



Glencoe World History ©2010

Standards	Page Reference
Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Grades 9-10	
English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
<ul style="list-style-type: none"> KEY IDEAS AND DETAILS 	
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Student Edition: <i>Guide to Reading: Reading Strategy</i> 4, 14, 26, 34, 46, 54, 66, 76, 84, 94, 106, 112, 118, 124, 134, 146, 152, 160, 168, 174, 188, 192, 200, 204, 236, 242, 250, 264, 270, 278, 284, 290, 302, 308, 316, 322, 334, 342, 348, 352, 368, 372, 382, 398, 406, 412, 418, 430, 438, 444, 454, 458, 464, 472, 484, 492, 498, 510, 516, 520, 528, 538, 546, 554, 566, 576, 586, 596, 614, 624, 630, 638, 652, 658, 668, 674, 686, 692, 702, 708, 724, 732, 738, 758, 762, 772, 778, 790, 796, 804, 812, 822, 828, 836, 844, 856, 864, 874, 880, 900, 910, 914, 930, 936, 940, 946, 960, 966, 972, 986, 996, 1012, 1018, 1024, 1038, 1048 <i>Document-Based Questions Making Inferences</i> 28, 36, 42, 48, 55, 108, 110, 116, 157, 172, 198, 206, 282, 288, 294, 323, 349, 357, 401, 580, 592, 595, 597, 617, 663, 713, 727, 731, 736, 760, 776, 824, 903, 1000, <i>Section Review Making Inferences</i> 57, 81, 91, 199, 203, 207, 249, 403, 525, 569, 637, 657, 699, 761, 795, 841, 945, <i>Critical Thinking Skills Making Inferences</i> 78, 233, 248, 274, 305, 340, 550, 694, 714, 840, 933, 944, 1046, 1059

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	<p><i>Document-Based Questions Drawing Conclusions</i> 18, 59, 73, 116, 138, 163, 198, 251, 268, 287, 387, 514, 541, 580, 595, 863, 1005</p> <p><i>Section Review Drawing Conclusions</i> 43, 173, 347, 457, 463, 563, 707, 809, 879,</p> <p><i>Critical Thinking Skills Drawing Conclusions</i> 9, 80, 91, 113, 183, 233, 337, 373, 530, 609,</p> <p><i>Chapter Assessment: Extended Response</i> 23, 63, 103, 143, 181, 213, 261, 299, 331, 356, 391, 427, 451, 481, 507, 535, 573, 607, 649, 683, 721, 751, 787, 819, 853, 893, 927, 957, 983, 1009, 1035, 1057</p> <p><i>Skills Handbook: Critical Thinking Skills Making Inferences</i> R20; <i>Drawing Conclusions</i> R24</p> <p>Teacher Wraparound Edition:</p> <p>CT Inferences 9, 17, 38, 38, 58, 68, 73, 86, 89, 97, 114, 125, 129, 133, 172, 194, 222, 227, 238, 240, 245, 247, 256, 267, 281, 283, 285, 312, 319, 321, 335, 337, 345, 375, 380, 384, 400, 409, 420, 435, 459, 489, 525, 548, 550, 598, 603, 608, 616, 622, 644, 663, 727, 741, 775, 776, 782, 809, 830, 876, 888, 933, 943, 945, 963, 976, 987, 989, 997, 1003, 1004, 1021, 1026, 1030, 1046; CT Draw Conclusions 6, 30, 31, 37, 44, 56, 73, 115, 119, 128, 129, 138, 166, 183, 193, 217, 220, 231, 254, 305, 354, 440, 456, 497, 527, 564, 569, 645, 654, 667, 715, 716, 717, 735, 781, 833, 873, 905, 934, 978, 1045, 1052; RS Inferring 42, 45, 70, 111, 113, 127, 137, 216, 228, 540, 557, 565, 619, 626, 636, 746, 842, 905, 948, 1013, 1039; DI 56, 170, 244, 274, 309, 501, 530, 697, 830, 838, 859, 964, 969, 1028; C 123, 255, 275, 283, 295, 307, 387, 603, 747, 771, 783, 935, 951; ACL 698</p>
<p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Student Edition:</p> <p><i>Reading Strategy Summarizing Information</i> 4, 46, 124, 168, 188, 204, 264, 302, 368, 372, 406, 411, 458, 472, 498, 528, 538, 546, 566, 624, 630, 638, 658, 836, 844, 900</p> <p><i>Reading Check Summarizing</i> 7, 41, 111, 525, 543, 677, 691, 769, 793, 795, 801, 809, 878, 971, 993, 1050</p>

