, 584, 588, 607, 609	SE: 588, 608, 609 TWE: 576, 584, 588, 607, 609			
10	(3)	Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.	SE: 584-588, 621-624 TWE: 584, 585, 622	SE: 584, 588, 622, 623 TWE: 584, 585, 588, 622, 623	SE: 584, 588, 622, 623 TWE: 585, 588, 622, 623			
10	(4)	Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.	SE: 415-417, 583, 584-588, 618-619, 621-624, 654-655 TWE: 417, 584, 585, 586, 588, 619	SE: 586-587, 619 TWE: 417, 584, 585, 586, 587, 619	SE: 586-587, 619 TWE: 417, 584, 585, 586, 587, 619			

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10	(5)	Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.	SE: 581-588, 615-619 TWE: 582, 584, 585, 586, 617	SE: 584, 585, 617 TWE: 582, 584, 585, 586, 617	SE: 584, 585, 617 TWE: 584, 585, 586, 617			
10	(6)	Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.	SE: 320, 492, 586-588, 618-619, 620, 736, 737 TWE: 320, 587, 618, 619, 620	SE: 619, 620 TWE: 320, 587, 618, 619, 620	TWE: 320, 618			
10	(7)	Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.	SE: 605-609, 611 TWE: 585, 606, 609, 611	SE: 609, 611 TWE: 585, 606, 609, 611	SE: 609, 611 TWE: 585, 606, 609, 611			
10	<b>10.4</b>	<b>Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</b>						
10	(1)	Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).	SE: 646, 647-652, 654-660, 662-665, 666-670 TWE: 587, 646, 647, 648, 650, 652, 656	SE: 646, 647, 649, 662-665 TWE: 646, 648, 650, 656, 664	TWE: 656, 657, 670			

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HSS 10th Grade Standards Map --Approved by the State Board of Education on Feb. 6, 2002.

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10	(2)	Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.	SE: 646, 647-652, 654-660, 662-665, 666-670, 671-677 TWE: 587, 646, 647, 648, 650, 652, 656, 677	SE: 646, 647, 649, 662-665, 677 TWE: 646, 648, 650, 656, 664, 677	SE: 677 TWE: 656, 657, 670, 677			
10	(3)	Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.	SE: 646, 647, 654, 658-659, 662-665 TWE: 646, 648, 649, 650, 655, 657, 664	SE: 646, 647, 662-665 TWE: 646, 648, 649, 655, 657, 664	TWE: 648, 649, 655, 664			
10	(4)	Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.	SE: 666-670, 676-677, 691, 692, 693, 696, 793-794 TWE: 667, 692, 696, 794	SE: 696, 797 TWE: 667, 692, 696, 794, 797	SE: 696, 797 TWE: 696, 797			

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10	10.5	<b>Students analyze the causes and course of the First World War.</b>						
10	(1)	Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of "total war."	SE: 717-720, 721-727, 739-744 TWE: 718, 719, 720, 722, 724, 725, 726	SE: 720, 727 TWE: 718, 719, 720, 722, 724, 725	SE: 720, 727 TWE: 718, 719, 720, 722, 725, 727			
10	(2)	Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).	SE: 716, 718, 722-723, 725-727, 728-731, 739-744 TWE: 719, 722, 725, 743, 745	SE: 720, 722-723, 725, 727, 728-731, 745 TWE: 719, 722, 725, 727, 745	SE: 720, 727, 745 TWE: 720, 725, 727, 745			
10	(3)	Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.	SE: 725, 732-737, 738 TWE: 725, 733, 735, 736, 737	SE: 735, 737, 738 TWE: 725, 733, 735, 736, 737	SE: 735, 737 TWE: 725, 735, 737			
10	(4)	Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.	SE: 717-720, 721-727, 739-744 TWE: 718, 719, 720, 722, 724, 725, 726	SE: 720, 727 TWE: 718, 719, 720, 722, 724, 725	SE: 720, 727 TWE: 718, 719, 720, 722, 725, 727			

