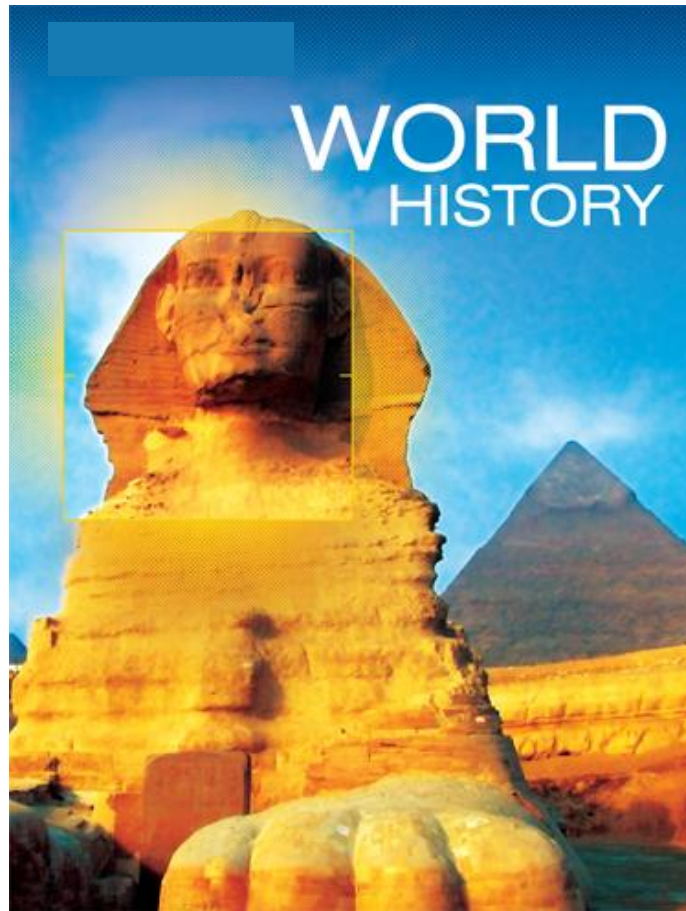


A Correlation of



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To the

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

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

Introduction

This document demonstrates how **Pearson World History, ©2016** meets the College, Career & Civic Life Frameworks 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	World History, ©2016 Realize™ Platform
C3 grades 9-12 standards	
Developing Questions & PLANNING INQUIRIES	
Dimension 1, Constructing Compelling Questions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<p>D1.1.9-12. Explain how a question reflects an enduring issue in the field.</p>	<p>SE: Each topic commences with an Essential Question activity. These questions place the events in a broader historical context and connect to larger social studies strands. Students reflect on the essential question in the topic conclusion Synthesize activity. For examples see:</p> <p><i>Topic 2:</i> Introduction: EQ: How Much Does Geography Affect People’s Lives?; Synthesize: The Ancient Middle East and Egypt</p> <p><i>Topic 7:</i> Introduction: EQ: What Should Governments Do?; Synthesize: Medieval Christian Europe</p> <p><i>Topic 9:</i> Introduction: EQ: Why Do People Move?; Synthesize: The Age of Imperialism</p> <p><i>SSCC: History Core Concepts:</i> How Do Historians Study History?</p> <p><i>21st Century Skill Tutorials:</i> Ask Questions: Video; Quick Reference; Assessment</p>

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<p>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.</p>	<p>SE: Most topics include a document based activity where students read and explore source material representing different viewpoints and interpretations of key questions and events.</p> <p><u>Document-Based Question</u> <i>Topic 2:</i> What Is the Function of the Law?; Investigate; Documents A–F <i>Topic 3:</i> What Makes an Ordered Society?; Investigate; Documents A–E <i>Topic 12:</i> What Rights Should Everyone Have?; Documents A–F <i>Topic 13:</i> Who Should Control Economic Decisions?; Documents A–F <i>Topic 20:</i> How Should Nations Respond to Genocide?; Documents A–F <i>Topic 21:</i> Comparing Developed and Developing Countries; Documents A–E</p> <p><u>Civic Discussion</u> <i>Topic 5:</i> Athens or Sparta?; Sources A–E <i>Topic 8:</i> The Battle of Tours; Sources A–E <i>Topic 14:</i> The Irish Potato Famine; Sources A–G <i>Topic 19:</i> The Cold War; Sources A–F</p> <p><u>Review and Assessment: Questions</u> <i>Topic 3:</i> Question 4 (Describe Historical Origins and Central Ideas); <i>Topic 5:</i> Question 2 (Identify the Contribution of Scientists); Interpret Written Presentations); <i>Topic 6:</i> Question 6 (Identify the Characteristics of Political Systems); <i>Topic 12:</i> Question 20 (Explain the Political Philosophies</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact and Opinion: Identify Bias; Analyze Political Cartoons; Evaluate Web Sites; Identify Evidence; Interpret Sources; Participate in a Discussion or Debate</p>

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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: Students explore experts interpretations of source material in Step 3: Synthesize, in the Document-Based Questions and Civic Discussion Activities:</p> <p><u>Document-Based Question (questions)</u> <i>Topic 11:</i> Columbian Exchange; Documents A–F <i>Topic 12:</i> What Rights Should Everyone Have?; Documents A–F <i>Topic 13:</i> Who Should Control Economic Decisions?; Documents A–F <i>Topic 15:</i> What was the Impact of Imperialism on India?; Documents A–F</p> <p><u>Civic Discussion (questions)</u> <i>Topic 9:</i> Genghis Khan; Sources A–E <i>Topic 14:</i> The Irish Potato Famine; Sources A–G</p> <p><u>Review and Assessment: Questions</u> <i>Topic 1:</i> Question 14 (Identify Major Causes of Events); <i>Topic 12:</i> Question 19 (Explain Political Philosophies of Individuals); <i>Topic 12:</i> Question 20 (Explain the Political Philosophies); <i>Topic 14:</i> Question 8 (Identify the Characteristics</p> <p><i>21st Century Skill Tutorials:</i> Evaluate Existing Arguments; Consider and Counter Opposing Arguments</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: Students can explore this concept as they examine the source material in the document-based activities. In addition, the Essential Question activities at the beginning of each topic, allow students time to develop supporting questions as they work through the lessons.</p> <p><u>Civic Discussion</u> <i>Topic 5: Athens or Sparta?; Sources A–E</i> <i>Topic 9: Genghis Khan; Sources A–E</i> <i>Topic 14: The Irish Potato Famine; Sources A–G</i> <i>Topic 19: The Cold War; Sources A–F</i></p> <p><u>Document-Based Question</u> <i>Topic 3: What Makes an Ordered Society?; Investigate; Documents A–E</i> <i>Topic 12: What Rights Should Everyone Have?; Documents A–F</i> <i>Topic 15: What was the Impact of Imperialism on India?; Documents A–F</i> <i>Topic 20: How Should Nations Respond to Genocide?; Documents A–F</i></p> <p><u>Essential Question Activities</u> <i>Topic 1: Why is Culture Important?; Synthesize: Origins of Civilization</i> <i>Topic 4: What distinguishes one culture from another?; Synthesize: Civilizations of Asia</i></p> <p><u>Review and Assessment: Questions</u> <i>Topic 4: Question 12 (Summarize Major Ideas); Topic 5: Question 2 (Identify the Contribution of Scientists; Interpret Written Presentations); Topic 5: Question 13 (Identify Influence of Ideas); Topic 18: Question 1 (Explain Roles of World Leaders)</i></p> <p><i>21st Century Skills: Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</i></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: Students examine multiple sources on the same topic as they complete the following activities.</p> <p><u>Review and Assessment (Research Opportunities – examples)</u> <i>Topic 1:</i> Question 13 (Identify Major Causes of Events) <i>Topic 6:</i> Question 7 (Describe a Major Cultural Influence) <i>Topic 9:</i> Question 5 (Identify the Origin and Diffusion)</p> <p><u>Civic Discussion</u> <i>Topic 5:</i> Athens or Sparta?; Sources A–E <i>Topic 8:</i> The Battle of Tours; Sources A–E <i>Topic 9:</i> Genghis Khan; Sources A–E <i>Topic 14:</i> The Irish Potato Famine; Sources A–G <i>Topic 17:</i> Lenin and Stalin; Sources A–G <i>Topic 19:</i> The Cold War; Sources A–F</p> <p><u>Document-Based Question</u> <i>Topic 2:</i> What Is the Function of the Law?; Investigate; Documents A–F <i>Topic 3:</i> What Makes an Ordered Society?; Investigate; Documents A–E <i>Topic 11:</i> Columbian Exchange; Documents A–F <i>Topic 12:</i> What Rights Should Everyone Have?; Documents A–F <i>Topic 13:</i> Who Should Control Economic Decisions?; Documents A–F <i>Topic 15:</i> What was the Impact of Imperialism on India?; Documents A–F <i>Topic 20:</i> How Should Nations Respond to Genocide?; Documents A–F <i>Topic 21:</i> Comparing Developed and Developing Countries; Documents A–E</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources: Video; Quick Reference; Assessment</p> <p><i>History Core Concepts:</i> Historical Sources</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: The powers, structures, responsibilities, and development of political institutions are covered throughout the program. Examples include the following:</p> <p><i>Topic 5: Lesson 2: The Greek City-States:</i> Flipped Video: Democracy Evolves in Athens; Interactive Chart: Forms of Government; Text 3: Democracy Evolves in Athens</p> <p><i>Topic 7: Lesson 5: The Feudal Monarchs and the Church:</i> Flipped Video: The Magna Carta; Text 2: English Kings Expand Their Power; Text 3: Developing New Traditions of Government</p> <p><i>Topic 8: Lesson 2: A Muslim Empire:</i> Text 4: New Rule Under the Abbasid Dynasty, page 4</p> <p><i>Topic 12: Lesson 3: Triumph of Parliament in England:</i> Interactive Gallery: Protections of the English Bill of Rights; Text 6: England's Constitutional Government Evolves; <i>Lesson 4: The Enlightenment:</i> Text 2: Hobbes and Locke on the Role of Government; Text 3: The Philosophes</p> <p><i>Topic 15: Lesson 4: India Becomes a British Colony:</i> Text 2: India Under British Rule; Interactive Image: The Imperial Durbar, 1877</p> <p><i>Topic 16: Lesson 4: Revolution in Russia:</i> Flipped Video: Lenin and the Bolsheviks; Text 5: The Communist Soviet Union Emerges</p> <p><i>Topic 17: Lesson 7: The Soviet Union Under Stalin:</i> Text 3: Stalin Builds a Totalitarian State; Text 4: Soviet Society Under Stalin</p>