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	<p><i>Turning Point</i> 17, 32, 91, 120, 172, 195, 246, 280, 318, 354, 413, 436, 456, 502, 514, 542, 600, 617, 677, 744, 775, 793, 833, 885, 904, 933, 970, 991, 1022</p> <p><i>Foldables Study Organizer Summarizing</i> 25, 959</p> <p><i>Chart Skills Summarizing</i> 71, 846</p> <p><i>Section Review Summarize</i> 117, 131, 177, 307, 313, 321, 347, 351, 371, 385, 403, 469, 489, 495, 515, 545, 563, 583, 593, 603, 621, 629, 643, 657, 665, 679, 731, 737, 795, 803, 809, 827, 861, 913, 935, 939, 945, 1017, 1047</p> <p><i>Document-Based Questions Summarizing</i> 127, 318, 335, 446, 475, 502, 640, 656, 1052</p> <p><i>Critical Thinking Skills Summarizing</i> 153, 248, 840, 904,</p> <p><i>Analyzing Time Lines Summarizing</i> 267</p> <p><i>Section Review Identifying Central Issues</i> 411, 1047</p> <p><i>Critical Thinking Identifying Central Issues</i> 753</p> <p><i>Skills Handbook: Critical Thinking Skills, Identifying the Main Idea</i> R13</p> <p>Teacher Wraparound Edition: ACL 32; CT 51, 230, 407, 413, 517, 545, 601, 635, 670, 710, 730, 800, 843, 848, 861, 885, 939; DI 306, 550, 662, 782, 944, 948; C 761</p>
<p>3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	<p>Student Edition: <i>People in History</i> 6, 40, 74, 130, 155, 244, 271, 286, 292, 345, 350, 384, 408, 414, 420, 462, 488, 549, 556, 557, 588, 633, 671, 678, 690, 696, 706, 710, 728, 728, 734, 781, 794, 870, 912, 988, 1020</p> <p><i>Social History</i> 12-13, 44-45, 132-133, 166-167, 208-209, 256-257, 276-277, 314-315, 360-361, 380-381, 404-405, 442-443, 470-471, 496-497, 526-527, 564-565, 584-585, 644-645, 666-667, 716-717, 746-747, 770-771, 810-811, 842-843, 888-889, 922-923, 952-953, 978-979, 994-995, 1030-1031</p>

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	<p><i>Connecting to the United States</i> 15, 50, 92, 161, 254, 476, 494, 568, 582, 598, 636, 661, 768, 834, 878, 920, 964, 1002, 1027</p> <p><i>Turning Point: The Columbian Exchange and International Trade</i> 436</p> <p>Teacher Wraparound Edition: DI 326, 616, 974; HOCP 456, 459, 467, 473, 478, 539, 547, 555, 567, 570, 587, 597</p>
<ul style="list-style-type: none"> CRAFT AND STRUCTURE 	
<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>Student Edition:</p> <p><i>Guide to Reading Content Vocabulary</i> 4, 14, 26, 34, 46, 54, 66, 76, 84, 94, 106, 112, 118, 124, 134, 146, 152, 160, 168, 174, 188, 192, 200, 204, 236, 242, 250, 264, 270, 278, 284, 290, 302, 308, 316, 322, 334, 342, 348, 352, 368, 372, 382, 398, 406, 412, 418, 430, 438, 444, 454, 458, 464, 472, 484, 492, 498, 510, 516, 520, 528, 538, 546, 554, 566, 576, 586, 596, 614, 624, 630, 638, 652, 658, 668, 674, 686, 692, 702, 708, 724, 732, 738, 758, 762, 772, 778, 790, 796, 804, 812, 822, 828, 836, 844, 856, 864, 874, 880, 900, 910, 914, 930, 936, 940, 946, 960, 966, 972, 986, 996, 1012, 1018, 1024, 1038, 1048</p> <p><i>Guide to Reading Academic Vocabulary</i> 4, 14, 26, 34, 46, 54, 66, 76, 84, 94, 106, 112, 118, 124, 134, 146, 152, 160, 168, 174, 188, 192, 200, 204, 236, 242, 250, 264, 270, 278, 284, 290, 302, 308, 316, 322, 334, 342, 348, 352, 368, 372, 382, 398, 406, 412, 418, 430, 438, 444, 454, 458, 464, 472, 484, 492, 498, 510, 516, 520, 528, 538, 546, 554, 566, 576, 586, 596, 614, 624, 630, 638, 652, 658, 668, 674, 686, 692, 702, 708, 724, 732, 738, 758, 762, 772, 778, 790, 796, 804, 812, 822, 828, 836, 844, 856, 864, 874, 880, 900, 910, 914, 930, 936, 940, 946, 960, 966, 972, 986, 996, 1012, 1018, 1024, 1038, 1048</p> <p><i>Section Review Vocabulary</i> 11, 19, 33, 43, 51, 57, 75, 81, 93, 99, 111, 117, 123, 131, 139, 151, 159, 165, 173, 177, 191, 199, 203, 207, 239, 249, 255, 269, 275, 283, 289, 295, 307, 313, 321, 327, 341, 347, 351, 359, 371, 379, 385, 403, 411, 417, 423,</p>

