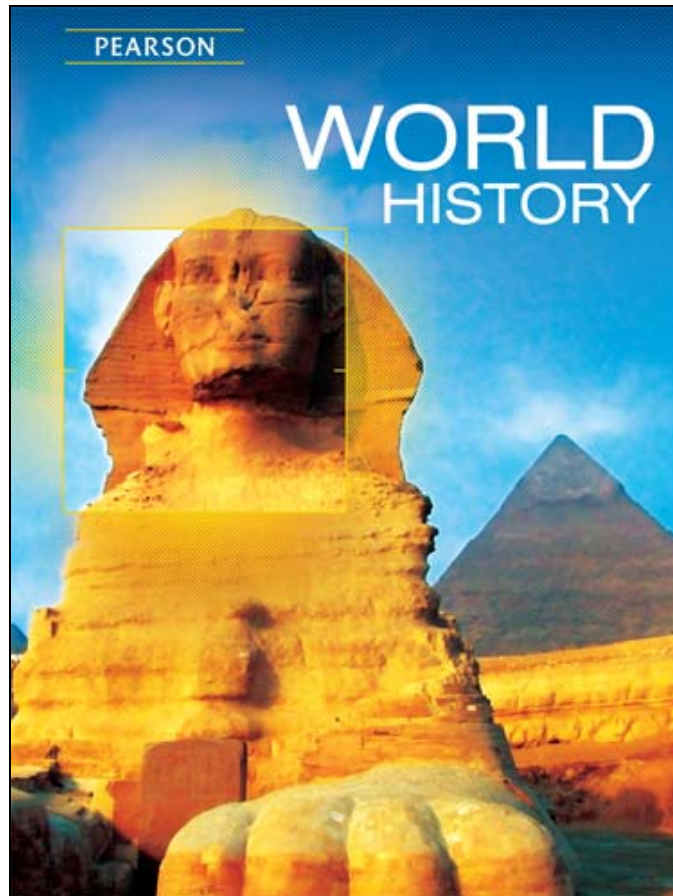


A Correlation of



©2016

To the

**College, Career, & Civic Life
(C3) Framework
for Social Studies State Standards
Grades 9-12**

A Correlation of Pearson World History, ©2016 to the C3 Framework for Social Studies State Standards, Grades 9-12

Introduction

This document demonstrates how *Pearson World History, ©2016* meets the C3 Framework for Social Studies State Standards, Grades 9-12.

Pearson is excited to announce its NEW *World History* program! The program invites students to truly experience the scope and impact of history through engaging stories from some of the most compelling and eventful times in the history of our world. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while bringing world history to life. The program is available in print, digital, and blended options.

The *Pearson World History* program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Technology Reimagined with Pearson’s Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
 - NBC Learn™ MyStory Videos that engage students in every chapter
 - Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
 - Online Lesson Planner; Standards-based planner that helps to save prep time.
 - Assessments; built-in progress monitoring includes both formative and summative assessments
 - Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

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C3 Framework for Social Studies Grades 9-12	Pearson World History ©2016
C3 grades 9-12 standards	
Developing Questions & PLANNING INQUIRIES	
Dimension 1, Constructing Compelling Questions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
D1.1.9-12. Explain how a question reflects an enduring issue in the field.	SE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 256, 308, 350, 384, 426, 498, 538, 594, 648, 680, 740, 776, 814, 852; Enduring Understandings, 3, 25, 61, 101, 125, 157, 189, 257, 309, 351, 385, 427, 499, 539, 595, 649, 681, 741, 777, 815, 853; <i>See all</i> Topic Assessments (Write About the Essential Question), 23, 58, 98, 123, 155, 186, 255, 306, 349, 382, 425, 496, 536, 592, 646, 678, 738, 774, 812, 849, 911
D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	SE: 21 st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986 Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 255; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (14. Identify the Characteristics), 592; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910

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Dimension 1, Constructing Supporting Questions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<p>D1.3.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p>	<p>SE: <i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p><i>Critical Thinking Questions:</i> Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Determine Point of View, 147, 515; Support a Point of View with Evidence, 436, 617</p> <p><i>Topic Assessment:</i> (questions and activities), 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p>

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<p>D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p>	<p>SE: <i>Write About the Essential Question:</i> Students have opportunities to re-examine the Essential Question at the conclusion of each Topic Assessment. See pages 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), 255; Topic 8 Assessment (Write About the Essential Question), 306; Topic 9 Assessment (Write About the Essential Question), 349; Topic 10 Assessment (Write About the Essential Question), 382; Topic 11 Assessment (Write About the Essential Question), 425; Topic 12 Assessment (Write About the Essential Question), 496; Topic 13 Assessment (Write About the Essential Question), 536; Topic 14 Assessment (Write About the Essential Question), 592; Topic 15 Assessment (Write About the Essential Question), 646; Topic 16 Assessment (Write About the Essential Question), 678; Topic 17 Assessment (Write About the Essential Question), 738; Topic 18 Assessment (Write About the Essential Question), 774; Topic 19 Assessment (Write About the Essential Question), 812; Topic 20 Assessment (Write About the Essential Question), 849; Topic 21 Assessment (Write About the Essential Question), 911</p> <p><i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p>

