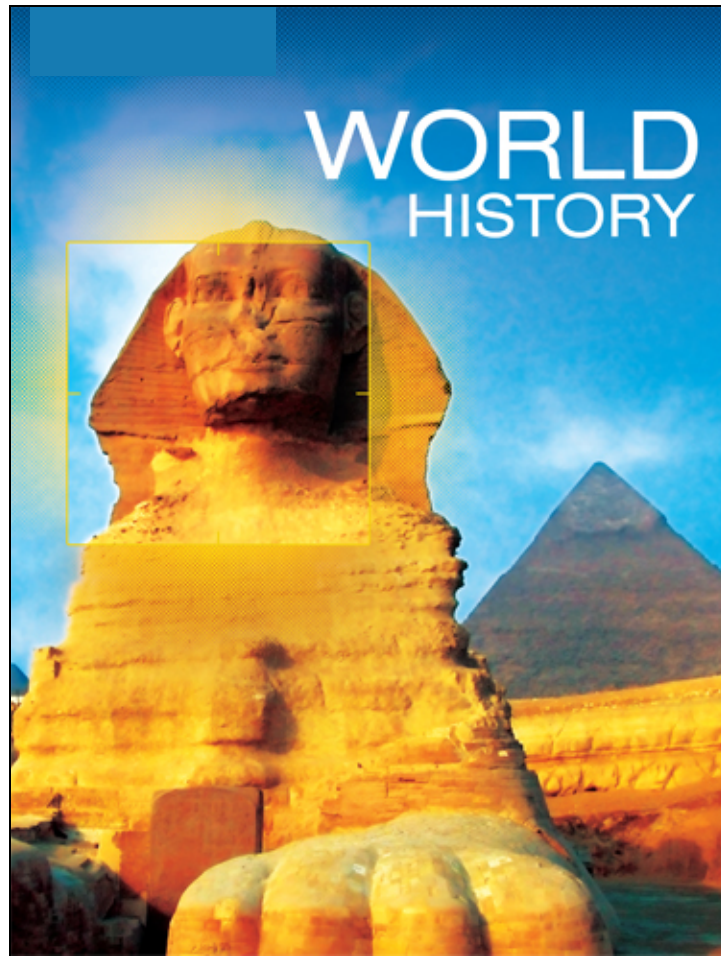


**A Correlation of**



**©2016**

**To the**

**Colorado Academic Standards  
Social Studies**

**High School**

**SAVVAS**

# A Correlation of Savvas World History, ©2016, to the Colorado Academic Standards for Social Studies, High School

## Introduction

This document demonstrates how **Savvas World History, ©2016** meets the Colorado Academic Standards for Social Studies, High School.

Savvas 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 **Savvas 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 Savvas’ 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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c. Analyze and present information using a variety of geographic tools and geographic findings in graphs, tables, charts, and thematic maps (DOK 1-3)	<b>SE:</b> Topic 6 Assessment (5. Describe Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 255; Topic 12 Assessment (23. Create Visual Presentations), 496
d. Locate physical and human features and evaluate their implications for society (DOK 1-3)	<b>SE:</b> Topic 1 Assessment (6. Locate Regions and Places), 21; Topic 3 Assessment (6. Analyze the Influence), 96; Topic 4 Assessment (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 7 Assessment (19. Locate Places and Regions), 255; Topic 11 Assessment (15. Explain Development and Impact), 425; Topic 12 Assessment (13. Locate Places of Historical Significance), 495; Topic 13 Assessment (11. Explain the Role), 535; Topic 16 Assessment (9. Identify Importance and Locate Places and Regions), 678; Topic 17 Assessment (8. Explain the Major Causes and Effects), 736; Topic 20 Assessment (1. Summarize and Locate Places), 848; Topic 21 Assessment (17. Identify Examples), 911
<b>Relevance and Application:</b>	
1. Geographic tools, such as satellite imagery, GIS, GPS, are used to place world events and study human activities over time and provide deeper understanding of the world. For example, satellite imagery is used to track the disappearance of the Aral Sea, find the location of lost cities and measure the melting of ice caps.	<b>SE:</b> Topic 21.9 Assessment (5. Summarize), 908
2. The location of resources, physical boundaries, and natural hazards affect human interaction such as conflicts over water rights, and location of resources in relation to trade routes and consumers.	<b>SE:</b> Topic 1 Assessment (6. Locate Regions and Places), 21; Topic 2 Assessment (2. Analyze the Influences of Human and Physical Geographic Factors), 56; Topic 3 Assessment (6. Analyze the Influence), 96; Topic 5 Assessment (14. Locate Places and Regions), 155; Topic 7 Assessment (19. Locate Places and Regions), 255; Topic 12 Assessment (13. Locate Places of Historical Significance), 495; Topic 19 Assessment (13. Describe Major Effects, Summarize Outcome, and Identify Characteristics), 812