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5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<p>Student Edition:</p> <p><i>Guide to Reading: Reading Strategy</i> 4, 14, 26, 34, 46, 54, 66, 76, 84, 94, 106, 112, 118, 124, 134, 146, 152, 160, 168, 174, 188, 192, 200, 204, 236, 242, 250, 264, 270, 278, 284, 290, 302, 308, 316, 322, 334, 342, 348, 352, 368, 372, 382, 398, 406, 412, 418, 430, 438, 444, 454, 458, 464, 472, 484, 492, 498, 510, 516, 520, 528, 538, 546, 554, 566, 576, 586, 596, 614, 624, 630, 638, 652, 658, 668, 674, 686, 692, 702, 708, 724, 732, 738, 758, 762, 772, 778, 790, 796, 804, 812, 822, 828, 836, 844, 856, 864, 874, 880, 900, 910, 914, 930, 936, 940, 946, 960, 966, 972, 986, 996, 1012, 1018, 1024, 1038, 1048</p> <p>Teacher Wraparound Edition:</p> <p>Foldables 3, 25, 65, 105, 145, 187, 235, 263, 301, 333, 367, 397, 429, 453, 483, 509, 537, 575, 613, 651, 685, 723, 757, 789, 821, 855, 899, 929, 959, 985, 1011, 1037</p>
6. Assess how point of view or purpose shapes the content and style of a text.	<p>Student Edition:</p> <p><i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005</p>

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	<p><i>Opposing Viewpoints</i> 541, 698</p> <p><i>Turning Point Freud: In Search of the Unconscious</i> 677</p> <p>Teacher Wraparound Edition: TT 1A; AIC 58; DI 59, 161, 386, 594, 622, 862; A/C 387; CT 541; AIC 677; RS 698; ACL 858</p>
<ul style="list-style-type: none"> INTEGRATION OF KNOWLEDGE AND IDEAS 	
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<p>Student Edition: <i>Analyzing Visuals Making Inferences</i> 45, 133, 257, 585, 645, 747, 811, <i>Analyzing Visuals Drawing Conclusions</i> 443, 1031 <i>Primary Source: Political Cartoons</i> 577, 592, 620, 634, 672, 689, 703, 713, 730, 859, 863, 906, 922 <i>Skills Handbook: Critical Thinking Skills Evaluating Information</i> R19; <i>Synthesizing Information</i> R23 <i>Skills Handbook: Social Studies Skills Interpreting Political Cartoons</i> R30; <i>Interpreting Primary Sources</i> R31</p> <p>Teacher Wraparound Edition: HOCP 35, 118, 189, 210, 669, 729; ACL 46, 69, 402; DI 73, 416, 435</p>
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<p>Student Edition: <i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005 <i>Infographics Primary Source Fascism in Italy</i> 798 <i>Use of Radio and Movies for Propaganda</i> 812-813 <i>Primary Source History & Arts: Nazi Propaganda Film</i> 813 <i>Skills Handbook: Critical Thinking Skills Evaluating Information</i> R19; <i>Detecting Bias</i> R22</p>

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	Teacher Wraparound Edition: AIC 58; DI 161, 386, 622, 862; A/C 387
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Student Edition: <i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005 <i>Opposing Viewpoints</i> 541, 698 <i>Skills Handbook: Critical Thinking Skills Comparing and Contrasting</i> R21 Teacher Wraparound Edition: TT 1A; DI 9; AIC 58, 677; DI 386, 594, 622, 862; ACL 858
<ul style="list-style-type: none"> RANGE OF READING AND LEVEL OF TEXT COMPLEXITY 	
10. Read and comprehend complex literary and informational texts independently and proficiently.	Student Edition: <i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005 <i>Section Review #8 Descriptive Writing: Read Magazine Articles or Books in Library</i> 11 <i>Extended Response</i> 331, 427, 983, 1009, 1057 <i>Section Review #9 Expository Writing: Find a Library Book by a German and Read</i> 809 <i>Primary Sources & Literature Library</i> R34-R56 Teacher Wraparound Edition: AIC 58, 80, 220, 434, 514, 619, 635, 677, 771, 801, 968; HOCP 78, 108, 113, 119, 126, 137, 154, 237, 243, 251, 291, 303, 319, 370, 374, 424, 518, 659; DI 155, 209, 350, 386, 435, 622, 706, 730, 806, 862, 886; ACL 640; AEC 705, 1052

