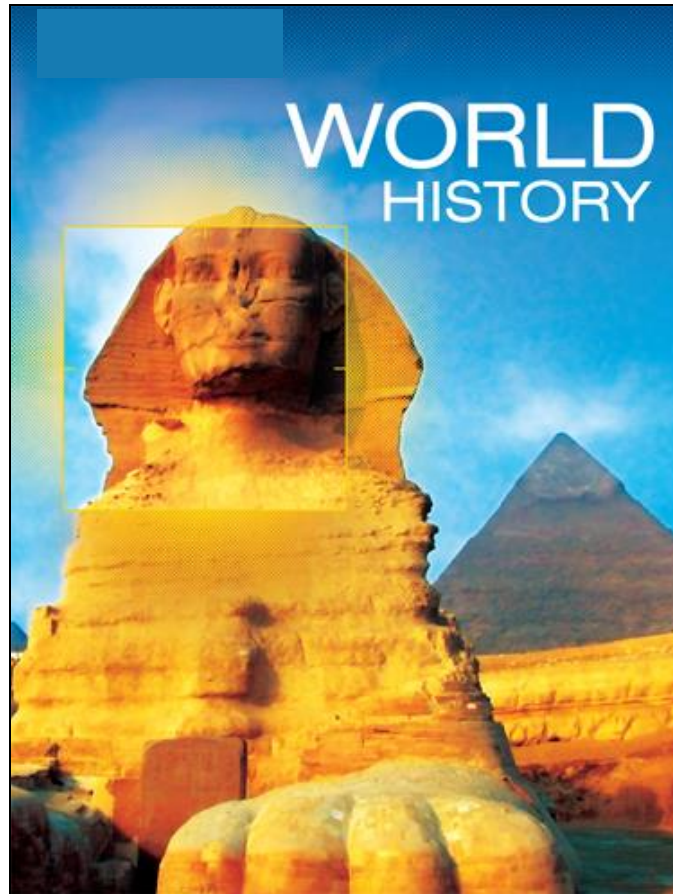


A Correlation of



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To the
**Connecticut
Social Studies Framework
High School**

A Correlation of World History, Survey Edition, ©2016 to the Connecticut Social Studies Framework, High School

Introduction

This document demonstrates how *Savvas World History*, ©2016 meets the Connecticut Social Studies Framework for 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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Table of Contents

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY4

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE8

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION.....10

DIMENSION 2: HISTORY.....13

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Connecticut Social Studies Framework High School	Savvas World History Survey Edition, ©2016
Grades 9-12 standards	
DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY	
INQ 9–12.1 Explain how a question reflects an enduring issue in the field.	SE/TE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 256, 308, 350, 384, 426, 498, 538, 594, 648, 680, 740, 776, 814, 852; Enduring Understandings, 3, 25, 61, 101, 125, 157, 189, 257, 309, 351, 385, 427, 499, 539, 595, 649, 681, 741, 777, 815, 853; <i>See all</i> Topic Assessments (Write About the Essential Question), 23, 58, 98, 123, 155, 186, 255, 306, 349, 382, 425, 496, 536, 592, 646, 678, 738, 774, 812, 849, 911
INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	SE/TE: 21 st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986 Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 255; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (14. Identify the Characteristics), 592; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910

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<p>INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p>	<p>SE/TE: <i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p><i>Critical Thinking Questions:</i> Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Determine Point of View, 147, 515; Support a Point of View with Evidence, 436, 617</p> <p><i>Topic Assessment:</i> (questions and activities), 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p>

