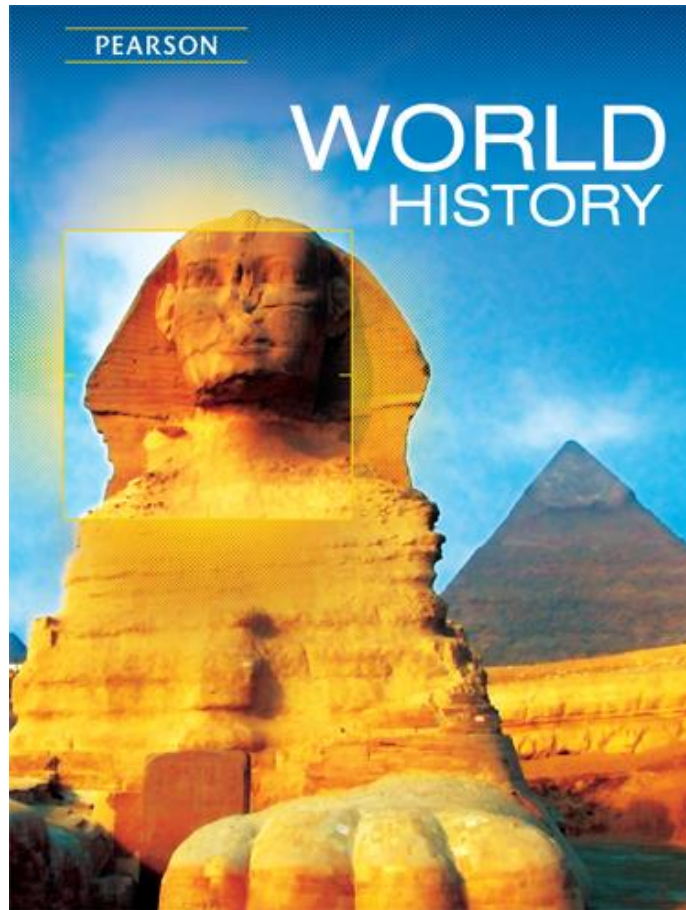


A Correlation of



To the

**Common Core State Standards for
Literacy in History/Social Studies**

Grades 9-12

**A Correlation of Pearson World History, Survey Edition to the
Common Core Standards for Literacy in History/Social Studies, Grades 9-12**

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**A Correlation of Pearson World History, Survey Edition to the
Common Core Standards for Literacy in History/Social Studies, Grades 9-12**

Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
Reading Standards for Literacy in History/Social Studies	
Grades 9–10 students:	
Key Ideas and Details	
<p>RH.9-10.1. 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>SE/TG: Essential Question, 2, 24, 60, 100, 124, 156, 188, 254, 306, 348, 382, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848; Section Assessment, 8, 13, 19, 31, 39, 45, 55, 68, 74, 80, 88, 95, 110, 115, 120, 130, 141, 147, 162, 172, 176, 184, 197, 202, 210, 220, 238, 243, 260, 268, 275, 280, 285, 291, 297, 302, 313, 320, 327, 331, 340, 345, 356, 361, 367, 373, 378, 389, 396, 405, 410, 416, 421, 434, 443, 451, 459, 465, 474, 481, 489, 503, 512, 519, 529, 544, 549, 556, 560, 568, 573, 578, 586, 597, 604, 609, 614, 619, 625, 631, 640, 651, 657, 666, 672, 683, 690, 694, 701, 712, 716, 724, 743, 749, 755, 761, 768, 782, 790, 795, 800, 806, 820, 828, 836, 843, 854, 865, 893; Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>Primary Sources are embedded within the text (examples): 21, 41 57, 65</p> <p>Topic level Inquiry Projects: Topics 2, 3, 5, 6, 8, 9, 11, 12 , 13</p> <p>21st Century Skills: Sequence, 959; Analyze Primary and Secondary Sources, 978; Compare Viewpoints, 979</p> <p><u>Digital Resources:</u> Interactive Primary Sources; Biographies; 21st Century Skills Videos</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
<p>RH.9-10.2. 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>SE/TG: Identify Central Ideas, 18, 176, 207, 210, 280, 291, 296, 297, 299, 302, 345, 356, 361, 367, 409, 451, 457, 459, 470, 524, 566, 681, 683, 690, 693, 701, 712, 722, 743, 782, 797, 872, 893; Identify Central Issues, 237, 250, 285, 410, 519, 549, 568, 582, 651, 657, 683, 708, 730, 743, 749, 757, 826, 865; Identify Main Ideas, 28, 43, 45, 47, 146, 159, 170, 172, 174, 176, 285, 331, 405, 465, 471, 497, 512, 519, 521, 522, 537, 544, 549, 556, 573, 625, 628, 715, 761, 776, 813, 819; Summarize, 5, 19, 30, 31, 41, 45, 55, 68, 70, 74, 80, 83, 85, 95, 110, 120, 130, 141, 147, 162, 172, 172, 176, 180, 184, 197, 202, 219, 230, 265, 275, 280, 291, 302, 320, 327, 330, 345, 367, 389, 395, 410, 415, 416, 428, 430, 434, 438, 512, 593, 597, 600, 604, 609, 619, 622, 625, 635, 640, 657, 699, 701, 712, 716, 724, 761, 768, 794, 795, 800, 803, 806, 815, 817, 820, 828, 853, 854, 856, 860, 880, 884, 902, 904</p> <p>21st Century Skills: Identify Main Ideas and Details, 963; Summarize, 964; Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979</p> <p><u>Digital Resources:</u> Interactive Reading Notepad; Graphic Organizers</p>