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Dimension 1, Determining Helpful Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...	
<p>D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>	<p>SE: <i>Research Activities</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), 255; Topic 9 Assessment (5. Identify the Origin and Diffusion), 348; Topic 10 Assessment (12. Explain the Impact), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (8. Describe How People Participated), 591</p> <p><i>Critical Thinking Questions:</i> Assess Credibility, 686; Cite Evidence, 13, 19, 65, 115, 147, 277, 346, 369, 391, 479, 486, 507, 516, 548, 564, 601, 629, 665, 686, 772, 786, 840, 847, 879; Support a Point of View with Evidence, 436, 617; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p> <p><i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p>

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Applying Disciplinary Concepts & TOOLS	
CIVICS	
Dimension 2, Civic and Political Institutions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p>	<p>SE: Democracy, 131, 134, 139, 141, 144, 152–154, 180, 207, 411, 494, 568, 623, 714–715, 719, 792, 823; Monarchy, 26, 56, 98, 132, 134, 144, 153–154, 539, 541, 545, 568, 623; Autocratic, 586, 671, 821; Bureaucracy, 36, 47, 92, 171, 221, 268, 279–280, 319, 336, 346, 417, 428, 434, 792, 806</p> <p>Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; Topic 13 Assessment (6. Explain Political and Economic Changes), 534; Topic 17 Assessment (19. Describe Major Causes and Effects), 738; Topic 17 Assessment (23. Write about the Essential Question), 738; Topic 19 Assessment (7. Identify and Describe), 811; Topic 20 Assessment (3. Summarize), 848; Topic 20 Assessment (17. Write about the Essential Question), 850; Topic 21 Assessment (13. Explain Influences), 910</p>
<p>D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</p>	<p>SE: Democracy Evolves in Ancient Greece, 134-136; The Early Roman Republic, 159–160; The United States Constitution, 466–468; France: The National Assembly, 474–476</p> <p>Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; (7. Summarize Development), 154; Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 18 Assessment (13. Identify and Describe World War II's Impact and Describe People's Participation), 774</p> <p><i>Digital Resources:</i> Core Concepts: Government and Civics – Citizenship</p>

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<p>D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p>	<p>SE: Treaty of Verdun, 195–196; The United States Constitution, 466–468; North German Confederation, 555–556; Treaty of Guadalupe Hidalgo, 579; North Atlantic Treaty Organization, 778, 780; North Atlantic Free Trade Agreement, 874; Topic 12 Assessment (17. Assess the Degree), 495; (22. Identify the Influence of Ideas), 496; Treaty of Versailles, 668; Strategic Arms Limitation Treaty, 782</p> <p>United States Constitution, 912-935</p> <p><i>Digital Resources:</i> Government and Civics – Political Systems; Political Structures</p>
<p>D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p>	<p>SE: The United States Constitution, 466–468; Topic 12 Assessment (17. Assess the Degree), 495; (22. Identify the Influence of Ideas), 496</p> <p>United States Constitution, 912-935</p> <p><i>Digital Resources:</i> Government and Civics – Political Systems; Political Structures</p>

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<p>D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p>	<p>SE: Code of Hammurabi, 32–34, 37; Asoka Governs by Example, 76; Legalism, 90; Democracy Evolves in Ancient Greece, 134–136; The Early Roman Republic, 159–160; Twelve Tables, 160; Magna Carta, 221, 224, 230, 254; The French Revolution, 469–477, 478–484; Changing Ways of Life and Thought, 524–533; Revolutions Sweep Europe, 540–548; Latin Americans Win Independence, 549–553; Democratic Reforms in Britain, 565–572; New Nations in South Asia and Southeast Asia, 816–824; African Nations Win Independence, 825–832; Latin American Nations Move Toward Democracy, 870–876; Human Rights, 893–895</p> <p>Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; (7. Summarize Development), 154; Topic 8 Assessment (4. Explain Influences), 305; Topic 12 Assessment (17. Assess the Degree), 495; (22. Identify the Influence of Ideas), 496; Topic 20 Assessment (4. Identify Examples), 848; (9. Summarize Reasons), 849; Topic 21 Assessment (6. Explain the Significance), 909; (10. Identify Examples), 910; (17. Identify Examples), 911</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>
<p>D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.</p>	<p>SE: Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; Topic 13 Assessment (6. Explain Political and Economic Changes), 534; Topic 17 Assessment (19. Describe Major Causes and Effects), 738; Topic 17 Assessment (23. Write about the Essential Question), 738; Topic 19 Assessment (7. Identify and Describe), 811; Topic 20 Assessment (3. Summarize), 848; Topic 20 Assessment (17. Write about the Essential Question), 850; Topic 21 Assessment (13. Explain Influences), 910</p>