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English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

• TEXT TYPES AND PURPOSES

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Student Edition:

Writing About History Persuasive Writing 57, 81, 139, 159, 177, 199, 273, 341, 351, 441, 457, 553, 583, 603, 665, 803, 841, 861, 871, 887, 921, 971, 1023

Teacher Wraparound Edition:

WS 80, 91, 96, 117, 129, 167, 177, 196, 206, 340, 370, 467, 530, 543, 556, 568, 617, 634, 728, 779, 807, 829, 858, 918, 948, 1040, 1041

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Student Edition:

Writing About History Expository Writing 19, 51, 75, 93, 99, 111, 131, 151, 165, 173, 207, 255, 269, 289, 307, 321, 347, 359, 371, 379, 385, 403, 411, 417, 423, 463, 469, 477, 489, 495, 515, 519, 531, 545, 563, 569, 593, 621, 629, 637, 643, 657, 673, 679, 691, 699, 715, 737, 745, 761, 769, 783, 795, 809, 815, 827, 835, 879, 907, 913, 935, 939, 945, 977, 993, 1003, 1029, 1047

Extended Response 23, 63, 103, 143, 181, 213, 261, 299, 331, 365, 391, 427, 451, 481, 507, 535, 573, 607, 649, 683, 721, 751, 787, 819, 853, 893, 927, 957, 983, 1009, 1035, 1057

Teacher Wraparound Edition:

WS 18, 41, 50, 71, 79, 88, 97, 109, 122, 136, 149, 157, 173, 190, 202, 208, 216, 219, 223, 225, 246, 252, 273, 312, 337, 346, 356, 357, 359, 376, 381, 399, 410, 416, 419, 434, 440, 447, 455, 461, 487, 488, 494, 501, 519, 521, 541, 547, 580, 599, 628, 633, 635, 639, 640, 655, 660, 666, 670, 676, 678, 688, 695, 706, 714, 734, 743, 760, 763, 765, 770, 777, 794, 800, 814, 846, 848, 869, 887, 903, 912, 935, 944, 963, 969, 990, 997, 1000, 1002, 1015, 1020, 1026, 1031, 1051; **ACL** 601

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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Student Edition: <i>Writing About History Narrative Writing</i> 11, 117, 123, 191, 239, 249, 283, 313, 437, 447, 525, 731, 965, 1017 <i>Extended Response</i> 299</p> <p>Teacher Wraparound Edition: WS 16, 163, 268, 279, 314, 319, 324, 385, 392, 404, 512, 551, 561, 581, 587, 592, 620, 729, 744, 761, 826, 875, 884, 889, 920, 964, 974, 995, 1059</p>
<ul style="list-style-type: none"> PRODUCTION AND DISTRIBUTION OF WRITING 	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Student Edition: <i>Chapter Assessment: Extended Response</i> 23, 63, 103, 143, 181, 213, 261, 299, 331, 356, 391, 427, 451, 481, 507, 535, 573, 607, 649, 683, 721, 751, 787, 819, 853, 893, 927, 957, 983, 1009, 1035, 1057 <i>Section Review Writing About History</i> 11, 19, 33, 43, 51, 57, 75, 81, 93, 99, 111, 117, 123, 131, 139, 151, 159, 165, 173, 177, 191, 199, 203, 207, 239, 249, 255, 269, 275, 283, 289, 295, 307, 313, 321, 327, 341, 347, 351, 359, 371, 379, 385, 403, 411, 417, 423, 437, 441, 447, 457, 463, 469, 477, 489, 495, 503, 515, 519, 525, 531, 545, 553, 563, 569, 583, 593, 603, 621, 629, 637, 643, 657, 665, 673, 679, 691, 699, 707, 715, 731, 737, 745, 761, 769, 777, 783, 795, 803, 809, 815, 827, 835, 841, 849, 861, 871, 879, 887, 907, 913, 921, 935, 939, 945, 951, 965, 971, 977, 993, 1003, 1017, 1023, 1029, 1047, 1053</p> <p>Teacher Wraparound Edition: HOCP 55, 60, 96, 137, 154, 171, 176, 178, 210, 310, 513, 784, 813</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Student Edition: <i>Section Review Writing About History</i> 11, 19, 33, 43, 51, 57, 75, 81, 93, 99, 111, 117, 123, 131, 139, 151, 159, 165, 173, 177, 191, 199, 203, 207, 239, 249, 255, 269, 275, 283, 289, 295, 307, 313, 321, 327, 341, 347, 351, 359, 371, 379, 385, 403, 411, 417, 423, 437, 441, 447, 457, 463, 469, 477, 489, 495, 503, 515, 519, 525, 531, 545, 553, 563, 569,</p>