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<p align="center">Common Core Standards for Literacy in History/Social Studies</p>	<p align="center">Pearson World History Survey Edition</p>
<p>RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p>SE/TG: Identify Patterns, 110, 112, 396, 405, 410, 503, 512, 704, 893; Identify Steps in a Process, 141, 389, 396, 416, 421; Sequence, 72, 74, 257, 619, 683, 876; Identify Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 260, 268, 280, 291, 297, 302, 313, 327, 340, 342, 345, 353, 356, 361, 373, 378, 389, 394, 396, 399, 412, 414, 416, 418, 421, 437, 441, 443, 447, 465, 474, 479, 481, 485, 501, 503, 509, 514, 515, 527, 529, 584, 586, 597, 602, 604, 609, 612, 614, 618, 619, 621, 625, 630, 631, 633, 638, 640, 649, 651, 654, 657, 666, 668, 672, 683, 685, 689, 690, 692, 694, 696, 701, 706, 712, 716, 720, 724, 730, 761, 777, 790, 805, 806, 820, 822, 836, 843, 860, 863, 864, 865, 880, 883, 899, 904; Recognize Cause and Effect, 220, 242, 250</p> <p><u>Digital Resources:</u> Interactive Timelines: Topics 1, 3, 4</p>
<p>Craft and Structure</p>	
<p>RH.9-10.4. 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>	<p>SE/TG: Key Terms, 4, 9, 14, 26, 32, 40, 46, 62, 69, 75, 81, 89, 102, 111, 116, 126, 131, 142, 148, 158, 163, 173, 178, 190, 198, 203, 211, 221, 231, 239, 244, 256, 261, 269, 276, 281, 286, 292, 298, 308, 314, 321, 328, 332, 341, 350, 357, 362, 368, 374, 384, 390, 397, 406, 411, 417, 426, 435, 444, 452, 460, 466, 475, 482, 496, 504, 513, 520, 536, 545, 550, 557, 561, 569, 574, 579, 592, 598, 605, 610, 615, 620, 624, 632, 646, 652, 658, 667, 678, 684, 691, 695, 702, 713, 717, 725, 738, 744, 750, 756, 762, 774, 783, 791, 796, 801, 812, 821, 829, 837, 850, 855, 861, 868, 873, 881, 886</p> <p><u>Digital Resources:</u> Online vocabulary support embedded in content</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
<p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p>	<p>SE/TG: Compare and Contrast, 80, 210, 260, 268, 291, 345, 361, 392, 396, 401, 410, 416, 420, 456, 481, 489, 541, 549, 564, 595, 613, 631, 666, 672, 690, 716, 755, 782, 828, 893; Identify Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 260, 268, 280, 291, 297, 302, 313, 327, 340, 342, 345, 353, 356, 361, 373, 378, 389, 394, 396, 399, 412, 414, 416, 418, 421, 437, 441, 443, 447, 465, 474, 479, 481, 485, 501, 503, 509, 514, 515, 527, 529, 584, 586, 597, 602, 604, 609, 612, 614, 618, 619, 621, 625, 630, 631, 633, 638, 640, 649, 651, 654, 657, 666, 668, 672, 683, 685, 689, 690, 692, 694, 696, 701, 706, 712, 716, 720, 724, 730, 761, 777, 790, 805, 820, 836, 843, 863, 865, 880; Identify Patterns, 110, 112, 396, 405, 410, 503, 512, 704, 893; Identify Steps in a Process, 141, 389, 396, 416, 421; Sequence, 72, 74, 257, 619, 679; Analyze Timeline, 7, 20, 166, 512, 740; Contrast, 87, 110, 141, 147, 175, 205, 655, 724, 767; Compare, 91, 242, 291, 442, 474, 556, 724, 820, 880</p> <p>21st Century Skills: Sequence, 959; Categorize, 960; Analyze Cause and Effect, 961; Compare and Contrast, 962–963</p>

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<p align="center">Common Core Standards for Literacy in History/Social Studies</p>	<p align="center">Pearson World History Survey Edition</p>
<p>RH.9-10.6. 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>SE/TG: Critical Thinking: Compare Points of View, 110, 421, 665, 706, 716, 790, 800, 843; Determine Point of View, 147, 511 Support a Point of View with Evidence, 434, 613</p> <p>Topic 1 Assessment (12. Describe the Major Effects), 22; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (9. Explain Political Philosophies of Individuals), 491; Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531</p> <p>Analyze Political Cartoons, 467, 516, 524, 537, 554, 555, 559, 565, 571, 572, 607, 618, 637, 649, 661, 664, 709, 726, 739, 793</p> <p>21st Century Skills: Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983</p>

