

Teacher Wraparound Edition



Indiana
Edition



GLENCOE
**WORLD
HISTORY**

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Correlations: Academic Standards for World History and Civilization

World History and Civilization Academic Standards	Student Edition Pages	Teacher Edition Pages
Standard 1 Beginnings of Human Society and the Development of Cultural Hearths Students will examine the lives of people during the beginnings of human society.		
1.1 Trace the approximate chronology and territorial range of early human communities, and analyze the processes that led to their development. (Geography, Anthropology)	5–19	2
1.2 Describe types of evidence and methods of investigation by which scholars have reconstructed the early history of domestication, agricultural settlement, and cultural development.	4–7, 9–13, 18	5–6, 12
1.3 Describe social, cultural, and economic characteristics of large agricultural settlements on the basis of evidence gathered by archaeologists. (Geography, Economics, Sociology, Anthropology)	13–19	2, 15
Standard 2 Ancient Civilizations: 4000 B.C./B.C.E. to 500 A.D./C.E. Students will examine the characteristics of early civilizations, including those of North Africa, Southwest Asia, South Asia, and East Asia from 4000 B.C./B.C.E. to 500 A.D./C.E.		
Early Development of Western and Non-Western Civilizations		
2.1 Define civilization and identify the key differences between civilizations and other forms of social organization. (Sociology, Anthropology)	18–19	24, 32, 36, 38, 48, 52, 59
2.2 Compare causes and conditions by which civilizations developed in North Africa, Southwest Asia, South Asia, and East Asia, and explain why the emergence of these civilizations was a decisive transformation in human history. (Geography, Anthropology) Example: The river valley civilizations of Mesopotamia, Egypt, and the Indus River; Eastern civilizations of the Shang and Zhou dynasties; and the Kush kingdom of northeast Africa.	26–33, 34–43, 46–47, 54–55, 66–71, 84–90, 238–239	24, 28, 34, 36, 42, 48, 52–53, 68, 71, 82, 86, 88, 90, 234–235, 238



World History and Civilization Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>2.3 Differentiate hierarchies in the social structures of early civilized peoples and explain the influence of religious belief systems upon ancient governmental systems. (Sociology, Anthropology)</p>	<p>27, 29, 35–37, 41, 44–45, 49–51, 54, 57, 58–59, 69, 70–75, 86–89, 253–254</p>	<p>27, 30, 32, 36, 41, 45, 50–51, 58, 71–72, 74–75, 86, 88, 252–254</p>
<p>2.4 Explain relationships in early civilizations between the development of state authority and the growth of aristocratic power, taxation systems, and institutions of coerced labor, including slavery. (Government, Economics)</p>	<p>29, 33, 36–37, 41, 69, 70–71, 86–88, 250–252</p>	<p>29, 41, 71, 77, 86–87, 252</p>
<p>Greek Civilization</p>		
<p>2.5 Identify and explain the significance of the achievements of Greeks in mathematics, science, philosophy, architecture, and the arts and their impact on various peoples and places in subsequent periods of world history. (Psychology, Sociology, Anthropology)</p>	<p>109, 110–111, 116, 125, 126–131, 137–139</p>	<p>104–105, 110, 125–131, 138–139</p>
<p>2.6 Analyze the major events of the wars between the Persians and the Greeks, reasons why the Persians failed to conquer the Greeks, and consequences of the wars for Greek civilization.</p>	<p>118–119, 134–135</p>	<p>119, 135</p>
<p>2.7 Compare and contrast the daily life, social hierarchy, culture, and institutions of Athens and Sparta; describe the rivalry between Athens and Sparta; and explain the causes and consequences of the Peloponnesian War. (Geography, Government, Sociology, Anthropology)</p>	<p>112–113, 115–117, 122–123, 182</p>	<p>115–117, 122–123, 182</p>
<p>2.8 Describe the role of Alexander the Great in the spread of Hellenism in Southwest and South Asia; North Africa; and parts of Europe.</p>	<p>134–137</p>	<p>135, 137</p>
<p>Roman Civilization</p>		
<p>2.9 Describe Roman Republican government and society, and trace the changes that culminated in the end of the Republic and the beginning of the Roman Empire. (History, Government, Sociology)</p>	<p>148–159</p>	<p>144, 153, 157, 159</p>



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2.10 Describe Roman achievement in law and technology and explain their impact on various peoples and places in subsequent periods of world history. (Sociology, Anthropology)	144–145, 149–150, 157–161, 164–165, 174–175	144–145, 150, 156, 158, 161, 165
2.11 Explain the origins of Christianity, including the lives and teachings of Jesus and Paul, and the relationships of early Christians with officials of the Roman Empire. (Sociology, Anthropology)	168–172	170–173
2.12 Analyze the causes, conditions, and consequences of the spread of Christianity throughout the Roman Empire, including the policies of Emperor Constantine the Great. (Government, Sociology)	170–173	169–173
2.13 Explain the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.	174–177	176–177
Standard 3 Major Civilizations and Empires in Asia, Africa, and the Americas: 1000 B.C./B.C.E. to 1500 A.D./C.E. Students will trace the development of major civilizations and empires in different regions of Asia, Africa, and the Americas from 1000 B.C./B.C.E. to 1500 A.D./C.E.		
Asia		
3.1 Trace the development and major achievements of civilization in India with particular emphasis on the rise and fall of the Maurya Empire, the “golden period” of the Gupta Empire, and the reign of Emperor Ashoka. (Government)	68–81	79, 81
3.2 Examine, interpret, and compare the main ideas of Hinduism and Buddhism, and explain their influence on civilization in India. (Sociology, Anthropology)	72–75, 216–217, 222–223, 284–285	72, 74–75, 216–217, 222–223, 282
3.3 Explain how Buddhism spread and influenced peoples and their cultures throughout South Asia, Central Asia, and East Asia. (Sociology, Anthropology)	73–75, 214–217, 273, 283–285	74–75, 214–217, 282
3.4 Trace the development and major achievements of Chinese and East Asian civilizations during various key dynasties, such as the Shang, Zhou, Qin, Han, Tang, and Song. (Government, Sociology, Anthropology)	82–90, 94–99, 264–269	86, 88, 89, 95, 98, 266
3.5 Describe the life of Confucius; compare and contrast the fundamental teachings of Confucianism and Daoism (Taoism); and explain the influence of these ideas on Chinese and East Asian civilizations. (Sociology, Anthropology)	87, 90–93, 220–221, 273, 275	90, 93, 220–221, 273



