

## World History and Geography Social Studies Instructional Materials Scoring Rubric

Gateway: The publisher must provide a Tennessee standards alignment guide as a part of the scope and sequence for the material. If this gateway is not met, the materials will not be scored. All Tennessee standards must be addressed within the material. If this is not met, the material will not pass review by the Tennessee Textbook and Instructional Materials Quality Commission.

**Introduction:**

The following Instructional Materials Scoring Rubric for Social Studies is designed to score materials in the following categories:

- Alignment of Content
- Instructional Focus
- Social Studies Practices
- Accessibility Features

**Scoring:**

Each section is to be scored using a 0, 1, or 2. Use the following scoring guideline.

Tables 1-4:

- 0: The standard is not present within the material.
- 1: The standard is present within the material. The intent and /or frequency component of the standard is not fully met. •
- 2: A rating of 2 indicates the standard is present and all aspects of the standard are fully met.

**Table 1: Alignment of Content**

**Directions:**

- **0: The standard is not present within the material**
- **1: The standard is present within the material. The intent and/or frequency component of the standard is not fully met. •**
- **2: A rating of a 2 indicates the standard is present and all aspects of the standard are fully met.**

	0	1	2	
Conceptual Understanding: Materials support student engagement with the Tennessee Social Studies standards and model curriculum, providing educators with a clear, standards-based pathway to address content and skills in a coherent and sequenced manner.				<b>Evidence</b>
<b>W.01</b> Describe the types of kingdoms, leaders, and government systems in major world regions during the 18th			<b>X</b>	<b>Teacher Subscription: Presentation - Activity</b> Political Revolutions and Their Legacies

<p>century.</p>			<p><b>Teacher Subscription: Presentation – Activity</b>  Transformations in Europe  <b>Teacher Subscription: Presentation – Activity</b>  Expansion and Isolationism in Eurasia  <b>Student Text – Explore – Important Thinkers of the European Enlightenment</b>  Transformations in Europe  <b>Student Text – Section 1 – The Enlightenment and Revolution</b>  Political Revolutions and Their Legacies  <b>Student Text – Section 3 – Political Structures</b>  Themes of World History  <b>Student Text – Section 3 – The American Revolution</b>  Political Revolutions and Their Legacies  <b>Student Text – Section 3 – The Russian Empire</b>  Expansion and Isolationism in Eurasia  <b>Student Text – Section 4 – Revolutions in France</b>  Political Revolutions and Their Legacies  <b>Student Text – Section 4 – The Enlightenment</b>  Transformations in Europe</p>
<p><b>W.02</b> Compare major contributions of philosophers and scientists during the Age of Enlightenment and Scientific Revolution, such as: • Sir Francis Bacon • Cesare Beccaria • Galileo Galilei • Johannes Kepler • John Locke • Charles-Louis de Montesquieu • Isaac Newton • Jean-Jacques Rousseau • Mary Wollstonecraft</p>		<p>X</p>	<p><b>Teacher Subscription: Presentation – Activity</b>  Transformations in Europe  <b>Newton, Isaac (1642–1727)</b>  Biographies  <b>Reading – Explore – Gender, Class, and Race in the Enlightenment</b>  Transformations in Europe  <b>Reading – Primary Source – Women Thinkers in the Enlightenment</b>  Transformations in Europe  <b>Student Text – Explore – Important Thinkers of the European Enlightenment</b>  Transformations in Europe  <b>Student Text – Section 1 – The Enlightenment and Revolution</b>  Political Revolutions and Their Legacies  <b>Student Text – Section 3 – The Scientific Revolution</b>  Transformations in Europe  <b>Student Text – Section 4 – The Enlightenment</b>  Transformations in Europe</p>

<p><b>W.03</b> Identify the major causes (e.g., social, political, economic) of the French Revolution, and trace the evolution of France's government, including Enlightenment political thought, storming of the Bastille, execution of Louis XVI, and the reign of terror.</p>			<p><b>X</b></p> <p><b>Teacher Subscription: Presentation – Activity</b>  Political Revolutions and Their Legacies  <b>Reading – Primary Source – Women Thinkers in the Enlightenment</b>  Transformations in Europe  <b>Student Text – Section 1 – Industrialization and National Identity</b>  The Impact of Industrialization on Global Revolutions  <b>Student Text – Section 3 – Political Structures</b>  Themes of World History  <b>Student Text – Section 3 – The French Mandate</b>  North Africa and the Middle East  <b>Student Text – Section 4 – Revolutions in France</b>  Political Revolutions and Their Legacies  <b>Unit Project – Inquiry Activity</b>  The Age of Revolutions</p>
<p><b>W.04</b> Explain the geographic, political, and social factors that contributed to the rise and fall of Napoleon Bonaparte's empire.</p>			<p><b>X</b></p> <p><b>Student Text – Explore – The Congress of Vienna</b>  The Impact of Industrialization on Global Revolutions  <b>Student Text – Section 1 – Industrialization and National Identity</b>  The Impact of Industrialization on Global Revolutions  <b>Student Text – Section 2 – Revolutions in Italy and Germany</b>  The Impact of Industrialization on Global Revolutions  <b>Student Text – Section 4 – Revolutions in France</b>  Political Revolutions and Their Legacies</p>
<p><b>W.05</b> Describe social and economic tensions within colonized regions in Latin America.</p>			<p><b>X</b></p> <p><b>Student Text – Section 1 – Continuity and Change</b>  Foreign Influences and Political Revolutions in the Americas  <b>Student Text – Section 2 – The Mexican Revolution and Its Impact</b>  Foreign Influences and Political Revolutions in the Americas  <b>Student Text – Section 3 – Central America and the Caribbean</b>  Foreign Influences and Political Revolutions in the Americas  <b>Student Text – Section 5 – Revolutions in Latin America</b>  Political Revolutions and Their Legacies  <b>Teacher Subscription: Presentation – Activity</b>  Political Revolutions and Their Legacies</p>

<p><b>W.06</b> Explain the global effects of Latin American revolutions, including those in Haiti, Bolivia, Argentina, and Mexico.</p>			<p><b>X</b></p> <p><b>Reading - Profiles in History - Francois "Papa Doc" Duvalier</b>  Foreign Influences and Political Revolutions in the Americas  <b>Student Text - Section 1 - Continuity and Change</b>  Foreign Influences and Political Revolutions in the Americas  <b>Student Text - Section 2 - The Mexican Revolution and Its Impact</b>  Foreign Influences and Political Revolutions in the Americas  <b>Student Text - Section 3 - Central America and the Caribbean</b>  Foreign Influences and Political Revolutions in the Americas  <b>Student Text - Section 4 - Western Influence in Latin America</b>  Imperialism Throughout the World  <b>Student Text - Section 5 - Revolutions in Latin America</b>  Political Revolutions and Their Legacies</p>
<p><b>W.07</b> Explain how the Agricultural Revolution, mechanization, and the "enclosure movement" led to rapid population growth, rural to urban migration, and the growth of major cities in Europe and North America.</p>			<p><b>X</b></p> <p><b>Reading - Explore - Immigration: Push and Pull Factors</b>  The Impact of Globalization  <b>Student Text - Explore - The State of Agriculture in the Modern World</b>  The Impact of Globalization  <b>Student Text - Section 1 - Continuity and Change</b>  Foreign Influences and Political Revolutions in the Americas  <b>Student Text - Section 2 - The Beginning of Agriculture</b>  Early Humanity  <b>Student Text - Section 3 - Economic Transformation</b>  The Industrial Revolution  <b>Student Text - Section 5 - Transformation of European Economies</b>  Toward a Global Economy</p>
<p><b>W.08</b> Explain the geographic and economic reasons why the Industrial Revolution began in England, including natural resources, entrepreneurship, labor, and access to capital.</p>			<p><b>X</b></p> <p><b>Teacher Subscription: Presentation - Activity</b>  Consequences of Industrialization  <b>Teacher Subscription: Presentation - Activity</b>  The Industrial Revolution  <b>Reading - Explore - Addressing the Problems of Urbanization</b>  Consequences of Industrialization  <b>Student Text - Section 1 - Great Britain Leads the Way</b>  The Industrial Revolution  <b>Student Text - Section 1 - Industrialization and National Identity</b></p>

			<p>The Impact of Industrialization on Global Revolutions</p> <p><b>Student Text - Section 2 - The Revolution Spreads</b></p> <p>The Industrial Revolution</p> <p><b>Student Text - Section 3 - A Worldwide Trend</b></p> <p>Consequences of Industrialization</p> <p><b>Student Text - Section 3 - Economic Transformation</b></p> <p>The Industrial Revolution</p>
--	--	--	---

