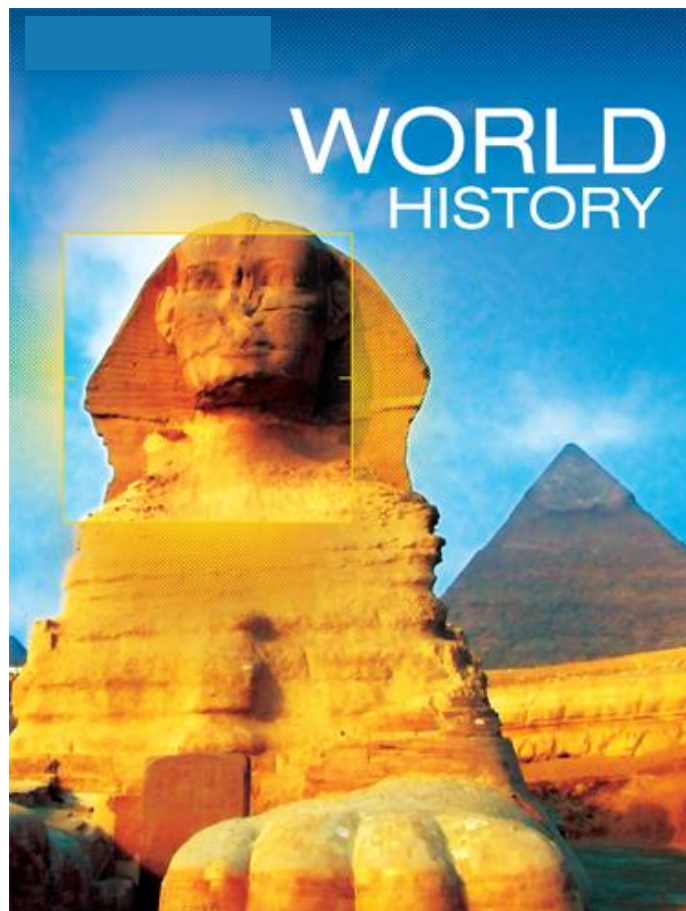


**A Correlation of**



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**To the**

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

**Grades 9-12**

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**Introduction**

This document demonstrates how ***Pearson World History, ©2016*** meets the Common Core Standards for Literacy in History/Social Studies, 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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Common Core Standards for Literacy in History/Social Studies Grades 9-12	Pearson World History ©2016, Realize™ Platform
<b>Reading Standards for Literacy in History/Social Studies</b>	
<b>Grades 9–10 students:</b>	
<b>Key Ideas and Details</b>	
<p><b>RH.9-10.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information</p>	<p><b>SE:</b> 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.</p> <p><u>Essential Question (examples)</u>  <i>Topic 2:</i> Introduction: EQ: How Much Does Geography Affect People’s Lives?;            Synthesize: The Ancient Middle East and Egypt  <i>Topic 7:</i> Introduction: EQ: What Should Governments Do?; Synthesize: Medieval Christian Europe</p> <p>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 (examples)</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 (examples)</u>  <i>Topic 9:</i> Genghis Khan; Sources A–E  <i>Topic 14:</i> The Irish Potato Famine; Sources A–G</p>

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<p><b>(Continued)</b> <b>RH.9-10.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information</p>	<p><b>(Continued)</b> <b>SE:</b> Each interactive primary source includes an introduction that includes the date, origin, and purpose of the document. Students explore the source with follow-up comprehension questions.</p> <p><u>Interactive Primary Sources (examples)</u> Code of Hammurabi; Psalm 23; Analects; Iroquois Constitution; First Letter to the Corinthians; The Quran; Las Casas, Destruction of the Indies; The Fourteen Points; The Diary of Anne Frank; "Tear Down This Wall"</p> <p><u>End of Topic Assessment Options</u> Topics 1–21: Test and Test Bank: A summative test at the end of each topic allows teachers to assess mastery assessment through a comprehensive assessment.</p>
<p><b>RH.9-10.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p><b>SE:</b> <u>Review and Assessment (examples)</u> <i>Topic 1:</i> Question 2 (Summarize the Impact of the Development of Farming); Question 16 (Identify Characteristics); <i>Topic 3:</i> Question 3 (Summarize Institutions); Question 13 (Describe the Development of Major World Religions); <i>Topic 4:</i> Question 15 (Summarize Major Ideas); <i>Topic 5:</i> Question 15 (Summarize and Analyze the Origins of Western Institutions); <i>Topic 6:</i> Question 14 (Summarize Fundamental Ideas and Institutions); <i>Topic 8:</i> Question 7 (Describe the Major Effects and Summarize Changes); <i>Topic 9:</i> Question 12 (Summarize the Fundamental Ideas ); <i>Topic 17:</i> Question 1 (Summarize the Factors); Question 2 (Summarize Causes); <i>Topic 19:</i> Question 5 (Summarize Outcome. Identify Major Events)</p> <p>21<sup>st</sup> Century Skills: Identify Main Ideas and Details; Summarize; Interpret Sources; Analyze Primary and Secondary Sources</p>