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3.6 Describe the origins and development of Japanese society and the imperial state in Japan. (Government, Sociology)	278–282	279–282
3.7 Describe the life of Muhammad, fundamental teachings of Islam, and connections of Islam to Judaism and Christianity. (Sociology, Anthropology)	188–191, 224–225	190, 193, 224–225
3.8 Trace the extent and consequences of Islam’s spread in Asia and the Mediterranean region, and southern Europe. (Sociology, Anthropology)	192–199, 200–201, 214–215	186–187, 191, 193–198, 201, 215
3.9 Explain how the community of Muslims became divided into Sunnis and Shi’ites and the long-term consequences of this division. (Sociology)	194, 224, 492–493, 1001–1002	194, 493, 1002
3.10 Describe and explain the rise and expansion of the Mongol empire and its consequences for Eurasian peoples, including the achievements of the great Khan in the context of Mongol society and his impact on history. (Economics, Sociology)	199, 270–273, 276–277	271–272, 276–277
Africa		
3.11 Analyze and explain the rise and fall of the ancient Eastern and Southern African kingdoms of Kush and Axum, Abyssinia, and Zimbabwe.	238–239, 240–241, 249	238–240, 249
3.12 Describe the rise and fall of the ancient kingdom of Ghana and explain how it became Africa’s first large empire.	242–244	243, 258
3.13 Explain the rise, development, and decline of Mali and Songhai.	244–245	244
3.14 Analyze and explain the origins and development of the slave trade in Africa and its connections to Arabic peoples of North Africa and Southwest Asia and to Western European peoples. (Sociology, Anthropology)	202–203, 252	202
The Americas		
3.15 Identify the origins and explain the importance of farming in the development of pre-Columbian societies and civilizations in various regions of the Americas. (Geography, Economics, Sociology, Anthropology)	369–371, 372–375, 376, 378, 383, 385	366, 369, 371, 373, 375, 385



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World History and Civilization Academic Standards	Student Edition Pages	Teacher Edition Pages
3.16 Compare and contrast the Maya, Aztec, and Inca civilizations in terms of their arts, religion, sciences, economy, social hierarchy, government, armed forces, and imperial expansion.	374–379, 384–387	375–379, 384–387
<p>Standard 4 Medieval Europe to the Rise and Development of Western Civilization: 500 to 1650</p> <p>Students will examine the political, economic, social, and cultural development of Europe, which influenced the rise of Western Civilization, particularly the Renaissance and Reformation from 500 to 1650.</p>		
4.1 Describe the impact of Christian monasteries and convents on Europe, and explain how Christianity and classical Greco-Roman civilization influenced Europe after the collapse of the Roman Empire. (Sociology, Anthropology)	302–307, 322–327	300, 305–306, 325
4.2 Describe the impact of the collapse of the Roman Empire on Western Europe.	176–177, 302–307	303–304
4.3 Describe the rise and achievements of Charlemagne and the Empire of the Franks.	306–309	307
4.4 Explain how the idea of Christendom influenced the development of cultural unity in Europe. (Sociology, Anthropology)	304–307, 347, 348–349	307
4.5 Describe how technological improvements in agriculture, the growth of towns, the creation of guilds, and the development of banking during the Middle Ages, as well as the institutions of feudalism and the manorial system influenced European civilization. (Economics, Government, Sociology)	310–313, 334–341	311–313, 335–338, 340–341
4.6 Analyze and compare the success of the Roman and Orthodox churches in spreading the Christian religion and civilization to peoples of Northern and Eastern Europe. (Sociology, Anthropology)	304–306, 320–321, 323–324	303, 305–306
4.7 Explain the Great Schism of 1054 and the development of Eastern and Western branches of Christianity. (Sociology, Anthropology)	304–306, 320–321, 323–324	303, 305
4.8 Explain the causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe. (Government, Sociology)	198, 325–327	198, 325–326



World History and Civilization Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>4.9 Describe the rise, achievements, decline, and demise of the Byzantine Empire; the relationships of Byzantine and Western Civilizations; the conquest of Constantinople by the Turks in 1453; and the impact on European peoples living in the Turkish (Ottoman) Empire. (Government, Sociology, Anthropology)</p>	322–327, 485, 490–491	324–325, 327, 485, 490–491, 495
<p>4.10 Trace the origins and developments of the Northern Renaissance and the Italian Renaissance. Explain Renaissance diffusion throughout Western Europe and its impact on peoples and places associated with western civilization.</p>	398–411	396, 403–405, 407, 409–411
<p>4.11 Describe the main themes and achievements of the Protestant Reformation, including its impact on science, technology, and the arts. (Sociology, Anthropology)</p>	412–423	413–417, 419–423
<p>4.12 Analyze the factors that led to the rise and spread of the Protestant Reformation as well as the reaction of the Catholic Church. Discuss the consequences of these actions on the development of western civilization. (Sociology, Anthropology)</p>	412–423	413–415, 417, 419–423
<p>4.13 Explain the causes, events, and consequences of wars associated with the Protestant Reformation, which culminated with the Thirty Years’ War, 1618 to 1648. (Economics, Government)</p>	417, 418, 421, 454–457, 458–460	456, 459–463
<p>Standard 5 Worldwide Exploration, Conquest, and Colonization: 1450 to 1750 Students will examine the causes, events, and consequences of worldwide exploration, conquest, and colonization from 1450 to 1750.</p>		
<p>5.1 Explain the causes and conditions of worldwide voyages of exploration and discovery by expeditions from China, Portugal, Spain, France, England, and the Netherlands.</p>	430–433, 437, 510–513, 520–522	431–432, 437, 508, 511, 513
<p>5.2 Explain the origins, developments, and consequences of the transatlantic slave trade between Africa and the Americas. Analyze and compare the ways that slavery and other forms of coerced labor or social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe, and the Americas from 1450 to 1750. (Economics, Geography, Sociology)</p>	435–436, 441–443, 445–446, 609	429, 441–443



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5.3 Explain the origins, developments, main events, and consequences of European overseas expansion through conquest and colonization in Africa, Asia, and the Americas. (Economics, Geography, Sociology)	430–447, 503, 528–529, 566–567	431–432, 435, 437–439, 441–443, 446–447, 503, 528–529, 567
5.4 Identify major technological innovations in shipbuilding, navigation, and naval warfare, and explain how these technological advances were related to voyages of exploration, conquest, and colonization. (Economics, Geography)	432–433, 511	432–433
Standard 6 Scientific, Political, Cultural and Industrial Revolutions: 1500 to 1900 Students will examine the causes, events, and global consequences of the scientific, political, cultural, and industrial revolutions that originated in Western Europe and profoundly influenced the world from 1500 to 1900.		
6.1 Examine how the Scientific Revolution, as well as technological changes and new forms of energy brought about massive social, economic, and cultural change. (Economics, Government, Sociology)	538–545	540–543, 545
6.2 Trace the origins and consequences of the English Civil War on the government and society of England, and explain the significance of the Glorious Revolution of 1688 on the development of government and liberty in England and its colonies in North America. (Economics, Government)	461–463, 548, 566–569	461–463, 548, 568–569
6.3 Explain the concept of “the Enlightenment” in European history and describe its impact upon political thought and government in Europe, North America, and other regions of the world. (Economics, Government)	546–563, 569, 581, 662	548–551, 553, 556–559, 563, 569, 581
6.4 Compare and contrast the causes and events of the American and French Revolutions of the late eighteenth century and explain their consequences for the growth of liberty, equality, and democracy in Europe, the Americas, and other parts of the world. (Government, Sociology)	566–569, 576–595, 600, 708–711	568–569, 574–575, 578–581, 583, 587–589, 595, 709–711
6.5 Describe the causes, events, and outcomes of the Latin American independence movements of the nineteenth century. (Government, Sociology) Example: Mexican Independence movement (1810–1821), Simon Bolivar (1808–1809), Brazil’s independence from Portugal (1889).	708–715	709–715