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Common Core Standards for Literacy in History/Social Studies, Grades 9-12**

Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
Integration of Knowledge and Ideas	
RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	<p>SE/TG: Analyze Charts, 12, 17, 130, 132, 160, 167, 183, 192, 207, 360, 366, 387, 415, 418, 419, 450, 468, 479, 505, 512, 538, 546, 577, 623, 636, 682, 757, 767, 778, 786, 787, 843; Analyze Data, 270, 289, 326, 331, 648; Analyze Graphs, 405, 517, 623, 680, 718, 875; Analyze Political Cartoons, 467, 516, 524, 537, 554, 555, 559, 565, 571, 572, 607, 618, 637, 649, 661, 664, 709, 726, 739, 793; Analyze Maps, 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 267, 279, 284, 287, 293, 296, 303, 309, 322, 329, 333, 343, 352, 372, 385, 399, 401, 407, 413, 429, 436, 442, 461, 476, 484, 488, 499, 502, 531, 532, 541, 543, 549, 551, 575, 581, 601, 606, 617, 627, 635, 639, 651, 653, 656, 665, 671, 688, 697, 700, 721, 745, 748, 751, 759, 760, 763, 777, 780, 794, 798, 803, 815, 823, 830, 834, 838, 841, 867, 874, 877, 879</p> <p>21st Century Skills: Analyze Data and Models, 960; Read charts, Graphs, Tables, 961; Analyze Political Cartoons, 963</p> <p><u>Digital Resources:</u> History Core Concepts: History: Measuring Time; Historical Maps</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
<p>RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p>SE/TG: Analyze Political Cartoons, 467, 516, 524, 537, 554, 555, 559, 565, 571, 572, 607, 618, 637, 649, 661, 664, 709, 726, 739, 793</p> <p>Critical Thinking: Compare Points of View, 110, 421, 665, 706, 716, 790, 800, 843; Determine Point of View, 147, 511; Support a Point of View with Evidence, 434, 613</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>21st Century Skills: Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983</p> <p><u>Digital Resources:</u> 21st Century videos that accompany topics within text</p>
<p>RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>SE/TG: <i>Projects involving research</i> (examples): Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p>Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
Range of Reading and Level of Text Complexity	
<p>RH.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>This objective is met throughout <i>World History</i> in features such as these:</p> <p>SE/TG: Section Assessment, 8, 13, 19, 31, 39, 45, 55, 68, 74, 80, 88, 95, 110, 115, 120, 130, 141, 147, 162, 172, 177, 184, 197, 202, 210, 220, 230, 237, 238, 242, 250, 260, 268, 275, 280, 285, 291, 297, 302, 313, 320, 327, 331, 340, 345, 356, 361, 367, 373, 378, 389, 396, 405, 410, 416, 421, 434, 443, 451, 459, 465, 474, 481, 489, 503, 512, 519, 529, 544, 549, 556, 560, 568, 573, 578, 586, 597, 604, 609, 614, 619, 625, 631, 640, 651, 657, 666, 672, 683, 690, 694, 701, 712, 716, 724, 743, 749, 755, 761, 768, 782, 790, 795, 800, 806, 820, 828, 836, 843, 854, 860, 865, 872, 880, 885, 893, 899, 904; Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>21st Century Skills: Sequence, 959, Identify Main Idea and Details, 963; Generalize, 965; Make Predictions, 965; Draw Inferences, 966</p> <p><u>Digital Resources:</u> Interactive Reading Notepad</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
Writing Standards for Literacy in History/Social Studies	
Grades 9–10 students:	
Text types and Purposes	
<p>WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>SE/TG: Arguments and Starting Points for Position Papers on Major Events: Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 253; Topic 10 Assessment (15. Identify the Contributions), 380; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (21. Compare Consequences), 493; (23. Create Visual Presentations), 493; Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 14 Assessment (14. Identify the Characteristics), 588; Topic 15 Assessment (4. Describe the Major Effects of European Imperialism), 641; Topic 18 Assessment (14. Describe Effects of Atomic Bombs in World War II), 770; (15. Explain the Significance of the United Nations), 770; Topic 20 Assessment (4. Identify Examples), 844; (14. Explain), 846; Topic 21 Assessment (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p>21st Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Participate in a Discussion or Debate, 983; Identify Bias, 980</p> <p><u>Digital Resources:</u> Topic Inquiries provide opportunities for extended writing through DBQ’s, Civic Discussions, and Project-Based Learning; 21st Century videos that accompany topics within text</p>