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<p>INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p>	<p>SE/TE: <i>Write About the Essential Question:</i> Students have opportunities to re-examine the Essential Question at the conclusion of each Topic Assessment. See pages Topic 1 Assessment (Write About the Essential Question), 23; Topic 2 Assessment (Write About the Essential Question), 58; Topic 3 Assessment (Write About the Essential Question), 98; Topic 4 Assessment (Write About the Essential Question), 123; Topic 5 Assessment (Write About the Essential Question), 155; Topic 6 Assessment (Write About the Essential Question), 186; Topic 7 Assessment (Write About the Essential Question), 255; Topic 8 Assessment (Write About the Essential Question), 306; Topic 9 Assessment (Write About the Essential Question), 349; Topic 10 Assessment (Write About the Essential Question), 382; Topic 11 Assessment (Write About the Essential Question), 425; Topic 12 Assessment (Write About the Essential Question), 496; Topic 13 Assessment (Write About the Essential Question), 536; Topic 14 Assessment (Write About the Essential Question), 592; Topic 15 Assessment (Write About the Essential Question), 646; Topic 16 Assessment (Write About the Essential Question), 678; Topic 17 Assessment (Write About the Essential Question), 738; Topic 18 Assessment (Write About the Essential Question), 774; Topic 19 Assessment (Write About the Essential Question), 812; Topic 20 Assessment (Write About the Essential Question), 849; Topic 21 Assessment (Write About the Essential Question), 911</p> <p><i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p>

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<p>INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>	<p>SE/TE: <i>Research Activities</i> (examples): Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 255; Topic 9 Assessment (5. Identify the Origin and Diffusion), 348; Topic 10 Assessment (12. Explain the Impact), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (8. Describe How People Participated), 591</p> <p><i>Critical Thinking Questions:</i> Assess Credibility, 686; Cite Evidence, 13, 19, 65, 115, 147, 277, 346, 369, 391, 479, 486, 507, 516, 548, 564, 601, 629, 665, 686, 772, 786, 840, 847, 879; Support a Point of View with Evidence, 436, 617; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p> <p><i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p>

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DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	
<p>INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p>SE/TE: 21st Century Skills: Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p><i>Projects involving research (examples):</i> Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 255; Topic 9 Assessment (5. Identify the Origin and Diffusion), 348; Topic 10 Assessment (12. Explain the Impact), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (8. Describe How People Participated), 591</p>
<p>INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.</p>	<p>SE/TE: <i>Critical Thinking:</i> Assess Credibility, 686; Determine Point of View, 147, 515; Identify Bias, 333</p> <p>Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 274, 331, 366, 447, 555, 657, 746, 749, 755, 801</p> <p><i>Topic Assessment:</i> Primary Sources appear in blue font for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p> <p><i>Primary Sources:</i> Primary Sources, 936–962</p>

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<p>INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>	<p>SE/TE: Analyze Information, 29, 30, 33, 39, 54, 71, 77, 80, 83, 88, 94, 95, 107, 108, 114, 115, 166, 168, 169, 172, 176, 218, 230, 230, 238, 252, 285, 311, 315, 317, 322, 342, 358, 363, 365, 369, 372, 374, 375, 377, 378, 423, 450, 462, 464, 483, 490, 492, 507, 564, 566, 577, 582, 590, 608, 613, 618, 641, 644, 651, 666, 693, 697, 713, 721, 727, 731, 744, 758, 770, 832; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Recognize Ideologies, 322, 380; Evaluate Data, 333; Integrate Information, 39, 335, 548, 590, 653, 655, 675, 704, 753, 783, 844; Support a Point of View with Evidence, 436, 617; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p>
<p>INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>	<p>SE/TE: 21st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p>Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 255; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (14. Identify the Characteristics), 592; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>

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DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION	
<p>INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<p>SE/TE: 21st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Recognize Ideologies, 322, 380</p> <p>Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 255; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p>
<p>INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p>	<p>SE/TE: Identify Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 262, 282, 287, 293, 299, 304, 315, 329, 342, 344, 347, 355, 358, 363, 375, 380, 391, 396, 398, 401, 414, 416, 418, 420, 423, 436, 439, 443, 445, 449, 468, 477, 482, 484, 488, 504, 507, 513, 518, 519, 531, 533, 588, 590, 601, 607, 608, 613, 616, 618, 623, 625, 629, 634, 635, 637, 640, 642, 644, 653, 655, 658, 661, 670, 672, 676, 686, 688, 693, 695, 697, 700, 704, 709, 712, 715, 719, 723, 727, 734, 765, 781, 794, 809, 810, 824, 826, 840, 847, 864, 867, 868, 869, 873, 876, 881, 883, 884, 887, 903, 908; Sequence, 72, 74, 259, 623, 683, 876; Identify Steps in a Process, 141, 391, 398, 418, 423; Analyze Timeline, 7, 20, 166, 731, 744</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p>