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Dimension 2, Participation and Deliberation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.	<p>SE: Democracy Evolves in Ancient Greece, 134-136; The Early Roman Republic, 159–160; The United States Constitution, 466–468; France: The National Assembly, 474–476</p> <p>Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; (7. Summarize Development), 154; Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 18 Assessment (13. Identify and Describe World War II's Impact and Describe People's Participation), 774</p> <p><i>Digital Resources:</i> Core Concepts: Government and Civics – Conflict and Cooperation; Citizenship</p>
D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.	<p>SE: Democracy, 131, 134, 139, 141, 144, 152–154, 180, 207, 411, 494, 568, 574, 623, 714–715, 719, 792, 823; Monarchy, 26, 56, 98, 132, 134, 144, 153–154, 539, 541, 545, 568, 623; Autocratic, 586, 671, 821; Bureaucracy, 36, 47, 92, 171, 221, 268, 279–280, 319, 336, 346, 417, 428, 434, 792, 806</p>
D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.	<p>SE: Projects and <i>Research Activities</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), 255; Topic 9 Assessment (5. Identify the Origin and Diffusion), 348; Topic 10 Assessment (12. Explain the Impact), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (8. Describe How People Participated), 591</p>

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D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.	SE: Civil Rights, 731, 738, 789–790, 878; New Nations in South Asia and Southeast Asia, 816–824; African Nations Win Independence, 825–832; Latin American Nations Move Toward Democracy, 870–876; Human Rights, 207, 455, 485–496, 514, 592, 645, 718, 771, 785, 806, 808, 811, 820, 822, 853, 866–867, 878, 888, 890, 893–895, 897, 911 <i>Digital Resources:</i> Landmark Supreme Court Cases
Dimension 2, Processes, Rules, and Laws	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.	SE: Democracy, 131, 134, 139, 141, 144, 152–154, 180, 207, 411, 494, 568, 574, 623, 714–715, 719, 792, 823; Monarchy, 26, 56, 98, 132, 134, 144, 153–154, 539, 541, 545, 568, 623; Autocratic, 586, 671, 821; Bureaucracy, 36, 47, 92, 171, 221, 268, 279–280, 319, 336, 346, 417, 428, 434, 792, 806 Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; Topic 13 Assessment (6. Explain Political and Economic Changes), 534; Topic 17 Assessment (19. Describe Major Causes and Effects), 738; Topic 17 Assessment (23. Write about the Essential Question), 738; Topic 19 Assessment (7. Identify and Describe), 811; Topic 20 Assessment (3. Summarize), 848; Topic 20 Assessment (17. Write about the Essential Question), 850; Topic 21 Assessment (13. Explain Influences), 910
D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.	SE: The French Revolution, 469–477, 478–484; Changing Ways of Life and Thought, 524–533; Revolutions Sweep Europe, 540–548; Latin Americans Win Independence, 549–553; Democratic Reforms in Britain, 565–572; Civil Rights, 731, 738, 789–790, 878; New Nations in South Asia and Southeast Asia, 816–824; African Nations Win Independence, 825–832; Latin American Nations Move Toward Democracy, 870–876; Human Rights, 893–895

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<p align="center">C3 Framework for Social Studies Grades 9-12</p>	<p align="center">Pearson World History ©2016</p>
<p>D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p>	<p>SE: Topic 5 Assessment (2. Describe Major Influences), 153; (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; (7. Summarize Development), 154; Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 8 Assessment (4. Explain Influences), 305; Topic 9 Assessment (10. Explain the Political and Social Impact), 349; Topic 12 Assessment (17. Assess the Degree), 495; (22. Identify the Influence of Ideas), 496; Topic 17 Assessment (16. Explain the Roles and Identify), 738; Topic 20 Assessment (4. Identify Examples), 848; (9. Summarize Reasons), 849; Topic 21 Assessment (6. Explain the Significance), 909; (10. Identify Examples), 910; (17. Identify Examples), 911</p>

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<p>D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p>	<p>SE: The French Revolution, 469–477, 478–484; Changing Ways of Life and Thought, 524–533; Revolutions Sweep Europe, 540–548; Latin Americans Win Independence, 549–553; Democratic Reforms in Britain, 565–572; Civil Rights, 731, 738, 789–790, 878; New Nations in South Asia and Southeast Asia, 816–824; African Nations Win Independence, 825–832; Latin American Nations Move Toward Democracy, 870–876; Human Rights, 207, 455, 485–496, 514, 592, 645, 718, 771, 785, 806, 808, 811, 820, 822, 853, 866–867, 878, 888, 890, 893–895, 897, 911</p> <p>Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; (7. Summarize Development), 154; Topic 8 Assessment (4. Explain Influences), 305; Topic 12 Assessment (17. Assess the Degree), 495; (22. Identify the Influence of Ideas), 496; Topic 20 Assessment (4. Identify Examples), 848; (9. Summarize Reasons), 849; Topic 21 Assessment (6. Explain the Significance), 909; (10. Identify Examples), 910; (17. Identify Examples), 911</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>