<p><b>W.09</b> Explain why the diffusion of the Industrial Revolution primarily spread within the Western world.</p>		X	<p><b>Teacher Subscription: Presentation - Activity</b></p> <p>Consequences of Industrialization</p> <p><b>Teacher Subscription: Presentation - Activity</b></p> <p>The Industrial Revolution</p> <p><b>Inflation: Buying Goods Then and Now</b></p> <p>Economics Library</p> <p><b>Student Text - Section 1 - Great Britain Leads the Way</b></p> <p>The Industrial Revolution</p> <p><b>Student Text - Section 1 - Industrialization and National Identity</b></p> <p>The Impact of Industrialization on Global Revolutions</p> <p><b>Student Text - Section 1 - The Conditions for the Working Class</b></p> <p>Consequences of Industrialization</p> <p><b>Student Text - Section 2 - The Labor Movement</b></p> <p>Consequences of Industrialization</p> <p><b>Student Text - Section 2 - The Revolution Spreads</b></p> <p>The Industrial Revolution</p> <p><b>Student Text - Section 3 - A Worldwide Trend</b></p> <p>Consequences of Industrialization</p> <p><b>Student Text - Section 3 - Economic Transformation</b></p> <p>The Industrial Revolution</p>
--	--	---	--

<p><b>W.10</b> Describe the geographic scale, trade routes, and conditions of the forced migration of Africans to the Western Hemisphere, including connections between enslaved labor and the growth of industrial economies.</p>		X	<p><b>Colonies in the Western Hemisphere: Part 4: The Sugar Industry</b></p> <p>Economics Library</p> <p><b>Student Text - Section 3 - The Atlantic World</b></p> <p>Toward a Global Economy</p> <p><b>Unit Project - Unit Introduction</b></p> <p>The First Global Age</p>
--	--	---	---

<p><b>W.11</b> Explain how scientific and technological innovations (e.g., the steam engine, new textile technology, steel processing, medical advances, electricity, and new methods of transportation) led to massive social, economic, cultural, and demographic changes.</p>			<p><b>X</b></p> <p><b>Reading - Explore - Nineteenth-Century Scientific and Intellectual Movements</b>  Consequences of Industrialization  <b>Student Text - Section 1 - Economic and Political Changes in Europe</b>  Toward a Global Economy  <b>Student Text - Section 1 - Great Britain Leads the Way</b>  The Industrial Revolution  <b>Student Text - Section 2 - The Revolution Spreads</b>  The Industrial Revolution  <b>Student Text - Section 3 - Economic Transformation</b>  The Industrial Revolution</p>
<p><b>W.12</b> Analyze the consequences of industrialism in Europe in terms of:</p> <ul style="list-style-type: none"> <li>• Social benefits (e.g., increases in productivity and life expectancy)</li> <li>• Social costs (e.g., harsh working and living conditions, pollution, child labor, and income inequality)</li> <li>• Attempts to address these costs (e.g., political reform, urban planning, philanthropy, labor unions, education reform, and public health and sanitation)</li> </ul>			<p><b>X</b></p> <p><b>Teacher Subscription: Presentation - Activity</b>  The Industrial Revolution  <b>Teacher Subscription: Presentation - Activity</b>  Consequences of Industrialization  <b>Reading - Explore - Addressing the Problems of Urbanization</b>  Consequences of Industrialization  <b>Standard of Living</b>  Economics Library  <b>Student Text - Section 1 - Great Britain Leads the Way</b>  The Industrial Revolution  <b>Student Text - Section 1 - Industrialization and National Identity</b>  The Impact of Industrialization on Global Revolutions  <b>Student Text - Section 1 - The Conditions for the Working Class</b>  Consequences of Industrialization  <b>Student Text - Section 2 - The Labor Movement</b>  Consequences of Industrialization  <b>Student Text - Section 2 - The Revolution Spreads</b>  The Industrial Revolution  <b>Student Text - Section 3 - Economic Transformation</b>  The Industrial Revolution</p>
<p><b>W.13</b> Compare and contrast the rise of economic theories as a result of industrialization, including capitalism, communism, and socialism.</p>			<p><b>X</b></p> <p><b>Teacher Subscription: Presentation - Activity</b>  Consequences of Industrialization  <b>Teacher Subscription: Presentation - Activity</b></p>

			<p>The Industrial Revolution  <b>Student Text - Section 1 - Great Britain Leads the Way</b>  The Industrial Revolution  <b>Student Text - Section 1 - Industrialization and National Identity</b>  The Impact of Industrialization on Global Revolutions  <b>Student Text - Section 2 - Moving Toward Revolution</b>  The Russian Revolution  <b>Student Text - Section 2 - The Revolution Spreads</b>  The Industrial Revolution  <b>Student Text - Section 3 - A Worldwide Trend</b>  Consequences of Industrialization  <b>Student Text - Section 3 - Economic Transformation</b>  The Industrial Revolution  <b>Student Text - Section 4 - The Enlightenment</b>  Transformations in Europe  <b>Unit Project - Inquiry Activity</b>  The Age of Revolutions</p>
<p><b>W.14</b> Define nationalism, and explain how national identity and political geography contributed to the unification of nations such as Germany and Italy.</p>		X	<p><b>Student Text - Section 2 - Revolutions in Italy and Germany</b>  The Impact of Industrialization on Global Revolutions  <b>Unit Project - Unit Introduction</b>  A World in Crisis</p>
<p><b>W.15</b> Describe the rise of anti-Semitism in Europe during this time period.</p>		X	<p><b>Reading - Explore - The European Response to Islamic Expansion</b>  Expanding Interactions  <b>Student Text - Section 3 - The War in Europe, 1942–1945</b>  World War II  <b>Student Text - Section 4 - The British Mandates</b>  North Africa and the Middle East  <b>The Holocaust (6-12)</b>  Civics Library</p>
<p><b>W.16</b> Define and analyze reasons for imperialism, including competition between empires, cultural justifications, and the search for natural resources and new markets in response to rapid industrialization.</p>		X	<p><b>Teacher Subscription: Presentation - Activity</b>  Imperialism Throughout the World  <b>Teacher Subscription: Presentation - Activity</b>  North Africa and the Middle East  <b>Reading - Explore - Colonial Violence in the Scramble for</b></p>

			<p><b>Africa</b> Imperialism Throughout the World <b>Student Text - Section 1 - The British in India</b> Revolution and War in Asia <b>Student Text - Section 1 - The New Imperialism</b> Imperialism Throughout the World <b>Student Text - Section 2 - Colonies and Spheres of Influence in Asia</b> Imperialism Throughout the World <b>Student Text - Section 2 - Independence for India</b> Revolution and War in Asia <b>Student Text - Section 3 - The Partition of Africa</b> Imperialism Throughout the World <b>Student Text - Section 5 - Impact of Imperialism</b> Imperialism Throughout the World <b>Unit Project - Unit Introduction</b> The Age of Revolutions</p>
<p><b>W.17</b> Distinguish the differences between colonies, protectorates, spheres of influence, and economic imperialism.</p>		<p><b>X</b></p>	<p><b>Teacher Subscription: Presentation - Activity</b> Imperialism Throughout the World <b>Teacher Subscription: Presentation - Activity</b> North Africa and the Middle East <b>Student Text - Section 1 - The British in India</b> Revolution and War in Asia <b>Student Text - Section 1 - The New Imperialism</b> Imperialism Throughout the World <b>Student Text - Section 2 - Colonies and Spheres of Influence in Asia</b> Imperialism Throughout the World <b>Student Text - Section 2 - Independence for India</b> Revolution and War in Asia <b>Student Text - Section 3 - The Partition of Africa</b> Imperialism Throughout the World <b>Student Text - Section 4 - Europeans in the Indies</b> Toward a Global Economy <b>Student Text - Section 5 - Impact of Imperialism</b> Imperialism Throughout the World <b>Student Text - Section 6 - Colonialism in North Africa</b> North Africa and the Middle East</p>

