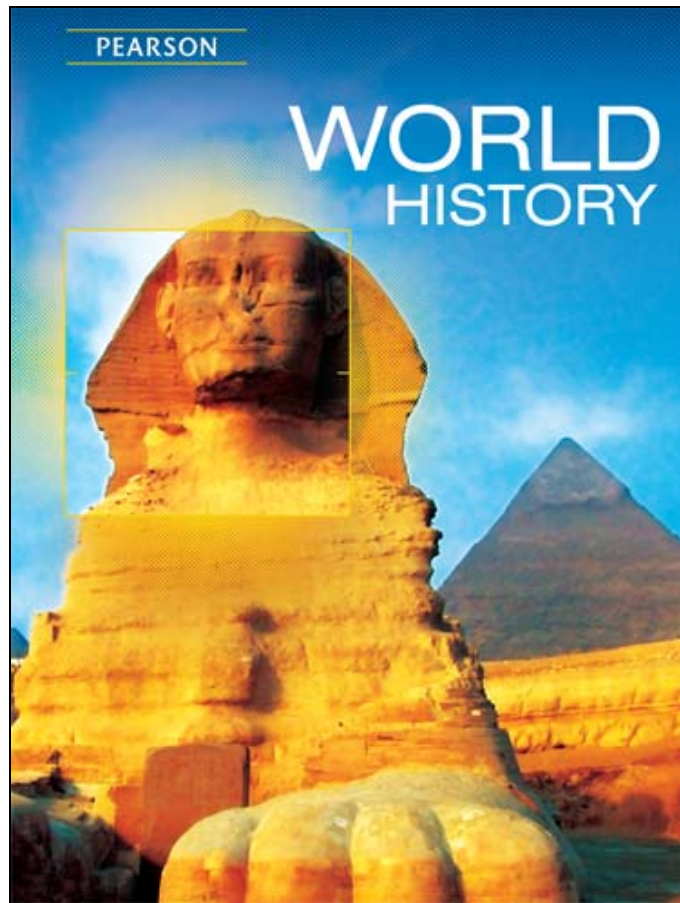


## A Correlation of



©2016

To the

# Utah Core Standards for Social Studies World Civilizations

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

**Resource Title: Pearson World History**

**Publisher: Pearson Education publishing as Prentice Hall**

**ISBN (10 or 13 digit unique identifier is required):**

**SE: 9780328885107**

**TE: 9780133307146**

**Media (text, software, internet, multimedia): multimedia**

**Author: Elisabeth Gaynor Ellis; Anthony Esler**

**Copyright: 2016**

**Review Date: August 17, 2015**

**Core Subject Area: Social Studies**

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
<b>World Civilizations</b>	
<b>Core Standards of the Course</b>	
<b>Standard 1</b> Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.	
<b>Objective 1</b> Speculate about the factors that led to civilized society.	
a. Investigate hunters and gatherers.	<b>SE:</b> Old Stone Age Skills and Beliefs, 9–10; From Nomads to Farmers, 66  Topic 1 Assessment (5. Identify Changes), 20
b. Explore man's domestication of plants and animals.	<b>SE:</b> The Neolithic Revolution, 10–13  Topic 1 Assessment (4. Identify Major Causes of Events; 5. Identify Changes; 7. Identify Major Causes of Events; 8. Describe Major Effects; 11. Summarize the Impact of the Development of Farming), 20-22
c. Examine the role of irrigation in early agriculture.	<b>SE:</b> River Valley Civilizations, 14–15; Sumerians Overcome Environmental Challenges, 27; Benefits of Nile Flooding, 46; The Varied Regions of China, 81–82  Topic 1 Assessment (6. Locate Regions and Places; 9. Identify the Characteristics; 13. Interpret Maps to Explain Geography), 21-22
<b>Objective 2</b> Assess the impact of geography on the locations of early civilizations.	
a. Examine why early civilizations developed in river environments.	<b>SE:</b> Civilization Begins, 14–19; Civilizations Arise in the Fertile Crescent, 26–27; Geography Shapes Egyptian Life, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82  Topic 1 Assessment (9. Identify the Characteristics; 11. Summarize the Impact of the Development of Farming), 21