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<p>6.6 Describe the causes and conditions of the Industrial Revolution in England, Europe, and the United States, and explain the global consequences. (Economics, Geography, Sociology)</p> <p>Example: Change in agricultural practices and man-made increase in food supplies, Karl Marx and the Communist Manifesto, the rise of Communism and Socialism, the growth of cities, rise in population, class distinction, Das Kapital, utopian movements</p>	614–623, 634, 644–645, 652–667, 671	615–623, 634, 644–645, 650, 653–657, 664–667, 671
<p>6.7 Analyze and evaluate the influence of Christianity, the Enlightenment, and democratic revolutions and ideas in various regions of the world. (Government, Sociology)</p>	554–558, 566–569, 576–595, 598–599, 626–629, 668–669, 708–712	556–557, 569, 580–581, 583, 590, 593, 598–599, 627, 629, 717
<p>Standard 7 Global Imperialism: 1500 to 1900 Students will examine the origins, major events, and consequences of worldwide imperialism from 1500 to 1900.</p>		
<p>7.1 Discuss the rise of nation-states and nationalism in Europe, North America, and Asia and explain the causes, main events, and global consequences of imperialism from these areas. (Government)</p> <p>Example: Unification of German states (1871), France, Japan.</p>	602, 626–629, 631–637, 668–673, 678–679, 691, 692–699, 700–701, 702–707, 728–729, 732–734	602, 626–629, 631–633, 635–637, 671, 678, 691, 695–699, 700–701, 703–707, 728, 733–734
<p>7.2 Analyze the causes and consequences of European imperialism upon the indigenous peoples of Africa, Asia, and Oceania. (Government, Sociology, Anthropology)</p> <p>Example: The partition of Africa, the economic and political domination of China, and India.</p>	686–707, 724–731, 732–735	684, 687, 690, 695, 701, 703–707, 722, 725–727, 730–731, 733–735
<p>7.3 Analyze Japanese responses to challenges by Western imperial powers and the impact of these responses on Japan’s subsequent development as an industrial, military, and imperial power. (Economic, Government, Sociology)</p>	738–745, 834–835	740–745, 834–835
<p>Standard 8 An Era of Global Conflicts, Challenges, Controversies, and Changes: 1900 to the Present Students will analyze and explain trends and events of global significance, such as world wars, international controversies and challenges, and cross-cultural changes that have connected once-separated regions into an incipient global community.</p>		
<p>8.1 Trace and explain the causes, major events, and global consequences of World War I.</p>	758–783, 790–795	756, 759–761, 763–771, 774–777, 779–783, 792–795



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<p>8.2 Explain causes of the February and October Revolutions of 1917 in Russia, their effects on the outcome of World War I, and the success of the Bolsheviks (Communists) in their establishment of the Union of Soviet Socialist Republics. (Economics, Government, Sociology)</p>	772–777	773–777
<p>8.3 Compare the totalitarian ideologies, institutions, and leaders of the Union of Soviet Socialist Republics, Germany, and Italy in the 1920s, 1930s, and 1940s. (Government, Sociology)</p> <p>Example: Describe the ideas and governmental structures and the influences of Lenin, Stalin, Hitler, and Mussolini.</p>	796–801, 804–811, 874–879	797–801, 805–811, 875–879
<p>8.4 Identify and analyze the causes, events, and consequences of World War II.</p>	856–889, 900–902	854–863, 864–873, 875–879, 881–887, 888–889, 901–902
<p>8.5 Explain the origins and purposes of international alliances in the context of World War I and World War II.</p> <p>Example: The Allied nations (United States, Great Britain, and the Soviet Union) and Axis nations (Germany, Italy, and Japan) during World War II.</p>	758, 763–764, 767, 790–791, 857–858, 863, 868–869, 886–887	767, 857–858, 863, 868–869, 886–887
<p>8.6 Explain the causes and consequences of the Cold War. (Government, Economics, Sociology)</p>	886–887, 900–907, 931–933, 962–963	886–887, 901–907, 928–929, 931–933, 963
<p>8.7 Identify new post-war nations in South and Southeast Asia and Africa that were created from former colonies and describe the reconfiguration of the African continent. (Government)</p> <p>Example: Singapore, Indonesia, Nigeria, Senegal.</p>	986–993, 1021–1023, 1027–1029	987–988, 990–993, 1021–1023
<p>8.8 Describe and explain the origins of the modern state of Israel and the reactions of the peoples and states in Southwest Asia. (Government)</p>	826–827, 996–1000	826–827
<p>8.9 Describe ethnic or nationalistic conflicts and violence in various parts of the world, including Southeastern Europe, Southwest and Central Asia, and sub-Saharan Africa. (Sociology)</p> <p>Example: Vietnam War, North and South Korea, the Taliban in Afghanistan, Palestinian and Israeli conflicts, Kenya, Uganda.</p>	836–839, 907, 934–935, 936–939, 943, 950–951, 971, 987, 990–991, 996, 998–999, 1002, 1020, 1044	837–841, 907, 934, 936–939, 950–951, 971, 987, 997, 998–999, 1001, 1020, 1044



World History and Civilization Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>8.10 Describe and analyze the global expansion of democracy since the 1970s and the successes or failures of democratic reform movements in challenging authoritarian or despotic regimes in Africa, Asia, Eastern Europe, and Latin America.</p> <p>Example: Breakup of the Soviet Union, reunification of Germany, Argentina’s change from military to civilian rule.</p>	<p>932, 936–938, 961, 963, 969–975, 987, 990–991, 1014–1015, 1020–1021, 1023, 1028–1029, 1045</p>	<p>932, 937, 961, 969–971, 973–975, 987, 990–991, 1014–1015, 1020–1021, 1023, 1028–1029, 1045</p>
<p>8.11 Identify contemporary international organizations. Describe why each was established, and assess their success, consequences for citizens, and the role of particular countries in achieving the goals of each. (Economics, Government)</p> <p>Example: The United Nations (UN), European Union (EU), Doctors Without Borders, The Red Crescent, Oxford Committee for Famine Relief, The International Red Cross, The International Monetary Fund.</p>	<p>887, 904, 917, 939, 940–941, 962, 988, 999, 1041, 1048–1049, 1051–1053</p>	<p>887, 917, 941, 962, 988, 999, 1051–1053</p>
<p>Standard 9 Historical Thinking</p> <p>Students will conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining accuracy, relevance and comprehensiveness; interpreting a variety of primary and secondary sources, and presenting their findings with documentation.</p>		
<p>Chronological Thinking, Analysis and Interpretation, Research, Issues-Analysis and Decision-Making</p>		
<p>9.1 Identify patterns of historical change and duration and construct a representation that illustrates continuity and change.</p> <p>Example: Using maps, databases, flow charts, concept webs, Venn diagrams, and other graphic organizers, identify and describe patterns of change regarding the development of civilization in the eastern hemisphere, the river valley civilizations, and Mesopotamia.</p>	<p>15, 17, 32, 38, 50, 91, 92, 120, 130, 161, 172, 181, 195, 246, 254, 260, 266, 280, 318, 354, 416, 434, 436, 456, 476, 494, 502, 514, 524, 542, 568, 572, 582, 590, 598, 600, 617, 636, 640, 661, 677, 739, 741, 744, 768, 775, 793, 814, 833, 834, 878, 885, 904, 920, 933, 964, 970, 991, 1002, 1009, 1013, 1022, 1027, 1046</p>	<p>4, 14, 26, 34, 60, 112, 124, 200, 406, 440, 454, 458, 472, 484, 526, 538, 614, 638, 674, 666, 692, 702, 724, 732, 738, 790, 804, 812, 864, 900, 914, 1012, 1024, 1048</p>