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	<p>583, 593, 603, 621, 629, 637, 643, 657, 665, 673, 679, 691, 699, 707, 715, 731, 737, 745, 761, 769, 777, 783, 795, 803, 809, 815, 827, 835, 841, 849, 861, 871, 879, 887, 907, 913, 921, 935, 939, 945, 951, 965, 971, 977, 993, 1003, 1017, 1023, 1029, 1047, 1053</p> <p>Teacher Wraparound Edition: HOCP 55, 60, 96, 137, 154, 171, 176, 178, 210, 310, 513, 784, 813</p>
<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Student Edition: <i>Section Review Writing About History #8</i> <i>Multimedia Presentation 777, 827</i></p> <p>Teacher Wraparound Edition: ATC 194, 218, 227, 560, 687, 843; HOCP 118, 265, 273, 281, 285, 291, 296, 335, 344, 349, 355, 362, 712, 729, 906, 915, 924; ACL 601</p>
<p>• RESEARCH TO BUILD AND PRESENT KNOWLEDGE</p>	
<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Student Edition: <i>Section Review Writing About History #8</i> <i>Informative Writing 51</i></p> <p><i>Section Review Writing About History #8</i> <i>Descriptive Writing 313, 849, 951, 1053</i></p> <p><i>Section Review Writing About History #8</i> <i>Expository Writing 385, 545</i></p> <p><i>Extended Response 331, 427, 983, 1009, 1057</i></p> <p>Teacher Wraparound Edition: ATC 224, 227, 687; HOCP 319, 324, 374, 518, 539, 577, 764, 823, 829, 967; AIC 376, 619; ACL 711, 858; AEC 1052</p>
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>Student Edition: <i>Section Review Writing About History #8</i> <i>Informative Writing 51</i></p> <p><i>Section Review Writing About History #8</i> <i>Descriptive Writing 313, 849, 951, 1053</i></p>

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	<p><i>Section Review Writing About History #8</i> <i>Expository Writing</i> 385, 545</p> <p><i>Extended Response</i> 331, 427, 983, 1009, 1057</p> <p>Teacher Wraparound Edition: ATC 224, 227, 687; HOCP 319, 324, 374, 518, 539, 577, 764, 823, 829, 967; AIC 376, 619; ACL 711, 858; AEC 1052</p>
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>Student Edition:</p> <p><i>Section Review Writing About History #8</i> <i>Informative Writing</i> 51</p> <p><i>Section Review Writing About History #8</i> <i>Descriptive Writing</i> 313, 849, 951, 1053</p> <p><i>Section Review Writing About History #8</i> <i>Expository Writing</i> 385, 545</p> <p><i>Extended Response</i> 331, 427, 983, 1009, 1057</p> <p><i>Primary Sources & Literature Library</i> R34-R56</p> <p>Teacher Wraparound Edition: ATC 224, 227, 687; HOCP 319, 324, 374, 518, 539, 577, 764, 823, 829, 967; AIC 376, 619; ACL 711, 858; AEC 1052</p>
<ul style="list-style-type: none"> RANGE OF WRITING 	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>Student Edition:</p> <p><i>Writing About History</i> 11, 19, 33, 43, 51, 57, 75, 81, 93, 99, 111, 117, 123, 131, 139, 151, 159, 165, 173, 177, 191, 199, 203, 207, 239, 249, 255, 269, 275, 283, 289, 295, 307, 313, 321, 327, 341, 347, 351, 359, 371, 379, 385, 403, 411, 417, 423, 437, 441, 447, 457, 463, 469, 477, 489, 495, 503, 515, 519, 525, 531, 545, 553, 563, 569, 583, 593, 603, 621, 629, 637, 643, 657, 665, 673, 679, 691, 699, 707, 715, 731, 737, 745, 761, 769, 777, 783, 795, 803, 809, 815, 827, 835, 841, 849, 861, 871, 879, 887, 907, 913, 921, 935, 939, 945, 951, 965, 971, 977, 993, 1003, 1017, 1023, 1029, 1047, 1053</p> <p><i>Chapter Assessment: Extended Response</i> 23, 63, 103, 143, 181, 213, 261, 299, 331, 356, 391, 427,</p>