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ECONOMICS	
Dimension 2, Economic Decision Making	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.	SE: Chart: Tulipmania Price Bubble, 421; European Union, 787, 792,838, 877, 878; Pacific Rim, 883; North Atlantic Free Trade Agreement, 874; Globalization and Trade, 885–889; Topic 17 Assessment (4. Explain the Responses), 735; (10. Describe People's Participation and Use Decision-Making Process), 736 <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics
D2.Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.	SE: Western Democracies React to the Depression, 714–715; Topic 17 Assessment (4. Explain the Responses), 735; (10. Describe People's Participation and Use Decision-Making Process), 736; European Union, 787, 792,838, 877, 878; Pacific Rim, 883; North Atlantic Free Trade Agreement, 874; Globalization and Trade, 885–889; Topic 17 Assessment (4. Explain the Responses), 735; (10. Describe People's Participation and Use Decision-Making Process), 736 <i>Globalization:</i> Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910 <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics
Dimension 2, Exchange and Markets	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system.	SE: Chart: Tulipmania Price Bubble, 421; The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; Globalization and Trade, 885–889 <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economic Development

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<p>D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</p>	<p>SE: The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; North Atlantic Free Trade Agreement, 874; Globalization and Trade, 885–889</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economic Development</p>
<p>D2.Eco.5.9-12. Describe the consequences of competition in specific markets.</p>	<p>SE: The Columbian Exchange, 419–420; A Commercial Revolution, 420–422; Mercantilism, 422–423; The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; North Atlantic Free Trade Agreement, 874; Globalization and Trade, 885–889</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economics Process; Economics Systems</p>
<p>D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist.</p>	<p>SE: The Columbian Exchange, 419–420; A Commercial Revolution, 420–422; Mercantilism, 422–423; The Industrial Revolution Begins, 500–507; Economics in the Postwar Era, 712; The Great Depression, 713–714; Western Democracies React to the Depression, 714–715; Globalization and Trade, 885–889</p> <p><i>Response to Great Depression:</i> Topic 17 Assessment (4. Explain the Responses), 735; (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; (10. Describe People's Participation and Use Decision-Making Process), 736</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics</p>

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<p>D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.</p>	<p>SE: Western Democracies React to the Depression, 714–715; European Union, 787, 792, 838, 877, 878; Strength in the Pacific Rim, 883; North Atlantic Free Trade Agreement, 874; Globalization and Trade, 885–889</p> <p><i>Response to Great Depression:</i> Topic 17 Assessment (4. Explain the Responses), 735; (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; (10. Describe People's Participation and Use Decision-Making Process), 736</p> <p><i>Globalization:</i> Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economics Process</p>
<p>D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p>	<p>SE: Western Democracies React to the Depression, 714–715; North Atlantic Free Trade Agreement, 874; Globalization and Trade, 885–889</p> <p><i>Response to Great Depression:</i> Topic 17 Assessment (4. Explain the Responses), 735; (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; (10. Describe People's Participation and Use Decision-Making Process), 736</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economics Process</p>

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D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.	SE: Capitalism, 419–422, 514–516, 675–676; Western Democracies React to the Depression, 714–715; North Atlantic Free Trade Agreement, 874; Globalization and Trade, 885–889; Topic 5 Assessment (13. Explain Development), 155 <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economic Development
Dimension 2, The National Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.	SE: Gross Domestic Product, 787, 793, 891; Globalization and Trade, 885–889; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910 <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics
D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.	SE: The United States in a Global Economy, 788; Gross Domestic Product, 787, 793, 891; Globalization and Trade, 885–889; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910 <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics
D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.	SE: <i>Response to Great Depression:</i> Topic 17 Assessment (4. Explain the Responses), 735; (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; (10. Describe People's Participation and Use Decision-Making Process), 736 <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics

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D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	SE: A Commercial Revolution, 420–422; Mercantilism, 422–423; The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; Globalization and Trade, 885–889 <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics
Dimension 2, The Global Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.	SE: The United States in a Global Economy, 788; European Union, 787, 792, 838, 877, 878; Pacific Rim, 883; NAFTA, 874; Globalization and Trade, 885–889; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910 <i>Digital Resources:</i> Core Concepts: Economics – Trade
D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.	SE: Globalization and Trade, 885–889; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910

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GEOGRAPHY	
Dimension 2, Geographic Representations	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.	SE: Topic 4 Assessment (7. Create and Interpret Thematic Maps), 122; <i>21st Century Skills:</i> Create Charts and Maps, 975–976; also see: Read Physical Maps, 977–978; Read Political Maps, 978–979; Read Special-Purpose Maps, 979–980; Use Parts of a Map, 981–982
D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.	SE: 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, 232, 242, 247, 248, 250, 265, 269, 281, 289, 295, 311, 324, 331, 335, 345, 354, 387, 401, 403, 409, 415, 431, 438, 442, 444, 464, 479, 487, 491, 503, 506, 545, 547, 553, 555, 579, 585, 605, 610, 621, 639, 643, 654, 657, 660, 669, 675, 691, 701, 703, 724, 733, 749, 752, 755, 763, 764, 767, 781, 784, 798, 802, 807, 819, 827, 834, 838, 842, 845, 871, 878, 881, 882, 883, 887, 891 Topic 1 Assessment (13. Interpret Maps to Explain Geography), 22; Topic 4 Assessment (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 Assessment (14. Locate Places and Regions), 155; Topic 7 Assessment (14. Interpret Thematic Maps), 254; (19. Locate Places and Regions), 255; Topic 12 Assessment (1. Locate Regions), 493; Topic 20 Assessment (13. Summarize and Locate Places), 850 <i>21st Century Skills:</i> Read Physical Maps, 977–978; Read Political Maps, 978–979; Read Special-Purpose Maps, 979–980; Use Parts of a Map, 981–982