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<p>9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.</p> <p>Examples: Use electronic and print sources, such as autobiographies, diaries, maps, photographs, letters, newspapers, and government documents to compare accounts and perspectives related to differences in European and Chinese culture during the time of Marco Polo.</p>	6, 7, 27, 29, 30, 41, 49, 50, 51, 55, 58–59, 73, 77, 79, 89, 92, 93, 96, 108, 120, 127, 128, 130, 131, 136, 138, 154, 155, 161, 162, 165, 173, 194, 198, 203, 206, 242, 245, 270, 272, 275, 282, 285, 287, 288, 291, 310, 312, 318, 343, 344, 347, 351, 355, 375, 386–387, 402, 403, 407, 408, 409, 413, 416, 442, 443, 446, 447, 459, 465, 466, 470, 475, 485, 500, 514, 518, 521, 541, 543, 544, 545, 546, 549, 550, 552, 560, 574, 577, 581, 583, 587, 588, 589, 591, 592, 594–595, 600, 616, 620, 622–623, 634, 639, 640, 641, 653, 656, 662, 663, 672, 676, 678, 689, 695, 698, 699, 703, 704, 707, 709, 713, 724, 726, 731, 737, 743, 760, 764, 769, 775, 776, 779, 782, 798, 802, 803, 805, 806, 807, 808, 810, 824, 826, 830, 831, 833, 838, 839, 840, 841, 849, 859, 862–863, 865, 869, 871, 876, 878, 882, 883, 901, 902, 906, 917, 934, 965, 990, 991, 992, 1000, 1004–1005, 1015, 1045, 1048, 1052, 1053, R34–R56	10, 15, 35, 38, 49, 108, 113, 126, 148, 151, 158, 170, 198, 401, 486, 502, 523, 662, 695, 766, 768, 776, 917, 1039, 1044



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<p>9.3 Investigate and interpret multiple causation in analyzing historical actions and analyze cause and effect relationships.</p> <p>Example: The cause of World War I, Israeli- Palestinian Conflict, the development of the United Nations, the end of apartheid in South Africa.</p>	<p>3, 10, 11, 19, 31, 36, 48, 51, 55, 58–59, 81, 93, 97, 99, 110, 116, 125, 127, 151, 163, 164, 173, 207, 282, 318, 323, 349, 358, 370, 371, 386–387, 423, 446, 489, 513, 519, 569, 594–595, 622–623, 673, 679, 691, 699, 731, 737, 760, 766, 795, 796, 805, 808, 809, 813, 835, 841, 849, 859, 861, 862– 863, 870, 903, 906, 916, 919, 935, 939, 951, 993, 1004–1005, 1029, 1052, 1053</p>	<p>6, 9–11, 17, 19–20, 28, 30–31, 33, 37–45, 48–49, 51, 55–60, 68, 70, 73–75, 78, 81, 83, 86–89, 93, 97–98, 100, 109, 111, 113–115, 119, 121, 123, 125–129, 131, 133, 137–139, 148, 151, 154–155, 159, 164, 165–166, 169, 172, 177–178, 183, 190, 191, 193–195, 203, 207, 216–218, 220, 222, 226–228, 238–240, 244–245, 247–248, 253–256, 258, 267, 269, 271, 274–276, 280–281, 283, 285, 289, 292, 295, 305, 309–310, 312, 318–321, 327–328, 337–338, 341, 345, 347, 350, 354, 360, 371, 373, 375, 377, 380, 384–385, 387, 400, 403–404, 407, 409, 411, 414–415, 417, 420, 422, 423, 432, 435–436, 439, 442–443, 447, 456, 460, 468–469, 478, 487, 489, 493, 497, 503, 515, 525, 528–529, 531, 540, 544–545, 548–553, 556–558, 562–565, 567, 569–570, 581, 583, 588, 593, 598–599, 602–604, 608, 615–616, 618–619, 621, 623, 626, 629, 632, 636, 637, 641, 643–646, 654, 657, 663–665, 667, 673, 677–678, 680, 688, 690–691, 696, 700, 705–707, 709, 711, 713,</p>



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		715–717, 727, 734–735, 737, 741, 746–747, 752–753, 760, 766, 767, 769–771, 774–777, 781–784, 791, 793, 795, 797, 799, 805–806, 808–809, 811, 813, 816, 824–827, 830, 833, 835, 837, 841–842, 846, 849, 858, 861–862, 867, 871, 873, 876–877, 884, 888, 905, 907–908, 913, 918–919, 921, 924, 931, 933–935, 939, 942–943, 945, 947–949, 951, 963, 965, 968–971, 975–976, 978, 987, 989, 992–993, 997–998, 1001, 1003–1004, 1006, 1013–1014, 1017, 1021, 1023, 1026, 1028–1030, 1032, 1039–1040, 1042, 1045, 1047, 1050, 1052–1054, 1058
<p>9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.</p> <p>Example: The Boxer Rebellion in China, the Crusades.</p>	6, 29, 40, 55, 58–59, 63, 74, 77, 81, 92, 103, 120, 128, 130, 131, 143, 155, 161, 165, 173, 181, 244, 245, 261, 272, 285, 286, 292, 343, 344, 345, 347, 350, 355, 365, 375, 384, 386–387, 391, 403, 407, 408, 409, 410, 414, 420, 427, 442, 451, 462, 446, 465, 466, 470, 481, 488, 500, 514, 535, 541, 543, 544, 545, 546, 549, 550, 552, 556, 557, 560, 573, 577, 578, 581, 583, 587, 588, 589, 591, 592,	7, 8, 19, 29, 36, 59, 70, 74, 83, 87, 89, 91, 93, 99, 100, 109, 117, 139, 149, 156, 159, 164, 170, 171, 221, 228, 229, 230, 231, 248, 252, 255, 272, 287, 291, 294, 296, 304, 306, 313, 321, 323, 336, 347, 358, 371, 379, 386, 388, 393, 400, 402, 411, 413, 415, 423, 424, 432, 448, 457, 466, 490, 495, 501, 517, 519, 525, 530, 532, 540, 541, 544, 545, 551, 553, 556, 560, 563, 565, 577, 579, 584, 593,