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<p align="center">C3 Framework for Social Studies Grades 9-12</p>	<p align="center">World History, ©2016 Realize™ Platform</p>
<p>(Continued) D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p>	<p>(Continued) <u>Review and Assessment: Questions</u> <i>Topic 2:</i> Question 9 (Explain the Development of Government); <i>Topic 3:</i> Question 3 (Summarize Institutions); <i>Topic 5:</i> Question 8 (Identify Characteristics); <i>Topic 12:</i> Question 20 (Explain the Political Philosophies)</p> <p><u>Core Concepts: Government and Civics</u> Political Systems; Political Structures</p> <p><i>Interactive Primary Sources:</i> Two Treatises of Government; Charles de Montesquieu, Spirit of Laws; Jean Jacques Rousseau, The Social Contract, Magna Carta</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: <i>Topic 5: Lesson 2: The Greek City-States:</i> Flipped Video: Democracy Evolves in Athens; Interactive Chart: Forms of Government; Text 3: Democracy Evolves in Athens</p> <p><i>Topic 12: Lesson 5: The American Revolution:</i> Start Up: The Unalienable Rights of Citizens; Interactive Image: From Words to Action - Ideology in the American Revolution; Text 5: The United States Constitution; Interactive Chart: Checks and Balances</p> <p><i>Topic 14: Lesson 5: Democratic Reforms in Britain:</i> Text 6: Women Struggle for the Vote</p> <p><i>Topic 14: Lesson 6: Divisions and Democracy in France:</i> Editable Presentation: Divisions and Democracy in France; Text 2: The Third Republic Faces New Struggles</p> <p><u>Core Concepts: Government and Civics</u> Citizenship</p> <p><i>Interactive Primary Sources:</i> U.S. Declaration of Independence; United States Constitution; Federalist Papers; The Federalist No. 51</p>

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<p>(Continued) 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>(Continued) <i>Social Studies Reference Center: Landmark Supreme Court Cases; Supreme Court Glossary</i></p>
<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: <i>Topic 12: Lesson 5: The American Revolution: Text 5: The United States Constitution; Interactive Chart: Checks and Balances</i></p> <p><i>Topic 16: Lesson 3: World War I Ends: Synthesize: The Treaty of Versailles</i></p> <p><i>Topic 18: Lesson 5: Victory for the Allies: Text 5: The United Nations Is Formed, pages 1–4</i></p> <p><i>Topic 21: Lesson 5: The Industrialized World: Text 1: A New Europe, pages 2-4</i></p> <p><u>Core Concepts: Government and Civics</u> Citizenship</p> <p><i>Interactive Primary Sources: U.S. United States Constitution; Federalist Papers; The Federalist No. 51; Charter of the United Nations; Universal Declaration of Human Rights</i></p>

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<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: <i>Topic 12: Lesson 5: The American Revolution: Start Up: The Unalienable Rights of Citizens; Interactive Image: From Words to Action - Ideology in the American Revolution; Text 5: The United States Constitution; Interactive Chart: Checks and Balances</i></p> <p><i>Topic 14: Lesson 7: Growth of the United States: Text 2: Expanding Democracy; Interactive Timeline: The Women's Rights Movement</i></p> <p><i>Interactive Primary Sources: U.S. United States Constitution; Federalist Papers; The Federalist No. 51; A House Divided; First Inaugural Address; Second Inaugural Address</i></p> <p><i>Social Studies Reference Center: Landmark Supreme Court Cases; Supreme Court Glossary; The Constitution of the United States</i></p>
<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: The roles of citizens and institutions in addressing social and political problems are covered throughout the program. Examples include the following:</p> <p><i>Topic 5: Lesson 2: The Greek City-States: Flipped Video: Democracy Evolves in Athens; Interactive Chart: Forms of Government; Text 3: Democracy Evolves in Athens</i></p> <p><i>Topic 12: Lesson 3: Triumph of Parliament in England: Interactive Gallery: Protections of the English Bill of Rights; Text 6: England's Constitutional Government Evolves</i></p> <p><i>Topic 12: Lesson 5: The American Revolution: Start Up: The Unalienable Rights of Citizens; Interactive Image: From Words to Action - Ideology in the American Revolution</i></p>

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<p>(Continued) 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>(Continued) <i>Topic 13: Lesson 3: The Second Industrial Revolution: Text 6: The Working Class Wins New Rights, pages 1–4</i></p> <p><i>Topic 14: Lesson 5: Democratic Reforms in Britain: Flipped Video: Reforming for Democracy; Text 1: "Two Nations": The Rich and the Poor, pages 3–5; Text 3: Reforms Increase Parliamentary Democracy, pages 1–3; Interactive Timeline: Britain Reformed; Text 6: Women Struggle for the Vote, pages 1–3</i></p> <p><i>Topic 14: Lesson 6: Divisions and Democracy in France: Editable Presentation: Divisions and Democracy in France; Text 2: The Third Republic Faces New Struggles</i></p> <p><u>Review and Assessment: Questions</u> <i>Topic 2: Question 9 (Explain the Development of Government); Topic 3: Question 3 (Summarize Institutions); Topic 5: Question 8 (Identify Characteristics); Topic 12: Question 20 (Explain the Political Philosophies)</i></p> <p><u>Core Concepts: Government and Civics</u> Political Systems; Conflict and Cooperation; Citizenship</p> <p><i>Social Studies Reference Center: Landmark Supreme Court Cases; Supreme Court Glossary</i></p> <p><i>Interactive Primary Sources: Charles de Montesquieu, Spirit of Laws; Jean Jacques Rousseau, The Social Contract; Magna Carta; Universal Declaration of Human Rights</i></p>

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<p>D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets.</p>	<p>SE: The relationships among governments, civil societies, and economic markets are covered throughout the program. Examples include the following:</p> <p><i>Topic 7: Lesson 2: Feudalism and the Manor Economy: Text 1: Feudalism Develops; Text 3: Manorialism; Interactive Chart: The Medieval Manorial System</i></p> <p><i>Topic 7: Lesson 4: Economic Expansion and Change: The Crusades and After: Text 3: Economic Changes; Text 4: A New Middle Class</i></p> <p><i>Topic 8: Lesson 3: Achievements of Muslim Civilization: Text 1: Economic and Social Changes</i></p> <p><i>Topic 12: Lesson 4: The Enlightenment: Text 4: New Economic Ideas</i></p> <p><i>Topic 12: Lesson 6: The French Revolution Begins: Text 2: France's Economic Crisis</i></p> <p><i>Topic 13: Lesson 2: Social Impact of Industrialism: Text 5: Laissez-Faire Economics, pages 1-2</i></p> <p><i>Topic 14: Lesson 5: Democratic Reforms in Britain: Text 4: Economic and Social Reforms, pages 1-5</i></p> <p><i>Topic 17: Lesson 7: The Soviet Union Under Stalin: Text 1: Stalin Builds a Command Economy</i></p> <p><i>Topic 21: Lesson 3: Rapid Development in China and India: Text 1: Reform and Repression in China; Text 2: Reform Brings Growth and Challenges</i></p> <p><u>Core Concepts: Economics</u> Economic Systems; Economic Development</p>

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Dimension 2, Participation and Deliberation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others.</p>	<p>SE: <i>Topic 12: Lesson 5: The American Revolution: Start Up: The Unalienable Rights of Citizens</i></p> <p><u>Review and Assessment: Questions</u> <i>Topic 5: Question 10 (Explain Development); Topic 5: Question 11 (Describe Rights and Analyze Information); Topic 5: Question 13 Identify Influence of Ideas</i></p> <p><u>Core Concepts: Government and Civics</u> Conflict and Cooperation; Citizenship</p> <p><i>21st Century Skills Tutorials: Make a Difference; Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</i></p>
<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>	<p>SE: There are many examples of societies that have promoted civic virtues throughout the program. Examples include the following:</p> <p><i>Topic 3: Lesson 4: Ancient Civilization in China: Two Major Belief Systems Take Root; Interactive Chart: Confucianism and Daoism</i></p> <p><i>Topic 5: Lesson 2: The Greek City-States: Flipped Video: Democracy Evolves in Athens; Text 3: Democracy Evolves in Athens</i></p> <p><i>Topic 12: Lesson 3: Triumph of Parliament in England: Interactive Gallery: Protections of the English Bill of Rights; Text 6: England's Constitutional Government Evolves</i></p> <p><i>Topic 12: Lesson 5: The American Revolution: Start Up: The Unalienable Rights of Citizens; Interactive Image: From Words to Action - Ideology in the American Revolution</i></p>