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
<p>b. Evaluate the diffusion of civilizations.</p>	<p><b>SE:</b> Cultural Diffusion, 18; Cities Become City-States, 18–19; An Ancient Heritage is Passed Along, 31; Empires in Mesopotamia, 32–39; Judaism’s Legacy, 43–45; Egyptian Learning Advances, 53–55; Buddhism Spreads, 72–74; Impact of Han China, 93–94</p> <p>Topic 1 Assessment (17. Write about the Essential Question), 23; Topic 2 Assessment (3. Identify Origin and Diffusion; 8. Describe the Development of Major Religions), 56; Topic 3 Assessment (12. Describe the Major Religious), 98</p>
<p><b>Objective 3</b> Examine the major characteristics of the early civilizations of Mesopotamia, Egypt, the Indus Valley, and the Yellow River.</p>	
<p>a. Analyze the social, political, and economic structure of ancient civilizations.</p>	<p><b>SE:</b> Civilization Begins, 14–19; A Civilization Emerges in Sumer, 26–31; Empires in Mesopotamia, 32–39; Egyptian Civilization, 46–55; Early Civilization in South Asia, 62–68; Powerful Empires Emerge in India 75–80; Ancient Civilization in China, 81–88</p> <p>Topic 2 Assessment (4. Identify the Impact of Political and Legal Ideas; 6. Explain How Major Civilizations Influenced Developments; 17. Identify the Influence of Ideas), 56, 58</p>
<p>b. Investigate the technological advancements and writing systems that developed in early river valley cultures.</p>	<p><b>SE:</b> New Technologies, 12–13; River Valley Civilizations, 14–15; Basic Features of Civilizations, 17; Cultural Diffusion, 18; Cities Become City-States, 18–19; Sumerian Writing, 29; Sumer’s Legacy, 30–31; Hittites and the Secret of Ironworking, 34; Phoenician Contributions, 38–39; Building the Great Pyramids, 48; Egyptian Learning Advances, 53–55; A Time of Achievements in Early China, 87–88; The Han Golden Age, 94–95</p> <p>Topic 2 Assessment (1. Identify and Describe Major Events; 3. Identify Origin and Diffusion), 56</p>

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
c. Identify the factors that led to the rise of cities.	<p><b>SE:</b> Basic Features of Civilizations, 17; Cities Become City-States, 18–19; Sumerian City-States, 27–28; The First Cities, 28; Well-Planned Cities Reveal Organized Government, 64</p> <p>Topic 2 Assessment (2. Analyze the Influences of Human and Physical Geographic Factors), 56</p>
<p><b>Standard 2</b> Students will comprehend the contributions of classical civilizations.</p>	
<p><b>Objective 1</b> Investigate the purpose and influence of religions and philosophies on classical civilizations of Greece, Rome, China, and India.</p>	
a. Examine the essential elements of the belief systems of Greek mythology, Judaism, Christianity, Confucianism, Buddhism, Hinduism, and Islam.	<p><b>SE:</b> The Hebrews and the Origins of Judaism, 40–45; The Origins of Hinduism and Buddhism, 69–74; Two Major Belief Systems Take Root, 85–87; The Origins of Christianity, 178–184; The Origins of Islam, 258–262</p> <p>Topic 2 Assessment (11. Describe the Development of Monotheism; 14. Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions), 57; Topic 3 Assessment (3. Describe the Spread of Major World Religions; 4. Describe Historical Origins and Central Ideas; 12. Describe the Major Religious), 96, 98</p>
b. Examine the diffusion of Buddhism, Judaism, Christianity, and Islam.	<p><b>SE:</b> Judaism’s Legacy, 43–45; Buddhism Spreads, 72–74; Christianity Spreads, 181–182; The Spread of Christianity, 203–204; Jewish Communities in Medieval Europe, 208–209; The Crusades, 216–219; Migrations Increase Diversity, 249–250; A Muslim Empire, 263–270</p> <p>Topic 2 Assessment (3. Identify Origin and Diffusion), 56; Topic 3 Assessment (3. Describe the Spread of Major World Religions), 96</p>