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	<p>451, 481, 507, 535, 573, 607, 649, 683, 721, 751, 787, 819, 853, 893, 927, 957, 983, 1009, 1035, 1057</p> <p>Teacher Wraparound Edition:</p> <p>HOC 8, 17, 20, 29, 35, 47, 60, 67, 78, 85, 96, 100, 108, 113, 119, 126, 137, 140, 148, 154, 164, 171, 176, 178, 189, 197, 201, 205, 210, 237, 243, 251, 258, 265, 281, 285, 291, 296, 303, 310, 324, 328, 335, 344, 355, 362, 370, 374, 383, 388, 401, 407, 415, 419, 424, 445, 448, 459, 467, 473, 478, 487, 493, 499, 504, 513, 518, 522, 529, 532, 547, 570, 577, 587, 597, 604, 625, 631, 639, 646, 653, 675, 680, 688, 695, 704, 712, 718, 729, 735, 742, 748, 760, 764, 774, 784, 805, 813, 816, 850, 857, 865, 875, 881, 890, 906, 915, 924, 931, 937, 941, 947, 954, 961, 967, 973, 980, 1006, 1015, 1026, 1032, 1044, 1051, 1054</p>
ENGLISH LANGUAGE ARTS STANDARDS » HISTORY/SOCIAL STUDIES » GRADES 9-10	
<ul style="list-style-type: none"> KEY IDEAS AND DETAILS 	
<p>1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<p>Student Edition:</p> <p><i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005</p> <p><i>Infographics: Primary Source</i> 97, 108, 125, 153, 248, 323, 340, 376, 378, 446, 459, 475, 560, 663, 703, 766, 776, 798, 805, 807, 808, 826, 831, 838, 840, 881, 882, 903, 911, 916, 919, 968, 974, 976, 992, 1000, 1015, 1042, 1044, 1052</p> <p><i>Extended Response</i> 331, 427, 983, 1009, 1057</p> <p>Teacher Wraparound Edition:</p> <p>AIC 58, 80, 220, 434, 514, 619, 635, 677, 771, 801, 968; HOC 78, 108, 113, 119, 126, 137, 154, 237, 243, 251, 291, 303, 319, 370, 374, 424, 518, 659; DI 155, 209, 350, 386, 435, 622, 706, 730, 806, 862, 886; ATC 687; RS 714; ACL 640; AEC 705, 1052</p>
<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>Student Edition:</p> <p><i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005</p>

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	<p><i>Infographics: Primary Source</i> 97, 108, 125, 153, 248, 323, 340, 376, 378, 446, 459, 475, 560, 663, 703, 766, 776, 798, 805, 807, 808, 826, 831, 838, 840, 881, 882, 903, 911, 916, 919, 968, 974, 976, 992, 1000, 1015, 1042, 1044, 1052</p> <p><i>Skills Handbook: Critical Thinking Skills Identifying the Main Idea</i> R13; <i>Synthesizing Information</i> R23</p> <p><i>Skills Handbook: Social Studies Skills Analyzing Primary Sources</i> R31</p> <p>Teacher Wraparound Edition: AIC 58, 80, 220, 434, 514, 619, 635, 677, 771, 801, 968; HOCP 78, 108, 113, 119, 126, 137, 154, 237, 243, 251, 291, 303, 319, 370, 374, 424, 518, 659; DI 155, 209, 350, 386, 435, 622, 706, 730, 806, 862, 886; ACL 640; AEC 705, 1052</p>
<p>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>Student Edition: <i>Extended Response</i> 181, 573, 649, 683, 787, 819, 1009</p> <p><i>Writing About History # 28 Expository Writing</i> 233</p> <p><i>Social History: The Black Death Analyzing Visuals # 1 Cause and Effect</i> 361</p> <p><i>Writing About History #8 Expository Writing</i> 629</p> <p><i>Infographics Primary Source: The United States Enters the War</i> 766</p> <p><i>Turning Point: Political Effects of the Great Depression</i> 793</p> <p><i>Infographics Primary Source: The Long March: Mao Zedong's Rise to Power # 1 Determining Cause and Effect</i> 838</p> <p><i>Infographics: North African Immigration to France # 2 Determining Cause and Effect</i> 942</p> <p><i>Skills Handbook: Critical Thinking Skills Determining Cause and Effect</i> R14 <i>Skills Handbook: Social Studies Skills Sequencing Events</i> R29</p>