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<p style="text-align: center;">Common Core Standards for Literacy in History/Social Studies</p>	<p style="text-align: center;">Pearson World History Survey Edition</p>
<p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 	<p>SE/TG: Write About the Essential Question: Students write essays as they re-examine the Essential Question at the conclusion of each Topic Assessment.</p> <p>Topic 1 Assessment (Write About the Essential Question), 23; Topic 2 Assessment (Write About the Essential Question), 58; Topic 3 Assessment (Write About the Essential Question), 98; Topic 4 Assessment (Write About the Essential Question), 123; Topic 5 Assessment (Write About the Essential Question), 155; Topic 6 Assessment (Write About the Essential Question), 186; Topic 7 Assessment (Write About the Essential Question), 253; Topic 8 Assessment (Write About the Essential Question), 304; Topic 9 Assessment (Write About the Essential Question), 347; Topic 10 Assessment (Write About the Essential Question), 380; Topic 11 Assessment (Write About the Essential Question), 435; Topic 12 Assessment (Write About the Essential Question), 493; Topic 13 Assessment (Write About the Essential Question), 532; Topic 14 Assessment (Write About the Essential Question), 588; Topic 15 Assessment (Write About the Essential Question), 642; Topic 16 Assessment (Write About the Essential Question), 674; Topic 17 Assessment (Write About the Essential Question), 734; Topic 18 Assessment (Write About the Essential Question), 770; Topic 19 Assessment (Write About the Essential Question), 808; Topic 20 Assessment (Write About the Essential Question), 846; Topic 21 Assessment (Write About the Essential Question), 907</p> <p>21st Century Skills: Create Databases, 968, Create Charts and Maps, 971; Give an Effective Presentation, 983–984; Write an Essay, 984; Avoid Plagiarism, 985; Solve Problems, 985–986</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
WHST.9-10.3. (See note; not applicable as a separate requirement)	
Production and Distribution of Writing	
<p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SE/TG: Each Topic Assessment raises various questions relevant to the major ideas in the chapter. Students can choose questions that interest them the most and compose essays or arguments that support their positions.</p> <p>Generate Explanations, 651, 663, 711, 858, 865, 899, 904; Express Problems Clearly, 830, 836</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><u>Digital Resources:</u> 21st Century Skills Tutorials: Organize Your Ideas, Supporting Ideas with Evidence; Write a Journal Entry; Write an Essay</p>

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<p align="center">Common Core Standards for Literacy in History/Social Studies</p>	<p align="center">Pearson World History Survey Edition</p>
<p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TG: Write About the Essential Question: Topic 1 Assessment, 23 Topic 2 Assessment, 58 Topic 3 Assessment, 98 Topic 4 Assessment, 123 Topic 5 Assessment, 155 Topic 6 Assessment, 186 Topic 7 Assessment, 253 Topic 8 Assessment, 304 Topic 9 Assessment, 347 Topic 10 Assessment, 380 Topic 11 Assessment, 423 Topic 12 Assessment, 493 Topic 13 Assessment, 532 Topic 14 Assessment, 588 Topic 15 Assessment, 642 Topic 16 Assessment, 674 Topic 17 Assessment, 734 Topic 18 Assessment, 770 Topic 19 Assessment, 808 Topic 20 Assessment, 846 Topic 21 Assessment, 907</p> <p>21st Century Skills: Give an Effective Presentation, 983–984; Write an Essay, 984; Avoid Plagiarism, 985; Solve Problems, 985–986</p> <p><u>Digital Resources:</u> Topic Inquiries, 2, 3, 5, 8, 9, 11, 12, 13, 14, 15, 17, 19, 20, 21</p>

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<p align="center">Common Core Standards for Literacy in History/Social Studies</p>	<p align="center">Pearson World History Survey Edition</p>
<p>WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>SE: <i>Pearson World History</i> allows students and teachers to travel beyond the page with technology that blends easily into any classroom. In addition to the online component many of the Topic Assessment materials encourage students to research additional sources through the library or internet.</p> <p>Projects involving research (examples): Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
Research to Build and Present Knowledge	
<p>WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>	<p>SE: Projects involving research (examples): Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 255; Topic 8 Assessment (14. Analyze Examples), 304; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (6. Analyze Examples), 379; (10. Explain the Philosophies and Identify Characteristics), 379; (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (9. Explain Political Philosophies of Individuals), 491; (10. Describe Major Influences of Women), 491; (22. Identify the Influence of Ideas), 493; (23. Create Visual Presentations), 493; Topic 13 Assessment (13. Analyze and Identify Examples), 531; Topic 14 Assessment (8. Describe How People Participated), 587; Topic 15 Assessment (13. Explain the Roles of Transportation Technology), 642; Topic 16 Assessment (10. Explain Significance), 674; Topic 17 Assessment (14. Identify Major Causes), 733; Topic 18 Assessment (6. Explain Roles of World Leaders), 769; Topic 19 Assessment (13. Describe Major Effects, Summarize Outcome, and Identify Characteristics), 808; Topic 20 Assessment (6. Identify Major Causes), 844</p> <p>21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979</p> <p><u>Digital Resources:</u> 21st Century Skills Tutorials: Analyze Media Content; Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact and Opinion; Identify Bias; Evaluate Web Sites; Search for Information on the Internet; Create a Research Hypothesis</p>

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Common Core Standards for Literacy in History/Social Studies, Grades 9-12**

<p style="text-align: center;">Common Core Standards for Literacy in History/Social Studies</p>	<p style="text-align: center;">Pearson World History Survey Edition</p>
<p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>SE: Topic Assessment: Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>Primary Sources are embedded within the text, including visuals and charts, (examples): 42, 57, 85, 87, 97, 129, 145–146, 160, 174, 177, 180, 204, 217, 296, 400, 438, 470, 536, 555, 654, 695</p> <p>Critical Thinking Questions: Cite Evidence, 13, 19, 65, 115, 147, 277, 389, 544; Support a Point of View with Evidence, 434, 613; Support Ideas with Evidence/Examples, 657, 726, 730</p> <p>21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Avoid Plagiarism, 985</p> <p><u>Digital Resources:</u> Interactive Primary Sources; Interactive Charts, 21st Century Skills Tutorials</p>