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<p><b>RH.9-10.3.</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	<p><b>SE: 21<sup>st</sup> Century Skill Tutorials:</b> Analyze Cause and Effect; Sequence</p> <p><u>Examples of cause and effect and timelines.</u>  <i>Topic 6: Lesson 2: 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; Lesson 2: A Muslim Empire: Interactive Timeline: Rise and Decline of an Arab Empire</i></p> <p><i>Topic 10: Lesson 3: The Protestant Reformation: Text 1: Causes of the Reformation; Lesson 4: Interactive Timeline: Timeline of the English Reformation</i></p> <p><i>Topic 11: Lesson 1: Europeans Explore Overseas: Text 1: Causes of European Exploration</i></p> <p><i>Topic 12: Lesson 7: Interactive Timeline: The French Revolution Enters a More Radical Phase</i></p> <p><i>Topic 14: Lesson 3: Interactive Timeline: German Unification</i></p> <p><i>Topic 17: Lesson 8: Interactive Timeline: The Rise and Fall of the Weimar Republic</i></p> <p><u>Review and Assessment (examples)</u>  <i>Topic 4: Question 9 (Summarize Major Ideas and Analyze Cause-and-Effect Relationships); Topic 7: Question 1 (Identify Major Causes); Topic 9: Question 9 (Identify Major Causes and Effects); Topic 10: Question 7 (Describe Major Causes and Effects); Topic 15: Question 9 (Identify Causes of European Imperialism)</i></p>

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<p><b>Craft and Structure</b></p>	
<p><b>RH.9-10.4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>	<p><b>SE:</b> Reading and Note Taking Study Guide: Lesson Vocabulary (examples) pages, 2, 4, 5, 9, 10, 12, 14, 18, 20, 22, 23, 25, 29, 30, 31, 34, 35, 37, 39, 42, 44, 45, 46, 49, 50, 52, 55, 57, 59, 61, 62, 67, 68, 70, 71, 72, 73, 74, 75, 79, 80, 81, 83, 84, 86, 90, 91, 92, 93, 94, 98, 100, 102, 105, 106, 108, 113, 115, 177, 119, 121, 123, 125, 127, 132, 135, 238, 140, 145, 147, 148, 150, 151, 153, 154, 155, 160, 162, 163, 164, 165, 166, 167, 168, 173, 174, 175, 177, 180, 181, 182, 183, 185, 187, 189, 191, 195, 197, 199, 200, 202, 207, 209, 211, 212, 213, 217, 219, 220, 222, 225, 227, 229, 230, 232, 234, 236, 238, 239</p> <p>21<sup>st</sup> Century Skills Tutorials: Use Context Clues</p> <p>Glossary: includes key words, events, and individuals</p>
<p><b>RH.9-10.5.</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p>	<p><b>SE:</b> <u>Examples of Cause and Charts and Timelines</u></p> <p>Topic 11: Lesson 3: European Conquests in the Americas, Interactive Chart: Causes and Effects of Spanish Colonization</p> <p><i>Topic 12: Lesson 7:</i> Interactive Timeline: The French Revolution Enters a More Radical Phase</p> <p><i>Topic 14: Lesson 3:</i> Interactive Timeline: German Unification</p> <p><i>Topic 17: Lesson 8:</i> Interactive Timeline: The Rise and Fall of the Weimar Republic</p>

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<p><b>(Continued)</b> <b>RH.9-10.5.</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p>	<p><b>(Continued)</b> <b>SE:</b> <u>Review and Assessment (examples)</u> <i>Topic 4:</i> Question 1 (Compare the Major Political Developments); Question 9 (Summarize Major Ideas and Analyze Cause-and-Effect Relationships); <i>Topic 6:</i> Question 8 (Compare the Factors); <i>Topic 7:</i> Question 1 (Identify Major Causes); <i>Topic 9:</i> Question 9 (Identify Major Causes and Effects); <i>Topic 12:</i> Question 2 (Compare Characteristics)</p> <p>21<sup>st</sup> Century Skills: Sequence; Categorize; Analyze Cause and Effect; Compare and Contrast</p>
<p><b>RH.9-10.6.</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p><u>Document-Based Question (examples)</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 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>Review and Assessment (examples)</u> <i>Topic 2:</i> Question 5 (Describe Major Philosophical and Political Influences); <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>Digital Resources:</i> Landmark Supreme Court Cases</p>



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<p><b>Integration of Knowledge and Ideas</b></p>	
<p><b>RH.9-10.7.</b> Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<p><b>SE:</b> <i>Topic 1: Lesson 1: Learning About Our Past:</i> Interactive Map: Migrations of Homo sapiens</p> <p><i>Topic 2: Lesson 2: Empires in Mesopotamia:</i> Interactive Map: Mesopotamian Empires</p> <p><i>Topic 3: Lesson 4: Ancient Civilization in China:</i> Interactive Chart: Confucianism and Daoism</p> <p><i>Topic 4: Lesson 2: The World of the Incas:</i> Interactive Map: Civilizations of the Andes</p> <p><i>Topic 6: Lesson 2: The Roman Empire: Rise and Decline,</i> Interactive Map: Invasions of the Roman Empire, A.D. 378-533</p> <p><i>Topic 7: Lesson 3: The Medieval Christian Church:</i> Interactive Chart: The Church Divides</p> <p><i>Topic 10: Lesson 4: Reformation Ideas Spread:</i> Interactive Map: Major European Religions, About 1600</p> <p>Topic 11: Lesson 3: European Conquests in the Americas, Interactive Chart: Causes and Effects of Spanish Colonization</p> <p><i>21<sup>st</sup> Century Skill Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps</p> <p><u>Review and Assessment (using maps and charts)</u>  <i>Topic 1:</i> Question 9 (Interpret Maps to Explain Geography); <i>Topic 4:</i> Question 6 (Compare Social Developments); <i>Topic 5:</i> Question 4 (Locate Places and Regions); <i>Topic 6:</i> Question 1 (Describe Major Effects of Events); <i>Topic 16:</i> Question 2 (Identify Importance and Locate Places and Regions)</p>