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C3 Framework for Social Studies Grades 9-12	World History, ©2016 Realize™ Platform
<p>(Continued) 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>	<p>(Continued) <i>Topic 14: Lesson 5: Democratic Reforms in Britain: Flipped Video: Reforming for Democracy; Text 1: "Two Nations": The Rich and the Poor, pages 3–5; Text 3: Reforms Increase Parliamentary Democracy, pages 1–3; Interactive Timeline: Britain Reformed; Text 6: Women Struggle for the Vote, pages 1–3</i></p> <p><u>Core Concepts: Government and Civics</u> Conflict and Cooperation; Citizenship</p>
<p>D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.</p>	<p>SE: Review and Assessment <i>Topic 12: Question 19 (Explain Political Philosophies of Individuals)</i></p> <p><u>Civic Discussion</u> <i>Topic 5: Athens or Sparta?; Sources A–E</i> <i>Topic 8: The Battle of Tours; Sources A–E</i> <i>Topic 9: Genghis Khan; Sources A–E</i> <i>Topic 14: The Irish Potato Famine; Sources A–G</i> <i>Topic 17: Lenin and Stalin; Sources A–G</i> <i>Topic 19: The Cold War; Sources A–F</i></p> <p><u>Project-Based Learning</u> <i>Topic 16: Create a Video Docudrama on the Impact of War</i> <i>Topic 18: Create a Tribute to World War II Participants</i></p>
<p>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.</p>	<p>SE: The impact of citizens’ personal interests and perspectives on application of civic virtues, democratic principles, constitutional rights, and human rights are covered throughout the program. Examples include the following:</p> <p><i>Topic 12: Lesson 5: The American Revolution: Start Up: The Unalienable Rights of Citizens; Interactive Image: From Words to Action - Ideology in the American Revolution; Text 5: The United States Constitution</i></p>

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<p align="center">C3 Framework for Social Studies Grades 9-12</p>	<p align="center">World History, ©2016 Realize™ Platform</p>
<p>(Continued) 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.</p>	<p>(Continued) <i>Topic 13: Lesson 3: The Second Industrial Revolution: Text 6: The Working Class Wins New Rights, pages 1–4</i></p> <p><i>Topic 14: Lesson 7: Growth of the United States: Text 2: Expanding Democracy; Interactive Timeline: The Women's Rights Movement</i></p> <p><i>Topic 14: Lesson 5: Democratic Reforms in Britain: Flipped Video: Reforming for Democracy; Text 1: "Two Nations": The Rich and the Poor, pages 3–5; Text 3: Reforms Increase Parliamentary Democracy, pages 1–3; Interactive Timeline: Britain Reformed; Text 6: Women Struggle for the Vote, pages 1–3</i></p> <p><i>Topic 14: Lesson 6: Divisions and Democracy in France: Editable Presentation: Divisions and Democracy in France; Text 2: The Third Republic Faces New Struggles</i></p> <p><u>Review and Assessment: Questions</u> <i>Topic 2: Question 9 (Explain the Development of Government); Topic 3: Question 3 (Summarize Institutions); Topic 5: Question 8 (Identify Characteristics); Topic 12: Question 20 (Explain the Political Philosophies)</i></p> <p><u>Core Concepts: Government and Civics</u> Political Systems; Conflict and Cooperation; Citizenship</p> <p><i>Social Studies Reference Center: Landmark Supreme Court Cases; Supreme Court Glossary</i></p> <p><i>Interactive Primary Sources: Charles de Montesquieu, Spirit of Laws; Jean Jacques Rousseau, The Social Contract; Magna Carta; Universal Declaration of Human Rights</i></p>

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Dimension 2, Processes, Rules, and Laws	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>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.</p>	<p>SE: <i>Topic 5: Lesson 2: The Greek City-States:</i> Flipped Video: Democracy Evolves in Athens; Interactive Chart: Forms of Government; Text 3: Democracy Evolves in Athens</p> <p><i>Topic 7: Lesson 5: The Feudal Monarchs and the Church:</i> Flipped Video: The Magna Carta; Text 2: English Kings Expand Their Power; Text 3: Developing New Traditions of Government</p> <p><i>Topic 8: Lesson 2: A Muslim Empire:</i> Text 4: New Rule Under the Abbasid Dynasty, page 4</p> <p><i>Topic 12: Lesson 3: Triumph of Parliament in England:</i> Interactive Gallery: Protections of the English Bill of Rights; Text 6: England's Constitutional Government Evolves; <i>Lesson 4: The Enlightenment:</i> Text 2: Hobbes and Locke on the Role of Government; Text 3: The Philosophes</p> <p><i>Topic 15: Lesson 4: India Becomes a British Colony:</i> Text 2: India Under British Rule; Interactive Image: The Imperial Durbar, 1877</p> <p><i>Topic 16: Lesson 4: Revolution in Russia:</i> Flipped Video: Lenin and the Bolsheviks; Text 5: The Communist Soviet Union Emerges</p> <p><i>Topic 17: Lesson 7: The Soviet Union Under Stalin:</i> Text 3: Stalin Builds a Totalitarian State; Text 4: Soviet Society Under Stalin</p> <p><u>Review and Assessment: Questions</u> <i>Topic 2:</i> Question 9 (Explain the Development of Government); <i>Topic 3:</i> Question 3 (Summarize Institutions); <i>Topic 5:</i> Question 8 (Identify Characteristics)</p> <p><i>Topic 12:</i> Question 20 (Explain the Political Philosophies)</p>

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<p>(Continued) 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.</p>	<p>(Continued) <u>Core Concepts: Government and Civics</u> Political Systems; Political Structures</p> <p><i>Interactive Primary Sources:</i> Two Treatises of Government; Charles de Montesquieu, Spirit of Laws; Jean Jacques Rousseau, The Social Contract, Magna Carta</p>
<p>D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>	<p>SE: <i>Topic 12: Lesson 3: Triumph of Parliament in England:</i> Interactive Gallery: Protections of the English Bill of Rights; Text 6: England's Constitutional Government Evolves</p> <p><i>Topic 12: Lesson 5: The American Revolution:</i> Start Up: The Unalienable Rights of Citizens; Interactive Image: From Words to Action - Ideology in the American Revolution</p> <p><i>Topic 12: Lesson 6: The French Revolution Begins:</i> Text 5: Revolts in Paris and the Provinces</p> <p><i>Topic 12: Lesson 7: A Radical Phase:</i> Text 4: Reaction and the Directory; Text 5: The Revolution Transforms France</p> <p><i>Topic 13: Lesson 3: The Second Industrial Revolution:</i> Text 6: The Working Class Wins New Rights, pages 1-4</p> <p><i>Topic 14: Lesson 5: Democratic Reforms in Britain:</i> Flipped Video: Reforming for Democracy; Text 3: Reforms Increase Parliamentary Democracy, pages 1-3; Interactive Timeline: Britain Reformed; Text 6: Women Struggle for the Vote, pages 1-3</p>

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<p align="center">C3 Framework for Social Studies Grades 9-12</p>	<p align="center">World History, ©2016 Realize™ Platform</p>
<p>(Continued) D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>	<p>(Continued) <i>Topic 14: Lesson 2: Latin American Nations Win Independence: Flipped Video: Case Study in Independence; Text 1: Latin America Ripe for Revolution; Text 2: Haiti Fights for Freedom; Text 3: Revolts in Mexico and Central America; Interactive Gallery: Latin American Independence Movements; Text 4: Discontent Sparks Revolts in South America; Interactive Map: Latin American Independence</i></p> <p><u>Review and Assessment: Questions</u> <i>Topic 2: Question 9 (Explain the Development of Government); Topic 3: Question 3 (Summarize Institutions); Topic 5: Question 8 (Identify Characteristics); Topic 12: Question 20 (Explain the Political Philosophies)</i></p> <p><u>Core Concepts: Government and Civics</u> Political Systems; Conflict and Cooperation; Citizenship</p> <p><i>Social Studies Reference Center: Landmark Supreme Court Cases; Supreme Court Glossary</i></p> <p><i>Interactive Primary Sources: Charles de Montesquieu, Spirit of Laws; Jean Jacques Rousseau, The Social Contract; Magna Carta; Universal Declaration of Human Rights</i></p>

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<p align="center">C3 Framework for Social Studies Grades 9-12</p>	<p align="center">World History, ©2016 Realize™ Platform</p>
<p>D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p>	<p>SE: <i>Topic 8: Lesson 3: Achievements of Muslim Civilization:</i> Text 1: Economic and Social Changes</p> <p><i>Topic 12: Lesson 4: The Enlightenment:</i> Text 4: New Economic Ideas</p> <p><i>Topic 13: Lesson 2: Social Impact of Industrialism:</i> Text 5: Laissez-Faire Economics, pages 1-2</p> <p><i>Topic 14: Lesson 5: Democratic Reforms in Britain:</i> Text 4: Economic and Social Reforms, pages 1-5</p> <p><i>Topic 17: Lesson 5: The West After World War I:</i> Text 8: The Great Depression, pages 3-4; Text 9: Western Democracies React to the Depression, pages 1-2</p> <p><i>Topic 17: Lesson 7: The Soviet Union Under Stalin:</i> Text 1: Stalin Builds a Command Economy</p> <p><i>Topic 19: Lesson 2: The Western Democracies and Japan:</i> Text 3: Rebuilding Western Europe, page 5</p> <p><i>Topic 21: Lesson 3: Rapid Development in China and India:</i> Text 1: Reform and Repression in China; Text 2: Reform Brings Growth and Challenges</p> <p><i>Topic 21: Lesson 6: Globalization and Trade:</i> Text 2: Global Organizations and Trade Agreements, pages 1-5</p> <p><u>Core Concepts: Economics</u> Economic Systems; Economic Development</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: <i>Topic 5: Lesson 2: The Greek City-States:</i> Flipped Video: Democracy Evolves in Athens; Interactive Chart: Forms of Government; Text 3: Democracy Evolves in Athens</p> <p><i>Topic 12: Lesson 3: Triumph of Parliament in England:</i> Interactive Gallery: Protections of the English Bill of Rights; Text 6: England's Constitutional Government Evolves</p> <p><i>Topic 12: Lesson 5: The American Revolution:</i> Start Up: The Unalienable Rights of Citizens; Interactive Image: From Words to Action - Ideology in the American Revolution</p> <p><i>Topic 13: Lesson 3: The Second Industrial Revolution:</i> Text 6: The Working Class Wins New Rights, pages 1-4</p> <p><i>Topic 14: Lesson 5: Democratic Reforms in Britain:</i> Flipped Video: Reforming for Democracy; Text 1: "Two Nations": The Rich and the Poor, pages 3-5; Text 3: Reforms Increase Parliamentary Democracy, pages 1-3; Interactive Timeline: Britain Reformed; Text 6: Women Struggle for the Vote, pages 1-3</p> <p><i>Topic 14: Lesson 6: Divisions and Democracy in France:</i> Editable Presentation: Divisions and Democracy in France; Text 2: The Third Republic Faces New Struggles</p> <p><u>Review and Assessment: Questions</u> <i>Topic 2:</i> Question 9 (Explain the Development of Government); <i>Topic 3:</i> Question 3 (Summarize Institutions); <i>Topic 5:</i> Question 8 (Identify Characteristics); <i>Topic 12:</i> Question 20 (Explain the Political Philosophies)</p>