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<p align="center">Common Core Standards for Literacy in History/Social Studies</p>	<p align="center">Pearson World History Survey Edition</p>
<p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>SE/TG: Analyze Information, (examples), 71, 95, 177, 250, 340, 573, 724</p> <p>Draw Conclusions (examples), 34, 55, 67, 80, 206, 268, 291, 365, 458, 563, 660</p> <p>Determine Relevance, 31, 55, 77, 220, 230, 250, 302, 320</p> <p>Cite Evidence, 65, 115, 147, 152</p> <p>Support Ideas with Evidence, 204</p> <p>Support Ideas with Examples, 45, 210</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>United States Constitution, 908–931; Declaration of Independence, 932–933; Primary Sources, 934–958</p> <p>21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Write an Essay, 984; Avoid Plagiarism, 985</p> <p><u>Digital Resources:</u> Landmark Supreme Court Cases; Interactive Primary Sources; Biographies</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
Range of Writing	
<p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE/TG: Each chapter in <i>Pearson’s World History</i> concludes with Topic Assessment activities. Each activity encourages students to engage the text, other sources, and other learners as they explore themes and ideas relevant to the chapter. All activities are open-ended and can be used as starting point for group learning, individual student inquiry, and written or speaking response.</p> <p>Topic 1 Assessment, 20–23; Topic 2 Assessment, 56–58; Topic 3 Assessment, 96–98; Topic 4 Assessment, 121–123; Topic 5 Assessment, 153–155; Topic 6 Assessment, 185–186; Topic 7 Assessment, 251–253; Topic 8 Assessment, 303–304; Topic 9 Assessment, 346–347; Topic 10 Assessment, 379–380; Topic 11 Assessment, 422–423; Topic 12 Assessment, 490–493; Topic 13 Assessment, 530–532; Topic 14 Assessment, 587–588; Topic 15 Assessment, 641–642; Topic 16 Assessment, 673–674; Topic 17 Assessment, 731–734; Topic 18 Assessment, 769–770; Topic 19 Assessment, 807–808; Topic 20 Assessment, 844–846; Topic 21 Assessment, 905–907</p> <p><u>Digital Resources:</u> Interactive Reading Notebook; Topic Inquiries: Document-Based Questions</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
Reading Standards for Literacy in History/Social Studies	
Grades 11–12 students:	
Key Ideas and Details	
RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	SE/TG: Essential Question, 2, 24, 60, 100, 124, 156, 188, 254, 306, 348, 382, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848; Section Assessment, 8, 13, 19, 31, 39, 45, 55, 68, 74, 80, 88, 95, 110, 115, 120, 130, 141, 147, 162, 172, 176, 184, 197, 202, 210, 220, 238, 243, 260, 268, 275, 280, 285, 291, 297, 302, 313, 320, 327, 331, 340, 345, 356, 361, 367, 373, 378, 389, 396, 405, 410, 416, 421, 434, 443, 451, 459, 465, 474, 481, 489, 503, 512, 519, 529, 544, 549, 556, 560, 568, 573, 578, 586, 597, 604, 609, 614, 619, 625, 631, 640, 651, 657, 666, 672, 683, 690, 694, 701, 712, 716, 724, 743, 749, 755, 761, 768, 782, 790, 795, 800, 806, 820, 828, 836, 843, 854, 865, 893; Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907
RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	SE/TG: Identify Central Ideas, 18, 176, 280, 291, 296, 297, 299, 302, 345, 356, 361, 367, 409, 451, 457, 459, 470, 524, 566, 681, 683, 690, 693, 701, 712, 722, 743, 782, 797; Identify Central Issues, 285, 410, 519, 549, 568, 582, 651, 657, 683, 708, 730, 743, 749, 757, 826; Identify Main Ideas, 285, 331, 405, 465, 471, 497, 512, 519, 521, 522, 537, 544, 549, 556, 573, 625, 628, 715, 761, 776, 813, 819; Summarize, 5, 19, 30, 31, 41, 45, 55, 68, 70, 74, 80, 83, 85, 95, 110, 120, 130, 141, 147, 162, 172, 172, 176, 180, 184, 197, 202, 219, 230, 265, 275, 280, 291, 302, 320, 327, 330, 345, 367, 389, 395, 410, 415, 416, 428, 430, 434, 438, 512, 593, 597, 600, 604, 609, 619, 622, 625, 635, 640, 657, 699, 701, 712, 716, 724, 761, 768, 794, 795, 800, 803, 806, 817, 820, 828, 853, 854, 856, 880, 904 21 st Century Skills: Identify Main Ideas and Details, 963; Summarize, 964; Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
<p>RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p>SE/TG: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907; Section Assessment, 8, 13, 19, 31, 39, 45, 55, 68, 74, 80, 88, 95, 110, 115, 120, 130, 141, 147, 162, 172, 176, 184, 197, 202, 210, 220, 238, 243, 260, 268, 275, 280, 285, 291, 297, 302, 313, 320, 327, 331, 340, 345, 356, 361, 367, 373, 378, 389, 396, 405, 410, 416, 421, 434, 443, 451, 459, 465, 474, 481, 489, 503, 512, 519, 529, 544, 549, 556, 560, 568, 573, 578, 586, 597, 604, 609, 614, 619, 625, 631, 640, 651, 657, 666, 672, 683, 690, 694, 701, 712, 716, 724, 743, 749, 755, 761, 768, 782, 790, 795, 800, 806, 820, 828, 836, 843, 854, 865, 893</p> <p>Generate Explanations, 608, 663, 711, 775, 858</p>
<p>Craft and Structure</p>	
<p>RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>SE/TG: Key Terms, 4, 9, 14, 26, 32, 40, 46, 62, 69, 75, 81, 89, 102, 111, 116, 126, 131, 142, 148, 158, 163, 173, 178, 190, 198, 203, 211, 221, 231, 239, 244, 256, 261, 269, 276, 281, 286, 292, 298, 308, 314, 321, 328, 332, 341, 350, 357, 362, 368, 374, 384, 390, 397, 406, 411, 417, 426, 435, 444, 452, 460, 466, 475, 482, 496, 504, 513, 520, 536, 545, 550, 557, 561, 569, 574, 579, 592, 598, 605, 610, 615, 620, 624, 632, 646, 652, 658, 667, 678, 684, 691, 695, 702, 713, 717, 725, 738, 744, 750, 756, 762, 774, 783, 791, 796, 801, 812, 821, 829, 837, 850, 855, 861, 868, 873, 881, 886</p> <p><u>Digital Resources:</u> Key terms embedded in e-text content.</p>