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3. Technology is used to gather and graph geographic information to inform decisions. For example, weather and climate patterns affect the farming industry, and population and migration patterns affect city planners and Realtors.	<b>SE:</b> Topic 21.9 Assessment (3. Identify Cause and Effect), 908; Topic 21 Assessment (16. Summarize the Impact and Use a Problem-Solving Process), 910
4. Technology is used to collect and communicate geographic data such as the distribution of resources and its influence on population density.	<b>SE:</b> For related content, please see: Topic 21.9 Assessment (3. Identify Cause and Effect), 908; Topic 21 Assessment (16. Summarize the Impact and Use a Problem-Solving Process), 910
<b>Concepts and skills students master:</b> 2. Explain and interpret geographic variables that influence the interactions of people, places and environments	
<b>Evidence Outcomes: Students can:</b>	
a. Apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments. Topics to include but not limited to how people prepare for and respond to natural hazards (DOK 1-3)	<b>SE:</b> Topic 21 Assessment (2. Summarize Impact), (8. Describe Major Influences), 909, (21. Write About the Essential Question), 911; Primary Sources, Charter of the United Nations, Assessment (2. Explain an Argument), 959
b. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment (DOK 1-3)	<b>SE:</b> Topic 1 Assessment (8. Describe Major Effects), 21; Topic 2.4 Assessment (2. Draw Conclusions), 55; Topic 7.4 Assessment (3. Recognize Cause and Effect), 220
c. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others (DOK 1-2)	<b>SE:</b> Topic 21.1 Assessment (5. Explain), 858; Topic 21.2 Assessment (4. Identify Central Issues), 5. Make Predictions, 864; Topic 21.7 Assessment (5. Compare and Contrast), 897
d. Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resource use (DOK 1-4)	<b>SE:</b> Topic 21.2 Assessment (4. Identify Social Issues), 864; Primary Sources, Charter of the United Nations, Assessment (2. Explain an Argument), 959
e. Explain how information and changing perceptions and values of places and environment influence personal actions (DOK 1-3)	<b>SE:</b> Topic 21.2 Assessment (4. Identify Central Issues), (5. Make Predictions), 864; Topic 21.7 Assessment (5. Compare and Contrast), 897