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<p>(Continued) D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p>	<p>(Continued) <u>Core Concepts: Government and Civics</u> Political Systems; Conflict and Cooperation; Citizenship <i>Social Studies Reference Center:</i> Landmark Supreme Court Cases; Supreme Court Glossary <i>Interactive Primary Sources:</i> Charles de Montesquieu, Spirit of Laws; Jean Jacques Rousseau, The Social Contract; Magna Carta; Universal Declaration of Human Rights</p>
ECONOMICS	
Dimension 2, Economic Decision Making	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>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.</p>	<p>SE: <i>Topic 21: Lesson 6: Globalization and Trade:</i> Flipped Video: Global Trade Organizations and Treaties; Text 1: Global Interdependence; Interactive Gallery: Aspects of Globalization; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization; Interactive Gallery: Smart Phones - American Made? <u>Review and Assessment: Questions</u> <i>Topic 17:</i> Question 22 (Describe People's Participation and Use Decision-Making Process); <i>Topic 13:</i> Question 8 (Explain Political and Economic Changes); <i>Topic 15:</i> Question 4 (Identify Economic Motivations for European Imperialism) <u>Core Concepts: Economics</u> Economics Basics</p>

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<p>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.</p>	<p>SE: <i>Topic 12: Lesson 4: The Enlightenment:</i> Text 4: New Economic Ideas</p> <p><i>Topic 13: Lesson 2: Social Impact of Industrialism:</i> Text 5: Laissez-Faire Economics, pages 1–2</p> <p><i>Topic 14: Lesson 5: Democratic Reforms in Britain:</i> Text 4: Economic and Social Reforms, pages 1–5</p> <p><i>Topic 17: Lesson 7: The Soviet Union Under Stalin:</i> Text 1: Stalin Builds a Command Economy</p> <p><i>Topic 21: Lesson 3: Rapid Development in China and India:</i> Text 1: Reform and Repression in China; Text 2: Reform Brings Growth and Challenges</p> <p><u>Review and Assessment: Questions</u> <i>Topic 17:</i> Question 22 (Describe People's Participation and Use Decision-Making Process); <i>Topic 13:</i> Question 8 (Explain Political and Economic Changes); <i>Topic 13:</i> Question 12 (Explain Economic Changes and Identify Bias)</p> <p><u>Core Concepts: Economics</u> Economics Basics</p>

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<p align="center">C3 Framework for Social Studies Grades 9-12</p>	<p align="center">World History, ©2016 Realize™ Platform</p>
<p>Dimension 2, Exchange and Markets</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system.</p>	<p>SE: <i>Topic 13: Lesson 1: The Industrial Revolution Begins:</i> Text 2: A New Agricultural Revolution; Text 3: Coal, Steam, and the Energy Revolution; Text 4: Why Did the Industrial Revolution Start in Britain?; Text 5: Textile Industry Initiates Industrialization; Interactive Gallery: The Industrial Revolution and the Textile Industry</p> <p><i>Topic 13: Lesson 2: Social Impact of Industrialism:</i> Text 5: Laissez-Faire Economics, pages 1–2</p> <p><i>Topic 13: Lesson 3: The Second Industrial Revolution:</i> Text 2: Advances in Transportation and Communication, pages 1–4; Interactive Timeline: Transportation Milestones</p> <p><i>Topic 21: Lesson 6: Globalization and Trade:</i> Flipped Video: Global Trade Organizations and Treaties; Text 1: Global Interdependence; Interactive Gallery: Aspects of Globalization; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization; Interactive Gallery: Smart Phones - American Made?</p> <p><u>Core Concepts: Economics</u> Economics Basics; Economic Development</p>

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<p align="center">C3 Framework for Social Studies Grades 9-12</p>	<p align="center">World History, ©2016 Realize™ Platform</p>
<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 impact of trade and competition is covered throughout the program. For examples, see the following:</p> <p><i>Topic 8: Lesson 6: Kingdoms of West Africa:</i> Flipped Video: Salt for Gold and Gold for Salt; Text 1: Trade Grows Across the Sahara; Interactive Map: Trans-Saharan Trade, 750 B.C. - A.D. 1600</p> <p><i>Topic 11: Lesson 1: Europeans Explore Overseas:</i> Text 1: Causes of European Exploration, pages 1-4; Text 4: The Search for a Route to the Pacific</p> <p><i>Topic 11: Lesson 5: The Slave Trade and Its Impact on Africa:</i> Text 2: The Atlantic Slave Trade; Interactive Map: Triangular Trade Routes</p> <p><i>Topic 15: Lesson 8: The Americas in the Age of Imperialism:</i> Text 3: The Economics of Latin America's Dependence</p> <p><i>Topic 21: Lesson 6: Globalization and Trade:</i> Text 2: Global Organizations and Trade Agreements</p> <p><u>Review and Assessment: Questions</u> <i>Topic 8:</i> Question 13 (Analyze How Trade Facilitated the Spread; <i>Topic 11:</i> Question 5 (Analyze the Influence; <i>Topic 11:</i> Question 12 (Describe Effects and Explain Impact</p> <p><u>Core Concepts: Economics</u> Economics Basics; Economics Systems</p>

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<p>D2.Eco.5.9-12. Describe the consequences of competition in specific markets.</p>	<p>SE: <i>Topic 13: Lesson 1: The Industrial Revolution Begins:</i> Text 2: A New Agricultural Revolution; Text 3: Coal, Steam, and the Energy Revolution; Text 4: Why Did the Industrial Revolution Start in Britain?; Text 5: Textile Industry Initiates Industrialization</p> <p><i>Topic 21: Lesson 6: Globalization and Trade:</i> Flipped Video; Text 1: Global Interdependence; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization</p> <p><u>Core Concepts: Economics</u> 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: <i>Topic 11: Lesson 6: Effects of Global Contact:</i> Text 1: The Columbian Exchange; Text 2: A Commercial Revolution; Text 3: Mercantilism</p> <p><i>Topic 13: Lesson 1: The Industrial Revolution Begins:</i> Text 2: A New Agricultural Revolution; Text 3: Coal, Steam, and the Energy Revolution; Text 4: Why Did the Industrial Revolution Start in Britain?; Text 5: Textile Industry Initiates Industrialization</p> <p><i>Topic 21: Lesson 6: Globalization and Trade:</i> Flipped Video; Text 1: Global Interdependence; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization</p> <p><u>Review and Assessment (examples)</u> <i>Response to Great Depression: Topic 17:</i> Question 9 (Explain the Responses); Question 22 (Describe People's Participation and Use Decision-Making Process)</p> <p><u>Core Concepts: Economics</u> 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: <i>Topic 17: Lesson 5: The West After World War I: Synthesize: Worldwide Economic Crisis</i></p> <p><i>Topic 21: Lesson 6: Globalization and Trade: Flipped Video; Text 1: Global Interdependence; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization</i></p> <p><u>Review and Assessment (examples)</u> <i>Response to Great Depression: Topic 17: Question 9 (Explain the Responses); Question 22 (Describe People's Participation and Use Decision-Making Process)</i></p> <p><u>Core Concepts: Economics</u> 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: <i>Topic 17: Lesson 5: The West After World War I: Text 7: Economics in the Postwar Era; Text 8: The Great Depression; Text 9: Western Democracies React to the Depression</i></p> <p><i>Topic 21: Lesson 6: Globalization and Trade: Flipped Video; Text 1: Global Interdependence; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization</i></p> <p><u>Review and Assessment (examples)</u> <i>Response to Great Depression: Topic 17: Question 9 (Explain the Responses); Question 22 (Describe People's Participation and Use Decision-Making Process)</i></p> <p><u>Core Concepts: Economics</u> Economics Basics; Economics Process</p>
<p>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.</p>	<p>SE: <i>Topic 21: Lesson 6: Globalization and Trade: Flipped Video; Text 1: Global Interdependence; Text 2: Global Organizations and Trade Agreements</i></p> <p><u>Core Concepts: Economics</u> Economics Basics; Economic Development</p>

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Dimension 2, The National Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>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.</p>	<p>SE: <i>Topic 21: Lesson 6: Globalization and Trade:</i> Flipped Video; Text 1: Global Interdependence; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization</p> <p><u>Core Concepts: Economics</u> Economics Basics; Economics Process</p>
<p>D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy.</p>	<p>SE: <i>Topic 21: Lesson 6: Globalization and Trade:</i> Flipped Video; Text 1: Global Interdependence; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization</p> <p><u>Core Concepts: Economics</u> Economics Basics</p>
<p>D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</p>	<p>SE: <i>Review and Assessment (examples)</i> <i>Response to Great Depression: Topic 17:</i> Question 9 (Explain the Responses); Question 22 (Describe People's Participation and Use Decision-Making Process)</p> <p><u>Core Concepts: Economics</u> Economics Basics; Economics Process</p>
<p>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.</p>	<p>SE: <i>Topic 13: Lesson 1: The Industrial Revolution Begins:</i> Text 2: A New Agricultural Revolution; Text 3: Coal, Steam, and the Energy Revolution; Text 4: Why Did the Industrial Revolution Start in Britain?; Text 5: Textile Industry Initiates Industrialization</p> <p><i>Topic 21: Lesson 6: Globalization and Trade:</i> Flipped Video; Text 1: Global Interdependence; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization</p> <p><u>Core Concepts: Economics</u> Economics Basics</p>