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<p>INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>	<p>SE/TE: 21st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986; Participate in a Discussion or Debate, 987 Give an Effective Presentation, 987–988 Write an Essay, 988; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Recognize Ideologies, 322, 380</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p>
<p>INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.</p>	<p>SE/TE: 21st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Recognize Ideologies, 322, 380</p> <p>Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 255; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>
<p>INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.</p>	<p>SE/TE: 21st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Recognize Ideologies, 322, 380</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>

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INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.	SE/TE: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911; Apply Concepts, 8, 262, 285, 339, 341, 477, 802, 804, 889
INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	SE/TE: 21 st Century Skills: Solve Problems, 989–990; Make Decisions, 990–991; Political Participation, 992; Voting, 992–993; Serving on a Jury, 993–994 Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911
INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	SE/TE: 21 st Century Skills: Solve Problems, 989–990; Make Decisions, 990–991; Political Participation, 992; Voting, 992–993; Serving on a Jury, 993–994 Express Problems Clearly, 409, 834, 840, 869; Solve Problems, 115, 706 <i>Consider Citizen Participation:</i> Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 14 Assessment (7. Identify Influence and Describe Participation), 591; (8. Describe How People Participated), 591; (9. Describe People's Participation), 591; (10. Describe How People Have Participated), 591; Topic 16 Assessment (6. Describe Participation), 677; <i>Making Decisions:</i> Topic 1 Assessment (8. Describe Major Effects), 21; Topic 17 Assessment (10. Describe People's Participation and Use Decision-Making Process), 736; Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 848

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Dimension 2	
HISTORY	
Change, Continuity, and Context	
HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	SE/TE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 256, 308, 350, 384, 426, 498, 538, 594, 648, 680, 740, 776, 814, 852; Enduring Understandings, 3, 25, 61, 101, 125, 157, 189, 257, 309, 351, 385, 427, 499, 539, 595, 649, 681, 741, 777, 815, 853; Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911
HIST 9–12.2 Analyze change and continuity in historical eras.	SE/TE: Sequence, 72, 74, 259, 623, 683, 876; Identify Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 262, 282, 287, 293, 299, 304, 315, 329, 342, 344, 347, 355, 358, 363, 375, 380, 391, 396, 398, 401, 414, 416, 418, 420, 423, 436, 439, 443, 445, 449, 468, 477, 482, 484, 488, 504, 507, 513, 518, 519, 531, 533, 588, 590, 601, 607, 608, 613, 616, 618, 623, 625, 629, 634, 635, 637, 640, 642, 644, 653, 655, 658, 661, 670, 672, 676, 686, 688, 693, 695, 697, 700, 704, 709, 712, 715, 719, 723, 727, 734, 765, 781, 794, 809, 810, 824, 826, 840, 847, 864, 867, 868, 869, 873, 876, 881, 883, 884, 887, 903, 908; Analyze Timeline, 7, 20, 166, 731, 744
HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.	SE/TE: Topic 2 Assessment (17. Identify the Influence of Ideas), 58; Topic 7 Assessment (12. Explain Political Philosophies), 254; Topic 10 Assessment (10. Explain the Philosophies and Identify Characteristics), 381; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 11 Assessment (10. Explain Impact), 425; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (9. Explain Political Philosophies of Individuals), 494; Topic 15 Assessment (11. Identify Politically Motivated Mass Murders), 646; Topic 16 Assessment (10. Explain Significance), 678; Topic 17 Assessment (3. Identify Contributions), 735; Topic 17 Assessment (18. Identify Examples), 738;

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(Continued) HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.	(Continued) Topic 18 Assessment (16. Explain Roles of World Leaders), 774; Topic 19 Assessment (7. Identify and Describe), 811 <i>Digital Resources:</i> Biographies
Perspectives	
HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.	SE/TE: Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Determine Point of View, 147, 515; Support a Point of View with Evidence, 436, 617; Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 255; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 20 Assessment (4. Identify Examples), 848; (5. Identify Examples), 848; (14. Explain), 850; (15. Summarize Impact), 850; (16. Summarize the Reasons), 850; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910 <i>Digital Resources:</i> Biographies
HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people’s perspectives.	SE/TE: Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Determine Point of View, 147, 515; Support a Point of View with Evidence, 436, 617 Topic 18 Assessment (9. Explain Roles and Identify Examples), 774; (16. Summarize the Reasons), 850; Assessment (6. Identify Examples), 811; (9. Explain Roles), 812; (10. Explain Roles), 812; Topic 20 Assessment (4. Identify Examples), 848; (5. Identify Examples), 848; (14. Explain), 850; (15. Summarize Impact), 850; (16. Summarize the Reasons), 850; Topic 21 Assessment (17. Identify Examples), 911