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f. Define sustainability and explain how an individual's actions may influence sustainability (DOK 1-2)	<b>SE:</b> For related content, please see: Environmental Concerns, 862-863; Costs, 889
<b>Relevance and Application:</b>	
1. Individual actions affect the local environment and global community such as the impact of recycling and consumption of resources.	<b>SE:</b> For related content, please see: Environmental Concerns, 862-863; The Debate Over Climate Change, 896-897
2. Technology can support invention and influence how humans modify the environment in both positive and negative ways such as renovation of existing buildings to "green" technologies, prevention and prediction of natural hazards and disasters, and satellite imagery used to track water availability in the Middle East.	<b>SE:</b> Identify Supporting Details, 897; Topic 21.7 Assessment (5. Compare and Contrast), 897; Topic 21.9 Assessment 5. Summarize), 908
<b>Prepared Graduates:</b> ➤ Examine places and regions and the connections among them	
<b>Concepts and skills students master:</b> 3. The interconnected nature of the world, its people and places	
<b>Evidence Outcomes: Students can:</b>	
a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups (DOK 1-2)	<b>SE:</b> Topic 2 Assessment (6. Explain How Major Civilizations Influenced Developments), 56; Topic 3 Assessment (6. Analyze the Influence), 96; Topic 8 Assessment (9. Analyze How Trade Facilitated the Spread), 306
b. Explain that the world's population is increasingly connected to and dependent upon other people for both human and natural resources (DOK 1-2)	<b>SE:</b> Topic 21.6 Assessment (2. Compare), 889; Topic 21.7 Assessment (5. Compare and Contrast), 897; Topic 21.9 Assessment (3. Identify Cause and Effect), 908; Topic 21 Assessment (3. Identify Major Causes), 909
c. Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions (DOK 1-2)	<b>SE:</b> Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; Topic 4.1 Assessment (1. Compare Points of View), 110; Topic 11.5 Assessment (5. Summarize), 418; Topic 14.7 Assessment (1. Describe), 582; Topic 21.7 Assessment (2. Identify Patterns), 897



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d. Analyze how cooperation and conflict influence the division and control of Earth (DOK 1-2)	<b>SE:</b> Topic 1 Assessment (9. Identify the Characteristics), 21; Topic 2 Assessment (3. Identify Origin and Diffusion), 56; Topic 4 Assessment (13. Interpret Thematic Maps and Compare Political Development), 123; Topic 7 Assessment (17. Explain Social Impact), 255; Topic 9 Assessment (5. Identify Origin and Diffusion), 348; Topic 12 Assessment (7. Identify the Influence and Explain the Development), 494; Topic 19 Assessment (17. Write About the Essential Question), 812
e. Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities (DOK 1-3)	<b>SE:</b> Topic 1 Assessment (9. Identify the Characteristics), 21; Topic 2 Assessment (3. Identify Origin and Diffusion), 56; Topic 9 Assessment (5. Identify Origin and Diffusion), 348; Topic 11 Assessment (15. Explain Development and Impact), 425; Topic 13 Assessment (14. Describe Major Effects), 536
f. Make predictions and draw conclusions about the global impact of cultural diffusion (DOK 1-3)	<b>SE:</b> Topic 21.6 Assessment (4. Apply Concepts), 889; Topic 21 Assessment (21. Write About the Essential Question), 911
<b>Relevance and Application:</b>	
1. The world is geographically interconnected, affecting daily life in such ways as the spread of disease, global impact of modern technology, and the impact of cultural diffusion.	<b>SE:</b> Contrast, 893; Topic 21.7 Assessment (2. Identify Patterns), 897; Topic 21.9 Assessment (3. Identify Cause and Effect), 908; Topic 21 Assessment (3. Identify Major Causes), 909
2. Technology creates new life choices, new interconnections between people, new opportunities, and new conflicts. For example the spread of knowledge and democratic ideals throughout the world changes lives.	<b>SE:</b> Topic 13.4 Assessment (3. Infer), 533; Topic 21.1 Assessment (3. Recall), 858; Topic 21.3 Assessment (3. Generate Explanations), 869; Topic 21.5 Assessment (4. Summarize), 884; Topic 21.6 Assessment (1. Compare and Contrast), 889; Topic 21.9 Assessment (3. Identify Cause and Effect), 908; Topic 21 Assessment (9. Formulate Generalizations), 909