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C3 Framework for Social Studies Grades 9-12	World History, ©2016 Realize™ Platform
Dimension 2, The Global Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.</p>	<p>SE: <i>Topic 19: Lesson 2: The Western Democracies and Japan: Text 1: Postwar Prosperity in the United States, pages 1–6</i></p> <p><i>Topic 21: Lesson 4: Latin American Nations Move Toward Democracy: Text 3: U.S.- Latin American Relations, pages 1–2 (NAFTA)</i></p> <p><i>Topic 21: Lesson 6: Globalization and Trade: Flipped Video; Text 1: Global Interdependence; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization</i></p> <p><u>Core Concepts: Economics</u> Trade</p>
<p>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.</p>	<p>SE: <i>Topic 21: Lesson 6: Globalization and Trade: Flipped Video: Global Trade Organizations and Treaties; Text 1: Global Interdependence; Interactive Gallery: Aspects of Globalization; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization</i></p>

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GEOGRAPHY	
Dimension 2, Geographic Representations	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>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.</p>	<p>SE: <i>21st Century Skill Tutorials:</i> Create Charts and Maps; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps</p> <p><u>Review and Assessment (examples)</u> <i>Topic 4: Question 3 (Create and Interpret Thematic Maps); Topic 7: Question 21 (Create Presentations)</i></p>
<p>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.</p>	<p>SE: <i>Pearson Realize</i> utilizes maps throughout the program. Skills lessons focused on the use of maps provide additional instruction. For examples see:</p> <p><i>Topic 1: Lesson 1: Learning About Our Past: Interactive Map: Migrations of Homo sapiens</i></p> <p><i>Topic 1: Lesson 3: Civilization Begins: Interactive Map: River Valley Civilizations</i></p> <p><i>Topic 2: Lesson 2: Empires in Mesopotamia: Interactive Map: Mesopotamian Empires</i></p> <p><i>Topic 3: Lesson 2: The Origins of Hinduism and Buddhism: Interactive Map: The Origins and Spread of Buddhism</i></p> <p><i>Topic 4: Lesson 2: The World of the Incas: Interactive Map: Civilizations of the Andes</i></p> <p><i>Topic 6: Lesson 2: The Roman Empire: Rise and Decline, Interactive Map: Invasions of the Roman Empire, A.D. 378-533</i></p> <p><i>Topic 7: Lesson 3: The Medieval Christian Church: Interactive Map: Spread of Christianity in Europe</i></p> <p><i>Topic 9: Lesson 1: The Delhi Sultanate and Mughal India: Interactive Map: The Delhi Sultanate and the Mughal Empire,</i></p>

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<p>(Continued) 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.</p>	<p>(Continued) <i>Topic 10: Lesson 4: Reformation Ideas Spread:</i> Interactive Map: Major European Religions, About 1600 <i>Topic 14: Lesson 4: The Unification of Italy:</i> Interactive Map: Italian Regions Before Unification <i>21st Century Skill Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps</p>
<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>Topic 1: Lesson 1: Learning About Our Past:</i> Interactive Map: Migrations of Homo sapiens <i>Topic 1: Lesson 3: Civilization Begins:</i> Interactive Map: River Valley Civilizations <i>Topic 2: Lesson 2: Empires in Mesopotamia:</i> Interactive Map: Mesopotamian Empires <i>Topic 4: Lesson 2: The World of the Incas:</i> Interactive Map: Civilizations of the Andes <i>Topic 6: Lesson 2: The Roman Empire: Rise and Decline,</i> Interactive Map: Invasions of the Roman Empire, A.D. 378-533 <i>Topic 9: Lesson 1: The Delhi Sultanate and Mughal India:</i> Interactive Map: The Delhi Sultanate and the Mughal Empire, <i>Topic 10: Lesson 4: Reformation Ideas Spread:</i> Interactive Map: Major European Religions, About 1600 <i>21st Century Skill Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps</p>

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<p>(Continued) 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>(Continued) <u>Review and Assessment (using a map examples)</u> <i>Topic 1:</i> Question 9 (Interpret Maps to Explain Geography); <i>Topic 5:</i> Question 4 (Locate Places and Regions); <i>Topic 6:</i> Question 1 (Describe Major Effects of Events); <i>Topic 11:</i> Question 9 (Identify Major Causes and Effects and Locate Places and Regions); <i>Topic 12:</i> Question 22 (Explain the Impact); <i>Topic 16:</i> Question 2 (Identify Importance and Locate Places and Regions)</p>
<p>Dimension 2, Human-Environment Interaction</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<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: <i>Topic 2: Lesson 4: Egyptian Civilization:</i> Text 1: Geography Shapes Egypt</p> <p><i>Topic 3: Lesson 1: Early Civilization in South Asia:</i> Text 1: Geography of the Indian Subcontinent</p> <p><i>Topic 3: Lesson 4: Ancient Civilization in China:</i> Text 1: Geography Influences Chinese Civilization</p> <p><i>Topic 4: Lesson 3: The Peoples of North America:</i> Flipped Video: Geography and Culture in North America</p> <p><i>Topic 5: Lesson 2: The Greek City-States:</i> Text 1: Geography Shapes Greek City-States</p> <p><i>Topic 7: Lesson 8: Russia and Eastern Europe:</i> Text 1: The Geography of Russia; Text 5: The Geography of Eastern Europe</p> <p><i>Topic 8: Lesson 5: Early Civilizations of Africa:</i> Text 1: Geography of Africa; Text 2: Migration of People and Ideas</p> <p><i>Topic 21: Lesson 2: Challenges for African Nations:</i> Interactive Gallery: Environmental Challenges in Africa</p>

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<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: <i>Topic 13: Lesson 1: The Industrial Revolution Begins: Text 2: A New Agricultural Revolution; Text 3: Coal, Steam, and the Energy Revolution; Text 4: Why Did the Industrial Revolution Start in Britain?</i></p> <p><i>Topic 21: Lesson 2: Challenges for African Nations: Interactive Gallery: Environmental Challenges in Africa</i></p> <p><i>Topic 21: Lesson 7: Social and Environmental Issue: Text 3: Development and the Environment</i></p> <p><u>Review and Assessment (examples)</u> <i>Role of Technology: Topic 2: Question 15 (Identify Origin and Diffusion; Topic 3: Question 9 (Identify Major Ideas in Technology); Topic 5: Question 1 (Identify the Origin and Diffusion of Major Ideas); Topic 6: Question 2 (Identify Diffusion of Major Ideas); Topic 15: Question 14 (Explain the Roles of Transportation Technology); Topic 15: Question 15 (Explain the Role of Communication Technology)</i></p>

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C3 Framework for Social Studies Grades 9-12	World History, ©2016 Realize™ Platform
<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: <i>Topic 3: Lesson 1: Early Civilization in South Asia: Text 1: Geography of the Indian Subcontinent</i></p> <p><i>Topic 3: Lesson 4: Ancient Civilization in China: Text 1: Geography Influences Chinese Civilization</i></p> <p><i>Topic 4: Lesson 3: The Peoples of North America: Flipped Video: Geography and Culture in North America</i></p> <p><i>Topic 8: Lesson 6: Kingdoms of West Africa: Text 1: Trade Grows Across the Sahara</i></p> <p><i>Topic 13: Lesson 2: Social Impact of Industrialism: Text 1: Industry Causes Urban Growth</i></p> <p><i>Topic 15: Lesson 2: European Colonies in Africa: Text 1: Africa Before Imperialism; Interactive Map: Effects of Imperialism on African Regions</i></p> <p><i>Topic 19: Lesson 2: The Western Democracies and Japan: Interactive Gallery: Suburbanization in Postwar America</i></p> <p><u>Review and Assessment (examples)</u> <i>Topic 1: Question 2 (Summarize the Impact of the Development of Farming); Topic 4: Question 6 (Compare Social Developments); Topic 9: Question 2 (Summarize Developments); Topic 13: Question 1 (Identify Important Changes in Human Life); Topic 13: Question 3 (Describe Major Effects)</i></p>

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C3 Framework for Social Studies Grades 9-12	World History, ©2016 Realize™ Platform
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: <i>Topic 1: Lesson 2: The Neolithic Revolution: Text 2: Farming Begins a New Stone Age</i></p> <p><i>Topic 7: Lesson 8: Russia and Eastern Europe: Text 3: The Mongols Conquer Russia; Text 6: Migrations Increase Diversity; Interactive Map: Jewish Migrations and Expulsions, 500-1650</i></p> <p><i>Topic 8: Lesson 2: A Muslim Empire: Text 4: New Rule Under the Abbasid Dynasty</i></p> <p><i>Topic 8: Lesson 4: The Ottoman and Safavid Empires: Text 1: Growth of the Ottoman Empire</i></p> <p><i>Topic 13: Lesson 2: Social Impact of Industrialism: Text 1: Industry Causes Urban Growth</i></p> <p><i>Topic 19: Lesson 2: The Western Democracies and Japan: Interactive Gallery: Suburbanization in Postwar America</i></p> <p><u>Review and Assessment (examples)</u> <i>Role of Technology: Topic 2: Question 15 (Identify Origin and Diffusion; Topic 3: Question 9 (Identify Major Ideas in Technology); Topic 5: Question 1 (Identify the Origin and Diffusion of Major Ideas); Topic 6: Question 2 (Identify Diffusion of Major Ideas); Topic 15: Question 14 (Explain the Roles of Transportation Technology); Topic 15: Question 15 (Explain the Role of Communication Technology); Topic 17: Question 16 (Describe the Spread)</i></p>