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<p align="center">Common Core Standards for Literacy in History/Social Studies</p>	<p align="center">Pearson World History Survey Edition</p>
<p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p>SE/TG: Critical Thinking: Assess Credibility, 683; Determine Point of View, 147, 511; Identify Bias, 331</p> <p>Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981</p> <p>Primary Sources are embedded within the text (examples): 145–146, 180, 204, 217, 296, 400, 438, 470, 536, 555, 654, 695</p> <p>Primary Sources, 932–958</p> <p>Topic Assessment: Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><u>Digital Resources:</u> 21st Century Skills Tutorials; Interactive Primary Sources</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
<p>RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<p>SE/TG: Critical Thinking: Compare Points of View, 110, 421, 665, 706, 709, 716, 790, 800, 843; Determine Point of View, 147, 511 Support a Point of View with Evidence, 434, 613; Support Ides with Evidence, 204, 208, 210, 563; Recognize Ideologies, 320, 378</p> <p>Topic 1 Assessment (12. Describe the Major Effects), 22; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (9. Explain Political Philosophies of Individuals), 491; Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531</p> <p>Analyze Political Cartoons, 467, 516, 524, 537, 554, 555, 559, 565, 571, 572, 607, 618, 637, 649, 661, 664, 709, 726, 739, 793</p> <p>21st Century Skills: Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983</p>
<p align="center">Integration of Knowledge and Ideas</p>	
<p>RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>SE/TG: Analyze Charts, 12, 17, 130, 132, 160, 167, 183, 192, 207, 360, 366, 387, 415, 418, 419, 450, 468, 479, 505, 512, 538, 546, 577, 623, 636, 682, 757, 767, 778, 786, 787, 852; Analyze Data, 48, 270, 289, 326, 331, 648, 858, 882; Analyze Information, 30, 33, 39; Analyze Graphs, 405, 517, 623, 680, 718, 875, 903; Analyze Political Cartoons, 467, 516, 524, 537, 554, 555, 559, 565, 571, 572, 607, 618, 637, 649, 661, 664, 709, 726, 739, 793; Analyze Maps, 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 267, 279, 284, 287, 293, 296, 303, 309, 322, 329, 333, 343, 352, 372, 385, 399, 401, 407, 413, 429, 436, 442, 461, 476, 484, 488, 499, 502, 531, 532, 541, 543, 549, 551, 575, 581, 601, 606, 617, 627, 635, 639, 651, 653, 656, 665, 671, 688, 697, 700, 721, 745, 748, 751, 759, 760, 763, 777, 780, 794, 798, 803, 815, 823, 830, 834, 838, 841, 867, 874, 877, 879, 887</p>

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<p align="center">Common Core Standards for Literacy in History/Social Studies</p>	<p align="center">Pearson World History Survey Edition</p>
<p>RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p>SE/TG: Analyze Political Cartoons, 467, 516, 524, 537, 554, 555, 559, 565, 571, 572, 607, 618, 637, 649, 661, 664, 709, 726, 739, 793</p> <p>Critical Thinking: Compare Points of View, 110, 421, 665, 706, 709, 716, 790, 800, 843; Determine Point of View, 147, 511; Support a Point of View with Evidence, 434, 613</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>21st Century Skills: Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983</p> <p><u>Digital Resources:</u> Social Studies Reference Center: Landmark Supreme Court Decisions; 21st Century Skills Tutorials, Distinguish Between Fact and Opinion, Identify Bias, Develop Cultural Awareness; Interactive Primary Sources</p>