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Colorado Academic Standards Social Studies	Pearson World History ©2016
<b>Standard: 3. Economics</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy</li> </ul>	
<b>Concepts and skills students master:</b>	
1. Productive resources – natural, human, capital – are scarce; therefore, choices are made about how individuals, businesses, governments, and societies allocate these resources	
<b>Evidence Outcomes: Students can:</b>	
a. Analyze the relationships between economic goals and the allocation of scarce resources (DOK 2-3)	<b>SE:</b> Topic 19.5 Assessment (1. Draw Conclusions), 810; Topic 19 Assessment (3. Describe Effects), 811; Topic 21.1 Assessment (1. Express Ideas Clearly), 858; Topic 21.5 Assessment (4. Summarize), 884; Topic 21 Assessment (2. Summarize Impact), 909
b. Explain how economic choices by individuals, businesses, governments, and societies incur opportunity costs (DOK 1-2)	<b>SE:</b> Topic 19.5 Assessment (1. Draw Conclusions), 810; Topic 19 Assessment (3. Describe Effects), 811; Topic 21.1 Assessment (1. Express Ideas Clearly), 858; Topic 21.5 Assessment (4. Summarize), 884; Topic 21 Assessment (2. Summarize Impact), 909
c. Understand that effective decision-making requires comparing the additional (marginal) costs of alternatives with the additional (marginal) benefits (DOK 1-2)	<b>SE:</b> For related content, please see: Compare and Contrast, 422; Topic 11.6 Assessment (1. Analyze Information), 423; Check Understanding, 512
d. Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services (DOK 1-2)	<b>SE:</b> For related content, please see: Topic 13 Assessment (8. Identify Contributions), 534
<b>Relevance and Application:</b>	
1. The availability of natural resources, such as fossil fuels and blood diamonds, has an impact on economic decisions made in a global economy.	<b>SE:</b> Topic 15 Assessment (14. Identify Motivations for European Imperialism), 646; Identify Supporting Details, 897
2. Entrepreneurship and innovation create new paradigms to address scarcity and choice. Examples include electric cars, cell phones, social networking, Internet, and satellite television.	<b>SE:</b> Summarize, 906; Analyze Graphs, 907; Topic 21.9 Assessment (3. Identify Cause and Effect), (5. Summarize), 908; Topic 21 Assessment (3. Identify Major Causes), 909; Assessment (16. Summarize Impact and Use Problem-Solving Process), 910

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3. Natural resources can be scarce in the world or specific regions, impacting markets and creating innovation such as projects developed to provide clean drinking water around the world, lack of water in the Middle East created significant desalination research).	<b>SE:</b> For related content, please see: An Unequal Partnership, 616; The United States and the Global Economy, 788; Environmental Concerns, 862-863; Global Challenges, 890-893
4. Marginal thinking allows for good economic decisions to be made by individuals, businesses, and governments.	<b>SE:</b> For related content, please see: Topic 12 Assessment (11. Formulate Generalizations), 494
<b>Concepts and skills students master:</b> 2. Economic policies affect markets	
<b>Evidence Outcomes: Students can:</b>	
a. Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve (DOK 1-2)	<b>SE:</b> Topic 6 Assessment (14. Compare Factors), 186; Describe, 224; Topic 7 Assessment (10. Identify Impact), 254; Topic 17.5 Assessment (5. Identify Cause and Effect), 715; Topic 17 Assessment (4. Explain the Responses), 735
b. Recognize the interaction between foreign and domestic economic policies. Topics to include but not limited to: embargoes, tariffs, and subsidies (DOK 1-2)	<b>SE:</b> Topic 14 Assessment (14. Identify the Characteristics), 592; The Cycle of Economic Dependence in Latin America, Analyze Charts, 640; Topic 15 Assessment (14. Identify Economic Motivations for European Imperialism), 646; Topic 16 Assessment (7. Explain Impact), 677; Topic 17 Assessment (10. Describe People's Participation and Use Decision-Making Process), 736; Topic 18 Assessment (11. Identify Causes of Turning Points in World War II), 774; Topic 21 Assessment (2. Summarize Impact), 909
c. Identify government activities that affect the local, state, or national economy (DOK 1)	<b>SE:</b> Topic 17.5 Assessment (5. Identify Cause and Effect), 715; Topic 17 Assessment (4. Explain the Responses), 735, (15. Explain the Roles), 737
d. Give examples of the role of government in a market economic system (DOK 1)	<b>SE:</b> Topic 17 Assessment (10. Describe People's Participation and Use Decision-Making Process), 736; Topic 19.5 Assessment (5. Infer), 810; Topic 19 Assessment (11. Formulate Generalizations), 812; Summarize 857