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<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: <i>Topic 13: Lesson 1: The Industrial Revolution Begins: Text 2: A New Agricultural Revolution; Text 3: Coal, Steam, and the Energy Revolution; Text 4: Why Did the Industrial Revolution Start in Britain?</i></p> <p><i>Topic 21: Lesson 7: Social and Environmental Issue: Text 3: Development and the Environment</i></p> <p><u>Review and Assessment (examples)</u> <i>Topic 10: Question 2 (Describe Major Effects); Topic 13: Question 1 (Identify Important Changes in Human Life); Question 3 (Describe Major Effects); Topic 17: Question 16 (Describe the Spread)</i></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: <i>Topic 2: Lesson 4: Egyptian Civilization: Text 1: Geography Shapes Egypt</i></p> <p><i>Topic 3: Lesson 1: Early Civilization in South Asia: Text 1: Geography of the Indian Subcontinent</i></p> <p><i>Topic 3: Lesson 4: Ancient Civilization in China: Text 1: Geography Influences Chinese Civilization</i></p> <p><i>Topic 8: Lesson 5: Early Civilizations of Africa: Text 1: Geography of Africa</i></p>

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C3 Framework for Social Studies Grades 9-12	World History, ©2016 Realize™ Platform
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: <i>Topic 2: Lesson 4: Egyptian Civilization:</i> Text 1: Geography Shapes Egypt</p> <p><i>Topic 3: Lesson 1: Early Civilization in South Asia:</i> Text 1: Geography of the Indian Subcontinent</p> <p><i>Topic 3: Lesson 4: Ancient Civilization in China:</i> Text 1: Geography Influences Chinese Civilization</p> <p><i>Topic 4: Lesson 3: The Peoples of North America:</i> Flipped Video: Geography and Culture in North America</p> <p><i>Topic 5: Lesson 2: The Greek City-States:</i> Text 1: Geography Shapes Greek City-States</p> <p><i>Topic 7: Lesson 8: Russia and Eastern Europe:</i> Text 1: The Geography of Russia; Text 5: The Geography of Eastern Europe</p> <p><i>Topic 8: Lesson 5: Early Civilizations of Africa:</i> Text 1: Geography of Africa; Text 2: Migration of People and Ideas</p> <p><i>Topic 11: Lesson 5: The Slave Trade and Its Impact on Africa:</i> Text 2: The Atlantic Slave Trade</p> <p><i>Topic 21: Lesson 2: Challenges for African Nations:</i> Interactive Gallery: Environmental Challenges in Africa</p> <p><i>Topic 21: Lesson 7: Social and Environmental Issue:</i> Text 3: Development and the Environment</p>

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<p>(Continued) 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>(Continued) <u>Review and Assessment (examples)</u> <i>Topic 1:</i> Question 9 (Interpret Maps to Explain Geography); <i>Topic 5:</i> Question 4 (Locate Places and Regions); <i>Topic 6:</i> Question 1 (Describe Major Effects of Events); <i>Topic 11:</i> Question 9 (Identify Major Causes and Effects and Locate Places and Regions); <i>Topic 12:</i> Question 22 (Explain the Impact); <i>Topic 16:</i> Question 2 (Identify Importance and Locate Places and Regions)</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: <i>Topic 21: Lesson 6: Globalization and Trade:</i> Flipped Video; Text 1: Global Interdependence; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization</p>
<p>D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.</p>	<p>SE: <i>Topic 18: Lesson 5: Victory for the Allies:</i> Text 5: The United Nations Is Formed; Primary Sources: Charter of the United Nations</p> <p>Topic 19: Lesson 3: Communism in East Asia: Text 3: The Two Koreas</p> <p><i>Topic 21: Lesson 6: Globalization and Trade:</i> Flipped Video; Text 1: Global Interdependence; Text 2: Global Organizations and Trade Agreements; Text 3: Benefits and Costs of Globalization</p> <p><u>Review and Assessment (examples)</u> <i>Topic 1:</i> Question 4 (Analyze the Influence of Geographic Factors); <i>Topic 3:</i> Question 6 (Identify the Origin and Diffusion); <i>Topic 8:</i> Question 14 (Analyze the Influence)</p>

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HISTORY	
Dimension 2, Change, Continuity, and Context	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>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.</p>	<p>SE: Each topic commences with an Essential Question activity. These questions place the events in a broader historical context and connect to larger social studies strands. Students reflect on the essential question in the topic conclusion Synthesize activity. For examples see:</p> <p><i>Topic 2:</i> Introduction: EQ: How Much Does Geography Affect People’s Lives?; Synthesize: The Ancient Middle East and Egypt</p> <p><i>Topic 7:</i> Introduction: EQ: What Should Governments Do?; Synthesize: Medieval Christian Europe</p> <p><i>Topic 9:</i> Introduction: EQ: Why Do People Move?; Synthesize: The Age of Imperialism</p> <p><i>SSCC: History Core Concepts:</i> How Do Historians Study History?</p> <p><i>21st Century Skill Tutorials:</i> Ask Questions: Video; Quick Reference; Assessment</p>

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C3 Framework for Social Studies Grades 9-12	World History, ©2016 Realize™ Platform
<p>D2.His.2.9-12. Analyze change and continuity in historical eras.</p>	<p>SE: Students explore this concept with each lesson in Pearson Realize World History.</p> <p><i>Topic 1: Lesson 3: Civilization Begins: Synthesize: Cities and Civilizations Arise– Cause and Effect,</i></p> <p><i>Topic 6: Lesson 2: The Roman Empire: Rise and Decline: Interactive Timeline: Roman Rulers Who Made History</i></p> <p><i>Topic 8: Lesson 1: The Origins of Islam: Interactive Timeline: The Origins of Islam</i></p> <p><i>Topic 9: Lesson 3: The Mongol Empire and Ming China: Synthesize: Timeline of the Mongol Empire in China</i></p> <p><i>Topic 10: Lesson 3: The Protestant Reformation: Synthesize</i></p> <p><i>Topic 12: Lesson 3: Triumph of Parliament in England: Interactive Timeline: England Divided - The Monarchy and Parliament Fight for Power</i></p> <p><i>Topic 16: Lesson 4: Revolution in Russia: Text 1: Causes of the February Revolution</i></p> <p><i>Topic 17: Lesson 3: India Seeks Self-Rule: Synthesize: Causes and Effects of Events in the Indian Independence Movement</i></p> <p><i>Topic 21: Lesson 9: Advances in Science and Technology: Interactive Timeline: Medical Milestones</i></p>

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<p align="center">C3 Framework for Social Studies Grades 9-12</p>	<p align="center">World History, ©2016 Realize™ Platform</p>
<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: Each topic introduction includes Essential Question activities. These questions are connected to a larger social studies strand and carried through the text. Students reflect on the question and topic in the Synthesize activity. For examples see:</p> <p><i>Topic 4:</i> Introduction: EQ: How Much Does Geography Affect People’s Lives; Synthesize: The Americas</p> <p><i>Topic 8:</i> Introduction: EQ: How are Religion and Culture Connected?; Synthesize: The Muslim World and Africa</p> <p><i>Topic 16:</i> Introduction: EQ: When Is War Justified?; Synthesize: World War I and the Russian Revolution</p> <p>At the conclusion of every topic, the Review and Assessment includes multiple questions that encourage research, debate, and the use of comprehension skills. For examples see:</p> <p><u>Review and Assessment (examples)</u> <i>Topic 2:</i> Question 12 (Identify the Influence of Idea); <i>Topic 4:</i> Question 8 (Compare Social Developments); <i>Topic 6:</i> Question 5 (Describe the Responsibilities of Citizens and Noncitizens); <i>Topic 9:</i> Question 7 (Identify Major Effects); <i>Topic 14:</i> Question 12 (Describe How People Have Participated)</p> <p><i>Digital Resources:</i> Biographies</p>

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C3 Framework for Social Studies Grades 9-12	World History, ©2016 Realize™ Platform
Dimension 2, Perspectives	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>	<p>SE: At the beginning of all Interactive Primary Sources and document-based activities, an introduction places the material in a historical and personal context. For examples see:</p> <p><u>Document-Based Question (examples)</u> <i>Topic 12:</i> What Rights Should Everyone Have?; Documents A–F <i>Topic 13:</i> Who Should Control Economic Decisions? ; Documents A–F</p> <p><u>Civic Discussion (examples)</u> <i>Topic 14:</i> The Irish Potato Famine; Sources A–G <i>Topic 17:</i> Lenin and Stalin; Sources A–G</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p><u>Review and Assessment (examples)</u> <i>Topic 1:</i> Question 14 (Identify Major Causes of Events); <i>Topic 6:</i> Question 6 (Identify the Characteristics of Political Systems); <i>Topic 7:</i> Question 14 (Explain Political Philosophies); <i>Topic 12:</i> Question 19 (Explain Political Philosophies of Individuals); <i>Topic 12:</i> Question 20 (Explain the Political Philosophies)</p> <p><i>History Core Concepts:</i> Historical Sources</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: Students examine different perspectives on the same topic in the document-based activities at the beginning of each topic. Students always have access to the 21st Century Skill Tutorials at any point in the program.</p> <p><u>Document-Based Question</u> <i>Topic 2: What Is the Function of the Law?; Investigate; Documents A–F</i> <i>Topic 20: How Should Nations Respond to Genocide?; Documents A–F</i> <i>Topic 21: Comparing Developed and Developing Countries; Documents A–E</i></p> <p><u>Civic Discussion</u> <i>Topic 5: Athens or Sparta?; Sources A–E</i> <i>Topic 17: Lenin and Stalin; Sources A–G</i> <i>Topic 19: The Cold War; Sources A–F</i></p> <p><u>Review and Assessment(examples)</u> <i>Topic 18: Question 4 (Explain Roles of World Leaders); Topic 19: Question 1 (Explain Effects); Question 15 (Describe Influences); Question 16 (Identify Events)</i></p>