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<p align="center">Common Core Standards for Literacy in History/Social Studies</p>	<p align="center">Pearson World History Survey Edition</p>
<p>RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p>SE/TG: Projects involving research (examples): Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p>Primary Sources are embedded within the text (examples), 21, 41 57, 65</p> <p>Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981</p> <p><u>Digital Resources:</u> 21st Century Skills Tutorials: Identify Evidence, Evaluate Existing Arguments, Consider and Counter Opposing Arguments</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
Range of Reading and Level of Text Complexity	
<p>RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p>	<p>This objective is met throughout <i>Pearson World History</i> in features such as these: SE/TG: Section Assessment, 8, 13, 19, 31, 39, 45, 55, 68, 74, 80, 88, 95, 110, 115, 120, 130, 141, 147, 162, 172, 176, 184, 197, 202, 210, 220, 238, 243, 260, 268, 275, 280, 285, 291, 297, 302, 313, 320, 327, 331, 340, 345, 356, 361, 367, 373, 378, 389, 396, 405, 410, 416, 421, 434, 443, 451, 459, 465, 474, 481, 489, 503, 512, 519, 529, 544, 549, 556, 560, 568, 573, 578, 586, 597, 604, 609, 614, 619, 625, 631, 640, 651, 657, 666, 672, 683, 690, 694, 701, 712, 716, 724, 743, 749, 755, 761, 768, 782, 790, 795, 800, 806, 820, 828, 836, 843, 854, 865, 893; Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><u>Digital Resources:</u> Interactive Reading Notebook</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
Writing Standards for Literacy in History/Social Studies	
Grades 11–12 students:	
Text Types and Purposes	
<p>WHST.11-12.1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>SE/TG: Arguments and Starting Points for Position Papers on Major Events: Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 253; Topic 10 Assessment (15. Identify the Contributions), 380; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (21. Compare Consequences), 493; (23. Create Visual Presentations), 493; Topic 13 Assessment (12. Explain Economic Changes and Identify Bias), 531; Topic 14 Assessment (14. Identify the Characteristics), 588; Topic 15 Assessment (4. Describe the Major Effects of European Imperialism), 641; Topic 18 Assessment (14. Describe Effects of Atomic Bombs in World War II), 770; (15. Explain the Significance of the United Nations), 770; Topic 20 Assessment (4. Identify Examples), 844; (14. Explain), 846; Topic 21 Assessment (3. Identify Major Causes), 905; (16. Summarize Impact and Use a Problem-Solving Process), 906</p> <p>Lesson Assessment Questions: Hypothesize (examples), 13, 130, 672 Draw Conclusions (examples), 19, 80, 210, 899 Synthesize (examples), 31, 88, 113, 800</p> <p>21st Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Participate in a Discussion or Debate, 983</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
<p>WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>	<p>SE/TG: Write About the Essential Question: Students write essays as they re-examine the Essential Question at the conclusion of each Topic Assessment.</p> <p>Topic 1 Assessment (Write About the Essential Question), 23; Topic 2 Assessment (Write About the Essential Question), 58; Topic 3 Assessment (Write About the Essential Question), 98; Topic 4 Assessment (Write About the Essential Question), 123; Topic 5 Assessment (Write About the Essential Question), 155; Topic 6 Assessment (Write About the Essential Question), 186; Topic 7 Assessment (Write About the Essential Question), 253; Topic 8 Assessment (Write About the Essential Question), 304; Topic 9 Assessment (Write About the Essential Question), 347; Topic 10 Assessment (Write About the Essential Question), 380; Topic 11 Assessment (Write About the Essential Question), 435; Topic 12 Assessment (Write About the Essential Question), 493; Topic 13 Assessment (Write About the Essential Question), 532; Topic 14 Assessment (Write About the Essential Question), 588; Topic 15 Assessment (Write About the Essential Question), 642; Topic 16 Assessment (Write About the Essential Question), 674; Topic 17 Assessment (Write About the Essential Question), 734; Topic 18 Assessment (Write About the Essential Question), 770; Topic 19 Assessment (Write About the Essential Question), 808; Topic 20 Assessment (Write About the Essential Question), 846; Topic 21 Assessment (Write About the Essential Question), 907</p> <p>21st Century Skills: Give an Effective Presentation, 983–984; Write an Essay, 984; Avoid Plagiarism, 985; Solve Problems, 985–986</p>

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Common Core Standards for Literacy in History/Social Studies	Pearson World History Survey Edition
WHST.11-12.3. (See note; not applicable as a separate requirement)	
Production and Distribution of Writing	
<p>WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SE/TG: Each Topic Assessment raises various questions relevant to the major ideas in the chapter. Students can choose questions that interest them the most and compose essays or arguments that support their positions.</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>Throughout the text, Critical Thinking Questions and Lesson Assessments provide brief, focused writing opportunities that act as scaffolding to allow students to successfully move to larger writing tasks such as Document-Based Questions in Topic Inquiry level projects.</p>