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
c. Compare and contrast the major philosophies of the Greeks and Chinese.	<p><b>SE:</b> Two Major Belief Systems Take Root, 85–87; Philosophers and the Pursuit of Wisdom, 142–144</p> <p>Topic 3 Assessment (4. Describe Historical Origins and Central Ideas; 7. Describe the Spread), 96, 97; Topic 5 Assessment (2. Describe Major Influences), 153</p>
<p><b>Objective 2</b> Analyze the development of classical political systems.</p>	
a. Contrast the evolution of Athenian democracy and Spartan rule.	<p><b>SE:</b> The Greek City-States, 131–141</p> <p>Topic 5 Assessment (3. Identify Characteristics; 6. Identify Influence of Ideas; 12. Summarize and Analyze the Origins of Western Institutions), 153-154</p>
b. Examine the consequences of Persian and Macedonian expansion.	<p><b>SE:</b> Greek Wars with Persia, 138–139; Alexander the Great and the Legacy of Greece, 148–152</p> <p>Topic 5 Assessment (10. Identify the Origin and Diffusion of Major Ideas), 154</p>
c. Contrast Zhou feudalism, the Greek city-state, and the caste system of India.	<p><b>SE:</b> Aryans Structure Society, 66; The Caste System Shapes India, 71; The Zhou Dynasty, 83–84; The Greek City-States, 131–141</p> <p>Topic 3 Assessment (13. Summarize the Institutions), 98; Topic 5 Assessment (3. Identify Characteristics; 6. Identify Influence of Ideas; 12. Summarize and Analyze the Origins of Western Institutions), 153-154</p>
d. Compare the development of the Roman and Han empires.	<p><b>SE:</b> The Han Dynasty Creates a Strong China, 91–95; The Roman Empire: Rise and Decline, 163–172</p> <p>Topic 3 Assessment (14. Describe Major Effects), 98; Topic 6 Assessment (14. Compare the Factors), 186</p>

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
<b>Objective 3</b>	
Investigate the importance of the expansion of trade.	
a. Identify routes of early colonization; e.g., Phoenician, Greek, Hellenistic, Korean/Japanese.	<b>SE:</b> Phoenician Contributions, 38–39; Trade Brings Sea Wealth, 128; Early Aegean Civilizations, 130; The Greek City-States, 131–141; Alexander the Great and the Legacy of Greece, 148–152; The Silla and Koryo Dynasties Develop, 331–333; Early Japan, 335–336  Topic 9 Assessment (8. Identify Significant Examples), 348
b. Examine the technological improvements in transportation over time.	<b>SE:</b> Technology, 31; Phoenician Contributions (sailing and trade), 38; Advances in Technology, 94  Topic 3 Assessment (8. Identify the Diffusion of Technology), 97
c. Assess the importance of the Mediterranean and East Asian trade routes.	<b>SE:</b> A World Crossroads, 27; Economic Life, 28; Manufacturing and Trade Expands, 38–39; The Silk Road, 92; An Economy Based on Trade, 127  Topic 9 Assessment (3. Analyze Facilitation), 348
<b>Objective 4</b>	
Evaluate the significance of classical sculpture, architecture, and performing arts.	
a. Examine the importance and influence of Greco-Roman art and architecture.	<b>SE:</b> Homer and the Great Greek Legends, 128–130; Forces for Unity, 136–137; Greek Thinkers, Artists, and Writers, 142–147; Hellenistic Arts and Sciences, 150–152; The Legacy of Rome, 173–177  Topic 5 Assessment (8. Analyze Architecture), 154
b. Assess the development of Indian and Chinese architecture and art.	<b>SE:</b> The Great Vedic Epics, 67–68; A Golden Age Under Gupta Rulers, 77–78; A Time of Achievements in Early China, 87–88; The Han Golden Age, 94–95  Topic 3 Assessment (14. Describe Major Effects), 98