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<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: The introduction at the beginning of each primary source includes material on the author and the events discussed. Examples: Political Cartoons <i>Topic 2: DBQ: Document E - Political Cartoon from 1918</i> <i>Topic 12: DBQ: Document F - Political Cartoon on Domestic Spying</i></p> <p><u>Interactive Primary Sources</u> "A House Divided," Abraham Lincoln; The Fourteen Points, Woodrow Wilson; Universal Declaration of Human Rights; "Tear Down This Wall," Ronald Reagan; "Freedom from Fear," Aung San Suu Kyi; "Glory and Hope," Nelson Mandela</p> <p><i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</i></p> <p><i>History Core Concepts: Historical Sources</i></p>
<p>D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</p>	<p>SE: <i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact and Opinion: Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Identify Evidence; Interpret Sources</i></p> <p><u>Review and Assessment (examples)</u> <i>Topic 2: Question 5 (Describe Major Philosophical and Political Influences); Topic 7: Question 14 (Explain Political Philosophies); Topic 12: Question 19 (Explain Political Philosophies of Individuals); Topic 12: Question 20 (Explain the Political Philosophies)</i></p> <p><i>SSCC: History Core Concepts, History Core Concepts: How Do Historians Study History?; Historical Sources</i> <i>Digital Resources: Landmark Supreme Court Cases</i></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: <i>Topic 1: Lesson 1: Learning About Our Past:</i> Text 1: Studying Prehistory; Interactive Gallery: Piecing the Past Together; Text 2: Investigating Prehistory; Text 3: Discoveries in Africa and Beyond</p> <p><i>Topic 1: Lesson 2: The Neolithic Revolution:</i> Text 1: Old Stone Age Skills and Beliefs; Text 2: Farming Begins a New Stone Age ; Text 3: Dramatic Change with the Neolithic Revolution</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact and Opinion: Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Identify Evidence; Interpret Sources</p> <p><i>SSCC:</i> History Core Concepts, History Core Concepts: How Do Historians Study History?; Historical Sources</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 Review and Assessment activities. For examples see:</p> <p><i>Topic 2:</i> Question 13 (Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions); <i>Topic 3:</i> Question 10 (Identify Causes and Effects of the Development of the Gupta Civilization); <i>Topic 5:</i> Question 2 (Identify the Contribution of Scientists; Interpret Written Presentations); <i>Topic 6:</i> Question 6 (Identify the Characteristics of Political Systems); <i>Topic 7:</i> Question 19 (Analyze Examples); <i>Topic 7:</i> Question 21 (Create Presentations); <i>Topic 8:</i> Question 14 (Analyze the Influence); <i>Topic 9:</i> Question 4 (Analyze Examples); <i>Topic 10:</i> Question 8. (Identify the Contributions); <i>Topic 13:</i> Question 9 (Analyze Examples)</p>

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<p>(Continued) D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</p>	<p>(Continued) <u>Project-Based Learning</u> <i>Topic 4:</i> Create an Online Historical Atlas <i>Topic 6:</i> Give a Presentation About the Collapse of Empires <i>Topic 7:</i> Create A Graphic Novel About Medieval Europe <i>Topic 10:</i> Build a Hall of Fame Website <i>Topic 16:</i> Create a Video Docudrama on the Impact of War</p>
<p>D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p>	<p>SE: Students examine multiple sources on the same topic as they complete the following activities.</p> <p><i>Document-Based Question: Topic 12:</i> What Rights Should Everyone Have?; Documents A–F; <i>Topic 13:</i> Who Should Control Economic Decisions? ; Documents A–F</p> <p><u>Interactive Primary Sources (examples)</u> Iroquois Constitution; The Republic; Politics; First Letter to the Corinthians; Magna Carta; The Quran; Ibn Battuta, Travels; Las Casas, Destruction of the Indies; The Interesting Narrative of the Life of Olaudah Equiano; Jacob Riis, How the Other Half Lives; Second Inaugural Address; Mohandas Gandhi, Hind Swaraj; Anne Frank, The Diary of Anne Frank</p> <p><i>History Core Concepts:</i> Historical Sources</p> <p><u>Review and Assessment (examples)</u> <i>Topic 2:</i> Question 13 (Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions)</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>

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<p>(Continued) D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p>	<p>(Continued) <i>Topic 3:</i> Question 10 (Identify Causes and Effects of the Development of the Gupta Civilization); <i>Topic 5:</i> Question 2 (Identify the Contribution of Scientists; Interpret Written Presentations); <i>Topic 6:</i> Question 6 (Identify the Characteristics of Political Systems)</p>
<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: The introduction at the beginning of each primary source includes material on the author and the events discussed.</p> <p><u>Interactive Primary Sources (examples)</u> Iroquois Constitution; The Republic; Politics; First Letter to the Corinthians; Magna Carta; The Quran; Ibn Battuta, Travels; Las Casas, Destruction of the Indies; The Interesting Narrative of the Life of Olaudah Equiano; Jacob Riis, How the Other Half Lives; Second Inaugural Address; Mohandas Gandhi, Hind Swaraj; Anne Frank, The Diary of Anne Frank</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p><i>History Core Concepts:</i> Historical Sources</p>

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<p>D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p>	<p>SE: Review and Assessment: (Research Opportunities – examples) <i>Topic 2:</i> Question 13 (Describe the Spread, Origins, and Ideas of Major Religious and Philosophical Traditions); <i>Topic 3:</i> Question 10 (Identify Causes and Effects of the Development of the Gupta Civilization); <i>Topic 5:</i> Question 2 (Identify the Contribution of Scientists; Interpret Written Presentations); <i>Topic 6:</i> Question 6 (Identify the Characteristics of Political Systems); <i>Topic 7:</i> Question 19 (Analyze Examples)</p> <p>Question 21 (Create Presentations); <i>Topic 8:</i> Question 14 (Analyze the Influence); <i>Topic 9:</i> Question 4 (Analyze Examples)</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Create Web Sites; Identify Evidence; Interpret Sources; Search for Information on the Internet</p> <p><i>History Core Concepts:</i> Historical Sources</p>

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<p>D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.</p>	<p>SE: <i>Pearson Realize</i> digital format incorporates historical sources in each lesson. The topics include document based lessons and primary source material, as well as material embedded in the text.</p> <p><u>Interactive Primary Sources (examples)</u> Iroquois Constitution; The Republic; Politics; First Letter to the Corinthians; Magna Carta; The Quran; Ibn Battuta, Travels; Las Casas, Destruction of the Indies; The Interesting Narrative of the Life of Olaudah Equiano; Jacob Riis, How the Other Half Lives; Second Inaugural Address; Mohandas Gandhi, Hind Swaraj; Anne Frank, The Diary of Anne Frank</p> <p><u>Review and Assessment (examples)</u> <i>Topic 5:</i> Question 2 (Identify the Contribution of Scientists; Interpret Written Presentations); <i>Topic 6:</i> Question 6 (Identify the Characteristics of Political Systems); <i>Topic 7:</i> Question 19 (Analyze Examples); Question 21 (Create Presentations)</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias: Video; Quick Reference; Assessment</p> <p><i>History Core Concepts:</i> Historical Sources</p>

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C3 Framework for Social Studies Grades 9-12	World History, ©2016 Realize™ Platform
Dimension 2, Causation and Argumentation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p>	<p>SE: Topic 10: Lesson 3: The Protestant Reformation, Text 1: Causes of the Reformation</p> <p>Topic 11: Lesson 1: Europeans Explore Overseas, Text 1: Causes of European Exploration</p> <p>Topic 11: Lesson 3: European Conquests in the Americas, Interactive Chart: Causes and Effects of Spanish Colonization</p> <p>Topic 13: Lesson 1: The Industrial Revolution Begins, Synthesize: Causes of the Industrial Revolution</p> <p><u>Review and Assessment (examples)</u> <i>Topic 4:</i> Question 9 (Summarize Major Ideas and Analyze Cause-and-Effect Relationships); <i>Topic 7:</i> Question 1 (Identify Major Causes); <i>Topic 9:</i> Question 9 (Identify Major Causes and Effects); <i>Topic 10:</i> Question 7 (Describe Major Causes and Effects); <i>Topic 15:</i> Question 9 (Identify Causes of European Imperialism</p> <p><i>21st Century Skill Tutorials:</i> Analyze Cause and Effect; Sequence</p>

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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: Review and Assessment (examples) <i>Topic 1:</i> Question 1 (Identify and Describe Major Causes of Events); Question 13 (Identify Major Causes of Events); <i>Topic 2:</i> Question 16 (Identify Major Causes); <i>Topic 3:</i> Question 7 (Identify Causes and Effects); <i>Topic 4:</i> Question 9 (Summarize Major Ideas and Analyze Cause-and-Effect Relationships); <i>Topic 7:</i> Question 1 (Identify Major Causes); <i>Topic 9:</i> Question 9 (Identify Major Causes and Effects)</p> <p><i>21st Century Skill Tutorials:</i> Analyze Cause and Effect</p> <p><i>Topic 10:</i> Question 7 (Describe Major Causes and Effects); <i>Topic 15:</i> Question 9 (Identify Causes of European Imperialism); <i>Topic 17:</i> Question 8 (Identify Major Causes); <i>Topic 17:</i> Question 19 (Describe Major Causes and Effects)</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: Interactive Primary Sources (examples) Iroquois Constitution; The Republic; Politics; First Letter to the Corinthians; Magna Carta; The Quran; Ibn Battuta, Travels; Las Casas, Destruction of the Indies; The Interesting Narrative of the Life of Olaudah Equiano; Jacob Riis, How the Other Half Lives; Second Inaugural Address; Mohandas Gandhi, Hind Swaraj; Anne Frank, The Diary of Anne Frank</p> <p><i>History Core Concepts:</i> Historical Sources</p> <p>Review and Assessment (examples) <i>Topic 5:</i> Question 2 (Identify the Contribution of Scientists; Interpret Written Presentations); <i>Topic 6:</i> Question 6 (Identify the Characteristics of Political Systems); <i>Topic 7:</i> Question 19 (Analyze Examples); <i>Topic 7:</i> Question 21 (Create Presentations)</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias: Video; Quick Reference; Assessment</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: Students identify sources and use evidence to formulate conclusions in Step 2: Investigate & Step 3: Synthesize of the document-based activities.</p> <p><i>Document-Based Question: Topic 13: Who Should Control Economic Decisions? ; Documents A–F; Topic 15: What was the Impact of Imperialism on India?; Documents A–F</i></p> <p><i>Civic Discussion: Topic 9: Genghis Khan; Sources A–E; Topic 14: The Irish Potato Famine; Sources A–G; Topic 17: Lenin and Stalin; Sources A–G</i></p> <p><u>Review and Assessment (examples)</u> <i>Topic 6: Question 6 (Identify the Characteristics of Political Systems); Topic 7: Question 19 (Analyze Examples); Topic 7: Question 21 (Create Presentations); Topic 8: Question 14 (Analyze the Influence)</i></p> <p><i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact and Opinion: Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Identify Evidence; Interpret Sources</i></p>

