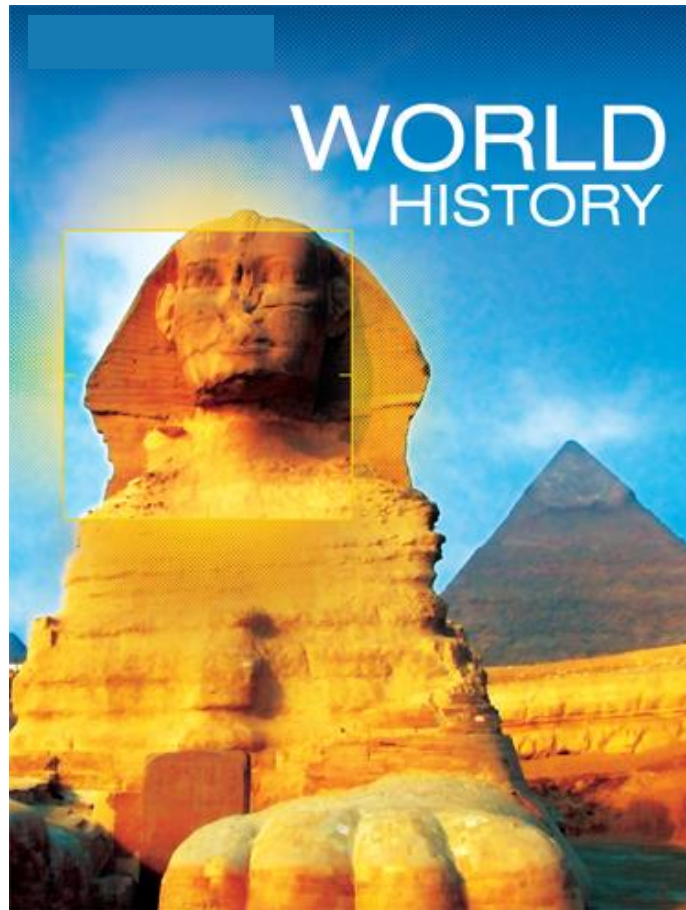


A Correlation of



To the

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

Grades 9-12

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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