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e. Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies (DOK 1-3)	<b>SE:</b> The Columbian Exchange, 419-420; A Commercial Revolution, 420-422; Topic 11.6 Assessment (1. Analyze Information), 423; Other Communist Nations Adopt Market Reforms, 809-810; Bangladesh Struggles, 820-821; A New Approach to the Chinese Economy, 865-866; Developing a Market Economy, 867-868
f. Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy (DOK 2-3)	<b>SE:</b> For related content, please see: Explain, 715
<b>Relevance and Application:</b>	
1. Fiscal and monetary policies affect financial markets and individuals such as the impact of exchange rates on tourists, and the effect of interest rates on the cost of borrowing money.	<b>SE:</b> For related content, please see: Trade Expands and Towns Grow, 212-213; France’s Economic Crisis, 471-472; The Economics of Latin America’s Dependence, 639-640; Topic 19.2 Assessment (5. Make Generalizations), 794
2. Businesses understand and follow the changes in fiscal and monetary policy to make better choices a	<b>SE:</b> For related content, please see: New Ways of Doing Business, 214; Spreading Products and Ideas, 272
3. Technology allows both individuals and businesses to access up-to-date information regarding fiscal and monetary policies and the fluctuations in markets.	<b>SE:</b> For related content, please see: The Internet, 906
4. Economic behavior is modified based on positive and negative incentives such as tax credits on alternative energy and increases in payroll taxes.	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.

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<b>Concepts and skills students master:</b>	
1. Government and competition affect markets	
<b>Evidence Outcomes: Students can:</b>	
a. Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism (DOK 1-3)	<b>SE:</b> Topic 14 Assessment (14. Identify the Characteristics), (15. Identify the Historical Origins), 592; Topic 16 Assessment (7. Explain Impact), 677, (14. Identify Characteristics), 678; Topic 19.5 Assessment (1. Draw Conclusions), 810; Topic 19 Assessment (1. Explain Economic Collapse), 811, (11. Formulate Generalizations), 812
b. Analyze the role of competition within different market structures. Topics to include but not limited to pure competition, monopolistic competition, oligopoly, and monopoly (DOK 1-3)	<b>SE:</b> Topic 11.6 Assessment (5. Compare Points of View), 423; Draw Conclusions, 520; Topic 13.3 Assessment (2. Draw Conclusions), 523; Topic 13 Assessment (4. Explain the Collapse), 534; Topic 14 Assessment (14. Identify the Characteristics), 592
c. Compare and contrast economic systems in terms of their ability to achieve economic goals (DOK 2-3)	<b>SE:</b> Topic 14 Assessment (14. Identify the Characteristics), (16. Identify the Historical Origins), 592; Topic 16 Assessment (7. Explain Impact), 677, (14. Identify Characteristics), 678; Topic 19.5 Assessment (1. Draw Conclusions), 810; Topic 19 Assessment (1. Explain Economic Collapse), 811, (11. Formulate Generalizations), 812
d. Compare and contrast different types of taxing. Topics to include but not limited to progressive, regressive, and proportional (DOK 1-2)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.pearsonrealize.com">www.pearsonrealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.

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<b>Relevance and Application:</b>	
1. Knowledge of the changing role of government in various markets helps to make informed choices.	<b>SE:</b> For related content, please see: Changes Affect Medieval Society, 214; Mercantilism, 422-423; Topic 11.6 Assessment (5. Compare Points of View), 423; Topic 21 Assessment (11. Explain the Collapse), 910
2. The understanding of the role of competition in markets helps to make informed decisions and create business strategies.	<b>SE:</b> For related content, please see: New Ways of Doing Business, 214; Spreading Products and Ideas, 272; Benefits and Costs of Globalization, 888-889
3. Government taxing and spending policies affect individuals and businesses.	<b>SE:</b> For related content, please see: The Magna Carta, 224; Topic 7 Assessment (10. Identify Impact), 254; Growing Tensions, 465
<b>Prepared Graduates:</b>	
➤ Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
<b>Concepts and skills students master:</b>	
4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)	
<b>Evidence Outcomes: Students can:</b>	
a. Develop a financial plan including a budget based on short- and long-term goals (DOK 1-4)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.pearsonrealize.com/">www.pearsonrealize.com</a> , World History, 2016.
b. Analyze financial information for accuracy, relevance, and steps for identity protection (DOK 2-3)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.pearsonrealize.com/">www.pearsonrealize.com</a> , World History, 2016.
c. Describe factors affecting take-home pay (DOK 1)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.pearsonrealize.com/">www.pearsonrealize.com</a> , World History, 2016.
d. Identify sources of personal income and likely deductions and expenditures as a basis for a financial plan (DOK 1-2)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.pearsonrealize.com/">www.pearsonrealize.com</a> , World History, 2016.