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Evaluating Sources & USING EVIDENCE	
Dimension 3, Gathering and Evaluating Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<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: <u>Interactive Primary Sources (examples)</u> Iroquois Constitution; The Republic; Politics; First Letter to the Corinthians; Magna Carta; The Quran; Ibn Battuta, Travels; Las Casas, Destruction of the Indies; The Interesting Narrative of the Life of Olaudah Equiano; Jacob Riis, How the Other Half Lives; Second Inaugural Address; Mohandas Gandhi, Hind Swaraj; Anne Frank, The Diary of Anne Frank</p> <p><u>Review and Assessment (examples)</u> <i>Topic 5:</i> Question 2 (Identify the Contribution of Scientists; Interpret Written Presentations); <i>Topic 6:</i> Question 6 (Identify the Characteristics of Political Systems); <i>Topic 7:</i> Question 19 (Analyze Examples); <i>Topic 7:</i> Question 21 (Create Presentations)</p> <p><i>History Core Concepts:</i> Historical Sources</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias: Video; Quick Reference; Assessment</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: Students evaluate sources and use evidence to formulate conclusions in Step 3: Synthesize document-based activities.</p> <p><i>Document-Based Question: Topic 13: Who Should Control Economic Decisions? ; Documents A–F; Topic 15: What was the Impact of Imperialism on India?; Documents A–F</i></p> <p><i>Civic Discussion: Topic 9: Genghis Khan; Sources A–E; Topic 14: The Irish Potato Famine; Sources A–G; Topic 17: Lenin and Stalin; Sources A–G</i></p> <p><u>Review and Assessment: Questions</u> <i>Topic 6: Question 6 (Identify the Characteristics of Political Systems); Topic 7: Question 19 (Analyze Examples); Topic 7: Question 21 (Create Presentations); Topic 8: Question 14 (Analyze the Influence)</i></p> <p><i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints: Video; Distinguish Between Fact and Opinion: Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</i></p>

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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: Students identify sources and use evidence to formulate conclusions in Step 2: Investigate & Step 3: Synthesize of the document-based activities.</p> <p><i>Document-Based Question: Topic 2: What Is the Function of the Law?; Investigate; Documents A-F; Topic 21: Comparing Developed and Developing Countries; Documents A-E</i></p> <p><i>Civic Discussion: Topic 8: The Battle of Tours; Sources A-E; Topic 19: The Cold War; Sources A-F</i></p> <p><i>Digital Resources: Landmark Supreme Court Cases</i></p> <p><i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact and Opinion: Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Identify Evidence; Interpret Sources</i></p>
<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: Review and Assessment (examples) <i>Topic 1: Question 13 (Identify Major Causes of Events; Topic 5: Question 2 (Identify the Contribution of Scientists; Interpret Written Presentations); Topic 12: Question 20 (Explain the Political Philosophies)</i></p> <p><i>21st Century Skills: Evaluate Existing Arguments, 985-986; Consider and Counter Opposing Arguments, 986</i></p> <p><i>Digital Resources: Landmark Supreme Court Cases</i></p>

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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: <i>21st Century Skill Tutorials:</i> Participate in a Discussion or Debate; Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Identify Evidence; Interpret Sources; Support Ideas with Evidence; Write an Essay</p> <p>Students communicate information in Step 4: Demonstrate located in the Document-Based Questions activities:</p> <p><i>Document-Based Question: Topic 12: What Rights Should Everyone Have?; Documents A–F; Topic 13: Who Should Control Economic Decisions? ; Documents A–F; Topic 15: What was the Impact of Imperialism on India? ; Documents A–F</i></p> <p><u>Review and Assessment (examples)</u> <i>Topic 1: Question 1 (Identify and Describe Major Causes of Events; Topic 7: Question 21 (Create Presentations), 255; Topic 10: Question 8 (Identify the Contributions); Topic 12: Question 20 (Explain the Political Philosophies)</i></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: Document-Based Question: Topic 12: What Rights Should Everyone Have?; Documents A–F; <i>Topic 13:</i> Who Should Control Economic Decisions? ; Documents A–F; <i>Topic 15:</i> What was the Impact of Imperialism on India? ; Documents A–F</p> <p><u>Review and Assessment (examples)</u> <i>Topic 1:</i> Question 1 (Identify and Describe Major Causes of Events; <i>Topic 7:</i> Question 21 (Create Presentations), 255; <i>Topic 10:</i> Question 8 (Identify the Contributions); <i>Topic 12:</i> Question 20 (Explain the Political Philosophies); <i>Topic 12:</i> Question 25 (Identify Influence and Contributions); <i>Topic 13:</i> Question 2 (Identify Major Causes); Question 3 (Describe Major Effects)</p> <p><i>21st Century Skill Tutorials:</i> Identify Evidence; Interpret Sources; Support Ideas with Evidence; Write an Essay</p>

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<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: Students communicate information in Step 4: Demonstrate located in the Document-Based Questions activities:</p> <p><i>Document-Based Question: Topic 15:</i> What was the Impact of Imperialism on India? ; Documents A–F; <i>Topic 20:</i> How Should Nations Respond to Genocide?; Documents A–F</p> <p><i>Project-Based Learning: Topic 16:</i> Create a Video Docudrama on the Impact of War <i>Topic 18:</i> Create a Tribute to World War II Participants</p> <p><u>Review and Assessment (examples)</u> <i>Topic 7:</i> Question 14 (Explain Political Philosophies); <i>Topic 12:</i> Question 19 (Explain Political Philosophies of Individuals; <i>Topic 12:</i> Question 20 (Explain the Political Philosophies)</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact and Opinion; Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Identify Evidence; Interpret Sources</p>

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Dimension 4, Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.</p>	<p>SE: <i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact and Opinion: Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p><i>Document-Based Question: Topic 12: What Rights Should Everyone Have?; Documents A–F; Topic 20: How Should Nations Respond to Genocide?; Documents A–F</i></p> <p><u>Review and Assessment (examples)</u> <i>Topic 1: Question 1 (Identify and Describe Major Causes of Events; Topic 7: Question 21 (Create Presentations), 255; Topic 10: Question 8 (Identify the Contributions); Topic 12: Question 20 (Explain the Political Philosophies); Topic 12: Question 25 (Identify Influence and Contributions)</i></p> <p><i>Digital Resources: Landmark Supreme Court Cases</i></p>

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<p>D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.</p>	<p>SE: <i>Document-Based Question: Topic 3: What Makes an Ordered Society? ; Investigate; Documents A–E; Topic 21: Comparing Developed and Developing Countries; Documents A–E</i></p> <p><i>Civic Discussion: Topic 17: Lenin and Stalin; Sources A–G; Topic 19: The Cold War; Sources A–F</i></p> <p><u>Review and Assessment (examples)</u> <i>Topic 14: Question 2 (Explain Political Changes); Topic 14: Question 12 (Describe How People Have Participated); Topic 16: Question 11 (Describe Participation)</i></p> <p><i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact and Opinion: Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Identify Evidence; Interpret Sources</i></p> <p><i>Digital Resources: Landmark Supreme Court Cases</i></p>

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Dimension 4, Taking Informed Action	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>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.</p>	<p>SE: Review and Assessment (examples) <i>Consider Citizen Participation: Topic 5:</i> Question 11 (Describe Rights and Analyze Information); <i>Topic 6:</i> Question 5 (Describe the Responsibilities of Citizens and Noncitizens); <i>Topic 14:</i> Question 5 (Describe People's Participation); Question 11 (Describe How People Participated); Question 13 (Identify Influence and Describe Participation)</p> <p><i>Making Decisions: Topic 1:</i> Question 10 (Describe Major Effects); <i>Topic 17:</i> Question 22 (Describe People's Participation and Use Decision-Making Process)</p> <p><u>Core Concept: Government and Civics</u> Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Make a Difference; Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p> <p><i>SSCC: Government and Civics Core Concepts:</i> Citizenship</p>

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<p>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.</p>	<p>SE: <u>Review and Assessment: Questions</u> <i>Topic 5: Question 11 (Describe Rights and Analyze Information); Topic 12: Question 11 (Assess the Degree)</i></p> <p><u>Project-Based Learning</u> <i>Topic 16: Create a Video Docudrama on the Impact of War</i> <i>Topic 18: Create a Tribute to World War II Participants</i></p> <p>21st Century Skills: Solve Problems; Make Decisions; Being an Informed Citizen; Political Participation; Voting</p> <p>TR: Many of the activities in the Teacher Resources include civic action activities. For examples see:</p> <p><i>Topic 14: Lesson 6: Divisions and Democracy in France: Active Classroom – Create a Political Cartoon</i></p> <p><i>Topic 21: Lesson 7: Social and Environmental Issues: Active Classroom – Create a Political Cartoon; Ranking</i></p>

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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: Review and Assessment (examples) <i>Consider Citizen Participation: Topic 5:</i> Question 11 (Describe Rights and Analyze Information); <i>Topic 6:</i> Question 5 (Describe the Responsibilities of Citizens and Noncitizens); <i>Topic 14:</i> Question 5 (Describe People's Participation); Question 11 (Describe How People Participated); Question 13 (Identify Influence and Describe Participation)</p> <p><i>Making Decisions: Topic 1:</i> Question 10 (Describe Major Effects); <i>Topic 17:</i> Question 22 (Describe People's Participation and Use Decision-Making Process)</p> <p><u>Core Concept: Government and Civics</u> Citizenship</p> <p><i>21st Century Skills Tutorials:</i> Make a Difference; Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>