<p><b>W.18</b> Describe the cultural and political structures throughout the regions of the African continent.</p>			<p>X</p>	<p><b>Student Text – Section 3 – The Partition of Africa</b>  Imperialism Throughout the World  <b>Student Text – Section 6 – Colonialism in North Africa</b>  North Africa and the Middle East</p>
<p><b>W.19</b> Describe the natural resources and geographic features throughout the regions of the African continent and their impacts on global trade.</p>			<p>X</p>	<p><b>Student Text – Section 3 – The Partition of Africa</b>  Imperialism Throughout the World  <b>Student Text – Section 6 – Colonialism in North Africa</b>  North Africa and the Middle East</p>
<p><b>W.20</b> Analyze the outcomes of the Berlin Conference and the impact of superimposed boundaries on African indigenous populations, and compare the geographic progression of imperialistic claims on the African continent by European empires.</p>			<p>X</p>	<p><b>Student Text – Section 3 – The Partition of Africa</b>  Imperialism Throughout the World  <b>Student Text – Section 6 – Colonialism in North Africa</b>  North Africa and the Middle East</p>
<p><b>W.21</b> Describe the various strategies and outcomes of African resistance to European imperialism (e.g., Ethiopia, Zulu Wars, Ashanti Wars).</p>			<p>X</p>	<p><b>Student Text – Section 3 – The Partition of Africa</b>  Imperialism Throughout the World  <b>Student Text – Section 6 – Colonialism in North Africa</b>  North Africa and the Middle East</p>
<p><b>W.22</b> Describe cultural, political, and economic structures throughout the regions of the subcontinent of India.</p>			<p>X</p>	<p><b>Student Text – Explore – Politics and Economics in India</b>  Movements Toward Independence and Democracy  <b>Student Text – Section 1 – The British in India</b>  Revolution and War in Asia  <b>Student Text – Section 2 – Independence for India</b>  Revolution and War in Asia  <b>Student Text – Section 2 – The Globalization of Culture</b>  The Impact of Globalization  <b>Student Text – Section 4 – Mughal India</b>  The Gunpowder Empires</p>
<p><b>W.23</b> Explain why India was important to the British empire, including role of the Suez Canal.</p>			<p>X</p>	<p><b>Student Text – Section 1 – The British in India</b>  Revolution and War in Asia  <b>Student Text – Section 2 – Independence for India</b>  Revolution and War in Asia  <b>Student Text – Section 3 – The Partition of Africa</b>  Imperialism Throughout the World  <b>Student Text – Section 4 – The British Mandates</b></p>

			North Africa and the Middle East <b>Student Text - Section 6 - Colonialism in North Africa</b> North Africa and the Middle East
<b>W.24</b> Describe cultural, political, and economic structures throughout regions of China.		X	<b>Student Text - Section 3 - Republic of China</b> Revolution and War in Asia <b>Student Text - Section 3 - Revolutions in East Asia</b> The Impact of Industrialization on Global Revolutions
<b>W.25</b> Explain why China was important to western powers, including the Opium Wars and the Boxer Rebellion.		X	<b>Student Text - Section 3 - Republic of China</b> Revolution and War in Asia <b>Student Text - Section 3 - Revolutions in East Asia</b> The Impact of Industrialization on Global Revolutions
<b>W.26</b> Describe the cultural, economic, and political context of Japan, including the role of isolationism and its rise as an imperial power in the late 19th century.		X	<b>Student Text - Section 2 - Colonies and Spheres of Influence in Asia</b> Imperialism Throughout the World <b>Student Text - Section 2 - The Revolution Spreads</b> The Industrial Revolution <b>Student Text - Section 3 - Revolutions in East Asia</b> The Impact of Industrialization on Global Revolutions <b>Student Text - Section 5 - Nationalism in Japan</b> Revolution and War in Asia
<b>W.27</b> Describe cultural, political, and economic structures throughout the regions of Central and South America.		X	<b>Teacher Subscription: Presentation - Activity</b> Political Revolutions and Their Legacies <b>Reading - Profiles in History - Francois "Papa Doc" Duvalier</b> Foreign Influences and Political Revolutions in the Americas <b>Student Text - Section 1 - Continuity and Change</b> Foreign Influences and Political Revolutions in the Americas <b>Student Text - Section 3 - Central America and the Caribbean</b> Foreign Influences and Political Revolutions in the Americas <b>Student Text - Section 5 - Revolutions in Latin America</b> Political Revolutions and Their Legacies
<b>W.28</b> Explain why Central and South America were important to western powers.		X	<b>Student Text - Section 1 - Continuity and Change</b> Foreign Influences and Political Revolutions in the Americas <b>Student Text - Section 5 - Revolutions in Latin America</b> Political Revolutions and Their Legacies

<p><b>W.29</b> Define cultural diffusion, and describe how imperialism facilitates cultural diffusion.</p>			<p><b>X</b></p> <p><b>Teacher Subscription: Presentation – Activity</b> Imperialism Throughout the World</p> <p><b>Teacher Subscription: Presentation – Activity</b> North Africa and the Middle East</p> <p><b>Reading – Explore – Colonial Violence in the Scramble for Africa</b> Imperialism Throughout the World</p> <p><b>Student Text – Section 1 – The British in India</b> Revolution and War in Asia</p> <p><b>Student Text – Section 1 – The New Imperialism</b> Imperialism Throughout the World</p> <p><b>Student Text – Section 2 – Colonies and Spheres of Influence in Asia</b> Imperialism Throughout the World</p> <p><b>Student Text – Section 2 – Independence for India</b> Revolution and War in Asia</p> <p><b>Student Text – Section 3 – The Partition of Africa</b> Imperialism Throughout the World</p> <p><b>Student Text – Section 5 – Impact of Imperialism</b> Imperialism Throughout the World</p> <p><b>Unit Project – Unit Introduction</b> The Age of Revolutions</p>
<p><b>W.30</b> Explain how the rise of militarism, alliances, imperialistic rivalry, and growing nationalism led to the outbreak of World War I triggered by the assassination of Archduke Franz Ferdinand.</p>			<p><b>X</b></p> <p><b>Teacher Subscription: Presentation – Activity</b> The Impact of Industrialization on Global Revolutions</p> <p><b>Teacher Subscription: Presentation – Activity</b> World War I</p> <p><b>Student Text – Section 2 – Rivalries Lead to War</b> World War I</p> <p><b>Unit Project – Inquiry Activity</b> A World in Crisis</p>
<p><b>W.31</b> Describe how trench warfare, the resulting stalemate, war of attrition, and advances in weaponry (e.g., chemical weapons, machine guns, submarines, tanks) affected the course and outcome of World War I.</p>			<p><b>X</b></p> <p><b>Teacher Subscription: Presentation – Activity</b> World War I</p> <p><b>Student Text – A World in Crisis</b> A World in Crisis</p> <p><b>Student Text – Section 3 – Fighting the Great War</b> World War I</p> <p><b>Student Text – Section 4 – The Tide Turns</b></p>

			World War I <b>Unit Project - Inquiry Activity</b> A World in Crisis
<b>W.32</b> Explain how battles of World War I (e.g., Marne and Somme) illustrate the scope of the war, and describe the impact on European colonies around the world.		X	<b>Teacher Subscription: Presentation - Activity</b> World War I <b>Student Text - A World in Crisis</b> A World in Crisis <b>Student Text - Section 3 - Fighting the Great War</b> World War I <b>Student Text - Section 4 - The Tide Turns</b> World War I <b>Unit Project - Inquiry Activity</b> A World in Crisis <b>Unit Project - Unit Introduction</b> A World in Crisis
<b>W.33</b> Explain why Russia exited and the United States entered World War I, and describe the effects.		X	<b>Student Text - Investigating Primary Sources - How Did the "Cult of Personality" Shape Politics in Russia?</b> The Rise of Fascism and Totalitarian States <b>Student Text - Section 1 - Russia Under the Czars</b> The Russian Revolution <b>Student Text - Section 2 - Moving Toward Revolution</b> The Russian Revolution <b>Student Text - Section 3 - The Bolsheviks Take Control</b> The Russian Revolution <b>Student Text - Section 4 - Economic Structures</b> Themes of World History <b>Student Text - Section 4 - The Tide Turns</b> World War I <b>Teacher Subscription: Presentation - Activity</b> The Russian Revolution <b>Unit Project - Unit Introduction</b> A World in Crisis
<b>W.34</b> Identify the causes and consequences of the Bolshevik Revolution and Russian Civil War.		X	<b>Teacher Subscription: Presentation - Activity</b> The Russian Revolution <b>Student Text - Investigating Primary Sources - How Did the</b>