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
c. Investigate the importance and influence of the performing arts on classical civilizations.	<b>SE:</b> Homer and the Great Greek Legends, 128–130; Forces for Unity, 136–137; Greek Literature, 145–147; Roman Theater, 175  Topic 6 Assessment (9. Analyze Examples), 185
<b>Objective 5</b> Analyze the social organization of classical cultures.	
a. Describe the role of slavery in Greece and Rome.	<b>SE:</b> Selling families into slavery, 134; Democracy Within Limits, 135; Rome’s Treatment of Conquered Peoples, 162; Conquests Impact Rome, 164
b. Compare the role of the family in Imperial Rome and Confucian China.	<b>SE:</b> Five Relationships Shape Behavior, 85–86; Roman Society, 160–161  Topic 5 Assessment (15. Describe Roles), 155
c. Explain the caste system of India.	<b>SE:</b> Aryans Structure Society, 66; The Caste System Shapes India, 71  Topic 3 Assessment (5. Identify Examples of Religious Influence), 96
d. Compare the treatment of women in China, Athens, Sparta, India, and Rome.	<b>SE:</b> Role of Women Changes Over Time, 79; Five Relationships Shape Behavior, 85–86; Spartan Women, 133; Athenian Women, 135–136; The Role of Women, 160–161  Topic 5 Assessment (15. Describe Roles), 155



**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
<p><b>Standard 3</b> Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery.</p>	
<p><b>Objective 1</b> Appraise the major characteristics of interregional contact that linked the people of Africa, Asia and Europe.</p>	
<p>a. Describe the impact the Silk Road had on trade across Europe and Asia.</p>	<p><b>SE:</b> The Silk Road, 92; Marco Polo Describes China, 325  Topic 9 Assessment (3. Analyze Facilitation), 348</p>
<p>b. Discuss the importance of cross-Saharan migrations.</p>	<p><b>SE:</b> Migration of People and Ideas, 284–285</p>
<p>c. Examine the consequences of the Crusades.</p>	<p><b>SE:</b> The Crusades, 216–219  Topic 7 Assessment (16. Describe Interactions), 254</p>
<p>d. Analyze the impact of Mongol invasion on Europe and Asia.</p>	<p><b>SE:</b> The Mongols Conquer Russia, 246–248; The Mongols Build an Empire, 323; The Mongols Rule China, 324–325  Topic 7 Assessment (7. Summarize Changes), 253; Topic 8 Assessment (2. Describe the Major Effects and Summarize Changes), 305</p>
<p>e. Examine the influence of Chinese culture on Southeast Asia, Korea, and Japan.</p>	<p><b>SE:</b> Chinese Fleets Explore the Seas, 328–329; Chinese Influences, 331, 332; The Invention of Hangul, 333; Chinese Influence in Japan, 336–337; Chinese Domination, 346–347  Topic 9 Assessment (8. Identify Significant Examples), 348</p>

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
<b>Objective 2</b> Assess the influence of advancing technologies on the development of societies.	
a. Identify the significant technological developments in Tang China.	<b>SE:</b> The Tang Dynasty Restores China to Glory, 316–317; Advances in Science and Technology, 319  Topic 9 Assessment (5. Identify the Origin and Diffusion), 348
b. Investigate key technologies that diffused to Europe from Asia; e.g., gunpowder, printing.	<b>SE:</b> Advances in Science and Technology, 319; Sculpture and Architecture, 321  Topic 10 Assessment (12. Explain the Impact), 382
c. Explain the consequences of the cannon and the longbow on European warfare and society.	<b>SE:</b> Explosives and canons, 319; Longbow, 242
d. Analyze the impact of movable type printing on Europe.	<b>SE:</b> Invention of printing, 319; The Printing Revolution, 362–364  Topic 10 Assessment (12. Explain the Impact), 382
<b>Objective 3</b> Compare and contrast the founding and organization of Spanish and Portuguese colonial empires to northern European trading empires.	
a. Assess the expansion of Portugal and Spain on Africa, India, and Southwest Asia.	<b>SE:</b> Europeans Explore Overseas, 386–391; Europeans Gain Footholds in Asia, 392–398; The Slave Trade and Its Impact on Africa, 413–419  Topic 11 Assessment (3. Identify and Analyze Major Causes and Explain the Impact), 424
b. Examine the political and military conflict between the Spanish, Portuguese, and the peoples of the New World.	<b>SE:</b> European Conquests in the Americas, 399–407; European Colonies in North America, 408–412  Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions; 3. Identify and Analyze Major Causes and Explain the Impact), 424