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<p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TG: Write About the Essential Question: Topic 1 Assessment, 23 Topic 2 Assessment, 58 Topic 3 Assessment, 98 Topic 4 Assessment, 123 Topic 5 Assessment, 155 Topic 6 Assessment, 186 Topic 7 Assessment, 253 Topic 8 Assessment, 304 Topic 9 Assessment, 347 Topic 10 Assessment, 380 Topic 11 Assessment, 423 Topic 12 Assessment, 493 Topic 13 Assessment, 532 Topic 14 Assessment, 588 Topic 15 Assessment, 642 Topic 16 Assessment, 674 Topic 17 Assessment, 734 Topic 18 Assessment, 770 Topic 19 Assessment, 808 Topic 20 Assessment, 846 Topic 21 Assessment, 907</p> <p>21st Century Skills: Give an Effective Presentation, 983–984; Write an Essay, 984; Avoid Plagiarism, 985; Solve Problems, 985–986</p>

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Common Core Standards for Literacy in History/Social Studies, Grades 9-12**

<p align="center">Common Core Standards for Literacy in History/Social Studies</p>	<p align="center">Pearson World History Survey Edition</p>
<p>WHST.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>SE: <i>Pearson World History</i> allows students and teachers to travel beyond the page with technology that blends easily into any classroom. In addition to the online component many of the Topic Assessment materials encourage students to research additional sources through the library or internet.</p> <p>Projects involving research (examples): Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p><u>Digital Resources:</u> Project-Based Learning: Topics 1, 4, 6, 7, 10, 16, 18</p>

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Research to Build and Present Knowledge	
<p>WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>SE: Projects involving research (examples): Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 255; Topic 8 Assessment (14. Analyze Examples), 304; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (6. Analyze Examples), 379; (10. Explain the Philosophies and Identify Characteristics), 379; (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (9. Explain Political Philosophies of Individuals), 491; (10. Describe Major Influences of Women), 491; (22. Identify the Influence of Ideas), 493; (23. Create Visual Presentations), 493; Topic 13 Assessment (13. Analyze and Identify Examples), 531; Topic 14 Assessment (8. Describe How People Participated), 587; Topic 15 Assessment (13. Explain the Roles of Transportation Technology), 642; Topic 16 Assessment (10. Explain Significance), 674; Topic 17 Assessment (14. Identify Major Causes), 733; Topic 18 Assessment (6. Explain Roles of World Leaders), 769; Topic 19 Assessment (13. Describe Major Effects, Summarize Outcome, and Identify Characteristics), 808; Topic 20 Assessment (6. Identify Major Causes), 844</p> <p>21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Give an Effective Presentation, 983</p>

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<p>WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>SE: Topic Assessment: Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>Primary Sources are embedded within the text (examples): 145–146, 180, 204, 217, 296, 400, 438, 470, 536, 555, 654, 695</p> <p>Critical Thinking Questions: Cite Evidence, 13, 19, 65, 115, 147, 152, 277, 389, 503, 512, 544, 560, 597, 625, 683, 768, 782; Support a Point of View with Evidence, 434, 613; Support Ideas with Evidence/Examples, 204, 208, 210, 657, 726, 730 Integrate Information, 39, 586, 651, 671, 701, 749 Determine Relevance, 13, 31, 55, 77, 220, 230, 250, 285, 302, 320</p> <p>21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983</p> <p><u>Digital Resources:</u> Interactive Primary Sources; Biographies</p>

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<p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>SE/TG: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>United States Constitution, 908–931; Declaration of Independence, 932–933; Primary Sources, 934–958</p> <p>Cite Evidence, 13, 19, 65, 115, 147, 152, 277, 389, 503, 512, 544, 560, 597, 625, 683, 768, 782</p> <p>21st Century Skills: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Write an Essay, 984; Avoid Plagiarism, 985</p> <p><u>Digital Resources:</u> Landmark Supreme Court Cases; Interactive Primary Sources</p>

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Range of Writing	
<p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE/TG: Each chapter in <i>Pearson’s World History</i> concludes with Topic Assessment activities. Each activity encourages students to engage the text, other sources, and other learners as they explore themes and ideas relevant to the chapter. All activities are open-ended and can be used as starting point for group learning, individual student inquiry, and written or speaking response.</p> <p>Topic 1 Assessment, 20–23; Topic 2 Assessment, 56–58; Topic 3 Assessment, 96–98; Topic 4 Assessment, 121–123; Topic 5 Assessment, 153–155; Topic 6 Assessment, 185–186; Topic 7 Assessment, 251–253; Topic 8 Assessment, 303–304; Topic 9 Assessment, 346–347; Topic 10 Assessment, 379–380; Topic 11 Assessment, 422–423; Topic 12 Assessment, 490–493; Topic 13 Assessment, 530–532; Topic 14 Assessment, 587–588; Topic 15 Assessment, 641–642; Topic 16 Assessment, 673–674; Topic 17 Assessment, 731–734; Topic 18 Assessment, 769–770; Topic 19 Assessment, 807–808; Topic 20 Assessment, 844–846; Topic 21 Assessment, 905–907</p>