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	Teacher Wraparound Edition: DI 18, 135, 202, 521, 599, 616, 766, 792, 799, 912, 991; RS 35; ACL 248, 623, 711, 826, 1005; AEC 361; HOCP 456, 459, 467, 473, 478, 688; ATC 942
<ul style="list-style-type: none"> CRAFT AND STRUCTURE 	
<p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>	Student Edition: <i>Guide to Reading Content Vocabulary</i> 4, 14, 26, 34, 46, 54, 66, 76, 84, 94, 106, 112, 118, 124, 134, 146, 152, 160, 168, 174, 188, 192, 200, 204, 236, 242, 250, 264, 270, 278, 284, 290, 302, 308, 316, 322, 334, 342, 348, 352, 368, 372, 382, 398, 406, 412, 418, 430, 438, 444, 454, 458, 464, 472, 484, 492, 498, 510, 516, 520, 528, 538, 546, 554, 566, 576, 586, 596, 614, 624, 630, 638, 652, 658, 668, 674, 686, 692, 702, 708, 724, 732, 738, 758, 762, 772, 778, 790, 796, 804, 812, 822, 828, 836, 844, 856, 864, 874, 880, 900, 910, 914, 930, 936, 940, 946, 960, 966, 972, 986, 996, 1012, 1018, 1024, 1038, 1048 <i>Guide to Reading Academic Vocabulary</i> 4, 14, 26, 34, 46, 54, 66, 76, 84, 94, 106, 112, 118, 124, 134, 146, 152, 160, 168, 174, 188, 192, 200, 204, 236, 242, 250, 264, 270, 278, 284, 290, 302, 308, 316, 322, 334, 342, 348, 352, 368, 372, 382, 398, 406, 412, 418, 430, 438, 444, 454, 458, 464, 472, 484, 492, 498, 510, 516, 520, 528, 538, 546, 554, 566, 576, 586, 596, 614, 624, 630, 638, 652, 658, 668, 674, 686, 692, 702, 708, 724, 732, 738, 758, 762, 772, 778, 790, 796, 804, 812, 822, 828, 836, 844, 856, 864, 874, 880, 900, 910, 914, 930, 936, 940, 946, 960, 966, 972, 986, 996, 1012, 1018, 1024, 1038, 1048 <i>Section Review Vocabulary</i> 11, 19, 33, 43, 51, 57, 75, 81, 93, 99, 111, 117, 123, 131, 139, 151, 159, 165, 173, 177, 191, 199, 203, 207, 239, 249, 255, 269, 275, 283, 289, 295, 307, 313, 321, 327, 341, 347, 351, 359, 371, 379, 385, 403, 411, 417, 423, 437, 441, 447, 457, 463, 469, 477, 489, 495, 503, 515, 519, 525, 531, 545, 553, 563, 569, 583, 593, 603, 621, 629, 637, 643, 657, 665, 673, 679, 691, 699, 707, 715, 731, 737, 745, 761, 769, 777, 783, 795, 803, 809, 815, 827, 835, 841, 849, 861, 871, 879, 887, 907, 913, 921, 935, 939, 945, 951, 965, 971, 977, 993, 1003, 1017, 1023, 1029, 1047, 1053

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	<p><i>Chapter Assessment Reviewing Vocabulary</i> 21, 61, 101, 141, 179, 211, 259, 297, 329, 363, 389, 425, 449, 479, 505, 533, 571, 605, 647, 681, 719, 749, 785, 817, 851, 891, 925, 955, 981, 1007, 1033, 1055</p> <p>Teacher Wraparound Edition: DI 5, 38, 77, 89, 95, 153, 175, 189, 251, 287, 311, 344, 414, 446, 461, 466, 485, 499, 518, 589, 632, 642, 698, 728, 764, 798, 825, 837, 860, 862, 867, 876, 877, 911, 975, 988, 998, 1013, 1041; RS 16, 72, 87, 121, 317, 343, 353, 384, 462, 476, 512, 523, 549, 599, 829, 866, 886, 932, 949, 965, 979, 991; WS 678</p>
<p>5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>Student Edition: The special features support student success in meeting this objective. Examples include:</p> <p><i>National Geographic: Geography & History, Silk Road</i> 82-83</p> <p><i>TIME Notebook</i> 182-183, 392-393, 608-609, 752-753, 894-895, 1058-1059</p> <p><i>Time Line: Sui to Mongol Dynasties</i> 266-267</p> <p><i>Science, Technology & Society: Technology and Exploration</i> 433</p> <p><i>Connecting to the United States: The Rights of the People</i> 476</p> <p><i>Primary Source: Describing the Lives of Workers in the Early 1800s</i> 622-623</p> <p><i>Infographic: A Comparison of Market and Command Economies</i> 911</p> <p><i>Turning Point</i> The End of Apartheid in South Africa 991</p> <p>Teacher Wraparound Edition: RS 513</p>