World History and Civilization Academic Standards	Student Edition Pages	Teacher Edition Pages
	594–595, 600, 607, 616, 620, 622–623, 633, 634, 656, 662, 663, 671, 672, 678, 689, 690, 695, 696, 698, 699, 703, 704, 706, 707, 709, 710, 713, 721, 724, 726, 728, 730, 731, 733, 734, 751, 760, 764, 775, 776, 779, 781, 782, 787, 794, 798, 802, 803, 805, 806, 807, 808, 810, 819, 824, 826, 830, 831, 833, 838, 839, 841, 845–846, 853, 859, 862–863, 869, 871, 876, 877, 878, 882, 893, 901, 902, 906, 912, 917, 927, 934, 983, 988, 990, 991, 1004–1005, 1009, 1015, 1020, 1045, 1048, 1052, 1053, 1057, R34–R56	601, 622, 633, 635, 661, 670, 672, 697, 705, 710, 725, 730, 731, 740, 745, 773, 780, 799, 800, 802, 803, 810, 825, 832, 834, 838, 840, 843, 848, 850, 860, 861, 866, 869, 879, 883, 885, 886, 904, 917, 939, 942, 951, 952, 954, 961, 976, 977, 991, 992, 1001, 1023, 1025, 1059, R36, R38, R39, R42, R48, R55
<p>9.5 Use technology in the process of conducting historical research and in the presentation of the products of historical research and current events.</p> <p>Example: Use digital archives to research and make presentations about the changes in Europe after World War II.</p>	777, 827, 1014, 1049	5, 39, 194, 218, 224, 560, 645, 687, 825, 843, 903, 923, 942, 989, 1042
<p>9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.</p> <p>Example: Independence movements in India, Africa, and Eurasia, collapse of the Soviet Union.</p>	934, 935, 940, 944, 945, 946, 947, 989, 993, 999, 1001, 1002, 1003, 1007, 1038–1047, 1048–1053	80, 91, 96, 117, 129, 167, 177, 196, 206, 273, 326, 359, 461, 467, 494, 617, 640, 655, 706, 728, 869, 938, 944, 974, 1000, 1002, 1020, 1026, 1040



Correlations: Academic Standards for World History and Civilization

Unit	Chapter	World History and Civilization Academic Standards
Unit 1	Chapter 1 pp. 2–23	WH.1.1, WH.1.2, WH.1.3, WH.2.1, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 2 pp. 24–63	WH.2.2, WH.2.3, WH.2.4, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 3 pp. 64–103	WH.2.2, WH.2.3, WH.3.1, WH.3.2, WH.3.4, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 4 pp. 104–143	WH.2.5, WH.2.6, WH.2.7, WH.2.8, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 5 pp. 144–181	WH.2.9, WH.2.10, WH.2.11, WH.2.12, WH.2.13, WH.9.1, WH.9.2, WH.9.3, WH.9.4
Unit 2	Chapter 6 pp. 186–213	WH.3.7, WH.3.8, WH.3.9, WH.3.10, WH.3.14, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 7 pp. 234–261	WH.2.2, WH.2.3, WH.2.4, WH.3.11, WH.3.12, WH.3.13, WH.3.14, WH.9.1, WH.9.2, WH.9.4
	Chapter 8 pp. 262–299	WH.3.2, WH.3.3, WH.3.4, WH.3.6, WH.3.10, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 9 pp. 300–331	WH.4.1, WH.4.2, WH.4.3, WH.4.4, WH.4.5, WH.4.6, WH.4.7, WH.4.8, WH.4.9, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 10 pp. 332–365	WH.4.4, WH.4.5, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 11 pp. 366–391	WH.3.15, WH.3.16, WH.9.2, WH.9.3, WH.9.4
Unit 3	Chapter 12 pp. 396–427	WH.4.10, WH.4.11, WH.4.12, WH.4.13, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 13 pp. 428–451	WH.5.1, WH.5.2, WH.5.3, WH.5.4, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 14 pp. 452–481	WH.4.13, WH.6.2, WH.9.1, WH.9.2, WH.9.4, WH.9.6
	Chapter 15 pp. 482–507	WH.3.9, WH.4.9, WH.5.3, WH.9.1, WH.9.2, WH.9.3, WH.9.4



Unit	Chapter	World History and Civilization Academic Standards
Unit 3	Chapter 16 pp. 508–535	WH.5.1, WH.5.3, WH.5.4, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 17 pp. 536–573	WH.6.1, WH.6.2, WH.6.3, WH.6.4, WH.6.7, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 18 pp. 574–607	WH.6.3, WH.6.4, WH.6.7, WH.7.1, WH.9.1, WH.9.2, WH.9.3, WH.9.4
Unit 4	Chapter 19 pp. 612–649	WH.6.6, WH.6.7, WH.7.1, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 20 pp. 650–683	WH.6.6, WH.6.7, WH.7.1, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 21 pp. 684–721	WH.6.4, WH.6.5, WH.6.7, WH.7.1, WH.7.2, WH.9.2, WH.9.3, WH.9.4
	Chapter 22 pp. 722–751	WH.7.1, WH.7.2, WH.7.3, WH.9.1, WH.9.2, WH.9.3, WH.9.4
Unit 5	Chapter 23 pp. 756–787	WH.8.1, WH.8.2, WH.8.5, WH.9.1, WH.9.2, WH.9.3, WH.9.4, WH.9.5
	Chapter 24 pp. 788–819	WH.8.1, WH.8.3, WH.8.5, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 25 pp. 820–853	WH.7.3, WH.8.1, WH.8.8, WH.8.9, WH.9.1, WH.9.2, WH.9.3, WH.9.4, WH.9.5
	Chapter 26 pp. 854–893	WH.8.3, WH.8.4, WH.8.5, WH.8.6, WH.9.1, WH.9.2, WH.9.3, WH.9.4
Unit 6	Chapter 27 pp. 898–927	WH.8.4, WH.8.6, WH.8.11, WH.9.1, WH.9.2, WH.9.3, WH.9.4
	Chapter 28 pp. 928–957	WH.8.6, WH.8.9, WH.8.10, WH.8.11, WH.9.1, WH.9.2, WH.9.3, WH.9.4, WH.9.6
	Chapter 29 pp. 958–983	WH.8.6, WH.8.9, WH.8.10, WH.8.11, WH.9.1, WH.9.2, WH.9.4
	Chapter 30 pp. 984–1009	WH.8.7, WH.8.8, WH.8.9, WH.8.10, WH.8.11, WH.9.1, WH.9.2, WH.9.3, WH.9.4, WH.9.6
	Chapter 31 pp. 1010–1035	WH.8.7, WH.8.9, WH.8.10, WH.9.1, WH.9.2, WH.9.3, WH.9.4, WH.9.5
	Chapter 32 pp. 1036–1057	WH.8.10, WH.8.11, WH.9.1, WH.9.2, WH.9.3, WH.9.4, WH.9.5, WH.9.6