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
c. Assess the impact of the exchange of ideas and goods on the New and Old Worlds.	<b>SE:</b> The Columbian Exchange, 419–420; A Commercial Revolution, 420–421; Mercantilism, 422–423  Topic 11 Assessment (6. Explain the Impact and Describe the Effects), 424
d. Investigate French, Dutch, and English merchants' impact on European overseas expansion.	<b>SE:</b> Causes of European Exploration, 386–387; Trading Outposts Around the Indian Ocean, 392–393; Europeans Trade in Mughal India, 394–395; Regulation of Trade, 404; A Commercial Revolution, 420–421; Mercantilism, 422–423  Topic 10 Assessment (4. Explain the Impact), 381
<b>Objective 4</b> Investigate the rise and development of the modern European political system.	
a. Describe the political and economic importance of the growth of towns in northern Europe.	<b>SE:</b> Changes in Agriculture Transform Europe, 211; Trade Expands and Towns Grow, 212; Economic Changes, 213; A New Middle Class, 214–216; Learning, Literature, and the Arts of the Middle Ages, 231–238
b. Explain the political and economic consequences of the rise of national monarchies.	<b>SE:</b> Feudal Monarchs Begin to Centralize Power, 221; English Kings Expand Their Power, 222–223; Growth of the French Monarchy, 224–226; The Hundred Years' War, 242; A New Middle Class, 214–216; Absolute Monarchy in Spain and France, 428–436  Topic 7 Assessment (1. Describe Characteristics; 9. Identify Characteristics), 253-254
c. Examine the influence of mercantilism and commercial capitalism on France, England, and the Netherlands.	<b>SE:</b> Economic Changes, 213–214; A Growing Demand for Goods, 218; Florence and the Medicis, 354; A Commercial Revolution, 420–421; Mercantilism, 422–423  Topic 10 Assessment (4. Explain the Impact), 381; Topic 11 Assessment (5. Explain New Factors and Principles; Formulate Generalizations), 424

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
<p><b>Standard 4</b> Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies.</p>	
<p><b>Objective 1</b> Assess the importance of intellectual and cultural change on early modern society.</p>	
<p>a. Compare the “rebirth” of European culture during the Renaissance with the flowering Chinese culture of the Ming dynasty; i.e., literature, art, architecture, the humanities.</p>	<p><b>SE:</b> Chinese Rule Restored by the Ming, 326–327; Chinese Fleets Explore the Seas, 328–329; The Italian Renaissance, 352–358; The Renaissance in Northern Europe, 359–363</p> <p>Topic 10 Assessment (2. Identify Major Causes), 381</p>
<p>b. Examine the key events and ideas of the Protestant Reformation, the Counter Reformation, and Neo-Confucianism.</p>	<p><b>SE:</b> Confucian tradition, 320; Ming Policies, 326; The Protestant Reformation, 364–369; Reformation Ideas Spread, 370–375</p> <p>Topic 10 Assessment (8. Explain the Relationship and Explain the Influence; 9. Identify Major Effects and Examples; 11. Explain the Impact), 381-382</p>
<p>c. Analyze the significant ideas and philosophies of the scientific revolution and the Enlightenment.</p>	<p><b>SE:</b> The Scientific Revolution, 376–382; The Enlightenment, 455–462</p> <p>Topic 12 Assessment (7. Identify the Influence and Explain the Development; 20. Identify and Describe Major Effects), 494, 496</p>
<p>d. Examine the roles and conditions of men, women, and children in European monarchies.</p>	<p><b>SE:</b> Common Law, 223; The Magna Carta, 224; The King Sets Up the Estates General, 226; Learning, Literature, and the Arts of the Middle Ages, 231–238; Triumph of Parliament in England, 446–454</p> <p>Topic 7 Assessment (10. Identify Impact), 254</p>