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<p>D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</p>	<p>SE: <i>Interactive Maps:</i> 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, 232, 242, 247, 248, 250, 265, 269, 281, 289, 295, 311, 324, 331, 335, 345, 354, 387, 401, 403, 409, 415, 431, 438, 442, 444, 464, 479, 487, 491, 503, 506, 545, 547, 553, 555, 579, 585, 605, 610, 621, 639, 643, 654, 657, 660, 669, 675, 691, 701, 703, 724, 733, 749, 752, 755, 763, 764, 767, 781, 784, 798, 802, 807, 819, 827, 834, 838, 842, 845, 871, 878, 881, 882, 883, 887, 891</p> <p><i>21st Century Skills:</i> Read Physical Maps, 977–978; Read Political Maps, 978–979; Read Special-Purpose Maps, 979–980; Use Parts of a Map, 981–982</p> <p><i>Topic Assessment:</i> (activities involving maps and spatial data), Topic 1 Assessment (13. Interpret Maps to Explain Geography), 22; Topic 2 Assessment (16. Identify Major Causes), 58; Topic 4 Assessment (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 Assessment (14. Locate Places and Regions), 155; Topic 7 Assessment (14. Interpret Thematic Maps), 254; (19. Locate Places and Regions), 255; Topic 9 Assessment (13. Summarize the Fundamental Ideas), 349; Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 424; (9. Analyze the Influence), 424; Topic 12 Assessment (13. Locate Places of Historical Significance), 495; Topic 12 Assessment (1. Locate Regions), 493; Topic 20 Assessment (13. Summarize and Locate Places), 850</p>

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Dimension 2, Human-Environment Interaction	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p>	<p>SE: Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; chinampas, 108; The Peoples of North America, 116–120; Geography Shapes Greek City-States, 1331–133; The Rise of the Roman Civilization, 168–169; Constantinople, 190–191; The Geography of Eastern Europe, 248–249</p> <p>Topic 2 Assessment (16. Identify Major Causes), 58; Topic 3 Assessment (1. Identify Causes and Effects), 96; (2. Explain How Major River Valley Civilizations Influenced Development), 96; Topic 3 Assessment (6. Analyze the Influence), 9; Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 Assessment (11. Explain the Role), 535; Topic 15 Assessment (4. Describe the Major Effects of European Imperialism), 645; Topic 16 Assessment (9. Identify Importance and Locate Places and Regions), 678</p>
<p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p>	<p>SE: The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; Globalization and Trade, 885–889; Global Challenges, 890–893; Development and the Environment, 895–897; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616</p> <p><i>Role of Technology:</i> Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 Assessment (11. Explain the Role), 535; Topic 21 Assessment (4. Explain the Role), 909; Topic 15 Assessment (16. Explain the Role of Communication Technology), 646</p>

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<p>D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p>	<p>SE: Immigration, 592, 692–693, 711, 732, 757, 788, 844, 874–875, 877; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Urbanization, 381, 499, 506, 508, 536, 664, 855, 857, 859, 862, 864, 866, 869, 888, 909; Imperialism, 596–601, 602–608, 609–613, 614–618m 630–635, 636–644</p> <p>Topic 1 Assessment (11. Summarize the Impact of the Development of Farming), 22; Topic 13 Assessment (14. Describe Major Effects), 536; (15. Identify Important Changes in Human Life), 536; Topic 17 Assessment (2. Describe the Spread), 735; Topic 20 Assessment (8. Identify Effects), 849; Topic 21 Assessment (2. Summarize Impact), 909; (8. Describe Major Influences), 909</p>

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Dimension 2, Human Population: Spatial Patterns and Movements	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>	<p>SE: Urbanization, 381, 499, 506, 508, 536, 664, 855, 857, 859, 862, 864, 866, 869,888, 909; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616</p> <p>Topic 1 Assessment (11. Summarize the Impact of the Development of Farming), 22; Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; Topic 10 Assessment (2. Identify Major Causes), 381; (7. Describe Major Effects), 381; Topic 13 Assessment (14. Describe Major Effects), 536; (15. Identify Important Changes in Human Life), 536; Topic 17 Assessment (2. Describe the Spread), 735; Topic 20 Assessment (8. Identify Effects), 849; Topic 21 Assessment (2. Summarize Impact), 909; (8. Describe Major Influences), 909</p> <p><i>Role of Technology:</i> Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 Assessment (11. Explain the Role), 535; Topic 21 Assessment (4. Explain the Role), 909; Topic 15 Assessment (16. Explain the Role of Communication Technology), 646</p>
<p>D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p>	<p>SE: The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; Urbanization, 381, 499, 506, 508, 536, 664, 855, 857, 859, 862, 864, 866, 869,888, 909; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616</p> <p>Topic 10 Assessment (2. Identify Major Causes), 381; (7. Describe Major Effects), 381; Topic 13 Assessment (14. Describe Major Effects), 536; (15. Identify Important Changes in Human Life), 536; Topic 21 Assessment (2. Summarize Impact), 909; (8. Describe Major Influences), 909</p>