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e. Describe legal and ethical responsibilities regarding tax liabilities (DOK 1-2)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
<b>Relevance and Application:</b>	
1. Individuals create long- and short-term financial plans that include predictions about education, costs; potential to achieve financial goals; projected income; likely expenditures, savings and interest; credit or loans; and investment decisions including diversification.	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
2. Individuals are able use the appropriate contracts and identify each party's basic rights and responsibilities to protect financial well-being.	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
3. Technology allows individuals to research and track information regarding personal finances using such tools as online banking and brokerage accounts.	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
<b>Concepts and skills students master:</b>	
5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)	
<b>Evidence Outcomes: Students can:</b>	
a. Compare and contrast the variety of investments available for a diversified portfolio (DOK 2-3)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
b. Evaluate factors to consider when managing savings and investment accounts (DOK 2-3)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
c. Explain how economic cycles affect personal financial decisions (DOK 1-3)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.

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d. Describe the appropriate types of investments to achieve the objectives of liquidity, income and growth (DOK 1-2)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
<b>Relevance and Application:</b>	
1. Investigation of different investment strategies helps to identify which strategies are appropriate for different life stages such as early adulthood through to retirement.	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
2. The creation of a plan to diversify a portfolio of investments balances risks and returns and prepares for a solid financial future.	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
3. A personal career plan includes educational requirements, costs, and analysis of the potential job demand to achieve financial well-being.	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
<b>Concepts and skills students master:</b>	
6. The components of personal credit to manage credit and debt (PFL)	
<b>Evidence Outcomes: Students can:</b>	
a. Analyze various lending sources, services, and financial institutions (DOK 1-2)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
b. Investigate legal and personal responsibilities affecting lenders and borrowers (DOK 1-3)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
c. Make connections between building and maintaining a credit history and its impact on lifestyle (DOK 1-3)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.



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<b>Relevance and Application:</b>	
1. The understanding of the components of personal credit allows for the management of credit and debt. For example, individuals can use an amortization schedule to examine how mortgages differ, check a credit history, know the uses of and meaning of a credit score, and use technology to compare costs of revolving credit and personal loans.	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
2. Knowledge of the penalties that accompany bad credit, such as the inability to qualify for loans, leads to good financial planning.	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
<b>Concepts and skills students master:</b>	
7. Identify, develop, and evaluate risk-management strategies (PFL)	
<b>Evidence Outcomes: Students can:</b>	
a. Differentiate between types of insurance (DOK 1-2)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
b. Explain the function and purpose of insurance (DOK 1)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
c. Select and evaluate strategies to mitigate risk (DOK 1-3)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.

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<b>Relevance and Application:</b>	
1. The knowledge of how to evaluate, develop, revise, and implement risk-management strategies allow individuals to be prepared for the future. For example, a plan for insurance may change over the course of life depending on changing circumstances.	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
2. Individuals seek advice and counsel from insurance companies, financial planners, and other businesses on risk management.	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Economics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b>	
➤ Analyze and practice rights, roles, and responsibilities of citizens	
<b>Concepts and skills students master:</b>	
1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies	
<b>Evidence Outcomes: Students can:</b>	
a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities (DOK 1-4)	<b>SE:</b> 21 <sup>st</sup> Century Skills, Being an Informed Citizen, 1-3, 991, Political Participation, 1-4, 992, Voting, 1-4, 992-993, Serving on a Jury, 1-4, 993-994, Paying Taxes, 1-3, 994-995
b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (DOK 1-3)	<b>SE:</b> Topic 14 Assessment (9. Describe People’s Participation), (10. Describe How People Have Participated), (11. Identify Examples), 591; Topic 16 Assessment 15. Identify Examples), 678; Topic 17 Assessment (10. Describe People’s Participation and Use Decision-Making Process), 736, (18. Identify Examples), (19. Describe Major Causes and Effects), 738