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<p>HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p>	<p>SE/TE: Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Determine Point of View, 147, 515; Support a Point of View with Evidence, 436, 617</p> <p>Topic 18 Assessment (9. Explain Roles and Identify Examples), 774; Topic 20 Assessment (4. Identify Examples), 848; (5. Identify Examples), 848; Topic 21 Assessment (17. Identify Examples), 911</p> <p>Analyze Political Cartoons, 520, 528, 541, 558, 559, 563, 569, 575, 611, 641, 653, 665, 668, 711, 729, 743, 747</p>
<p>HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.</p>	<p>SE/TE: Students can understand this concept as they complete the following activities: Topic Assessment, Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p>
<p>HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p>	<p>SE/TE: Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889; Determine Point of View, 147, 515; Support a Point of View with Evidence, 436, 617; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p> <p>Topic 18 Assessment (9. Explain Roles and Identify Examples), 774; Topic 20 Assessment (4. Identify Examples), 848; (5. Identify Examples), 848; Topic 21 Assessment (17. Identify Examples), 911</p>

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Historical Sources and Evidence	
<p>HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.</p>	<p>SE/TE: Students examine specific historical sources in the Topic Assessment activities. For examples see:</p> <p><i>Research Activities</i> (examples): Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 255; Topic 9 Assessment (5. Identify the Origin and Diffusion), 348; Topic 10 Assessment (12. Explain the Impact), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (8. Describe How People Participated), 591</p>

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<p>HIST 9–12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p>	<p>SE/TE: <i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984</p> <p><i>Critical Thinking:</i> Assess Credibility, 686; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p> <p>Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 255; Topic 9 Assessment (5. Identify the Origin and Diffusion), 348; Topic 10 Assessment (12. Explain the Impact), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (9. Explain Political Philosophies of Individuals), 494; (23. Create Visual Presentations), 496; Topic 14 Assessment (8. Describe How People Participated), 591; (13. Identify the Influence), 592; Topic 15 Assessment (13. Explain the Roles of Transportation Technology), 646; Topic 18 Assessment (3. Explain Roles of World Leaders), 773; Topic 19 Assessment (3. Describe Effects), 811; Topic 21 Assessment (3. Identify Major Causes), 909</p>

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Causation and Argumentation	
<p>HIST 9–12.11 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p>	<p>SE/TE: <i>Critical Thinking:</i> Assess Credibility, 686; Recognize Ideologies, 322, 380; Identify Bias, 333; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889</p> <p><i>21st Century Skills:</i> Interpret Sources, 972; Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 274, 331, 366, 447, 555, 657, 746, 749, 755, 801</p> <p><i>Topic Assessment:</i> Primary Sources appear in blue font for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p> <p><i>Primary Sources:</i> Primary Sources, Primary Sources, 936–962</p>
<p>HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p>	<p>SE/TE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 256, 308, 350, 384, 426, 498, 538, 594, 648, 680, 740, 776, 814, 852; Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p>