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<p align="center">C3 Framework for Social Studies Grades 9-12</p>	<p align="center">Pearson World History ©2016</p>
<p>D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p>	<p>SE: The Neolithic Revolution, 9–13; Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Development and the Environment, 895–897</p>

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Dimension 2, Global Interconnections	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p>	<p>SE: Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; chinampas, 108; The Peoples of North America, 116–120; Geography Shapes Greek City-States, 1331–133; The Rise of the Roman Civilization, 168–169; Constantinople, 190–191; The Geography of Eastern Europe, 248–249; Migrations Increase Diversity, 249–250; The Geography of Africa, 283–284; The Geography of Korea, 330–331; Japan’s Geography, 334–335; New Ways of Working Chance Life, 500–501; Growth of the United States, 578–581; Migration of People and Ideas, 284–285; Migration, 693, 808; Landholding, 132, 159; Triangular Trade, 415; Globalization and Trade, 885–889; Global Challenges, 890–893; Development and the Environment, 895–897</p> <p>Topic 1 Assessment (14. Analyze the Influence of Geographic Factors), 23; Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; Topic 8 Assessment (1. Analyze the Influence), 305; Topic 9 Assessment (9. Identify Major Causes and Effects), 348; Topic 11 Assessment (14. Describe Effects and Explain Impact), 425; (15. Explain Development and Impact), 425; Topic 21 Assessment (17. Identify Examples), 91</p>
<p>D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p>	<p>SE: Globalization and Trade, 885–889; Topic 21 Assessment (2. Summarize Impact), 909; (3. Identify Major Causes), 909; (16. Summarize Impact and Use a Problem-Solving Process), 910</p>

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D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.	SE: Globalization and Trade, 885–889; Global Challenges, 890–893; Development and the Environment, 895–897; also see: Work of the United Nations, 766, 787, 797, 829, 841, 850, 880, 887, 892, 897, 909, 911; Security Council, 771, 774 Topic 1 Assessment (14. Analyze the Influence of Geographic Factors), 23; Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; Topic 8 Assessment (1. Analyze the Influence), 305; Topic 9 Assessment (9. Identify Major Causes and Effects), 348; Topic 21 Assessment (17. Identify Examples), 91
HISTORY	
Dimension 2, Change, Continuity, and Context	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	SE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 256, 308, 350, 384, 426, 498, 538, 594, 648, 680, 740, 776, 814, 852; Enduring Understandings, 3, 25, 61, 101, 125, 157, 189, 257, 309, 351, 385, 427, 499, 539, 595, 649, 681, 741, 777, 815, 853; Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911
D2.His.2.9-12. Analyze change and continuity in historical eras.	SE: Sequence, 72, 74, 259, 623, 683, 876; Identify Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 262, 282, 287, 293, 299, 304, 315, 329, 342, 344, 347, 355, 358, 363, 375, 380, 391, 396, 398, 401, 414, 416, 418, 420, 423, 436, 439, 443, 445, 449, 468, 477, 482, 484, 488, 504, 507, 513, 518, 519, 531, 533, 588, 590, 601, 607, 608, 613, 616, 618, 623, 625, 629, 634, 635, 637, 640, 642, 644, 653, 655, 658, 661, 670, 672, 676, 686, 688, 693, 695, 697, 700, 704, 709, 712, 715, 719, 723, 727, 734, 765, 781, 794, 809, 810, 824, 826, 840, 847, 864, 867, 868, 869, 873, 876, 881, 883, 884, 887, 903, 908; Analyze Timeline, 7, 20, 166, 731, 744

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<p>D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p>	<p>SE: Topic 2 Assessment (17. Identify the Influence of Ideas), 58; Topic 7 Assessment (12. Explain Political Philosophies), 254; Topic 10 Assessment (10. Explain the Philosophies and Identify Characteristics), 381; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 11 Assessment (10. Explain Impact), 425; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (9. Explain Political Philosophies of Individuals), 494; Topic 15 Assessment (11. Identify Politically Motivated Mass Murders), 646; Topic 16 Assessment (10. Explain Significance), 678; Topic 17 Assessment (3. Identify Contributions), 735; Topic 17 Assessment (18. Identify Examples), 738; Topic 18 Assessment (16. Explain Roles of World Leaders), 774; Topic 19 Assessment (7. Identify and Describe), 811</p> <p><i>Digital Resources:</i> Biographies</p>
<p>Dimension 2, Perspectives</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>	<p>SE: Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Determine Point of View, 147, 515; Support a Point of View with Evidence, 436, 617; Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 255; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 20 Assessment (4. Identify Examples), 848; (5. Identify Examples), 848; (14. Explain), 850; (15. Summarize Impact), 850; (16. Summarize the Reasons), 850; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p> <p><i>Digital Resources:</i> Biographies</p>