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10	(5)	Discuss human rights violations and genocide, including the Ottoman government's actions against Armenian citizens.	SE: 781, 782-783, 785 TWE: 782, 785	SE: 785 TWE: 782, 785	SE: 785 TWE: 782, 785			
10	<b>10.6</b>	<b>Students analyze the effects of the First World War.</b>						
10	(1)	Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States's rejection of the League of Nations on world politics.	SE: 740-744, 751-752, 753, 784-785, 810 TWE: 740, 741, 742, 744, 753	SE: 740-741, 743, 744, 752, 753 TWE: 741, 742, 743, 744, 747	SE: 744, 747 TWE: 741, 742, 744, 747			
10	(2)	Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.	SE: 740-744, 751-752, 753, 784-785, 810 TWE: 740, 741, 742, 744, 753	SE: 740-741, 743, 744, 752, 753 TWE: 741, 742, 743, 744, 747	SE: 744, 747 TWE: 741, 742, 744, 747			
10	(3)	Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.	SE: 739-744, 751-756, 758-764, 766-771 TWE: 741, 742, 744, 753, 760, 764	SE: 764, 771 TWE: 741, 742, 753, 760, 764	SE: 764, 771 TWE: 741, 764, 771			

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10	(4)	Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).	SE: 636-641, 772-775 TWE: 638, 640, 641, 774, 775	SE: 638, 641, 775 TWE: 638, 640, 641, 774, 775	SE: 638, 775 TWE: 638, 640, 775			
10	<b>10.7</b>	<b>Students analyze the rise of totalitarian governments after World War I.</b>						
10	(1)	Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).	SE: 732-737, 738 TWE: 733, 735, 736, 737	SE: 735, 737, 738 TWE: 733, 735, 736, 737	SE: 735, 737 TWE: 735, 737			
10	(2)	Trace Stalin’s rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).	SE: 758-759, 761-764, 765, 770, 855-856 TWE: 761, 762, 764, 770	SE: 764, 765, 770 TWE: 761, 762, 764, 765, 770	SE: 764, 765, 770 TWE: 761, 762, 764, 765, 770			
10	(3)	Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting especially their common and dissimilar traits.	SE: 758-759, 760-764, 766, 771, 855-856 TWE: 760, 761, 762, 764, 768, 769, 770, 771	SE: 764, 765, 770, 771 TWE: 760, 761, 762, 764, 765, 768, 769, 770, 771	SE: 764, 765, 770, 771 TWE: 760, 761, 762, 764, 765, 768, 770, 771			

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10	10.8	<b>Students analyze the causes and consequences of World War II.</b>						
10	(1)	Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.	SE: 755, 758-761, 764, 766-771, 809-813, 824-829 TWE: 756, 760, 764, 769, 771, 811, 812	SE: 764, 771, 808 TWE: 756, 760, 764, 771, 808, 811	SE: 764, 771 TWE: 756, 764, 771, 811			
10	(2)	Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.	SE: 754-756, 809, 810, 811 TWE: 755, 810, 811	SE: 813 TWE: 755, 810, 811, 813	SE: 813 TWE: 755, 810, 811, 813			
10	(3)	Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.	SE: 809-813, 814, 822, 832-836 TWE: 310, 811, 813, 815, 816, 817, 818	SE: 811, 812, 813, 816, 817, 818, 835 TWE: 810, 811, 813, 816, 817, 818	SE: 811, 812, 816, 817, 818, 835 TWE: 811, 813, 816, 817, 818			
10	(4)	Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).	SE: 808, 809-811, 812-813, 815-819, 820-822, 825-829, 836 TWE: 808, 810, 821, 835	SE: 808, 813, 822, 836 TWE: 808, 810, 822, 835	SE: 813, 822, 836 TWE: 813, 822, 835			

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10	(5)	Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.	SE: 766-771, 824-828, 829 TWE: 767, 768, 771, 825, 826, 827, 829	SE: 771, 829 TWE: 767, 768, 771, 825, 826, 827, 829	SE: 771, 829 TWE: 767, 768, 771, 825, 826, 827, 829			
10	(6)	Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.	SE: 817, 822, 824-828, 829, 834, 836, 848 TWE: 815, 816, 822, 825, 826, 827, 829, 834	SE: 817, 829, 834, 836, 848 TWE: 815, 816, 817, 822, 825, 826, 827, 829, 834	SE: 817, 829, 834, 836, 848 TWE: 815, 816, 817, 822, 825, 826, 827, 829, 834			
10	<b>10.9</b>	<b>Students analyze the international developments in the post–World War II world.</b>						
10	(1)	Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.	SE: 834-836, 849-854, 855-858, 862 TWE: 835, 836, 851, 852, 853, 856	SE: 835, 851, 852 TWE: 835, 836, 851, 852, 853	SE: 835, 851, 852 TWE: 835, 836, 851, 852			
10	(2)	Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.	SE: 834-836, 849-854, 855-858, 862, 875-877 TWE: 835, 836, 851, 852, 853, 856	SE: 835, 851, 852 TWE: 835, 836, 851, 852, 853	SE: 835, 851, 852 TWE: 835, 836, 851, 852			