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<p><b>RH.9-10.8.</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p>	<p><b>SE:</b> <i>21<sup>st</sup> Century Skill Tutorials:</i> Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p>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 (examples)</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 (examples)</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><b>RH.9-10.9.</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><b>SE:</b> <i>Projects involving research (examples):</i>  <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); Question 21 (Create Presentations); <i>Topic 8:</i> Question 14 (Analyze the Influence); <i>Topic 9:</i> Question 4 (Analyze Examples)</p>

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<p><b>(Continued)</b> <b>RH.9-10.9.</b> Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p><b>(Continued)</b> <b>SE:</b> <u>Document-Based Question (examples)</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 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>21<sup>st</sup> Century Skills: Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias</p>
<p style="text-align: center;"><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>RH.9-10.10.</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p><b>SE:</b> This objective is met throughout Pearson Realize Digital <i>World History</i> in the following features:</p> <p><u>Assessment Options</u> Topics 1–21: Test and Test Bank: A summative test at the end of each topic allows teachers to assess mastery assessment through a comprehensive assessment. These questions include higher-order thinking skills, primary sources, maps, other visual stimulus and open-ended writing prompts.</p> <p><u>Review and Assessment Questions: (using primary and secondary sources):</u> <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); Question 21 (Create Presentations); <i>Topic 8:</i> Question 14 (Analyze the Influence); <i>Topic 9:</i> Question 4 (Analyze Examples)</p>

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<p><b>(Continued)</b>  <b>RH.9-10.10.</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p><b>(Continued)</b>  <b>SE: <u>Interactive Primary Sources</u></b>  <b>(examples):</b> Code of Hammurabi; Psalm 23; Analects; Iroquois Constitution; First Letter to the Corinthians; The Quran; Las Casas, Destruction of the Indies; The Interesting Narrative of the Life of Olaudah Equiano; John Locke, Two Treatises of Government; United States Constitution; Jacob Riis, How the Other Half Lives; The Fourteen Points; The Diary of Anne Frank; "Tear Down This Wall"</p>

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Common Core Standards for Literacy in History/Social Studies Grades 9-12	Pearson World History ©2016, Realize™ Platform
<b>Writing Standards for Literacy in History/Social Studies</b>	
<b>Grades 9–10 students:</b>	
<b>Text types and Purposes</b>	
<p><b>WHST.9-10.1.</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate</p> <p><i>Arguments and Starting Points for Position Papers on Major Events: Topic 1: Question 15 (Identify Major Causes of Events); Topic 3: Question 16 (Identify Examples of Religious Influence); Topic 4: Question 5 (Compare Major Economic Developments); Topic 5: Question 11 (Describe Rights and Analyze Information); Topic 7: Question 14 (Explain Political Philosophies); Topic 7: Question 21 (Create Presentations); Topic 8: Question 15 (Describe the Interactions); Topic 10: Question 8 (Identify the Contributions); Topic 12: Question 19 (Explain Political Philosophies of Individuals); Question 20 (Explain the Political Philosophies); Topic 10: Question 15 (Identify Examples); Topic 14: Question 8 (Identify the Characteristics); Topic 12: Question 11 (Assess the Degree); Topic 13: Question 8 (Explain Political and Economic Changes); Topic 15: Question 5 (Describe the Major Effects of European Imperialism); Topic 18: Question 8 (Explain the Major Causes of World War II); Question 15 (Explain the Significance of the United Nations); Question 16 (Describe Effects of Atomic Bombs in World War II); Topic 19: Question 15 (Describe Influences)</i></p>

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<p><b>WHST.9-10.2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>	<p><b>SE:</b> Students demonstrate their understanding of the topic concepts as they complete the Review and Assessment questions. These activities include numerous opportunities to write informative/explanatory texts. For examples see:</p> <p><i>Topic 1:</i> Question 5 (Identify Changes Question 10 (Describe Major Effects)); <i>Topic 2:</i> Question 10 (Identify the Impact of Political and Legal Ideas); <i>Topic 3:</i> Question 7 (Identify Causes and Effects); <i>Topic 4:</i> Question 10 (Summarize Major Ideas); <i>Topic 5:</i> Question 7 (Describe Major Influences; Question 14 (Describe Roles); <i>Topic 6:</i> Question 9 (Identify the Influence of Ideas); <i>Topic 7:</i> Question 12 (Explain Development;); Question 22 (Describe Characteristics; <i>Topic 9:</i> Question 3 (Summarize Developments); <i>Topic 10:</i> Question 7 (Describe Major Causes and Effects); <i>Topic 11:</i> Question 12 (Describe Effects and Explain Impact); <i>Topic 12:</i> Question 13 (Construct a Thesis); <i>Topic 13:</i> Question 14 (Identify the Historical Origins, Characteristics, and Influences); <i>Topic 15:</i> Question 8 (Identify Influences on European Imperialism); <i>Topic 16:</i> Question 8 (Explain Significance)</p> <p>21<sup>st</sup> Century Skills: Give an Effective Presentation; Write an Essay; Avoid Plagiarism; Solve Problems</p>