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<b>Colorado Academic Standards Social Studies</b>	<b>Pearson World History ©2016</b>
c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices (DOK 1-2)	<b>SE:</b> Topic 14 Assessment (9. Describe People’s Participation), (10. Describe How People Have Participated), (11. Identify Examples), 591; Topic 16 Assessment (15. Identify Examples), 678; Topic 17 Assessment (10. Describe People’s Participation and Use Decision-Making Process), 736, (18. Identify Examples), (19. Describe Major Causes and Effects), 738
d. Identify which level of government is appropriate for various policies and demonstrate an ability to appropriately engage with that level of government (DOK 1-3)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Government and Civics Core Concepts @ <a href="http://www.pearsonrealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
e. Critique various media sources for accuracy and perspective (DOK 2-3)	<b>SE:</b> Determine Point of View, 515; Analyze Political Cartoons, 520, 558, 575, 611, 665, 711, 797, 908
<b>Relevance and Application:</b>	
1. Decision-making involves researching an issue, listening to multiple perspectives, and weighing potential consequences of alternative actions. For example, citizens study the issues before voting.	<b>SE:</b> Topic 17 Assessment (10. Describe People’s Participation and Use Decision-Making Process), 736
2. Participation in a local or national issue involves research, planning, and implementing appropriate and ethical civic engagement. For example, citizens speak at a school board meeting or run for office.	<b>SE:</b> 21 <sup>st</sup> Century Skills, Being an Informed Citizen, 1-3, 991, Political Participation, 1-4, 992
3. Technology is a tool for researching civic issues, advocating for ideas, and expressing views to elected officials.	<b>SE:</b> 21 <sup>st</sup> Century Skills, Political Participation, 4. Interact online, 992

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<b>Prepared Graduates:</b>	
➤ Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
<b>Concepts and skills students master:</b>	
2. Purposes of and limitations on the foundations, structures and functions of government	
<b>Evidence Outcomes: Students can:</b>	
a. Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (DOK 1-2)	<b>SE:</b> Describe, 465; Draw Conclusions, 466; Topic 12.5 Assessment (5. Describe), 468; Topic 12 Assessment (6. Explain the Political Philosophies), 493, (15. Identify Influences), (16. Explain Philosophies), 495; Primary Sources, Declaration of Independence, 936-937
b. Identify the structure, function, and roles of members of government and their relationship to democratic values (DOK 1-2)	<b>SE:</b> Analyze Charts, 457; Analyze Context, 468; Topic 12.5 Assessment (4. Hypothesize), 468; Topic 12 Assessment (6. Explain Political Philosophies), 492
c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (DOK 2-3)	<b>SE:</b> Democracy Evolves in Athens, 134-136; Topic 5 Assessment (4. Identify Characteristics), 153, (12. Summarize and Analyze the Origins of Western Institutions), 154, (13. Explain Development), 155; Topic 12 Assessment (22. Identify the Influence of Ideas), 496
d. Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights (DOK 2-3)	<b>SE:</b> The United States Constitution, 466-468; Topic 12.5 Assessment (4. Hypothesize), 468; Topic 12 Assessment (15. Identify Influences), 495; Primary Sources, Declaration of Independence, Assessment, 937
e. Use media literacy skills to locate multiple valid sources of information regarding the foundations, structures, and functions of government (DOK 1-3)	<b>SE:</b> For related content, please see: 21 <sup>st</sup> Century Skills, Interpret Sources, 1-3, 972, Analyze Primary and Secondary Sources, 1-3, 982
f. Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government (DOK 2-3)	<b>SE:</b> Comparison with the American Revolution, 483; Topic 14 Assessment (10. Describe How People Have Participated), 591