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HIST 9–12.13 Critique the appropriateness of the historical sources used in a secondary interpretation.	<p>SE/TE: Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 274, 331, 366, 447, 555, 657, 746, 749, 755, 801</p> <p><i>Topic Assessment:</i> Primary Sources appear in blue font for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p> <p><i>Primary Sources:</i> Primary Sources, Primary Sources, 936–962</p>
Causation and Argumentation	
HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.	<p>SE/TE: 21st Century Skills: Analyze Cause and Effect, 965; Identify Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 262, 282, 287, 293, 299, 304, 315, 329, 342, 344, 347, 355, 358, 363, 375, 380, 391, 396, 398, 401, 414, 416, 418, 420, 423, 436, 439, 443, 445, 449, 468, 477, 482, 484, 488, 504, 507, 513, 518, 519, 531, 533, 588, 590, 601, 607, 608, 613, 616, 618, 623, 625, 629, 634, 635, 637, 640, 642, 644, 653, 655, 658, 661, 670, 672, 676, 686, 688, 693, 695, 697, 700, 704, 709, 712, 715, 719, 723, 727, 734, 765, 781, 794, 809, 810, 824, 826, 840, 847, 864, 867, 868, 869, 873, 876, 881, 883, 884, 887, 903, 908</p>
HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.	<p>SE/TE: Topic 1 Assessment (1. Identify Major Causes of Events), 20; (3. Identify and Describe Major Causes of Events), 20; (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21; Topic 2 Assessment (5. Identify and Describe Major Events), 56; (16. Identify Major Causes), 58; Topic 3 Assessment (1. Identify Causes and Effects), 96; (11. Identify Causes and Effects of the Development of the Gupta Civilization), 97;</p>

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<p>(Continued) HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.</p>	<p>(Continued) Topic 4 Assessment (16. Summarize Major Ideas and Analyze Cause-and-Effect Relationships), 123; Topic 5 Assessment (1. Identify Major Causes and Describe Effects of Events), 153; Topic 7 Assessment (3. Identify Major Causes), 253; Topic 8 Assessment (5. Identify Major Causes and Effects), 305; (8. Identify Major Causes and Effects), 305; Topic 9 Assessment (9. Identify Major Causes and Effects), 348; Topic 13 Assessment (3. Identify Major Causes), 534; Topic 17 Assessment (14. Identify Major Causes), 737; Topic 20 Assessment (6. Identify Major Causes), 848; 21st Century Skills: Analyze Cause and Effect, 965; Cause and Effect, 243, 252, 270, 270; Determine Cause and Effect, 315</p>
<p>HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<p>SE/TE: Topic 1 Assessment (7. Identify Major Causes of Events), 21; Topic 6 Assessment (5. Describe a Major Cultural Influence), 185; Topic 7 Assessment (23. Create Presentations), 255; Topic 9 Assessment (5. Identify the Origin and Diffusion), 348; Topic 10 Assessment (12. Explain the Impact), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (8. Describe How People Participated), 591</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p>

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HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.	<p>SE/TE: 21st Century Skills: Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p>Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 255; Topic 10 Assessment (15. Identify the Contributions), 382; Topic 12 Assessment (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 Assessment (14. Identify the Characteristics), 592; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>
GEOGRAPHY	
Geographic Representations: Spatial Views of the World	
GEO 9–12.1 Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.	<p>SE/TE: Topic 4 Assessment (7. Create and Interpret Thematic Maps), 122; <i>21st Century Skills:</i> Create Charts and Maps, 975–976; also see: Read Physical Maps, 977–978; Read Political Maps, 978–979; Read Special-Purpose Maps, 979–980; Use Parts of a Map, 981–982</p>
GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.	<p>SE/TE: Analyze Maps, 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 232, 242, 247, 248, 250, 265, 269, 281, 289, 295, 311, 324, 331, 335, 345, 354, 387, 401, 403, 409, 415, 431, 438, 442, 444, 464, 479, 487, 491, 503, 506, 545, 547, 553, 555, 579, 585, 605, 610, 621, 639, 643, 654, 657, 660, 669, 675, 691, 701, 703, 724, 733, 749, 752, 755, 763, 764, 767, 781, 784, 798, 802, 807, 819, 827, 834, 838, 842, 845, 871, 878, 881, 882, 883, 887, 891</p> <p>Topic 1 Assessment (13. Interpret Maps to Explain Geography), 2</p>