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
<b>Objective 2</b> Investigate the role of revolution in the establishment of governmental systems.	
a. Explain the political, economic, and social philosophies that lead to revolution.	<b>SE:</b> Triumph of Parliament in England, 446–454; The Enlightenment, 455–462  Topic 14 Assessment (5. Identify Influence; 6. Identify Influence), 591
b. Compare and contrast major world revolutions; e.g., American, French, Russian, Chinese.	<b>SE:</b> The American Revolution, 463–468; The French Revolution Begins, 469–477; A Radical Phase, 478–484; Revolutions of 1830 and 1848, 543–544; Revolution Spreads Across Europe, 546–548; Latin American Nations Win Independence, 549–553; The Road to Revolution, 589–590; Revolution in Russia, 671–676; Revolution and Nationalism in Latin America, 682–686  Topic 14 Assessment (3. Trace the Influence), 591; Topic 14 Assessment (5. Identify Influence), 591; Topic 14 Assessment (6. Identify Influence), 591; Topic 14 Assessment (13. Identify the Influence), 592
<b>Objective 3</b> Analyze the economic transformation of production and distribution of goods in Europe.	
a. Compare and contrast capitalism and socialism.	<b>SE:</b> A Commercial Revolution, 420–421; Mercantilism, 422–423; Social and Political Impact, 512; Laissez-Faire Economics, 512–513; Utilitarians Support Limited Government, 513; Socialist Thought Emerges, 514; Marx and the Origins of Communism, 515–516  Topic 14 Assessment (15. Identify the Historical Origins; 16. Identify Origins), 592
b. Explain the significance of the agricultural revolution.	<b>SE:</b> A New Agricultural Revolution, 501–502  Topic 13 Assessment (3. Identify Major Causes), 534

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
c. Investigate the impact of the first and second Industrial Revolutions.	<p><b>SE:</b> The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523</p> <p>Topic 13 Assessment (3. Identify Major Causes; 9. Identify Important Changes; 14. Describe Major Effects), 534, 536</p>
<p><b>Objective 4</b> Evaluate the impact of Western imperialism in Africa, Asia, and the Pacific.</p>	
a. Examine the impact of Western imperialism on Africa.	<p><b>SE:</b> Portugal Explores the Seas, 387–388; European Expansion in Africa, 391; The Slave Trade and Its Impact on Africa, 413–419; The New Imperialism, 596–601; European Colonies in Africa, 602–608</p> <p>Topic 15 Assessment (3. Identify Causes of European Imperialism; 7. Explain Characteristics of European Imperialism), 645</p>
b. Compare the reactions of China, India, and Japan to foreign domination.	<p><b>SE:</b> Some Resist Imperialism, 598; The Sepoy Rebellion, 615–616; The Growth of Indian Nationalism, 617–618; China and the West, 619–623; The Opening of Japan, 625–626</p> <p>Topic 15 Assessment (2. Identify the Influence of Ideas; 12. Explain the Roles of Military Technology), 645-646</p>