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<p>6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p>Student Edition: <i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005 <i>Opposing Viewpoints</i> 541, 698</p> <p>Teacher Wraparound Edition: TT 1A; DI 9; AIC 58, 677; DI 386, 594, 622, 862; ATC 825, 942; IC 833; ACL 858</p>
<p>• INTEGRATION OF KNOWLEDGE AND IDEAS</p>	
<p>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p>Student Edition: <i>History & Arts: Primary Source</i> 10, 18, 28, 31, 36, 42, 48, 55, 72, 95, 110, 113, 116, 127, 136, 18, 163, 164, 206, 251, 282, 287, 288, 294, 325, 349, 358, 373, 399, 401, 407, 410, 434, 465, 473, 487, 499, 518, 522, 524, 530, 562, 579, 580, 587, 597, 627, 639, 640, 642, 656, 664, 675, 727, 736, 739, 741, 760, 782, 802, 813, 814, 824, 848, 877</p> <p><i>Infographics</i> 71, 80, 88, 97, 108, 125, 128, 149, 153, 157, 169, 202, 248, 268, 285, 293, 305, 306, 311, 312, 323, 337, 340, 343, 346, 357, 370, 376, 378, 446, 459, 475, 517, 550, 552, 560, 663, 694, 703, 714, 766, 776, 798, 805, 807, 808, 826, 831, 838, 840, 846, 881, 882, 903, 911, 916, 919, 934, 938, 942, 944, 947, 948, 968, 974, 976, 992, 1000, 1015, 1028, 1040, 1042, 1044, 1046, 1049, 1051, 1052</p> <p><i>National Geographic Geography & History</i> 52-53, 82-83, 240-241, 490-491, 700-701, 872-873, 908-909</p> <p>Teacher Wraparound Edition: HOCP 35, 118, 189, 210, 669, 729; ACL 46, 69, 402; DI 73; AIC 975</p>
<p>8. Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>	<p>Student Edition: <i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005 <i>Opposing Viewpoints</i> 541, 698 <i>Infographics Primary Source Fascism in Italy</i> 798</p>

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	<p><i>Use of Radio and Movies for Propaganda</i> 812-813</p> <p><i>Primary Source History & Arts: Nazi Propaganda Film</i> 813</p> <p><i>Skills Handbook: Critical Thinking Skills Evaluating Information</i> R19; <i>Detecting Bias</i> R22</p> <p>Teacher Wraparound Edition: AIC 58; DI 161, 386, 622, 862; A/C 387</p>
9. Compare and contrast treatments of the same topic in several primary and secondary sources.	<p>Student Edition: <i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005</p> <p><i>Opposing Viewpoints</i> 541, 698</p> <p><i>Skills Handbook: Critical Thinking Skills Comparing and Contrasting</i> R21</p> <p>Teacher Wraparound Edition: TT 1A; DI 9; AIC 58, 677; DI 386, 594, 622, 862; ACL 858</p>
<ul style="list-style-type: none"> RANGE OF READING AND LEVEL OF TEXT COMPLEXITY 	
10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	<p>Student Edition: <i>Chapter Assessment: Document-Based Questions</i> 23, 63, 103, 143, 181, 213, 261, 299, 331, 356, 391, 427, 451, 481, 507, 535, 573, 607, 649, 683, 721, 751, 787, 819, 853, 893, 927, 957, 983, 1009, 1035, 1057</p> <p><i>Writing About History #9 Persuasive Writing</i> 81</p> <p><i>Writing About History #8 Expository Writing</i> 207</p> <p><i>Writing About History #7 Expository Writing</i> 289</p> <p><i>Extended Response</i> 331, 481, 1009</p> <p>Teacher Wraparound Edition: HOCP 78, 108, 113, 119, 126, 137, 154, 237, 243, 251, 291, 303, 319, 370, 374, 424, 518, 659; DI 135, 435, 446; AIC 514; AEC 705; RS 736</p>