			<p><b>“Cult of Personality” Shape Politics in Russia?</b>  The Rise of Fascism and Totalitarian States  <b>Student Text – Section 1 – Russia Under the Czars</b>  The Russian Revolution  <b>Student Text – Section 2 – Moving Toward Revolution</b>  The Russian Revolution  <b>Student Text – Section 3 – The Bolsheviks Take Control</b>  The Russian Revolution  <b>Student Text – Section 4 – Economic Structures</b>  Themes of World History</p>
<p><b>W.35</b> Define total war, and describe its immediate and lasting effects on European civilian populations, including:  • Food shortages • Industrial production of war materials • Naval/submarine blockades • Women’s involvement in the war</p>		X	<p><b>Student Text – Section 1 – Economic Collapse Leads to Totalitarianism</b>  The Rise of Fascism and Totalitarian States  <b>Student Text – Section 2 – Italy Under Mussolini</b>  The Rise of Fascism and Totalitarian States  <b>Student Text – Section 3 – Hitler and Nazi Germany</b>  The Rise of Fascism and Totalitarian States  <b>Student Text – Section 4 – The Spanish Civil War</b>  The Rise of Fascism and Totalitarian States  <b>Student Text – Section 5 – Stalin and the Soviet Union</b>  The Rise of Fascism and Totalitarian States  <b>The Holocaust (6-12)</b>  Civics Library</p>
<p><b>W.36</b> Describe the effects of World War I, including the significance of:  • Armenian genocide • Collapse of major empires • Economic losses • Loss of human life • Movement of populations • Shellshock (i.e., PTSD) • Spread of disease</p>		X	<p><b>Teacher Subscription: Presentation – Activity</b>  World War I  <b>Student Text – A World in Crisis</b>  A World in Crisis  <b>Student Text – Section 3 – Fighting the Great War</b>  World War I  <b>Student Text – Section 4 – The Tide Turns</b>  World War I  <b>Student Text – Section 5 – Peace and Its Aftermath</b>  World War I  <b>Unit Project – Inquiry Activity</b>  A World in Crisis</p>

<p><b>W.37</b> Analyze the aims and negotiating roles of world leaders at the Paris Peace Conference and their impact on Germany, the League of Nations, and the creation of new states and the Mandate System.</p>			<p><b>X</b></p> <p><b>Teacher Subscription: Presentation – Activity</b> Shifts of Power in the Middle East <b>Student Text – Section 1 – The Arab-Israeli Conflict</b> Shifts of Power in the Middle East <b>Student Text – Section 1 – The World Bands Together</b> Cooperation in a Post-War Europe <b>Student Text – Section 3 – The French Mandate</b> North Africa and the Middle East <b>Student Text – Section 4 – The British Mandates</b> North Africa and the Middle East <b>Student Text – Section 4 – The Tide Turns</b> World War I <b>Student Text – Section 5 – Peace and Its Aftermath</b> World War I</p>
<p><b>W.38</b> Describe the cultural and economic trends of the 1920s.</p>			<p><b>X</b></p> <p><b>Reading – Explore – The 1920s</b> World War I</p>
<p><b>W.39</b> Describe the collapse of international economies in 1929 that led to the Great Depression, including the significance of: • Inflation • Overproduction • Post-war economic relationships between the United States and Europe • Restrictive trade policies • Unemployment</p>			<p><b>X</b></p> <p><b>Student Text – Section 1 – Economic Collapse Leads to Totalitarianism</b> The Rise of Fascism and Totalitarian States <b>Student Text – Section 2 – Italy Under Mussolini</b> The Rise of Fascism and Totalitarian States <b>Student Text – Section 2 – The Mexican Revolution and Its Impact</b> Foreign Influences and Political Revolutions in the Americas <b>Student Text – Section 3 – Globalization’s Effects on Society</b> The Impact of Globalization <b>Student Text – Section 3 – Hitler and Nazi Germany</b> The Rise of Fascism and Totalitarian States</p>
<p><b>W.40</b> Explain how economic instability, nationalism, and political disillusionment in Germany, Italy, Japan led to the rise of totalitarian regimes.</p>			<p><b>X</b></p> <p><b>Teacher Subscription: Presentation – Activity</b> The Rise of Fascism and Totalitarian States <b>Student Text – Section 1 – Economic Collapse Leads to Totalitarianism</b> The Rise of Fascism and Totalitarian States <b>Student Text – Section 1 – The Road to World War</b> World War II <b>Student Text – Section 2 – Italy Under Mussolini</b></p>

			<p>The Rise of Fascism and Totalitarian States  <b>Student Text - Section 2 - The Return of War, 1939–1941</b>  World War II  <b>Student Text - Section 3 - Hitler and Nazi Germany</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 3 - The War in Europe, 1942–1945</b>  World War II  <b>Student Text - Section 4 - The Spanish Civil War</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 5 - Stalin and the Soviet Union</b>  The Rise of Fascism and Totalitarian States  <b>The Holocaust (6-12)</b>  Civics Library</p>
<p><b>W.41</b> Compare and contrast the rise to power, goals, and characteristics of Adolf Hitler, Benito Mussolini, and Joseph Stalin’s totalitarian regimes.</p>		<p>X</p>	<p><b>Teacher Subscription: Presentation - Activity</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Investigating Primary Sources - How Did the “Cult of Personality” Shape Politics in Russia?</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 1 - The Road to World War</b>  World War II  <b>Student Text - Section 2 - Italy Under Mussolini</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 2 - The Return of War, 1939–1941</b>  World War II  <b>Student Text - Section 3 - Hitler and Nazi Germany</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 3 - The War in Europe, 1942–1945</b>  World War II  <b>Student Text - Section 5 - Stalin and the Soviet Union</b>  The Rise of Fascism and Totalitarian States  <b>The Holocaust (6-12)</b>  Civics Library</p>
<p><b>W.42</b> Analyze the role of geographic features and regional conflicts (i.e., Spanish Civil War) in increasing tensions prior to World War II.</p>		<p>X</p>	<p><b>Teacher Subscription: Presentation - Activity</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 1 - The Arab-Israeli Conflict</b>  Shifts of Power in the Middle East  <b>Student Text - Section 4 - The Spanish Civil War</b></p>

			<p>The Rise of Fascism and Totalitarian States  <b>Student Text - Section 5 - Nationalism in Japan</b>  Revolution and War in Asia  <b>Student Text - Section 6 - Colonialism in North Africa</b>  North Africa and the Middle East</p>
--	--	--	---

<p><b>W.43</b> Describe efforts to expand empires in the 1930s, including: • Italian invasion of Ethiopia • German militarism • Japanese invasion and atrocities in China</p>			<p><b>X</b></p> <p><b>Teacher Subscription: Presentation - Activity</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 1 - The Road to World War</b>  World War II  <b>Student Text - Section 2 - Italy Under Mussolini</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 2 - The Return of War, 1939–1941</b>  World War II  <b>Student Text - Section 3 - Hitler and Nazi Germany</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 3 - The War in Europe, 1942–1945</b>  World War II  <b>The Holocaust (6-12)</b>  Civics Library</p>
<p><b>W.44</b> Explain the role of military alliances, appeasement, isolationism, and the domestic distractions in Europe and the United States prior to the outbreak of World War II.</p>			<p><b>X</b></p> <p><b>Student Text - Section 1 - The Road to World War</b>  World War II  <b>Student Text - Section 2 - The Return of War, 1939–1941</b>  World War II  <b>Student Text - Section 4 - The Spanish Civil War</b>  The Rise of Fascism and Totalitarian States</p>
<p><b>W.45</b> Describe the European theatre of war during World War II, including:  • Geography • Key Military Leaders • Major Battles • Technology • Wartime Strategies</p>			<p><b>X</b></p> <p><b>Teacher Subscription: Presentation - Activity</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Investigating Primary Sources - How Did the “Cult of Personality” Shape Politics in Russia?</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 1 - The Road to World War</b>  World War II  <b>Student Text - Section 2 - Dealing With the Axis Powers</b>  Cooperation in a Post-War Europe  <b>Student Text - Section 2 - Italy Under Mussolini</b></p>

			<p>The Rise of Fascism and Totalitarian States  <b>Student Text - Section 2 - The Return of War, 1939–1941</b>  World War II  <b>Student Text - Section 3 - Hitler and Nazi Germany</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 3 - The War in Europe, 1942–1945</b>  World War II  <b>Student Text - Section 5 - Stalin and the Soviet Union</b>  The Rise of Fascism and Totalitarian States  <b>The Holocaust (6-12)</b>  Civics Library</p>
<p><b>W.46</b> Describe the Pacific theatre of war during World War II, including:  • Geography • Key Military Leaders • Major Battles • Technology • Wartime Strategies</p>		X	<p><b>Reading - Explore - Scientific Developments of the 20th Century</b>  The Impact of Globalization  <b>Student Text - Section 4 - The War in Asia, 1942–1945</b>  World War II  <b>Unit Project - Inquiry Activity</b>  A World in Crisis</p>
<p><b>W.47</b> Describe the roles of leaders during World War II, including the significance of:  • Winston Churchill • Adolf Hitler • Benito Mussolini • Franklin D. Roosevelt • Joseph Stalin • Hideki Tojo • Harry S. Truman</p>		X	<p><b>Teacher Subscription: Presentation - Activity</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Investigating Primary Sources - How Was the Cold War Waged All over the World?</b>  The Cold War Begins  <b>Student Text - Section 1 - The Road to World War</b>  World War II  <b>Student Text - Section 2 - Dealing With the Axis Powers</b>  Cooperation in a Post-War Europe  <b>Student Text - Section 2 - Italy Under Mussolini</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 2 - The Cold War Intensifies</b>  The Cold War Begins  <b>Student Text - Section 2 - The Return of War, 1939–1941</b>  World War II  <b>Student Text - Section 3 - Hitler and Nazi Germany</b>  The Rise of Fascism and Totalitarian States  <b>Student Text - Section 3 - The War in Europe, 1942–1945</b>  World War II</p>