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
<p><b>Standard 5</b> Students will understand the interaction of peoples in the global integration of the 20th century.</p>	
<p><b>Objective 1</b> Analyze the political and economic global issues in the first half of the 20th century.</p>	
<p>a. Investigate the impact of totalitarianism on Europe; i.e., Stalinism, Italian fascism, German National Socialism.</p>	<p><b>SE:</b> Fascism Emerges in Italy, 716–719; The Soviet Union Under Stalin, 720–727; The Rise of Nazi Germany, 728–735</p> <p>Topic 17 Assessment (11. Identify Major Causes; 12. Identify and Describe; 16. Explain the Roles and Identify), 737-738</p>
<p>b. Examine the connections among WWI, the Great Depression, and WWII.</p>	<p><b>SE:</b> The Great War Ends, 666–667; Making the Peace, 668–669; Effects of the Peace Settlements, 669–670; The Great Depression, 713–715; The Rise of Nazi Germany, 728–734; German Aggression Continues, 745–747</p> <p>Topic 17 Assessment (6. Summarize Causes; 7. Explain the Responses and Analyze Information), 735-736; Topic 18 Assessment (1. Explain the Major Causes of World War II), 773</p>
<p>c. Assess the consequences of global war on the world.</p>	<p><b>SE:</b> The Great War Ends, 666–667; Making the Peace, 668–669; Effects of the Peace Settlements, 669–670; Aftermath of the War, 769–770; The United Nations is Formed, 771; A New Global Conflict, 778–786</p> <p>Topic 18 Assessment (13. Identify and Describe World War II's Impact and Describe People's Participation; 14. Describe Effects of Atomic Bombs in World War II; 15. Explain the Significance of the United Nations ), 774</p>

**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

Utah Core Standards for Social Studies World Civilizations	Pearson World History ©2016
<b>Objective 2</b> Investigate the impact of the Cold War on integration.	
a. Explain the key elements of the Cold War.	<b>SE:</b> A New Global Conflict, 778–786; Communism in East Asia, 795–799; War in Southeast Asia, 800–804; The Cold War Ends, 805–810  Topic 19 Assessment (4. Summarize Outcome and Identify Major Events; 8. Identify Events), 811
b. Examine the independence movements in the African and Asian colonial world.	<b>SE:</b> New Nations in South Asia and Southeast Asia, 816–824; African Nations Win Independence, 825–832  Topic 20 Assessment (1. Summarize and Locate Places; 2. Summarize Reasons and Use a Decision-Making Process; 6. Identify Major Causes), 848
c. Determine the causes and effects of the collapse of the Soviet sphere.	<b>SE:</b> The Cold War Ends, 805–810; Shifts in Global Power, 879–880; The Former Soviet Republics, 880–881; War in Yugoslavia, 881–883  Topic 19 Assessment (16. Summarize Outcome), 812
<b>Objective 3</b> Investigate the creation of international organizations and global integration.	
a. Assess the impact of economic and political organizations on global relations; e.g., World Trade Organization, United Nations, Olympics.	<b>SE:</b> The United Nations is Formed, 771; NATO, 780, 783; Changes in NATO, 877–878; European Union, 878; Global Organizations and Trade Agreements, 887–888  Topic 19 Assessment (3. Describe Effects), 811
b. Examine the impact of advancements in worldwide communication/transportation; e.g., satellite communications, information technology/Internet, mass transportation.	<b>SE:</b> Advances in Science and Technology, 904–908  Topic 21 Assessment (4. Explain the Role), 909



**A Correlation of Pearson World History, ©2016, to the  
Utah Core Standards for Social Studies, World Civilizations**

<b>Utah Core Standards for Social Studies World Civilizations</b>	<b>Pearson World History ©2016</b>
c. Analyze the impact of military alliances; e.g., North Atlantic Treaty Organization, Warsaw Pact, United Nations Geneva Convention.	<b>SE:</b> The United Nations is Formed, 771; NATO, 780; Warsaw Pact, 780  Topic 21 Assessment (6. Explain the Significance), 909
<b>Objective 4</b> Evaluate the impact of terrorism on the world's political, economic, and social systems.	
a. Assess the base of terrorist networks and activities.	<b>SE:</b> The Rise of ISIL, 846; Terrorism and National Security, 898–903  Topic 21 Assessment (19. Explain), 911
b. Examine the impact of terrorism on the lives of people.	<b>SE:</b> The Rise of ISIL, 846; Terrorism and National Security, 898–903  Topic 21 Assessment (15. Summarize the Development), 910
c. Analyze the responses of political and economic institutions to terrorism.	<b>SE:</b> The Rise of ISIL, 846; Terrorism and National Security, 898–903  Topic 21 Assessment (19. Explain), 911