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<b>WHST.9-10.3.</b> (See note; not applicable as a separate requirement)	
<b>Production and Distribution of Writing</b>	
<b>WHST.9-10.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><b>SE:</b> Each Topic Review and 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>Review and Assessment: Topic 1: Questions 1-16; Topic 2: Questions, 1-18; Topic 3: Questions, 1-16; Topic 4: Questions, 1-16; Topic 5: Questions, 1-15; Topic 6: Questions, 1-15; Topic 7: Questions, 1-23; Topic 8: Questions, 1-16; Topic 9: Questions, 1-15; Topic 10: Questions, 1-15; Topic 11: Questions, 1-15; Topic 12: Questions, 1-25; Topic 13: Questions, 1-17; Topic 14: Questions, 1-16; Topic 15: Questions, 1-16; Topic 16: Questions, 1-16; Topic 17: Questions, 1-22; Topic 18: Questions, 1-16; Topic 19: Questions, 1-16; Topic 20: Questions, 1-16</p>
<b>WHST.9-10.5.</b> 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><b>SE:</b> Students identify sources and use evidence to formulate conclusions in Step 2: Investigate &amp; 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>Review and Assessment: Topic 1: Questions 1-16; Topic 2: Questions, 1-18; Topic 3: Questions, 1-16; Topic 4: Questions, 1-16; Topic 5: Questions, 1-15; Topic 6: Questions, 1-15; Topic 7: Questions, 1-23; Topic 8: Questions, 1-16; Topic 9: Questions, 1-15; Topic 10: Questions, 1-15; Topic 11: Questions, 1-15; Topic 12: Questions, 1-25; Topic 13: Questions, 1-17; Topic 14: Questions, 1-16; Topic 15: Questions, 1-16</p>

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<p style="text-align: center;"><b>Common Core Standards for Literacy in History/Social Studies Grades 9-12</b></p>	<p style="text-align: center;"><b>Pearson World History ©2016, Realize™ Platform</b></p>
<p><b>(Continued)</b> <b>WHST.9-10.5.</b> 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><b>(Continued)</b> <b>SE:</b> Topic 16: Questions, 1–16; Topic 17: Questions, 1–22; Topic 18: Questions, 1–16; Topic 19: Questions, 1–16; Topic 20: Questions, 1–16</p> <p>21<sup>st</sup> Century Skills: Give an Effective Presentation; Write an Essay; Avoid Plagiarism; Solve Problems</p>
<p><b>WHST.9-10.6.</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>SE:</b> Pearson Realize <i>World History</i> is a web based digital program 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><i>Projects involving research (examples):</i> <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); Question 21 (Create Presentations); <i>Topic 8:</i> Question 14 (Analyze the Influence); <i>Topic 9:</i> Question 4 (Analyze Examples)</p> <p><i>21<sup>st</sup> Century Skill Tutorials:</i> Analyze Media Content; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Analyze Data and Models; Analyze Images; Create Databases; Evaluate Web Sites; Identify Evidence; Interpret Sources; Search for Information on the Internet</p>



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<p><b>Research to Build and Present Knowledge</b></p>	
<p><b>WHST.9-10.7.</b> 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><b>SE:</b> <i>Projects involving research (examples):</i> <i>Topic 1:</i> Question 13 (Identify Major Causes of Events); Question 15 (Identify Major Causes of Events); <i>Topic 2:</i> Question 12 (Identify the Influence of Ideas); 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 4:</i> Question 2 (Interpret Thematic Maps and Compare Political Developments) <i>Topic 6:</i> Question 6 (Identify the Characteristics of Political Systems); <i>Topic 7:</i> Question 19 (Analyze Examples); 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 12:</i> Question 14 (Interpret Visual Presentations); Question 19 (Explain Political Philosophies of Individuals); <i>Topic 13:</i> Question 13 (Identify the Historical Origins and Characteristics); <i>Topic 14:</i> Question 11 (Describe How People Participated); <i>Topic 16:</i> Question 16 (Identify Origins, Characteristics, and Influences); <i>Topic 17:</i> Question 13 (Analyze Examples); <i>Topic 19:</i> Question 14 (Identify and Describe)</p> <p><i>21<sup>st</sup> Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources</p>

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<p><b>WHST.9-10.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>SE:</b> 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 21<sup>st</sup> Century Skill Tutorials at any point in the program.</p> <p><u>Document-Based Question</u>  <i>Topic 2:</i> What Is the Function of the Law?; Investigate; 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>Projects involving research (examples):</i>  <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); Question 21 (Create Presentations); <i>Topic 8:</i> Question 14 (Analyze the Influence); <i>Topic 9:</i> Question 4 (Analyze Examples)</p> <p><u>Interactive Primary Sources (examples)</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>21<sup>st</sup> 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><b>WHST.9-10.9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>SE:</b> Review and Assessment: Topic 1: Questions 1–16; Topic 2: Questions, 1–18; Topic 3: Questions, 1–16; Topic 4: Questions, 1–16; Topic 5: Questions, 1–15; Topic 6: Questions, 1–15; Topic 7: Questions, 1–23; Topic 8: Questions, 1–16; Topic 9: Questions, 1–15; Topic 10: Questions, 1–15; Topic 11: Questions, 1–15; Topic 12: Questions, 1–25; Topic 13: Questions, 1–17; Topic 14: Questions, 1–16; Topic 15: Questions, 1–16; Topic 16: Questions, 1–16; Topic 17: Questions, 1–22; Topic 18: Questions, 1–16; Topic 19: Questions, 1–16; Topic 20: Questions, 1–16</p> <p>United States Constitution; Declaration of Independence; Primary Sources</p> <p>Digital Resources: Landmark Supreme Court Cases; Interactive Primary Sources</p> <p>21<sup>st</sup> Century Skills: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Write an Essay; Avoid Plagiarism</p>
<p><b>Range of Writing</b></p>	
<p><b>WHST.9-10.10.</b> 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><b>SE:</b> Each chapter in Pearson World History Realize Platform concludes with Topic Review and Assessment activities. Each activity encourages students to engage the text, other sources, and other learners as they explore themes and ideas relevant to the topic. All activities are open-ended and can be used as starting point for group learning, individual student inquiry, and written response. For examples see:</p> <p><i>Topic 1:</i> Question 5 (Identify Changes Question 10 (Describe Major Effects); <i>Topic 2:</i> Question 10 (Identify the Impact of Political and Legal Ideas); <i>Topic 3:</i> Question 7 (Identify Causes and Effects)</p>