				<b>The Holocaust (6-12)</b> Civics Library
<b>W.48</b> Describe the persecution of Jews and other targeted groups in Europe leading up to World War II, and explain why many people were unable to leave and their efforts to resist persecution.			X	<b>Student Text – Section 3 – Hitler and Nazi Germany</b> The Rise of Fascism and Totalitarian States <b>Student Text – Section 3 – The War in Europe, 1942–1945</b> World War II <b>The Holocaust (6-12)</b> Civics Library
<b>W.49</b> Explain the state-sponsored mass murder of targeted groups (e.g., Hitler’s Final Solution to the Jewish Question) in Nazi controlled lands, and describe the varied experiences of Holocaust survivors and victims.			X	<b>Student Text – Section 3 – Hitler and Nazi Germany</b> The Rise of Fascism and Totalitarian States <b>Student Text – Section 3 – The War in Europe, 1942–1945</b> World War II <b>The Holocaust (6-12)</b> Civics Library
<b>W.50</b> Explain the decisions made in the Atlantic Charter and at the Tehran, Yalta, and Potsdam Conferences.			X	<b>Student Text – Section 1 – An Uneasy Peace</b> The Cold War Begins <b>Student Text – Section 2 – Dealing With the Axis Powers</b> Cooperation in a Post-War Europe <b>Student Text – Section 2 – The Return of War, 1939–1941</b> World War II <b>Student Text – Primary Source: The Tehran Conference</b> World War I
<b>W.51</b> Describe the development of atomic bombs, and evaluate both the decisions to use them and the impact of their use.			X	<b>Reading – Explore – Scientific Developments of the 20th Century</b> The Impact of Globalization <b>Student Text – Section 4 – The War in Asia, 1942–1945</b> World War II <b>Unit Project – Inquiry Activity</b> A World in Crisis
<b>W.52</b> Describe the cultural, economic, geographic, and political effects of World War II, including: <ul style="list-style-type: none"> <li>• Casualties of the war (military and civilian)</li> <li>• Changes to geopolitical boundaries</li> <li>• Cordell Hull’s involvement in the creation of the United Nations</li> <li>• Destruction of cultural heritage</li> <li>• Division of Germany</li> <li>• The Nuremberg trials</li> <li>• Refugees and</li> </ul>			X	<b>Teacher Subscription: Presentation – Activity</b> World War II <b>Teacher Subscription: Presentation – Activity</b> Cooperation in a Post-War Europe <b>Student Text – A World in Crisis</b>

displaced populations				<p>A World in Crisis  <b>Student Text - Section 1 - The World Bands Together</b>  Cooperation in a Post-War Europe  <b>Student Text - Section 2 - Dealing With the Axis Powers</b>  Cooperation in a Post-War Europe  <b>Student Text - Section 2 - The Return of War, 1939–1941</b>  World War II  <b>Student Text - Section 3 - The War in Europe, 1942–1945</b>  World War II  <b>Student Text - Section 4 - The War in Asia, 1942–1945</b>  World War II  <b>The Holocaust (6-12)</b>  Civics Library  <b>Unit Project - Inquiry Activity</b>  A World in Crisis</p>
-----------------------	--	--	--	--

<p><b>W.53</b> Explain the nature of reconstruction in Europe and Asia after 1945, including the influence of the United States</p>			X	<p><b>Teacher Subscription: Presentation - Activity</b>  Cooperation in a Post-War Europe  <b>Student Text - Section 2 - Dealing With the Axis Powers</b>  Cooperation in a Post-War Europe  <b>Student Text - Section 2 - The Cold War Intensifies</b>  The Cold War Begins</p>
<p><b>W.54</b> Explain the origins and significance of the United Nations establishment of the State of Israel, and describe the reactions by surrounding Arab countries.</p>			X	<p><b>Teacher Subscription: Presentation - Activity</b>  Shifts of Power in the Middle East  <b>Student Text - Section 1 - The Arab-Israeli Conflict</b>  Shifts of Power in the Middle East  <b>Student Text - Section 1 - The World Bands Together</b>  Cooperation in a Post-War Europe</p>
<p><b>W.55</b> Describe the economic and military power shift at the end of World War II, including rising tensions between the Soviet Union and former Allied Powers.</p>			X	<p><b>Teacher Subscription: Presentation - Activity</b>  Conflicts of the Cold War  <b>Teacher Subscription: Presentation - Activity</b>  Cooperation in a Post-War Europe  <b>Teacher Subscription: Presentation - Activity</b>  The Cold War Begins  <b>Student Text - Explore - Reforms in Communist China</b>  The Cold War Begins</p>

			<p><b>Student Text – Section 1 – An Uneasy Peace</b> The Cold War Begins</p> <p><b>Student Text – Section 1 – Challenges for Poor Nations</b> Conflicts of the Cold War</p> <p><b>Student Text – Section 2 – The Cold War Intensifies</b> The Cold War Begins</p> <p><b>Student Text – Section 3 – China’s Communist Path</b> The Cold War Begins</p> <p><b>Student Text – The Cold War</b> The Cold War</p> <p><b>Unit Project – Inquiry Activity</b> The Cold War</p>
<b>W.56</b> Analyze the rise of communism and Mao Zedong in China, as well as the related political, social, and economic impacts on China.		X	<p><b>Student Text – Section 3 – China’s Communist Path</b> The Cold War Begins</p> <p><b>Student Text – Section 4 – China’s Civil War</b> Revolution and War in Asia</p>
<b>W.57</b> Summarize the functions of the Warsaw Pact and NATO, including their roles in organizing post-war Europe.		X	<p><b>Student Text – Investigating Primary Sources – How Was the Cold War Waged All over the World?</b> The Cold War Begins</p> <p><b>Student Text – Section 1 – An Uneasy Peace</b> The Cold War Begins</p> <p><b>Student Text – Section 2 – The Cold War Intensifies</b> The Cold War Begins</p>
<b>W.58</b> Describe methods of Soviet control in Eastern Europe and the role of Berlin as a focal point in escalating Cold War tensions.		X	<p><b>Teacher Subscription: Presentation – Activity</b> The Cold War Begins</p> <p><b>Teacher Subscription: Presentation – Activity</b> Cooperation in a Post-War Europe</p> <p><b>Teacher Subscription: Presentation – Activity</b> The End of the Cold War</p> <p><b>Teacher Subscription: Presentation – Activity</b> Conflicts of the Cold War</p> <p><b>Student Text – Investigating Primary Sources – How Was the Cold War Waged All over the World?</b> The Cold War Begins</p> <p><b>Student Text – Section 1 – A Changing Soviet Union</b> The End of the Cold War</p>

			<p><b>Student Text – Section 1 – An Uneasy Peace</b> The Cold War Begins</p> <p><b>Student Text – Section 2 – The Cold War Intensifies</b> The Cold War Begins</p> <p><b>Student Text – Section 3 – The Soviet Union Collapses</b> The End of the Cold War</p> <p><b>Student Text – The Cold War</b> The Cold War</p>
<p><b>W.59</b> Explain the role of the nuclear arms race, mutual assured destruction, and arms control agreements within the context of rising tensions between the Soviet Union and United States (e.g., Cuban Missile Crisis).</p>		X	<p><b>Teacher Subscription: Presentation – Activity</b> The Cold War Begins</p> <p><b>Student Text – Section 2 – Reagan Negotiates with the “Evil Empire”</b> The End of the Cold War</p> <p><b>Student Text – Section 2 – The Cold War Intensifies</b> The Cold War Begins</p> <p><b>Unit Project – Unit Introduction</b> The Cold War</p>
<p><b>W.60</b> Describe examples of national uprisings against the Soviet Union (e.g., Hungary and Czechoslovakia), and explain why they were unsuccessful.</p>		X	<p><b>Student Text – Section 1 – A Changing Soviet Union</b> The End of the Cold War</p> <p><b>Student Text – Section 3 – The Soviet Union Collapses</b> The End of the Cold War</p> <p><b>Student Text – Section 4 – Poland: An Emerging European State</b> Movements Toward Independence and Democracy</p> <p><b>Reading – Explore – Uprisings Against the Soviet Union</b> The End of the Cold War</p>
<p><b>W.61</b> Describe the competition in Asia between the Soviet Union and United States, including the wars in Korea and Vietnam as examples of proxy wars.</p>		X	<p><b>Teacher Subscription: Presentation – Activity</b> Conflicts of the Cold War</p> <p><b>Student Text – Section 3 – Wars in Asia</b> Conflicts of the Cold War</p> <p><b>Unit Project – Inquiry Activity</b> The Cold War</p> <p><b>Unit Project – Unit Introduction</b> The Cold War</p>