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<p>(Continued) GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p>	<p>(Continued) Topic 4 Assessment (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 Assessment (14. Locate Places and Regions), 155; Topic 7 Assessment (14. Interpret Thematic Maps), 254; (19. Locate Places and Regions), 255; Topic 12 Assessment (1. Locate Regions), 493; Topic 20 Assessment (13. Summarize and Locate Places), 850</p> <p><i>21st Century Skills:</i> Read Physical Maps, 977–978; Read Political Maps, 978–979; Read Special-Purpose Maps, 979–980; Use Parts of a Map, 981–982</p>
<p>GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</p>	<p>SE/TE: <i>Interactive Maps:</i> Analyze Maps, 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 232, 242, 247, 248, 250, 265, 269, 281, 289, 295, 311, 324, 331, 335, 345, 354, 387, 401, 403, 409, 415, 431, 438, 442, 444, 464, 479, 487, 491, 503, 506, 545, 547, 553, 555, 579, 585, 605, 610, 621, 639, 643, 654, 657, 660, 669, 675, 691, 701, 703, 724, 733, 749, 752, 755, 763, 764, 767, 781, 784, 798, 802, 807, 819, 827, 834, 838, 842, 845, 871, 878, 881, 882, 883, 887, 891</p> <p><i>21st Century Skills:</i> Read Physical Maps, 977–978; Read Political Maps, 978–979; Read Special-Purpose Maps, 979–980; Use Parts of a Map, 981–982</p> <p><i>Topic Assessment:</i> (activities involving maps and spatial data), Topic 1 Assessment (13. Interpret Maps to Explain Geography), 22; Topic 2 Assessment (16. Identify Major Causes), 58; Topic 4 Assessment (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 Assessment (14. Locate Places and Regions), 155;</p>

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(Continued) GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.	(Continued) Topic 7 Assessment (14. Interpret Thematic Maps), 254; (19. Locate Places and Regions), 255; Topic 9 Assessment (13. Summarize the Fundamental Ideas), 349; Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 424; (9. Analyze the Influence), 424; Topic 12 Assessment (13. Locate Places of Historical Significance), 495; Topic 12 Assessment (1. Locate Regions), 493; Topic 20 Assessment (13. Summarize and Locate Places), 850
Human-Environment Interaction: Place, Regions, and Culture	
GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	SE/TE: The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; Globalization and Trade, 885–889; Global Challenges, 890–893; Development and the Environment, 895–897; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616 <i>Role of Technology:</i> Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 Assessment (11. Explain the Role), 535; Topic 21 Assessment (4. Explain the Role), 909; Topic 15 Assessment (16. Explain the Role of Communication Technology), 646
Human Populations: Spatial Patterns and Movement	
GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.	SE/TE: Urbanization, 381, 499, 506, 508, 536, 664, 855, 857, 859, 862, 864, 866, 869, 888, 909; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616 Topic 1 Assessment (11. Summarize the Impact of the Development of Farming), 22; Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; Topic 10 Assessment (2. Identify Major Causes), 381; (7. Describe Major Effects), 381;

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<p>(Continued) GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>	<p>(Continued) Topic 13 Assessment (14. Describe Major Effects), 536; (15. Identify Important Changes in Human Life), 536; Topic 17 Assessment (2. Describe the Spread), 735; Topic 20 Assessment (8. Identify Effects), 849; Topic 21 Assessment (2. Summarize Impact), 909; (8. Describe Major Influences), 909</p> <p><i>Role of Technology:</i> Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 Assessment (11. Explain the Role), 535; Topic 21 Assessment (4. Explain the Role), 909; Topic 15 Assessment (16. Explain the Role of Communication Technology), 646</p>
<p>GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p>	<p>SE/TE: Immigration, 592, 692–693, 711, 732, 757, 788, 844, 874–875, 877; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Urbanization, 381, 499, 506, 508, 536, 664, 855, 857, 859, 862, 864, 866, 869, 888, 909; Imperialism, 596–601, 602–608, 609–613, 614–618m 630–635, 636–644</p> <p>Topic 1 Assessment (11. Summarize the Impact of the Development of Farming), 22; Topic 13 Assessment (14. Describe Major Effects), 536; (15. Identify Important Changes in Human Life), 536; Topic 17 Assessment (2. Describe the Spread), 735; Topic 20 Assessment (8. Identify Effects), 849; Topic 21 Assessment (2. Summarize Impact), 909; (8. Describe Major Influences), 909</p>