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<p><b>(Continued)</b> <b>WHST.9-10.10.</b> 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><b>(Continued)</b> <b>SE:</b> <i>Topic 4:</i> Question 10 (Summarize Major Ideas); <i>Topic 5:</i> Question 7 (Describe Major Influences; Question 14 (Describe Roles); <i>Topic 6:</i> Question 9 (Identify the Influence of Ideas); <i>Topic 7:</i> Question 12 (Explain Development;); Question 22 (Describe Characteristics; <i>Topic 9:</i> Question 3 (Summarize Developments); <i>Topic 10:</i> Question 7 (Describe Major Causes and Effects); <i>Topic 11:</i> Question 12 (Describe Effects and Explain Impact); <i>Topic 12:</i> Question 13 (Construct a Thesis); <i>Topic 13:</i> Question 14 (Identify the Historical Origins, Characteristics, and Influences); <i>Topic 15:</i> Question 8 (Identify Influences on European Imperialism); <i>Topic 16:</i> Question 8 (Explain Significance)</p>

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Common Core Standards for Literacy in History/Social Studies Grades 9-12	Pearson World History ©2016, Realize™ Platform
<b>Reading Standards for Literacy in History/Social Studies</b>	
<b>Grades 11–12 students:</b>	
<b>Key Ideas and Details</b>	
<p><b>RH.11-12.1.</b> 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.</p>	<p><b>SE:</b> 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.</p> <p><u>Essential Question (examples)</u>  <i>Topic 2:</i> Introduction: EQ: How Much Does Geography Affect People’s Lives?; Synthesize: The Ancient Middle East and Egypt; <i>Topic 7:</i> Introduction: EQ: What Should Governments Do?; Synthesize: Medieval Christian Europe</p> <p>Students explore experts interpretations of source material in Step 3: Synthesize, in the Document-Based Questions and Civic Discussion Activities:</p> <p><b>SE:</b> Document-Based Question (examples)  <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 (examples)</u>  <i>Topic 9:</i> Genghis Khan; Sources A–E  <i>Topic 14:</i> The Irish Potato Famine; Sources A–G</p> <p>Each interactive primary source includes an introduction that includes the date, origin, and purpose of the document. Students explore the source with follow-up comprehension questions.</p>

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<p><b>(Continued)</b> <b>RH.11-12.1.</b> 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.</p>	<p><u>Interactive Primary Sources (examples)</u> Code of Hammurabi; Psalm 23; Analects; Iroquois Constitution; First Letter to the Corinthians; The Quran; Las Casas, Destruction of the Indies; The Fourteen Points; The Diary of Anne Frank; "Tear Down This Wall"</p> <p><u>End of Topic Assessment Options</u> Topics 1–21: Test and Test Bank: A summative test at the end of each topic allows teachers to assess mastery assessment through a comprehensive assessment.</p>
<p><b>RH.11-12.2.</b> 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.</p>	<p><b>SE: <u>Review and Assessment (examples)</u></b> <i>Topic 1:</i> Question 2 (Summarize the Impact of the Development of Farming); Question 16 (Identify Characteristics); <i>Topic 3:</i> Question 3 (Summarize Institutions); Question 13 (Describe the Development of Major World Religions); <i>Topic 4:</i> Question 15 (Summarize Major Ideas); <i>Topic 5:</i> Question 15 (Summarize and Analyze the Origins of Western Institutions); <i>Topic 6:</i> Question 14 (Summarize Fundamental Ideas and Institutions); <i>Topic 8:</i> Question 7 (Describe the Major Effects and Summarize Changes); <i>Topic 9:</i> Question 12 (Summarize the Fundamental Ideas ); <i>Topic 17:</i> Question 1 (Summarize the Factors); Question 2 (Summarize Causes); <i>Topic 19:</i> Question 5 (Summarize Outcome. Identify Major Events)</p> <p>21<sup>st</sup> Century Skills: Identify Main Ideas and Details; Summarize; Interpret Sources; Analyze Primary and Secondary Sources</p>

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<p><b>RH.11-12.3.</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>	<p><b>SE: 21<sup>st</sup> Century Skill Tutorials:</b> Analyze Cause and Effect; Sequence</p> <p><u>Examples of cause and effect and timelines.</u>  <i>Topic 6: Lesson 2: 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; Lesson 2: A Muslim Empire: Interactive Timeline: Rise and Decline of an Arab Empire</i></p> <p><i>Topic 10: Lesson 3: The Protestant Reformation: Text 1: Causes of the Reformation; Lesson 4: Interactive Timeline: Timeline of the English Reformation</i></p> <p><i>Topic 11: Lesson 1: Europeans Explore Overseas: Text 1: Causes of European Exploration</i></p> <p><i>Topic 12: Lesson 7: Interactive Timeline: The French Revolution Enters a More Radical Phase</i></p> <p><i>Topic 14: Lesson 3: Interactive Timeline: German Unification</i></p> <p><i>Topic 17: Lesson 8: Interactive Timeline: The Rise and Fall of the Weimar Republic</i></p> <p><u>Review and Assessment (examples)</u>  <i>Topic 4: Question 9 (Summarize Major Ideas and Analyze Cause-and-Effect Relationships); Topic 7: Question 1 (Identify Major Causes); Topic 9: Question 9 (Identify Major Causes and Effects); Topic 10: Question 7 (Describe Major Causes and Effects); Topic 15: Question 9 (Identify Causes of European Imperialism)</i></p>