Correlations: Academic Standards for Grade 10 English/Language Arts

Grade 10 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.</p>		
<p>Vocabulary and Concept Development</p>		
<p>10.1.1 Understand technical vocabulary in subject area reading. Example: While using a word-processing program on the computer, learn new terms and special meanings for words from the manual and online help feature: <i>control, enter, insert, format, font, template, page break, file, and folder.</i></p>	<p>777, 827, 1014, 1049</p>	<p>1, 5, 52, 77, 87, 95, 110, 115, 167, 189, 214, 215, 222, 287, 314, 317, 344, 353, 384, 414, 424, 446, 462, 466, 476, 485, 496, 518, 523, 589, 599, 626, 632, 642, 667, 698, 713, 728, 754A, 767, 798, 823, 847, 866, 877, 882, 883, 886, 888, 902, 923, 932, 947, 949, 953, 998, 1013, 1042</p>
<p>10.1.2 Distinguish between what words mean literally and what they imply, and interpret what words imply. Example: Understand descriptive phrases when reading, such as <i>A man's feet must be planted in his country, but his eyes should survey the world</i> (George Santayana) or <i>We must be the change we wish to see in the world</i> (Gandhi).</p>		<p>38, 632, 798, 938, 1027</p>
<p>10.1.3 Use the knowledge of mythology (Greek, Roman, and other mythologies) to understand the origin and meaning of new words (<i>Wednesday/Odin, Thursday/Thor</i>). Example: Use the myth of Narcissus and Echo to understand the word <i>narcissistic</i>. Use the myth of Procrustus to understand the word <i>procrustean</i>.</p>	<p>108, 132–133, 169</p>	
<p>10.1.4 Identify and use the literal and figurative meanings of words and understand origins of words.</p>	<p>93, 115, 126, 136, 137, 139, 154, 162, 206, 344, 413, 475, 513, 550, 583, 615, 632, 656, 737, 824, 883</p>	<p>77, 167, 219, 314, 754A, 837, 857, 979, 1013, 1027, R41</p>



Grade 10 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text</p> <p>Students read and understand grade-level-appropriate material. The selections in the <i>Indiana Reading List</i> (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 10, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.</p>		
<p>Structural Features of Informational and Technical Materials</p>		
<p>10.2.1 Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.</p> <p>Example: Analyze an advertisement that has been made to look like the informational newspaper or magazine text around it. Explain why the advertisement would be designed this way and evaluate its effectiveness.</p>	<p>577, 592, 620, 634, 672, 689, 701, 703, 713, 730, 776, 805, 848, 859, 863, 881, 906, 1005, R30</p>	<p>GH5, 92, 862</p>
<p>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</p>		
<p>10.2.2 Extend — through original analysis, evaluation, and elaboration — ideas presented in primary or secondary sources.</p> <p>Example: Read first-hand accounts and newspaper accounts of an historical event, such as the sinking of the Titanic, and compare them to more recent texts about the event.</p>	<p>10, 18, 28, 31, 32, 33, 42, 50, 55, 58–59, 81, 110, 116, 127, 134, 138, 165, 169, 207, 358, 386–387, 403, 407, 459, 465, 475, 477, 491, 541, 561, 563, 577, 579, 592, 594–595, 620, 622–623, 634, 643, 656, 657, 672, 673, 675, 689, 698, 701, 703, 713, 730, 776, 805, 848, 849, 859, 862–863, 881, 906, 1004–1005, R35, R37, R43, R45, R49, R51, R55, R57</p>	<p>1A, 30, 79, 220, 282, 318, 355, 375, 434, 500, 518, 541, 543, 549, 551, 555, 653, 656, 678, 707, 744, 878, 1004, R31, R32–R57</p>
<p>10.2.3 Demonstrate use of sophisticated technology by following technical directions.</p> <p>Example: Follow the directions to use a spreadsheet or database program on the computer. Follow the directions to download informational text files or articles from a Web site.</p>	<p>777, 827, 1014, 1049</p>	<p>227, 989</p>



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Grade 10 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
10.2.5 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples.	11, 19, 23, 33, 43, 51, 53, 57, 63, 75, 81, 93, 99, 103, 111, 117, 123, 131, 139, 143, 151, 159, 165, 173, 181, 191, 199, 203, 207, 213, 233, 239, 241, 249, 255, 261, 269, 275, 283, 289, 295, 299, 307, 313, 321, 327, 331, 341, 347, 351, 359, 365, 371, 379, 385, 391, 403, 411, 417, 423, 427, 437, 443, 447, 451, 463, 469, 477, 481, 489, 491, 495, 503, 507, 515, 519, 525, 529, 535, 545, 553, 563, 569, 573, 583, 593, 603, 607, 621, 629, 637, 643, 649, 657, 665, 673, 679, 683, 691, 699, 701, 707, 715, 721, 731, 737, 745, 751, 761, 769, 777, 783, 787, 795, 803, 809, 815, 819, 827, 835, 841, 849, 853, 861, 871, 873, 879, 887, 893, 907, 909, 913, 921, 927, 935, 939, 945, 951, 957, 965, 971, 977, 983, 993, 1003, 1009, 1017, 1023, 1029, 1035, 1047, 1053, 1057	18, 88, 122, 149, 282, 473, 476, 514, 653, 678, 807, 878, 1004
Expository (Informational) Critique		
10.2.4 Evaluate an author's argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text. Example: Evaluate science articles by judging the references, the author's presentation of facts and opinions, and the date of publication. Evaluate different arguments on a legal issue, such as the legal age for getting a driver's license.	59, 387, 595, 623, 863, 1005, R16, R19, R22, R31, R43, R47, R49, R51	807, 882, R22, R47, R48



Grade 10 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>Standard 3 READING: Comprehension and Analysis of Literary Text</p> <p>Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the <i>Indiana Reading List</i> (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 10, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.</p>		
<p>Structural Features of Literature</p>		
<p>10.3.1 Analyze the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).</p> <p>Example: Analyze the features of plays, such as <i>I Never Sang for My Father</i> by Robert Anderson, <i>Arsenic and Old Lace</i> by Joseph Kesselring, <i>A Piano Lesson</i> by August Wilson, or <i>The Buck Private</i> by Luis Valdez.</p>		30, 127, 138, 155, 407, 475, 662, 667, 771, R36
<p>10.3.2 Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how each genre shapes the author's presentation of the theme or topic.</p> <p>Example: Compare three different reactions to Lincoln's death: Walt Whitman's poem "O Captain! My Captain!" Frederick Douglass' eulogy, and the report of Lincoln's death from <i>The New York Times</i> on April 12, 1865. Analyze the differences among the genres and how the form impacts the reader's perception of the event.</p>		386, 698, 771
<p>Analysis of Grade-Level-Appropriate Literary Text</p>		
<p>10.3.3 Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.</p> <p>Example: Compare the development of the characters as they are represented in <i>Merlin: The Coming of Arthur</i> by Sir Thomas Malory, retold in a collection by David Day and <i>The Acts of King Arthur and His Noble Knights</i> by John Steinbeck.</p>		R36
<p>10.3.5 Compare works that express a universal theme and provide evidence to support the views expressed in each work.</p> <p>Example: Analyze and compare selections that deal with the theme of independence developed in <i>The House on Mango Street</i> by Sandra Cisneros and <i>The Childhood Story of Christy Brown</i> (based on the film <i>My Left Foot</i>) by Christy Brown.</p>		59, 641