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10	(3)	Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa.	SE: 850, 851-852, 853-854, 863-864, 870-871, 945-946 TWE: 850, 851, 854, 864	SE: 854, 870, 871, 945 TWE: 850, 851, 854, 864	SE: 854, 870, 871, 945 TWE: 850, 851, 854, 864			
10	(4)	Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).	SE: 940, 941-945, 946, 950 TWE: 938, 940, 942, 943, 944, 946	SE: 940, 942, 946 TWE: 940, 942, 943, 944, 946	SE: 942, 946 TWE: 942, 944, 946			
10	(5)	Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.	SE: 855, 857-858, 879-880, 881, 882 TWE: 857, 858, 880, 882	SE: 858, 881, 882 TWE: 857, 858, 880, 882	SE: 858, 881, 882 TWE: 857, 858, 880, 882			
10	(6)	Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.	SE: 929-932, 934, 936, 973 TWE: 930, 931, 934, 936	SE: 931, 934, 936 TWE: 930, 931, 934, 936	SE: 931, 934, 936 TWE: 930, 931, 934, 936			

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10	(7)	Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics.	SE: 855-858, 874, 875-878, 879-882 TWE: 856, 857, 858, 874, 876, 877, 878	SE: 858, 874, 878 TWE: 858, 874, 876, 877, 878	SE: 858, 874, 878 TWE: 858, 874, 876, 877, 878			
10	(8)	Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.	SE: 712-713, 835, 851-853, 862-863, 891-892, 904, 974-975 TWE: 712, 835, 851, 853, 904	SE: 712 TWE: 712, 851, 853	SE: 712 TWE: 712			
10	<b>10.10</b>	<b>Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</b>						
10	(1)	Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.	SE: 921-927, 929-934, 936-937, 945-946 TWE: 923, 924, 925, 927, 930, 931	SE: 927, 934, 936-937 TWE: 923, 924, 925, 927, 930, 931	SE: 927, 934, 936-937 TWE: 923, 924, 925, 927, 930, 931			

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10	(2)	Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.	SE: 921-927, 929-934, 936-937, 945-946 TWE: 923, 924, 925, 927, 930, 931	SE: 927, 934, 936-937 TWE: 923, 924, 925, 927, 930, 931	SE: 927, 934, 936-937 TWE: 923, 924, 925, 927, 930, 931			
10	(3)	Discuss the important trends in the regions today and whether they appear to serve the cause of individual freedom and democracy.	SE: 921-927, 929-934, 936-937, 945-946 TWE: 923, 924, 925, 927, 930, 931	SE: 927, 934, 936-937 TWE: 923, 924, 925, 927, 930, 931	SE: 927, 934, 936-937 TWE: 923, 924, 925, 927, 930, 931			

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			Introduced	Practiced	Taught to Mastery	Y	N	
10	10.11	Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).						
		<b>Historical and Social Sciences Analysis Skills</b> The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve. In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.						
		<b>CHRONOLOGICAL AND SPATIAL THINKING</b>						
10	1.	Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.	SE: 921-927, 929-934, 969-973 TWE: 923, 930, 970, 971, 972, 973	SE: 973 TWE: 970, 971, 972, 973	SE: 973 TWE: 970, 971, 972, 973			
10	2.	Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.	SE: 875-878, 879-882, 901-905, 906-909, 921-927, 941-946 TWE: 902, 923, 924	SE: 902, 903, 905 TWE: 902, 923	SE: 902, 903, 905 TWE: 902, 923			

\* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			Meets Standard		Local Education Agency Evaluator Notes
			Introduced	Practiced	Taught to Mastery	Y	N	
10	3.	Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.	SE: 537, 584, 585, 617, 622, 623 TWE: 537, 584, 585, 617, 622, 623	SE: 537, 584, 585, 617, 622, 623 TWE: 537, 584, 585, 617, 622, 623	SE: 537, 584, 585, 617, 622, 623 TWE: 537, 584, 585, 617, 622, 623			
10	4.	Students relate current events to the physical and human characteristics of places and regions.	SE: 968, 969-973, 974-976 TWE: 968, 970, 973, 975, 976	SE: 968, 970, 973 TWE: 968, 970, 973, 975, 976	SE: 968, 970, 973 TWE: 968, 970, 973, 975, 976			
<b>HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW</b>								
10	1.	Students distinguish valid arguments from fallacious arguments in historical interpretations.	SE: 114, 201-202, 309, 351, 410-411, 423, 440, 635, 658-659, 740-741 TWE: 114, 309, 351, 423, 440, 635	SE: 114, 201-202, 309, 351, 410-411, 423, 440, 635, 658-659, 740-741 TWE: 114, 309, 351, 423, 440, 635	SE: 114, 201-202, 309, 351, 410-411, 423, 440, 635, 658-659, 740-741 TWE: 114, 309, 351, 423, 440, 635			
10	2.	Students identify bias and prejudice in historical interpretations.	SE: 309, 351, 635, 667, 825 TWE: 309, 351, 635	SE: 309, 351, 635, 667, 825 TWE: 309, 351, 635	SE: 309, 351, 635, 667, 825 TWE: 309, 351, 635			

\* For more information, see Notes.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard		Local Education Agency Evaluator Notes
						Y	N	
10	3.	Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.	SE: 114, 179, 309, 351, 440, 604, 635, 667, 825 TWE: 309, 351, 635	SE: 114, 179, 309, 351, 440, 604, 635, 667, 825 TWE: 309, 351, 635	SE: 114, 179, 309, 351, 440, 604, 635, 667, 825 TWE: 309, 351, 635			
10	4.	Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.	SE: 351, 690 TWE: 351, 559, 587, 690, 694, 784, 825, 826	SE: 351, 690 TWE: 351, 559, 587, 690, 694, 784, 825, 826	SE: 351, 690 TWE: 351, 559, 587, 690, 694, 784, 825, 826			
<b>HISTORICAL INTERPRETATION</b>								
10	1.	Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.	SE: 536-540, 547-553, 875-878, 880-881, 906-909, 921-925 TWE: 537, 538, 539, 540, 909, 922, 923	SE: 540 TWE: 537, 538, 539, 540, 908, 909, 923	SE: 540 TWE: 537, 538, 539, 540, 908, 909, 923			
10	2.	Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.	SE: 717-720, 721-727, 739-744 TWE: 718, 719, 720, 722, 724, 725, 726	SE: 720, 727 TWE: 718, 719, 720, 722, 724, 725	SE: 720, 727 TWE: 718, 719, 720, 722, 725, 727			

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Grade	Standard #	Text of Standard	PUBLISHER CITATIONS*			FOR LEA USE ONLY		
			Introduced	Practiced	Taught to Mastery	Meets Standard		Local Education Agency Evaluator Notes
						Y	N	
10	3.	Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.	TWE: 318, 319, 324, 417, 445, 476, 559, 585, 592, 598	TWE: 318, 319, 324, 417, 445, 476, 559	TWE: 318, 319, 324, 417, 445, 476, 559			
10	4.	Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.	SE: 755, 758-761, 764, 766-771, 809-813, 824-829 TWE: 756, 760, 764, 769, 771, 811, 812	SE: 764, 771, 808 TWE: 756, 760, 764, 771, 808, 811	SE: 764, 771 TWE: 756, 764, 771, 811			
10	5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues.	SE: 969-971, 973, 978-979 TWE: 970, 971, 973, 978, 979	SE: 973, 978, 979 TWE: 970, 971, 973, 978, 979	SE: 973, 978, 979 TWE: 970, 973, 978, 979			
10	6.	Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.	SE: 754-756, 863-867, 886-888 TWE: 755, 756, 863	SE: 756, 886 TWE: 755, 756, 863	SE: 756, 886 TWE: 755, 756, 863			

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			Introduced	Practiced	Taught to Mastery	Y	N	Local Education Agency Evaluator Notes
Publisher Notes/Additional Comments (note to publishers: please include grade level/standard when listing comments):								

\* For more information, see Notes.