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Global Interconnections: Changing Spatial Patterns	
<p>GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p>	<p>SE/TE: Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; chinampas, 108; The Peoples of North America, 116–120; Geography Shapes Greek City-States, 1331–133; The Rise of the Roman Civilization, 168–169; Constantinople, 190–191; The Geography of Eastern Europe, 248–249; Migrations Increase Diversity, 249–250; The Geography of Africa, 283–284; The Geography of Korea, 330–331; Japan’s Geography, 334–335; New Ways of Working Chance Life, 500–501; Growth of the United States, 578–581; Migration of People and Ideas, 284–285; Migration, 693, 808; Landholding, 132, 159; Triangular Trade, 415; Globalization and Trade, 885–889; Global Challenges, 890–893; Development and the Environment, 895–897</p> <p>Topic 1 Assessment (14. Analyze the Influence of Geographic Factors), 23; Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; Topic 8 Assessment (1. Analyze the Influence), 305; Topic 9 Assessment (9. Identify Major Causes and Effects), 348; Topic 11 Assessment (14. Describe Effects and Explain Impact), 425; (15. Explain Development and Impact), 425; Topic 21 Assessment (17. Identify Examples), 91</p>

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GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.	<p>SE/TE: Globalization and Trade, 885–889; Global Challenges, 890–893; Development and the Environment, 895–897; also see: Work of the United Nations, 766, 787, 797, 829, 841, 850, 880, 887, 892, 897, 909, 911; Security Council, 771, 774</p> <p>Topic 1 Assessment (14. Analyze the Influence of Geographic Factors), 23; Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; Topic 8 Assessment (1. Analyze the Influence), 305; Topic 9 Assessment (9. Identify Major Causes and Effects), 348; Topic 21 Assessment (17. Identify Examples), 91</p>
ECONOMICS	
Economic Decision-Making	
ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.	<p>SE/TE: Chart: Tulip-mania Price Bubble, 421; European Union, 787, 792, 838, 877, 878; Pacific Rim, 883; North Atlantic Free Trade Agreement, 874; Globalization and Trade, 885–889; Topic 17 Assessment (4. Explain the Responses), 735; (10. Describe People's Participation and Use Decision-Making Process), 736</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics</p>
Exchange and Markets	
ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.	<p>SE/TE: Western Democracies React to the Depression, 714–715; North Atlantic Free Trade Agreement, 874; Globalization and Trade, 885–889</p> <p><i>Response to Great Depression:</i> Topic 17 Assessment (4. Explain the Responses), 735; (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; (10. Describe People's Participation and Use Decision-Making Process), 736</p> <p><i>Digital Resources:</i> Core Concepts: Economics –</p>

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	Economics Basics; Economics Process
The National Economy	
ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	SE/TE: A Commercial Revolution, 420–422; Mercantilism, 422–423; The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; Globalization and Trade, 885–889 <i>Digital Resources:</i> Core Concepts: Economics – Economics Basics
The Global Economy	
ECO 9–12.4 Analyze the role of comparative advantage in international trade of goods and services.	SE/TE: The United States in a Global Economy, 788; European Union, 787, 792, 838, 877, 878; Pacific Rim, 883; NAFTA, 874; Globalization and Trade, 885–889; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910 <i>Digital Resources:</i> Core Concepts: Economics – Trade
ECO 9–12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.	SE/TE: Globalization and Trade, 885–889; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910
CIVICS	
Civic and Political Institutions	
CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.	SE/TE: Democracy, 131, 134, 139, 141, 144, 152–154, 180, 207, 411, 494, 568, 623, 714–715, 719, 792, 823; Monarchy, 26, 56, 98, 132, 134, 144, 153–154, 539, 541, 545, 568, 623; Autocratic, 586, 671, 821; Bureaucracy, 36, 47, 92, 171, 221, 268, 279–280, 319, 336, 346, 417, 428, 434, 792, 806 Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; Topic 13 Assessment (6. Explain Political and Economic Changes), 534; Topic 17 Assessment (19. Describe Major Causes and Effects), 738;