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Grade 10 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>10.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text. Example: Read selections from short stories by Franz Kafka and evaluate the manner in which ambiguity and allegory function.</p>		R44
<p>10.3.13 Explain how voice, persona, and the choice of speaker (narrator) affect the mood, tone, and meaning of text.</p>		120
Literary Criticism		
<p>10.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. Example: Read a book such as <i>Hornblower During the Crisis</i> by C. S. Forester and tell how the author uses the story to convey larger themes about a period of transition in British history.</p>	30, 80–81, 126–127, 138, 160–162, 206, 274–275, 282, 289, 351, 407–408, 474–476, 519, 523–524, 563, 640–641, 643, 674, 815, 964–965, 993, 1003, R37, R45, R57	30, 155, 394, 407, 519, 592, 635, 662, 667, 698, 771, 801, 830, 1059, R52
<p>Standard 4 WRITING: Processes and Features Students discuss ideas for writing with other writers. They write coherent and focused essays that show a well-defined point of view and tightly reasoned argument. Students progress through the stages of the writing process (prewriting, writing, editing, and revising).</p>		
Organization and Focus		
<p>10.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p>	23, 63, 103, 143, 181, 213, 261, 299, 331, 365, 391, 427, 451, 481, 507, 535, 573, 607, 649, 683, 751, 787, 819, 853, 893, 927, 957, 983, 1009, 1035, 1057	
<p>10.4.3 Use precise language, action verbs, sensory details, appropriate modifiers, and the active (<i>I will always remember my first trip to the city</i>) rather than the passive voice (<i>My first trip to the city will always be remembered</i>).</p>	23, 63, 103, 143, 181, 213, 261, 299, 331, 365, 391, 427, 451, 481, 507, 535, 573, 607, 649, 683, 751, 787, 819, 853, 893, 927, 957, 983, 1009, 1035, 1057	
<p>10.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.</p>	23, 63, 103, 143, 181, 213, 261, 299, 331, 365, 391, 427, 451, 481, 507, 535, 573, 607, 649, 683, 751, 787, 819, 853, 893, 927, 957, 983, 1009, 1035, 1057	



Grade 10 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
Research Process and Technology		
10.4.4 Use clear research questions and suitable research methods, including texts, electronic resources, and personal interviews, to compile and present evidence from primary and secondary print or Internet sources.	11, 19, 51, 93, 151, 173, 207, 313, 371, 489, 515, 519, 545, 643, 673, 679, 691, 699, 731, 737, 795, 809, 835, 841, 849, 935, 939, 951, 965, 971, 993, 1029, 1053	
10.4.5 Develop main ideas within the body of the composition through supporting evidence, such as scenarios, commonly held beliefs, hypotheses, and definitions.	23, 63, 103, 143, 181, 213, 261, 299, 331, 365, 391, 427, 451, 481, 507, 535, 573, 607, 649, 683, 751, 787, 819, 853, 893, 927, 957, 983, 1009, 1035, 1057	
10.4.6 Synthesize information from multiple sources. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and Internet sources.	11, 19, 51, 93, 151, 173, 207, 313, 371, 489, 515, 519, 545, 643, 673, 679, 691, 699, 731, 737, 795, 809, 835, 841, 849, 935, 939, 951, 965, 971, 993, 1029, 1053	619, 687
10.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.	643	378
10.4.8 Use appropriate conventions for documentation in text, notes, and bibliographies following the formats in different style manuals.		670, 725
10.4.9 Use a computer to design and publish documents by using advanced publishing software and graphic programs.	777, 827, 1014, 1049	218, 265, 335, 560, 601, 906

Standard 5 WRITING: Applications

(Different Types of Writing and Their Characteristics)

At Grade 10, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students compose business letters. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 10 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:



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Grade 10 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>10.5.1 Write biographical or autobiographical narratives or short stories that:</p> <ul style="list-style-type: none">• describe a sequence of events and communicate the significance of the events to the audience.• locate scenes and incidents in specific places.• describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings.• pace the presentation of actions to accommodate changes in time and mood. <p>Example: After reading an example of an autobiography, such as Helen Keller's <i>Story of My Life</i>, use the structure of the autobiography to compose an autobiography of your own.</p>		GH9, 108, 163, 182, 241, 266, 279, 286, 294, 319, 378, 392, 512, 514, 581, 587, 620, 644, 729, 761, 884, 889, 920, 933, 944, 995
<p>10.5.2 Write responses to literature that:</p> <ul style="list-style-type: none">• demonstrate a comprehensive grasp of the significant ideas of literary works.• support statements with evidence from the text.• demonstrate awareness of the author's style and an appreciation of the effects created.• identify and assess the impact of ambiguities, nuances, and complexities within the text.• extend writing by changing mood, plot, characterization, or voice. <p>Example: After reading a short story, such as "The No-Guitar Blues" by Gary Soto, "The Lottery" by Shirley Jackson, or "The Metamorphosis" by Franz Kafka, write responses that address each of the bulleted points.</p>		594
<p>10.5.3 Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that:</p> <ul style="list-style-type: none">• gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives.• communicate information and ideas from primary and secondary sources accurately and coherently.• make distinctions between the relative value and significance of specific data, facts, and ideas.• use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of a topic.	23, 63, 103, 143, 181, 213, 261, 299, 331, 365, 391, 427, 451, 481, 507, 535, 573, 607, 649, 683, 751, 787, 819, 853, 893, 927, 957, 983, 1009, 1035, 1057	GH10, 9, 16, 18, 29, 50, 57, 69, 71, 97, 132, 133, 157, 190, 202, 208, 216, 223, 225, 237, 246, 247, 266, 268, 273, 280, 312, 341, 346, 349, 356, 359, 376, 381, 385, 399, 405, 410, 416, 419, 434, 438, 442, 447, 455, 461, 477, 487, 488, 494, 499, 521, 541, 547, 551, 561, 562,