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g. Evaluate the effectiveness of our justice system in protecting life, liberty, and property (DOK 3-4)	<b>SE:</b> For related material, please see, Social Studies Core Concepts: Government and Civics Core Concepts @ <a href="http://www.PearsonRealize.com">www.PearsonRealize.com</a> <a href="http://www.pearsonrealize.com/">http://www.pearsonrealize.com/</a> , World History, 2016.
<b>Relevance and Application:</b>	
1. Skills and strategies are used to participate in public life and exercise rights, roles, and responsibilities. For example, eligible individuals vote, individuals pay taxes to support government services, and citizens act as advocates for ideas.	<b>SE:</b> 21 <sup>st</sup> Century Skills, Political Participation, 1-4, 992, Voting, 1-4, 992-993, Serving on a Jury, 1-4, 993-994, Paying Taxes, 1-3, 994-995
2. Political issues are covered by the media, and individuals evaluate multiple media accounts using technology.	<b>SE:</b> For related content, please see: Radicals Seek Power, 479; The Abolition Movement, 579; Hypothesize, 651; World Opinion Shifts, 697; Diverse Reactions to the Jazz Age, 706; Propaganda and the "Cult of Personality", 723
<b>Concepts and skills students master:</b>	
3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government	
<b>Evidence Outcomes: Students can:</b>	
a. Discuss multiple perspectives on local issues and options for participating in civic life (DOK 1-3)	<b>SE:</b> 21 <sup>st</sup> Century Skills, Compare Viewpoints, 1-3, 983-984, Participate in a Discussion or Debate, 1-3, 987
b. Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies (DOK 2-3)	<b>SE:</b> 21 <sup>st</sup> Century Skills, Compare Viewpoints, 1-3, 983-984, Participate in a Discussion or Debate, 1-3, 987, Political Participation, 1-4, 992
c. Explain how to monitor and influence public policy (DOK 1-2)	<b>SE:</b> 21 <sup>st</sup> Century Skills, Being an Informed Citizen, 1-3, 991, Political Participation, 1-4, 992
d. Analyze goals and tools used by the United States in developing foreign policy (DOK 1-3)	<b>SE:</b> For related content, please see: Foreign Investment and Influence, 639; The Good Neighbor Policy, 686; New Alliances, 780; U.S.-Latin American Relations, 874-875

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<b>Colorado Academic Standards Social Studies</b>	<b>Pearson World History ©2016</b>
e. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events (DOK 1-3)	<b>SE:</b> Economic Interest in China, 619-620; Spheres of Influence, 621; European Powers Form Alliances, 650-651; The Alliance System Leads to War, 653-655; Topic 16.1 Assessment (5. Draw Conclusions), 655; Making the Peace, 668-669; Nationalism and Conflict in the Middle East, 691-693; International Relations, 711-712; Establishing Alliances and Bases, 783; Regional Trade Blocs, 888
f. Compare and contrast how different systems of government function (DOK 1-2)	<b>SE:</b> Topic 2 Assessment (9. Identify the Characteristics of Monarchies and Theocracies), 56; Topic 5 Assessment (4. Identify Characteristics), 153; Comparing Structures of Government, Analyze Charts, 167; Topic 6 Assessment (1. Identify Characteristics), 185; Compare Points of View, 719; Topic 17.6 Assessment (5. Contrast), 719
<b>Relevance and Application:</b>	
1. The making of foreign and domestic policies impacts daily lives. For example, unrest in the Middle East could cause gasoline prices to rise and unrest in another nation affects extended families in the United States.	<b>SE:</b> For related content, please see: Roosevelt’s New Deal, 715; Topic 18 Assessment (6. Explain Roles of World Leaders), 773; Marshall Plan Aids Europe, 780; The Importance of Oil in the Middle East, 838-839