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<p>D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.</p>	<p>SE: Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Determine Point of View, 147, 515; Support a Point of View with Evidence, 436, 617</p> <p>Topic 18 Assessment (9. Explain Roles and Identify Examples), 774; (16. Summarize the Reasons), 850; Assessment (6. Identify Examples), 811; (9. Explain Roles), 812; (10. Explain Roles), 812; Topic 20 Assessment (4. Identify Examples), 848; (5. Identify Examples), 848; (14. Explain), 850; (15. Summarize Impact), 850; (16. Summarize the Reasons), 850; Topic 21 Assessment (17. Identify Examples), 911</p>
<p>D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p>	<p>SE: Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Determine Point of View, 147, 515; Support a Point of View with Evidence, 436, 617</p> <p>Topic 18 Assessment (9. Explain Roles and Identify Examples), 774; Topic 20 Assessment (4. Identify Examples), 848; (5. Identify Examples), 848; Topic 21 Assessment (17. Identify Examples), 911</p> <p>Analyze Political Cartoons, 520, 528, 541, 558, 559, 563, 569, 575, 611, 641, 653, 665, 668, 711, 729, 743, 747</p>
<p>D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</p>	<p>SE: Students can understand this concept as they complete the following activities: Topic Assessment, Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p>

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<p>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p>	<p>SE: Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Determine Point of View, 147, 515; Support a Point of View with Evidence, 436, 617; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p> <p>Topic 18 Assessment (9. Explain Roles and Identify Examples), 774; Topic 20 Assessment (4. Identify Examples), 848; (5. Identify Examples), 848; Topic 21 Assessment (17. Identify Examples), 911</p>
<p>Dimension 2, Historical Sources and Evidence</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</p>	<p>SE: Students examine specific historical sources in the Topic Assessment activities. For examples see:</p> <p><i>Research Activities</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), 255; Topic 9 Assessment (5. Identify the Origin and Diffusion), 348; Topic 10 Assessment (12. Explain the Impact), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (8. Describe How People Participated), 591</p>

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<p>D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p>	<p>SE: <i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984</p> <p><i>Critical Thinking:</i> Assess Credibility, 686; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p> <p>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 9 Assessment (5. Identify the Origin and Diffusion), 348; Topic 10 Assessment (12. Explain the Impact), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (9. Explain Political Philosophies of Individuals), 494; (23. Create Visual Presentations), 496; Topic 14 Assessment (8. Describe How People Participated), 591; (13. Identify the Influence), 592; Topic 15 Assessment (13. Explain the Roles of Transportation Technology), 646; Topic 18 Assessment (3. Explain Roles of World Leaders), 773; Topic 19 Assessment (3. Describe Effects), 811; Topic 21 Assessment (3. Identify Major Causes), 909</p>

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<p>D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p>	<p>SE: <i>Critical Thinking:</i> Assess Credibility, 686; Recognize Ideologies, 322, 380; Identify Bias, 333; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889</p> <p><i>21st Century Skills:</i> Interpret Sources, 972; Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 274, 331, 366, 447, 555, 657, 746, 749, 755, 801</p> <p><i>Topic Assessment:</i> Primary Sources appear in blue font for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p> <p><i>Primary Sources:</i> Primary Sources, Primary Sources, 936–962</p>
<p>D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p>	<p>SE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 256, 308, 350, 384, 426, 498, 538, 594, 648, 680, 740, 776, 814, 852; Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p>

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D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.	<p>SE: Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 274, 331, 366, 447, 555, 657, 746, 749, 755, 801</p> <p><i>Topic Assessment:</i> Primary Sources appear in blue font for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p> <p><i>Primary Sources:</i> Primary Sources, Primary Sources, 936–962</p>
Dimension 2, Causation and Argumentation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.	SE: 21 st Century Skills: Analyze Cause and Effect, 965; Identify Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 262, 282, 287, 293, 299, 304, 315, 329, 342, 344, 347, 355, 358, 363, 375, 380, 391, 396, 398, 401, 414, 416, 418, 420, 423, 436, 439, 443, 445, 449, 468, 477, 482, 484, 488, 504, 507, 513, 518, 519, 531, 533, 588, 590, 601, 607, 608, 613, 616, 618, 623, 625, 629, 634, 635, 637, 640, 642, 644, 653, 655, 658, 661, 670, 672, 676, 686, 688, 693, 695, 697, 700, 704, 709, 712, 715, 719, 723, 727, 734, 765, 781, 794, 809, 810, 824, 826, 840, 847, 864, 867, 868, 869, 873, 876, 881, 883, 884, 887, 903, 908

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<p>D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</p>	<p>SE: Topic 1 Assessment (1. Identify Major Causes of Events), 20; (3. Identify and Describe Major Causes of Events), 20; (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21; Topic 2 Assessment (5. Identify and Describe Major Events), 56; (16. Identify Major Causes), 58; Topic 3 Assessment (1. Identify Causes and Effects), 96; (11. Identify Causes and Effects of the Development of the Gupta Civilization), 97; Topic 4 Assessment (16. Summarize Major Ideas and Analyze Cause-and-Effect Relationships), 123; Topic 5 Assessment (1. Identify Major Causes and Describe Effects of Events), 153; Topic 7 Assessment (3. Identify Major Causes), 253; Topic 8 Assessment (5. Identify Major Causes and Effects), 305; (8. Identify Major Causes and Effects), 305; Topic 9 Assessment (9. Identify Major Causes and Effects), 348; Topic 13 Assessment (3. Identify Major Causes), 534; Topic 17 Assessment (14. Identify Major Causes), 737; Topic 20 Assessment (6. Identify Major Causes), 848; 21st Century Skills: Analyze Cause and Effect, 965; Cause and Effect, 243, 252, 270, 270; Determine Cause and Effect, 315</p>
<p>D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<p>SE: 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 9 Assessment (5. Identify the Origin and Diffusion), 348; Topic 10 Assessment (12. Explain the Impact), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (8. Describe How People Participated), 591</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p>