Grade 10 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<ul style="list-style-type: none"> include visual aids by using technology to organize and record information on charts, maps, and graphs. anticipate and address readers' potential misunderstandings, biases, and expectations. use technical terms and notations correctly. <p>Example: On self-selected appropriate topics, keep an academic log that lists essential student-generated questions on the topic, information in response to each question from a variety of sources including word, pictorial, audio, and Internet resources complete with accurate citations. When each question has been researched, summarize in your own words how you would synthesize the information in order to arrive at an overall thesis on the topic. Write an essay on the thesis.</p> 		595, 600, 601, 628, 633, 634, 635, 639, 640, 660, 676, 688, 695, 703, 706, 714, 726, 743, 760, 763, 765, 777, 780, 791, 794, 800, 808, 814, 826, 833, 835, 839, 846, 847, 848, 858, 860, 869, 875, 877, 883, 887, 894, 903, 912, 932, 935, 937, 938, 942, 963, 964, 969, 974, 975, 979, 988, 989, 990, 1000, 1001, 1002, 1015, 1020, 1026, 1031, 1051, R28, R43, R49, R51, R55
<p>10.5.4 Write persuasive compositions that:</p> <ul style="list-style-type: none"> organize ideas and appeals in a sustained and effective fashion with the strongest emotional appeal first and the least powerful one last. use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical belief; or relating a personal anecdote, case study, or analogy. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. address readers' concerns, counterclaims, biases, and expectations. <p>Example: Write a letter to a television network to persuade the network to keep a program on the air despite low ratings.</p> 	43, 81, 139, 159, 177, 199, 275, 307, 341, 347, 351, 417, 443, 457, 477, 553, 583, 603, 665, 745, 803, 861, 871, 887, 921, 971, 1003, 1023	80, 91, 117, 129, 177, 196, 206, 326, 340, 370, 467, 501, 528, 543, 556, 568, 617, 634, 655, 656, 728, 779, 807, 829, 858, 918, 948, 968, 1040, R22
<p>10.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that:</p> <ul style="list-style-type: none"> report information and express ideas logically and correctly. offer detailed and accurate specifications. include scenarios, definitions, and examples to aid comprehension. anticipate readers' problems, mistakes, and misunderstandings. <p>Example: Take notes while watching or listening to a physical therapist give instructions on the proper way to lift, carry, or move large objects. Incorporate these notes into a safety manual to be used in the classroom or in a job setting.</p> 		R29



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Grade 10 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
10.5.8 Write for different purposes and audiences, adjusting tone, style, and voice as appropriate.	123, 275, 965	56
Research Application		
10.5.9 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations. • synthesizes information gathered from a variety of sources, including technology and one’s own research, and evaluates information for its relevance to the research questions. • demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited). <p>Example: Write a report on the Globe Theatre, gathering information from books, such as <i>Shakespeare’s Theatre</i> by Jacqueline Morley, videos such as “Shakespeare’s Globe Theatre Restored,” and Web sites by using a key word search for “Shakespeare” and “Globe Theatre.” Explain why the theatre was significant in the development of Shakespeare’s works.</p>	11, 19, 51, 93, 151, 173, 207, 313, 371, 489, 515, 519, 545, 643, 673, 679, 691, 699, 731, 737, 795, 809, 835, 841, 849, 935, 939, 951, 965, 971, 993, 1029, 1053	
Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. Students deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.		
Organization and Delivery of Oral Communication		
10.7.4 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.	777, 827	GH12, 6, 39, 169, 248, 267, 273, 350, 361, 381, 393, 476, 560, 619, 717, 764, 949, R50



Grade 10 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
10.7.6 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.		645
Analysis and Evaluation of Oral and Media Communications		
10.7.7 Make judgments about the ideas under discussion and support those judgments with convincing evidence.	11, 19, 23, 33, 43, 51, 53, 57, 63, 75, 81, 93, 99, 103, 111, 117, 123, 131, 139, 143, 151, 159, 165, 173, 181, 191, 199, 203, 207, 213, 233, 239, 241, 249, 255, 261, 269, 275, 283, 289, 295, 299, 307, 313, 321, 327, 331, 341, 347, 351, 359, 365, 371, 379, 385, 391, 403, 411, 417, 423, 427, 437, 443, 447, 451, 463, 469, 477, 481, 489, 491, 495, 503, 507, 515, 519, 525, 529, 535, 545, 553, 563, 569, 573, 583, 593, 603, 607, 621, 629, 637, 643, 649, 657, 665, 673, 679, 683, 691, 699, 701, 707, 715, 721, 731, 737, 745, 751, 761, 769, 777, 783, 787, 795, 803, 809, 815, 819, 827, 835, 841, 849, 853, 861, 871, 873, 879, 887, 893, 907, 909, 913, 921, 927, 935, 939, 945, 951, 957, 965, 971, 977, 983, 993, 1003, 1009, 1017, 1023, 1029, 1035, 1047, 1053, 1057	
10.7.8 Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.	691	



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Grade 10 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
10.7.9 Analyze historically significant speeches (such as Franklin Delano Roosevelt’s “Day of Infamy” speech) to find the rhetorical devices and features that make them memorable.		1A, 156, 807, 808, 934, 968, R25
10.7.10 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.		640
Speaking Applications		
10.7.14 Deliver narrative presentations that: <ul style="list-style-type: none"> • narrate a sequence of events and communicate their significance to the audience. • locate scenes and incidents in specific places. • describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters. • time the presentation of actions to accommodate time or mood changes. 		41, 121, 377, 857
10.7.15 Deliver expository (informational) presentations that: <ul style="list-style-type: none"> • provide evidence in support of a thesis and related claims, including information on all relevant perspectives. • convey information and ideas from primary and secondary sources accurately and coherently. • make distinctions between the relative value and significance of specific data, facts, and ideas. • include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs. • anticipate and address the listeners’ potential misunderstandings, biases, and expectations. • use technical terms and notations correctly. 	503, 731	GH12, 6, 16, 83, 169, 230, 248, 267, 273, 280, 303, 376, 548, 608, 618, 632, 794, 800, 937, 949, 990, 992, 1031, 1042, R50
10.7.16 Apply appropriate interviewing techniques: <ul style="list-style-type: none"> • prepare and ask relevant questions. • make notes of responses. • use language that conveys maturity, sensitivity, and respect. • respond correctly and effectively to questions. • demonstrate knowledge of the subject or organization. • compile and report responses. • evaluate the effectiveness of the interview. 		615



Grade 10 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>10.7.17 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • advance a judgment demonstrating a comprehensive understanding of the significant ideas of works or passages. • support important ideas and viewpoints through accurate and detailed references to the text and to other works. • demonstrate awareness of the author’s writing style and an appreciation of the effects created. • identify and assess the impact of ambiguities, nuances, and complexities within the text. 		223
<p>10.7.18 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that:</p> <ul style="list-style-type: none"> • structure ideas and arguments in a coherent, logical fashion using inductive or deductive arguments. • contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy). • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. • anticipate and address the listeners’ concerns and counter-arguments. 		623, 740, 885
<p>10.7.19 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • establish a clear point of view on the subject of the presentation. • establish the relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 		41, 49, 108, 223, 357, 474