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<b>Craft and Structure</b>	
<p><b>RH.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p><b>SE:</b> Reading and Note Taking Study Guide: Lesson Vocabulary (examples) pages, 2, 4, 5, 9, 10, 12, 14, 18, 20, 22, 23, 25, 29, 30, 31, 34, 35, 37, 39, 42, 44, 45, 46, 49, 50, 52, 55, 57, 59, 61, 62, 67, 68, 70, 71, 72, 73, 74, 75, 79, 80, 81, 83, 84, 86, 90, 91, 92, 93, 94, 98, 100, 102, 105, 106, 108, 113, 115, 177, 119, 121, 123, 125, 127, 132, 135, 238, 140, 145, 147, 148, 150, 151, 153, 154, 155, 160, 162, 163, 164, 165, 166, 167, 168, 173, 174, 175, 177, 180, 181, 182, 183, 185, 187, 189, 191, 195, 197, 199, 200, 202, 207, 209, 211, 212, 213, 217, 219, 220, 222, 225, 227, 229, 230, 232, 234, 236, 238, 239</p> <p>21<sup>st</sup> Century Skills Tutorials: Use Context Clues</p> <p>Glossary: includes key words, events, and individuals</p>
<p><b>RH.11-12.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p><b>SE:</b> <u>Examples of Cause and Charts and Timelines</u></p> <p>Topic 11: Lesson 3: European Conquests in the Americas, Interactive Chart: Causes and Effects of Spanish Colonization</p> <p><i>Topic 12: Lesson 7:</i> Interactive Timeline: The French Revolution Enters a More Radical Phase</p> <p><i>Topic 14: Lesson 3:</i> Interactive Timeline: German Unification</p> <p><i>Topic 17: Lesson 8:</i> Interactive Timeline: The Rise and Fall of the Weimar Republic</p>



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<p><b>(Continued)</b> <b>RH.11-12.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>	<p><u>Review and Assessment (examples)</u> <i>Topic 4:</i> Question 1 (Compare the Major Political Developments); Question 9 (Summarize Major Ideas and Analyze Cause-and-Effect Relationships); <i>Topic 6:</i> Question 8 (Compare the Factors); <i>Topic 7:</i> Question 1 (Identify Major Causes); <i>Topic 9:</i> Question 9 (Identify Major Causes and Effects); <i>Topic 12:</i> Question 2 (Compare Characteristics)</p> <p>21<sup>st</sup> Century Skills: Sequence; Categorize; Analyze Cause and Effect; Compare and Contrast</p>
<p><b>RH.11-12.6.</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p>	<p><b>SE:</b> 21<sup>st</sup> Century Skills: Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p><u>Document-Based Question (examples)</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 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>Review and Assessment (examples)</u> <i>Topic 2:</i> Question 5 (Describe Major Philosophical and Political Influences); <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>Digital Resources:</i> Landmark Supreme Court Cases</p>

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<b>Integration of Knowledge and Ideas</b>	
<p><b>RH.11-12.7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p><b>SE:</b> <i>Topic 1: Lesson 1: Learning About Our Past:</i> Interactive Map: Migrations of Homo sapiens</p> <p><i>Topic 2: Lesson 2: Empires in Mesopotamia:</i> Interactive Map: Mesopotamian Empires</p> <p><i>Topic 3: Lesson 4: Ancient Civilization in China:</i> Interactive Chart: Confucianism and Daoism</p> <p><i>Topic 4: Lesson 2: The World of the Incas:</i> Interactive Map: Civilizations of the Andes</p> <p><i>Topic 6: Lesson 2: The Roman Empire: Rise and Decline,</i> Interactive Map: Invasions of the Roman Empire, A.D. 378-533</p> <p><i>Topic 7: Lesson 3: The Medieval Christian Church:</i> Interactive Chart: The Church Divides</p> <p><i>Topic 10: Lesson 4: Reformation Ideas Spread:</i> Interactive Map: Major European Religions, About 1600</p> <p>Topic 11: Lesson 3: European Conquests in the Americas, Interactive Chart: Causes and Effects of Spanish Colonization</p> <p><i>21<sup>st</sup> Century Skill Tutorials:</i> Read Physical Maps; Read Political Maps; Read Special-Purpose Maps</p> <p><u>Review and Assessment (using maps and charts)</u></p> <p><i>Topic 1:</i> Question 9 (Interpret Maps to Explain Geography); <i>Topic 4:</i> Question 6 (Compare Social Developments); <i>Topic 5:</i> Question 4 (Locate Places and Regions); <i>Topic 6:</i> Question 1 (Describe Major Effects of Events); <i>Topic 16:</i> Question 2 (Identify Importance and Locate Places and Regions)</p>

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<p><b>RH.11-12.8.</b> Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>	<p><b>SE:</b> <i>21<sup>st</sup> Century Skill Tutorials:</i> Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p>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 (examples)</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 (examples)</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>

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<p><b>RH.11-12.9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	<p><b>SE: Projects involving research (examples):</b>  <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); Question 21 (Create Presentations); <i>Topic 8:</i> Question 14 (Analyze the Influence); <i>Topic 9:</i> Question 4 (Analyze Examples)</p> <p><u>Document-Based Question (examples)</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 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>21<sup>st</sup> Century Skills: Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias</p>