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<p>D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p>Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 255; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (14. Identify the Characteristics), 592; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>
<p>Evaluating Sources & USING EVIDENCE</p>	
<p>Dimension 3, Gathering and Evaluating Sources</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p>SE: 21st Century Skills: Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p><i>Projects involving research (examples):</i> 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 9 Assessment (5. Identify the Origin and Diffusion), 348; Topic 10 Assessment (12. Explain the Impact), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (8. Describe How People Participated), 591</p>

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<p>D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</p>	<p>SE: <i>Critical Thinking:</i> Assess Credibility, 686; Determine Point of View, 147, 515; Identify Bias, 333</p> <p>Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 274, 331, 366, 447, 555, 657, 746, 749, 755, 801</p> <p><i>Topic Assessment:</i> Primary Sources appear in blue font for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p> <p><i>Primary Sources:</i> Primary Sources, 936–962</p>
Dimension 3, Developing Claims and Using Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p>SE: Analyze Information, 29, 30, 33, 39, 54, 71, 77, 80, 83, 88, 94, 95, 107, 108, 114, 115, 166, 168, 169, 172, 176, 218, 230, 230, 238, 252, 285, 311, 315, 317, 322, 342, 358, 363, 365, 369, 372, 374, 375, 377, 378, 423, 450, 462, 464, 483, 490, 492, 507, 564, 566, 577, 582, 590, 608, 613, 618, 641, 644, 651, 666, 693, 697, 713, 721, 727, 731, 744, 758, 770, 832; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Recognize Ideologies, 322, 380; Evaluate Data, 333; Integrate Information, 39, 335, 548, 590, 653, 655, 675, 704, 753, 783, 844; Support a Point of View with Evidence, 436, 617; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p>

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<p>D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p>Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 255; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (14. Identify the Characteristics), 592; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>
Communicating Conclusions & Taking INFORMED ACTION	
Dimension 4, Communicating Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...	
<p>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Recognize Ideologies, 322, 380</p> <p>Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 255; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p>

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<p>D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p>	<p>SE: Identify Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 262, 282, 287, 293, 299, 304, 315, 329, 342, 344, 347, 355, 358, 363, 375, 380, 391, 396, 398, 401, 414, 416, 418, 420, 423, 436, 439, 443, 445, 449, 468, 477, 482, 484, 488, 504, 507, 513, 518, 519, 531, 533, 588, 590, 601, 607, 608, 613, 616, 618, 623, 625, 629, 634, 635, 637, 640, 642, 644, 653, 655, 658, 661, 670, 672, 676, 686, 688, 693, 695, 697, 700, 704, 709, 712, 715, 719, 723, 727, 734, 765, 781, 794, 809, 810, 824, 826, 840, 847, 864, 867, 868, 869, 873, 876, 881, 883, 884, 887, 903, 908; Sequence, 72, 74, 259, 623, 683, 876; Identify Steps in a Process, 141, 391, 398, 418, 423; Analyze Timeline, 7, 20, 166, 731, 744</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p>
<p>D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986; Participate in a Discussion or Debate, 987 Give an Effective Presentation, 987–988 Write an Essay, 988; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Recognize Ideologies, 322, 380</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p>

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Dimension 4, Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Recognize Ideologies, 322, 380</p> <p>Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 255; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>
D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Recognize Ideologies, 322, 380</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>

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Dimension 4, Taking Informed Action	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	SE: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911; Apply Concepts, 8, 262, 285, 339, 341, 477, 802, 804, 889
D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	SE: 21 st Century Skills: Solve Problems, 989–990; Make Decisions, 990–991; Political Participation, 992; Voting, 992–993; Serving on a Jury, 993–994 Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911

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<p>D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p>SE: 21st Century Skills: Solve Problems, 989–990; Make Decisions, 990–991; Political Participation, 992; Voting, 992–993; Serving on a Jury, 993–994</p> <p>Express Problems Clearly, 409, 834, 840, 869; Solve Problems, 115, 706</p> <p><i>Consider Citizen Participation:</i> Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 14 Assessment (7. Identify Influence and Describe Participation), 591; (8. Describe How People Participated), 591; (9. Describe People's Participation), 591; (10. Describe How People Have Participated), 591; Topic 16 Assessment (6. Describe Participation), 677;</p> <p><i>Making Decisions:</i> Topic 1 Assessment (8. Describe Major Effects), 21; Topic 17 Assessment (10. Describe People's Participation and Use Decision-Making Process), 736; Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 848</p>