<p><b>W.62</b> Explain reasons for the rapid decline of communist systems, including:</p> <ul style="list-style-type: none"> <li>• Chernobyl nuclear disaster</li> <li>• Economic inefficiency</li> <li>• Fall of the Berlin Wall</li> <li>• Mass protests in Eastern Europe and China</li> <li>• Mikhail Gorbachev's reforms</li> <li>• Soviet coup d'état of 1991</li> <li>• Unsustainable military spending</li> </ul>			<p><b>X</b></p>	<p><b>Teacher Subscription: Presentation – Activity</b>  Revolution and War in Asia</p> <p><b>Teacher Subscription: Presentation – Activity</b>  The End of the Cold War</p> <p><b>Student Text – Section 1 – A Changing Soviet Union</b>  The End of the Cold War</p> <p><b>Student Text – Section 3 – The Soviet Union Collapses</b>  The End of the Cold War</p> <p><b>Student Text – Section 4 – Poland: An Emerging European State</b>  Movements Toward Independence and Democracy</p> <p><b>Student Text – The Contemporary World</b>  The Contemporary World</p> <p><b>Unit Project – Inquiry Activity</b>  The Contemporary World</p> <p><b>Unit Project – Unit Introduction</b>  The Contemporary World</p>
<p><b>W.63</b> Analyze the political, economic, social, and geographic consequences of the collapse of communist governments and restructure of nation states in the former Soviet Union and Eastern Europe (e.g., Czech Republic, Slovakia, Ukraine, Armenia).</p>			<p><b>X</b></p>	<p><b>Student Text – Section 3 – The Soviet Union Collapses</b>  The End of the Cold War</p> <p><b>Student Text – Section 4 – Poland: An Emerging European State</b>  Movements Toward Independence and Democracy</p> <p><b>Unit Project – Inquiry Activity</b>  The Contemporary World</p> <p><b>Unit Project – Unit Introduction</b>  The Contemporary World</p> <p><b>Reading – Explore – Uprisings Against the Soviet Union</b>  The End of the Cold War</p>
<p><b>W.64</b> Explain the causes and effects of German reunification on both West and East Germany.</p>			<p><b>X</b></p>	<p><b>Student Text – Section 3 – The Soviet Union Collapses</b>  The End of the Cold War</p> <p><b>Reading – Explore – Uprisings Against the Soviet Union</b>  The End of the Cold War</p>
<p><b>W.65</b> Describe how competing national, ethnic, and religious interests led to conflict and the establishment of new countries in the Balkans.</p>			<p><b>X</b></p>	<p><b>Student Text – Explore – Yugoslavia Breaks Apart</b>  The End of the Cold War</p> <p><b>Reading – Explore – Uprisings Against the Soviet Union</b></p>

			The End of the Cold War
<b>W.66</b> Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947.		X	<b>Student Text - Section 2 - Independence for India</b> Revolution and War in Asia <b>Student Text - Section 2 - Pakistan: Dictatorship and Democracy</b> Movements Toward Independence and Democracy
<b>W.67</b> Explain the factors that led to the creation of a lasting democratic government in India as well as the roles of political leaders (e.g., Mohandas Gandhi, Jawaharlal Nehru, Indira Gandhi).		X	<b>Teacher Subscription: Presentation - Activity</b> Revolution and War in Asia <b>Student Text - Section 1 - Challenges for Poor Nations</b> Conflicts of the Cold War <b>Student Text - Section 2 - Independence for India</b> Revolution and War in Asia
<b>W.68</b> Describe the development, goals, and outcomes of nationalist movements in Africa, including the ideas and roles of nationalist leaders (e.g., Jomo Kenyatta, Patrice Lumumba, and Gamal Abdel Nasser).		X	<b>Student Text - Section 1 - The Decline of European Influence</b> A New Role for the West <b>Student Text - Section 2 - Political Change in Egypt and Iran</b> Shifts of Power in the Middle East <b>Student Text - Section 3 - The Partition of Africa</b> Imperialism Throughout the World <b>Student Text - Section 5 - Tanzania: The Struggle for Development</b> Movements Toward Independence and Democracy <b>Student Text - Section 6 - Colonialism in North Africa</b> North Africa and the Middle East <b>Student Text - Section 6 - Further Upheaval in Africa</b> Movements Toward Independence and Democracy
<b>W.69</b> Explain the fight against and dismantling of the apartheid system in South Africa, including the roles of Nelson and Winnie Mandela and the African National Congress.		X	<b>Mandela, Nelson (1918–2013)</b> Biographies <b>Student Text - Section 6 - Further Upheaval in Africa</b> Movements Toward Independence and Democracy <b>Tutu, Desmond (1931–2021)</b> Biographies
<b>W.70</b> Analyze the political, economic, ethnic, geographic (i.e., boundaries and features) and military challenges faced by newly created countries in post-imperial Africa (e.g., civil war, genocide, corruption).		X	<b>Reading - Explore - Colonial Violence in the Scramble for Africa</b> Imperialism Throughout the World

			<p><b>Student Text – Section 1 – The Decline of European Influence</b> A New Role for the West</p> <p><b>Student Text – Section 5 – Tanzania: The Struggle for Development</b> Movements Toward Independence and Democracy</p>
<p><b>W.71</b> Explain how ideological conflicts between capitalism and communism led to armed insurgencies, revolutions, and military dictatorships in Latin American nations, including Argentina, Colombia, Cuba, and Nicaragua.</p>		X	<p><b>Student Text – Section 2 – Conflict in Latin America</b> Conflicts of the Cold War</p> <p><b>Student Text – Section 2 – Reagan Negotiates with the “Evil Empire”</b> The End of the Cold War</p> <p><b>Student Text – Explore – The Cold War in Latin America</b> The End of the Cold War</p>
<p><b>W.72</b> Analyze the ongoing Arab-Israeli Conflict and the peace processes in the Middle East, including Camp David Accords.</p>		X	<p><b>Teacher Subscription: Presentation – Activity</b> Shifts of Power in the Middle East</p> <p><b>Student Text – Section 1 – The Arab-Israeli Conflict</b> Shifts of Power in the Middle East</p> <p><b>Student Text – Section 1 – The World Bands Together</b> Cooperation in a Post-War Europe</p>
<p><b>W.73</b> Compare and contrast the causes and effects of modern genocide, including in Cambodia, Rwanda, and the former Yugoslavia.</p>		X	<p><b>Responding to Genocide</b> Civics Library</p> <p><b>Student Text – Explore – Yugoslavia Breaks Apart</b> The End of the Cold War</p> <p><b>Student Text – Investigating Primary Sources – How Has the International Community Responded to Genocides?</b> Rights, Religion, and Identity</p> <p><b>Student Text – Section 1 – The Campaign for Human Rights</b> Rights, Religion, and Identity</p> <p><b>Student Text – Section 3 – Wars in Asia</b> Conflicts of the Cold War</p>
<p><b>W.74</b> Describe significant economic development in the contemporary world, such as:</p> <ul style="list-style-type: none"> <li>• Influence of trade organizations (e.g., NAFTA, OPEC)</li> <li>• Influence of technology (e.g., GIS, GPS)</li> <li>• Impact of a global economy</li> </ul>		X	<p><b>Teacher Subscription: Presentation – Activity</b> The Impact of Globalization</p> <p><b>Teacher Subscription: Presentation – Activity</b> Movements Toward Independence and Democracy</p> <p><b>Reading – Explore – The Global Impact of the Internet</b> The Impact of Globalization</p>

			<p><b>Standard of Living</b> Economics Library</p> <p><b>Student Text - Section 1 - Economic Interdependence</b> The Impact of Globalization</p> <p><b>Student Text - Section 2 - A Changing Role for the United States</b> A New Role for the West</p> <p><b>Student Text - Section 3 - Globalization's Effects on Society</b> The Impact of Globalization</p> <p><b>Student Text - Section 3 - Mexico: Stability and Change</b> Movements Toward Independence and Democracy</p> <p><b>Student Text - Section 3 - Oil and Power in the Persian Gulf</b> Shifts of Power in the Middle East</p> <p><b>Trade: How Interdependence Impacts People and Nations</b> Economics Library</p>
--	--	--	---