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<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>RH.11-12.10.</b> 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><b>SE:</b> This objective is met throughout Pearson Realize Digital <i>World History</i> in the following features:</p> <p><u>Assessment Options</u> Topics 1–21: Test and Test Bank: A summative test at the end of each topic allows teachers to assess mastery assessment through a comprehensive assessment. These questions include higher-order thinking skills, primary sources, maps, other visual stimulus and open-ended writing prompts.</p> <p><u>Review and Assessment Questions: (using primary and secondary sources):</u> <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); Question 21 (Create Presentations); <i>Topic 8:</i> Question 14 (Analyze the Influence); <i>Topic 9:</i> Question 4 (Analyze Examples)</p> <p><u>Interactive Primary Sources (examples):</u> Code of Hammurabi; Psalm 23; Analects; Iroquois Constitution; First Letter to the Corinthians; The Quran; Las Casas, Destruction of the Indies; The Interesting Narrative of the Life of Olaudah Equiano; John Locke, Two Treatises of Government; United States Constitution; Jacob Riis, How the Other Half Lives; The Fourteen Points; The Diary of Anne Frank; "Tear Down This Wall"</p>

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<b>Writing Standards for Literacy in History/Social Studies</b>	
<b>Grades 11–12 students:</b>	
<b>Text Types and Purposes</b>	
<p><b>WHST.11-12.1.</b> 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><b>SE:</b> 21<sup>st</sup> Century Skills: Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate</p> <p><i>Arguments and Starting Points for Position Papers on Major Events: Topic 1: Question 15 (Identify Major Causes of Events); Topic 3: Question 16 (Identify Examples of Religious Influence); Topic 4: Question 5 (Compare Major Economic Developments); Topic 5: Question 11 (Describe Rights and Analyze Information); Topic 7: Question 14 (Explain Political Philosophies); Topic 7: Question 21 (Create Presentations); Topic 8: Question 15 (Describe the Interactions); Topic 10: Question 8 (Identify the Contributions); Topic 12: Question 19 (Explain Political Philosophies of Individuals); Question 20 (Explain the Political Philosophies); Topic 10: Question 15 (Identify Examples); Topic 14: Question 8 (Identify the Characteristics); Topic 12: Question 11 (Assess the Degree); Topic 13: Question 8 (Explain Political and Economic Changes); Topic 15: Question 5 (Describe the Major Effects of European Imperialism)</i></p> <p><i>Topic 18: Question 8 (Explain the Major Causes of World War II); Question 15 (Explain the Significance of the United Nations); Question 16 (Describe Effects of Atomic Bombs in World War II); Topic 19: Question 15 (Describe Influences)</i></p>

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<p><b>WHST.11-12.2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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).</li> </ul>	<p><b>SE:</b> Students demonstrate their understanding of the topic concepts as they complete the Review and Assessment questions. These activities include numerous opportunities to write informative/explanatory texts. For examples see:</p> <p><i>Topic 1:</i> Question 5 (Identify Changes Question 10 (Describe Major Effects)); <i>Topic 2:</i> Question 10 (Identify the Impact of Political and Legal Ideas); <i>Topic 3:</i> Question 7 (Identify Causes and Effects); <i>Topic 4:</i> Question 10 (Summarize Major Ideas); <i>Topic 5:</i> Question 7 (Describe Major Influences; Question 14 (Describe Roles); <i>Topic 6:</i> Question 9 (Identify the Influence of Ideas); <i>Topic 7:</i> Question 12 (Explain Development;); Question 22 (Describe Characteristics; <i>Topic 9:</i> Question 3 (Summarize Developments); <i>Topic 10:</i> Question 7 (Describe Major Causes and Effects); <i>Topic 11:</i> Question 12 (Describe Effects and Explain Impact); <i>Topic 12:</i> Question 13 (Construct a Thesis); <i>Topic 13:</i> Question 14 (Identify the Historical Origins, Characteristics, and Influences); <i>Topic 15:</i> Question 8 (Identify Influences on European Imperialism); <i>Topic 16:</i> Question 8 (Explain Significance)</p> <p>21<sup>st</sup> Century Skills: Give an Effective Presentation; Write an Essay; Avoid Plagiarism; Solve Problems</p>

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<b>WHST.11-12.3.</b> (See note; not applicable as a separate requirement)	
<b>Production and Distribution of Writing</b>	
<b>WHST.11-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><b>SE:</b> Each Topic Review and 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>Review and Assessment: Topic 1: Questions 1–16; Topic 2: Questions, 1–18; Topic 3: Questions, 1–16; Topic 4: Questions, 1–16; Topic 5: Questions, 1–15; Topic 6: Questions, 1–15; Topic 7: Questions, 1–23; Topic 8: Questions, 1–16; Topic 9: Questions, 1–15; Topic 10: Questions, 1–15; Topic 11: Questions, 1–15; Topic 12: Questions, 1–25; Topic 13: Questions, 1–17; Topic 14: Questions, 1–16; Topic 15: Questions, 1–16; Topic 16: Questions, 1–16; Topic 17: Questions, 1–22; Topic 18: Questions, 1–16; Topic 19: Questions, 1–16; Topic 20: Questions, 1–16</p>
<b>WHST.11-12.5.</b> 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><b>SE:</b> Students identify sources and use evidence to formulate conclusions in Step 2: Investigate &amp; 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>Review and Assessment: Topic 1: Questions 1–16; Topic 2: Questions, 1–18; Topic 3: Questions, 1–16; Topic 4: Questions, 1–16; Topic 5: Questions, 1–15; Topic 6: Questions, 1–15; Topic 7: Questions, 1–23; Topic 8: Questions, 1–16; Topic 9: Questions, 1–15; Topic 10: Questions, 1–15; Topic 11: Questions, 1–15; Topic 12: Questions, 1–25; Topic 13: Questions, 1–17</p>