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(Continued) CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.	(Continued) Topic 17 Assessment (23. Write about the Essential Question), 738; Topic 19 Assessment (7. Identify and Describe), 811; Topic 20 Assessment (3. Summarize), 848; Topic 20 Assessment (17. Write about the Essential Question), 850; Topic 21 Assessment (13. Explain Influences), 910
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	
CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.	SE/TE: Democracy, 131, 134, 139, 141, 144, 152–154, 180, 207, 411, 494, 568, 574, 623, 714–715, 719, 792, 823; Monarchy, 26, 56, 98, 132, 134, 144, 153–154, 539, 541, 545, 568, 623; Autocratic, 586, 671, 821; Bureaucracy, 36, 47, 92, 171, 221, 268, 279–280, 319, 336, 346, 417, 428, 434, 792, 806
CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.	SE/TE: Civil Rights, 731, 738, 789–790, 878; New Nations in South Asia and Southeast Asia, 816–824; African Nations Win Independence, 825–832; Latin American Nations Move Toward Democracy, 870–876; Human Rights, 207, 455, 485–496, 514, 592, 645, 718, 771, 785, 806, 808, 811, 820, 822, 853, 866–867, 878, 888, 890, 893–895, 897, 911 <i>Digital Resources:</i> Landmark Supreme Court Cases
Processes, Rules, and Laws	
CIV 9–12.4 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.	SE/TE: Democracy, 131, 134, 139, 141, 144, 152–154, 180, 207, 411, 494, 568, 574, 623, 714–715, 719, 792, 823; Monarchy, 26, 56, 98, 132, 134, 144, 153–154, 539, 541, 545, 568, 623; Autocratic, 586, 671, 821; Bureaucracy, 36, 47, 92, 171, 221, 268, 279–280, 319, 336, 346, 417, 428, 434, 792, 806 Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; Topic 13 Assessment (6. Explain Political and Economic Changes), 534; Topic 17 Assessment (19. Describe Major

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<p>(Continued) CIV 9–12.4 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</p>	<p>Causes and Effects), 738; (Continued) Topic 17 Assessment (23. Write about the Essential Question), 738; Topic 19 Assessment (7. Identify and Describe), 811; Topic 20 Assessment (3. Summarize), 848; Topic 20 Assessment (17. Write about the Essential Question), 850; Topic 21 Assessment (13. Explain Influences), 910</p>
<p>CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>	<p>SE/TE: The French Revolution, 469–477, 478–484; Changing Ways of Life and Thought, 524–533; Revolutions Sweep Europe, 540–548; Latin Americans Win Independence, 549–553; Democratic Reforms in Britain, 565–572; Civil Rights, 731, 738, 789–790, 878; New Nations in South Asia and Southeast Asia, 816–824; African Nations Win Independence, 825–832; Latin American Nations Move Toward Democracy, 870–876; Human Rights, 893–895</p>
<p>CIV 9–12.6 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p>	<p>SE/TE: Topic 5 Assessment (2. Describe Major Influences), 153; (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; (7. Summarize Development), 154; Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 8 Assessment (4. Explain Influences), 305; Topic 9 Assessment (10. Explain the Political and Social Impact), 349; Topic 12 Assessment (17. Assess the Degree), 495; (22. Identify the Influence of Ideas), 496; Topic 17 Assessment (16. Explain the Roles and Identify), 738; Topic 20 Assessment (4. Identify Examples), 848; (9. Summarize Reasons), 849; Topic 21 Assessment (6. Explain the Significance), 909; (10. Identify Examples), 910; (17. Identify Examples), 911</p>

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<p>CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p>	<p>SE/TE: The French Revolution, 469–477, 478–484; Changing Ways of Life and Thought, 524–533; Revolutions Sweep Europe, 540–548; Latin Americans Win Independence, 549–553; Democratic Reforms in Britain, 565–572; Civil Rights, 731, 738, 789–790, 878; New Nations in South Asia and Southeast Asia, 816–824; African Nations Win Independence, 825–832; Latin American Nations Move Toward Democracy, 870–876; Human Rights, 207, 455, 485–496, 514, 592, 645, 718, 771, 785, 806, 808, 811, 820, 822, 853, 866–867, 878, 888, 890, 893–895, 897, 911</p> <p>Topic 5 Assessment (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; (7. Summarize Development), 154; Topic 8 Assessment (4. Explain Influences), 305; Topic 12 Assessment (17. Assess the Degree), 495; (22. Identify the Influence of Ideas), 496; Topic 20 Assessment (4. Identify Examples), 848; (9. Summarize Reasons), 849; Topic 21 Assessment (6. Explain the Significance), 909; (10. Identify Examples), 910; (17. Identify Examples), 911</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>