<p><b>W.75</b> Describe patterns of globalization and its impact in the contemporary world, such as:</p> <ul style="list-style-type: none"> <li>• Influence of supranational organizations (e.g., UN, G-7)</li> <li>• Population change (e.g., growth, decline, control)</li> <li>• Resurgence of tribalism</li> </ul>		X	<p><b>Teacher Subscription: Presentation - Activity</b> The Impact of Globalization</p> <p><b>Reading - Explore - Health-Related Policies</b> The Impact of Globalization</p> <p><b>Responding to Genocide</b> Civics Library</p> <p><b>Student Text - Explore - The Role of Non-governmental Organizations in Managing Resources</b> The Impact of Globalization</p> <p><b>Student Text - Explore - The State of Agriculture in the Modern World</b> The Impact of Globalization</p> <p><b>Student Text - Section 1 - The Decline of European Influence</b> A New Role for the West</p> <p><b>Student Text - Section 1 - The World Bands Together</b> Cooperation in a Post-War Europe</p> <p><b>Student Text - Section 2 - The Globalization of Culture</b> The Impact of Globalization</p> <p><b>Student Text - Section 3 - Globalization's Effects on Society</b> The Impact of Globalization</p> <p><b>Student Text - Section 3 - The Great Convergence</b> A New Role for the West</p>
--	--	---	--

<p><b>W.7.6</b> Describe significant social and political issues in the contemporary world, such as:</p> <ul style="list-style-type: none"> <li>• Human Trafficking • Military Conflicts (e.g., Bosnia, Terrorism) • Territorial Disputes (e.g., Arab-Israeli Conflict) • Global terrorism</li> </ul>			<b>X</b>	<p><b>Reading - Explore - Nationalist Conflicts</b> Rights, Religion, and Identity <b>Student Text - Section 1 - The Arab-Israeli Conflict</b> Shifts of Power in the Middle East <b>Student Text - Section 1 - The Immediate Impact of 9/11</b> The New Geopolitics <b>Student Text - Section 2 - Pakistan: Dictatorship and Democracy</b> Movements Toward Independence and Democracy <b>Student Text - Section 2 - The War Continues</b> The New Geopolitics <b>Student Text - Section 3 - Oil and Power in the Persian Gulf</b> Shifts of Power in the Middle East</p>
<b>Total 152</b>				



**Table 2: Instructional Focus**

**Directions:**  
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
Essential Questions	Lacks essential questions present, or questions are fact-based and closed-ended.	Essential questions are present but lack depth, relevance, or alignment to standards.	Text includes open-ended, thought provoking questions that encourage inquiry and align with the big ideas.	<b>2</b>	<p>Unit Inquiry Projects guide students to create a Compelling Question that anchors instruction around big ideas rather than recall. Each TCI lesson centers on an open-ended Essential Question aligned with unit goals, prompting students to analyze information, evaluate perspectives, and construct explanations.</p> <p><b>Student Text - Introduction</b> Shifts of Power in the Middle East <b>Unit Project - Inquiry Activity</b> The World Before 1750</p>

Supporting Questions	Lacks supporting questions or those included are unrelated to compelling questions.	Supporting questions are present but only partially develop key concepts or inquiry.	Clear, scaffolded supporting questions build toward answering the compelling question.	2	<p>Unit Inquiry Projects guide students to generate scaffolded supporting questions that build concept by concept toward answering the compelling question. These questions organize lessons and sources so students can investigate, revise their thinking, and synthesize learning into an evidence-based response.</p> <p><b>Unit Project - Inquiry Activity</b> Foundations of World History <b>Unit Project - Inquiry Activity</b> The Contemporary World</p>
Student Centered Learning	Materials are teacher-directed with no student autonomy or exploration.	Materials include occasional student centered activities.	Materials promote a student centered approach that promotes inquiry, choice, and collaboration, with materials designed to support exploration, critical thinking, and real-world problem-solving.	2	<p>TCI's programs follow <b>The TCI Approach</b>, prioritizing active learning through structured collaboration, simulations, and inquiry routines that require students to do the intellectual work. Classroom Activities and Inquiry Projects provide meaningful choice in how students discuss, write, and demonstrate understanding. Video Activities add flexibility, allowing students to control the pace of their learning with sequenced short videos, interactive tasks, and built-in assessments.</p> <p><b>Teacher Subscription: Presentation - Activity</b> Political Revolutions and Their Legacies <b>Classroom Activity Slideshow</b> The Gunpowder Empires <b>Video Activity</b> Transformations in Europe <b>Inquiry Project</b> The First Global Age</p>

Disciplinary Literacy	Lacks meaningful engagement with disciplinary literacy; focus is on rote memorization.	Few opportunities for disciplinary thinking; tasks are often recall based or procedural.	Students consistently engage in authentic disciplinary practices through inquiry, primary source analysis, and evidence-based writing.	2	<p>Students regularly read, write, speak, and reason like social scientists by analyzing maps, images, and primary and secondary sources and using evidence in discussion and writing. TCI lessons include source-based prompts and writing tasks (e.g., Processing and Writing for Understanding) that require claims supported by textual and visual evidence. Students analyze and compare artifacts, documents, and data through Investigating Primary Sources activities and the Unit Inquiry Project to answer investigative questions.</p> <p><b>Investigating Primary Sources - How Was the Cold War Waged All over the World?</b> The Cold War <b>Unit Inquiry Project</b> The Cold War <b>Classroom Activity - Slideshow</b> Consequences of Industrialization</p>
Multiple Perspectives and Narratives	Materials lack diverse perspectives and experiences.	Attempts to include diverse voices, but representation is limited.	Meaningful inclusion of multiple perspectives is integrated into narratives	2	<p>TCI integrates multiple perspectives through diverse sources and narratives (e.g., biographies, literature, primary sources) and asks students to compare viewpoints and consider context. Teacher guidance supports facilitating discussion of complex topics in respectful, evidence-based ways.</p> <p><b>Student Text - Explore - The European Response to Islamic Expansion</b> Expanding Interactions <b>Classroom Activity Slideshow</b> Conflicts of the Cold War <b>Primary Source - Women Thinkers in the Enlightenment</b> Transformations in Europe <b>Global Women's Rights</b> Rights, Religion, and Identity <b>Classroom Activity - Slideshow</b> Imperialism Throughout the World</p>

<p>Concepts before Vocabulary</p>	<p>Emphasis on vocabulary memorization over conceptual understanding.</p>	<p>In some instances, materials develop conceptual meaning first.</p>	<p>In all instances, conceptual understanding is prioritized; vocabulary is introduced after students explore ideas.</p>	<p><b>2</b></p>	<p>Each lesson begins with a Preview that builds background knowledge and conceptual understanding before the formal introduction of key terms. Vocabulary is then reinforced through purposeful practice (e.g., Vocabulary Activities and application during Reading and Processing) so students use terms in context. During Classroom Activities like Visual Discovery and Response Groups, students analyze images and sources and discuss concepts before learning related vocabulary.</p> <p><b>Student Text - Introduction</b> The Russian Revolution</p> <p><b>Classroom Activity Slideshow</b> Political Revolutions and their Legacies</p> <p><b>Classroom Activity Slideshow</b> The Industrial Revolution</p>
<p>Connections across content ideas</p>	<p>Content is presented in isolated segments and lacks connections across time, themes, or disciplines.</p>	<p>Students are occasionally prompted to relate new content to prior knowledge or other disciplines, but support for making these connections is limited.</p>	<p>The material consistently and intentionally connects key concepts across time periods, geographic regions, and building on prior knowledge allowing students to deepen their understanding.</p>	<p><b>2</b></p>	<p>TCI's programs use a coherent spiral design that intentionally revisits and deepens key concepts across units, so students make connections across time periods and geographic regions. Units intentionally foreground geography and spatial thinking so students can analyze how location, resources, and environment shape societies and historical developments, then apply those ideas when studying new regions and eras. Recurring routines—such as Inquiry Activities and end-of-lesson Processing—ask students to compare patterns, trace continuity and change, and apply previously learned concepts (e.g., cause and effect, civics concepts, cultural diffusion) to new contexts, supporting deeper understanding over time.</p> <p><b>Unit Inquiry Project</b> The First Global Age</p> <p><b>Classroom Activity Slideshow</b> World War II</p>