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<p><b>(Continued)</b> <b>WHST.11-12.5.</b> 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><b>(Continued)</b> <b>SE:</b> Topic 14: Questions, 1–16; Topic 15: Questions, 1–16; Topic 16: Questions, 1–16; Topic 17: Questions, 1–22; Topic 18: Questions, 1–16; Topic 19: Questions, 1–16; Topic 20: Questions, 1–16</p> <p>21<sup>st</sup> Century Skills: Give an Effective Presentation; Write an Essay; Avoid Plagiarism; Solve Problems</p>
<p><b>WHST.11-12.6.</b> 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><b>SE:</b> Pearson Realize <i>World History</i> is a web based digital program 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><i>Projects involving research (examples):</i> <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); Question 21 (Create Presentations); <i>Topic 8:</i> Question 14 (Analyze the Influence); <i>Topic 9:</i> Question 4 (Analyze Examples)</p> <p><i>21<sup>st</sup> Century Skill Tutorials:</i> Analyze Media Content; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Analyze Data and Models; Analyze Images; Create Databases; Evaluate Web Sites; Identify Evidence; Interpret Sources; Search for Information on the Internet</p>

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<p><b>Research to Build and Present Knowledge</b></p>	
<p><b>WHST.11-12.7.</b> 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><b>SE:</b> <i>Projects involving research (examples):</i> <i>Topic 1:</i> Question 13 (Identify Major Causes of Events); Question 15 (Identify Major Causes of Events); <i>Topic 2:</i> Question 12 (Identify the Influence of Ideas); 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 4:</i> Question 2 (Interpret Thematic Maps and Compare Political Developments); <i>Topic 6:</i> Question 6 (Identify the Characteristics of Political Systems); <i>Topic 7:</i> Question 19 (Analyze Examples); 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 12:</i> Question 14 (Interpret Visual Presentations); Question 19 (Explain Political Philosophies of Individuals); <i>Topic 13:</i> Question 13 (Identify the Historical Origins and Characteristics); <i>Topic 14:</i> Question 11 (Describe How People Participated); <i>Topic 16:</i> Question 16 (Identify Origins, Characteristics, and Influences); <i>Topic 17:</i> Question 13 (Analyze Examples); <i>Topic 19:</i> Question 14 (Identify and Describe)</p> <p><i>21<sup>st</sup> Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources</p>

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<p><b>WHST.11-12.8.</b> 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><b>SE:</b> 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 21<sup>st</sup> Century Skill Tutorials at any point in the program.</p> <p><u>Document-Based Question</u>  <i>Topic 2:</i> What Is the Function of the Law?; Investigate; 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>Projects involving research (examples):</i>  <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); Question 21 (Create Presentations); <i>Topic 8:</i> Question 14 (Analyze the Influence); <i>Topic 9:</i> Question 4 (Analyze Examples)</p> <p><u>Interactive Primary Sources (examples)</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>21<sup>st</sup> 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><b>WHST.11-12.9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><b>SE:</b> Review and Assessment: Topic 1: Questions 1–16; Topic 2: Questions, 1–18; Topic 3: Questions, 1–16; Topic 4: Questions, 1–16; Topic 5: Questions, 1–15; Topic 6: Questions, 1–15; Topic 7: Questions, 1–23; Topic 8: Questions, 1–16; Topic 9: Questions, 1–15; Topic 10: Questions, 1–15; Topic 11: Questions, 1–15; Topic 12: Questions, 1–25; Topic 13: Questions, 1–17; Topic 14: Questions, 1–16; Topic 15: Questions, 1–16; Topic 16: Questions, 1–16; Topic 17: Questions, 1–22; Topic 18: Questions, 1–16; Topic 19: Questions, 1–16; Topic 20: Questions, 1–16</p> <p>United States Constitution; Declaration of Independence; Primary Sources</p> <p>Digital Resources: Landmark Supreme Court Cases; Interactive Primary Sources</p> <p>21<sup>st</sup> Century Skills: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Write an Essay; Avoid Plagiarism</p>

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<b>Range of Writing</b>	
<p><b>WHST.11-12.10.</b> 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>Each chapter in <i>Pearson World History Realize Platform</i> concludes with Topic Review and Assessment activities. Each activity encourages students to engage the text, other sources, and other learners as they explore themes and ideas relevant to the topic. All activities are open-ended and can be used as starting point for group learning, individual student inquiry, and written response. For examples see:</p> <p><i>Topic 1:</i> Question 5 (Identify Changes Question 10 (Describe Major Effects); <i>Topic 2:</i> Question 10 (Identify the Impact of Political and Legal Ideas); <i>Topic 3:</i> Question 7 (Identify Causes and Effects); <i>Topic 4:</i> Question 10 (Summarize Major Ideas); <i>Topic 5:</i> Question 7 (Describe Major Influences; Question 14 (Describe Roles); <i>Topic 6:</i> Question 9 (Identify the Influence of Ideas); <i>Topic 7:</i> Question 12 (Explain Development;); Question 22 (Describe Characteristics; <i>Topic 9:</i> Question 3 (Summarize Developments); <i>Topic 10:</i> Question 7 (Describe Major Causes and Effects); <i>Topic 11:</i> Question 12 (Describe Effects and Explain Impact); <i>Topic 12:</i> Question 13 (Construct a Thesis); <i>Topic 13:</i> Question 14 (Identify the Historical Origins, Characteristics, and Influences); <i>Topic 15:</i> Question 8 (Identify Influences on European Imperialism); <i>Topic 16:</i> Question 8 (Explain Significance)</p>