Connects across disciplines	Lacks connections with other subject areas.	Basic or infrequent interdisciplinary connections.	Strong, intentional connections to ELA, math, science, arts, etc., enhancing understanding.	2	<p>TCI lessons intentionally connect social studies to ELA through frequent reading, evidence-based writing, and structured speaking/listening routines. Connections to math are built through analysis of charts, graphs, and timelines, while connections to the arts are developed by using art and architecture as historical evidence of cultural values and change over time. TCI also integrates science concepts by exploring how technology, natural resources, and human-environment interactions have shaped societies.</p> <p><b>Classroom Activity Slideshow</b> Movements Toward Independence and Democracy <b>Student Text – Explore – Scientific Developments of the 20th Century</b> The Impact of Globalization <b>Classroom Activity Slideshow</b> The Rise of Fascism and Totalitarian States</p>
Review Opportunities	Lacks built-in opportunities to review or reinforce concepts.	Some reviews included but lacks variety or alignment with learning goals.	Frequent and varied opportunities to review and reinforce key ideas and skills.	2	<p>TCI's programs build frequent, standards-aligned review into lessons and units through Reading Checks, lesson games, and Processing tasks that require students to retrieve and apply learning (not just reread). Video Activities also reinforce key ideas through guided viewing with embedded questions. Units also include summative opportunities—such as the Unit Inquiry Project and unit assessments—that ask students to synthesize learning and demonstrate mastery using evidence.</p> <p><b>Lesson Review Game</b> The Study of History <b>Processing Activity</b> The Decline of Feudalism <b>Video Activity – Elizabeth I</b> Transformations in Europe</p>
<b>Total: 18</b>					

**Table 3: Attending to the Social Studies Practices (SSPs)**

**Directions:**  
Adhere to the provided rubric states for scoring.

Indicator	0	1	2	Score	Evidence
Collect information from various primary and secondary sources	Relies of a single source or lacks source integration.	Uses multiple sources inconsistently or with limited relevance.	Effectively integrates a diverse range of relevant sources (e.g., texts, media, data, artifacts).	2	<p>Lessons routinely incorporate multiple source types (e.g., primary sources, maps, images, secondary readings, and multimedia) so students gather information from more than one perspective. Digital Reading supports make these sources accessible while keeping students anchored in grade-level content.</p> <p><b>Classroom Activity Slideshow</b> Foreign Influences and Political Revolutions in the Americas</p> <p><b>Classroom Activity Slideshow</b> The New Geopolitics</p>
Critically examine primary & secondary sources	No examination or reference to source types.	Some attempt to differentiate or analyze sources but lacks depth or clarity.	Provides clear opportunities to analyze, compare, and evaluate both primary and secondary sources.	2	<p>Students analyze source content and reliability through recurring routines (e.g., Investigating Primary Sources) and close-reading prompts that address both primary and secondary sources. Tasks require students to compare accounts, evaluate the author's perspective or bias, and use evidence from multiple sources to justify conclusions and support claims.</p> <p><b>Investigating Primary Sources - Why Did Mexico Move Toward Revolution in the 1900s?</b> The Impact of Industrialization on Global Revolutions</p> <p><b>Investigating Primary Sources - How Did the Policies of the Tokugawa Change Life in Feudal Japan?</b> Expansion and Isolationism in Eurasia</p>

Synthesize data from multiple sources	Materials do not include opportunities for synthesis, comparison, or integration of ideas.	The materials provide data or information from multiple sources, but students are only asked to observe or reference it without meaningful analysis or synthesis.	Students are actively engaged in tasks that require students to integrate information meaningfully and evaluate relationships across sources.	2	<p>TCI's inquiry structure requires students to integrate information across texts, visuals, and activities to answer Essential Questions and unit Compelling Questions. Processing tasks and Inquiry Projects explicitly prompt students to connect evidence across sources and explain relationships (e.g., cause/effect, comparison, change over time).</p> <p><b>Unit Inquiry Project</b> The Age of Revolutions <b>Classroom Activity Slideshow</b> Consequences of Industrialization <b>Classroom Activity Slideshow</b> Revolution and War in Asia</p>
Construct and communicate ideas supported by evidence	Students are not expected to justify their ideas with evidence or claims.	Students are occasionally asked to use evidence to support their ideas, but tasks may be formulaic, limited in rigor, or lacking in source diversity.	The material consistently engages students in developing claims, arguments, or interpretations using relevant and credible evidence from primary and secondary sources.	2	<p>Students regularly develop claims in discussions and in written responses using evidence from readings, including primary and secondary sources. Unit Inquiry Projects require students to communicate conclusions in a product or presentation grounded in evidence constructed from the lessons in the unit.</p> <p><b>Classroom Activity Slideshow</b> Early Humanity <b>Classroom Activity Slideshow</b> Revolution and War in Asia</p>

Develop historical awareness	Lacks connection to historical context, change, or continuity.	The material includes some elements of historical thinking (e.g., timelines, multiple accounts), but these are inconsistently used or shallowly explored.	Students consistently engage with historical content in ways that develop deep historical awareness.	2	<p>TCI strengthens historical thinking through timelines, sequencing, and analysis of change and continuity across eras. Units close with a Timeline Challenge, and historical thinking is embedded throughout lesson activities and readings as students place events in context and explain causes and consequences using evidence from multiple sources.</p> <p><b>Classroom Activity Slideshow</b> The Impact of Globalization <b>Investigating Primary Sources - How Has the International Community Responded to Genocides?</b> Rights, Religion, and Identity</p>
Develop geographic awareness	Materials lack geographic thinking or map based analysis.	Students occasionally engage in geographic analysis, such as reading maps or discussing location, but activities are limited in scope or depth	Students consistently use geographic tools and perspectives to investigate spatial patterns, relationships, and processes across different scales.	2	<p>Students use geographic tools (maps, spatial visuals, and place-based questions) to analyze how physical and human geography shape settlement, trade, conflict, and culture. Geographic thinking is embedded throughout lesson activities and readings, so students repeatedly apply location and spatial patterns to historical explanations. Many units in <i>History Alive! World Connections</i> incorporate geography-focused lessons where students analyze the region and changes that occur over time.</p> <p><b>Student Text - Section 2 - The Muslim Empire</b> Expanding Interactions <b>Classroom Activity Slideshow</b> The Industrial Revolution</p>
Support for a focus SSP	Lacks clear focus on any SSP	Mentions or touches on an SSP but lacks consistent support.	Clearly identifies and consistently supports a central SSP throughout the lesson or materials.	2	<p>Each lesson's Essential Question and core tasks concentrate student work around one or more targeted practices (e.g., source analysis, argumentation, or synthesis), rather than isolated skill drills. Unit Inquiry Projects sustain this focus over multiple lessons by repeatedly returning to supporting questions and evidence-building. Our <b>Critical Thinking Skills Toolkit</b> and <b>TCI Vertical Skills Framework</b> provide teachers with planning and SSP implementation support throughout all our programs.</p> <p><b>Classroom Activity Slideshow</b></p>

					The Gunpowder Empires <b>Unit Inquiry Project</b> A World in Crisis
<b>Total: 14</b>					



**Table 4: Accessibility Features**

**Directions:**

- **0: The standard is not present within the material**
- **1: The standard is present within the material. The intent and/or frequency component of the standard is not fully met.**
- **2: A rating of a 2 indicates the standard is present and all aspects of the standard are fully met.**

Digital Materials	0	1	2	Evidence
All lessons within the materials are available in digital form and include a printable option.			2	<p>TCI’s programs provide all lesson components digitally (readings, slideshows, activities, and assessments) and include print options for offline use. Teachers can print lesson materials and student resources to support varied classroom settings.</p> <p><b>Classroom Activity Slideshow</b> Ghana: A West African Trading Empire <b>Student Text - Introduction</b> Ghana: A West African Trading Empire <b>Interactive Student Notebook - PDF</b> Ghana: A West African Trading Empire</p>
In every lesson, materials include recommended supports, accommodations, and modifications for Students with Disabilities and English language learners that will support their regular and active participation on grade level material (e.g., modifying vocabulary words within word problems, sentence starters, etc.).			2	<p>Every lesson includes lesson-specific differentiated Instruction strategies for multilingual learners, students reading below grade level, students with special learning needs, and advanced learners. Digital supports (e.g., text-to-speech and reading/annotation supports where available) and flexible activity formats help ensure students can participate in grade-level inquiry and tasks.</p> <p><b>Student Text - Introduction</b> Shifts of Power in the Middle East</p>

				<p><b>Teacher's Guide</b>  Shifts of Power in the Middle East</p> <p><b>Access Points for Differentiation</b>  Shifts of Power in the Middle East</p>
<b>Total: 4</b>				