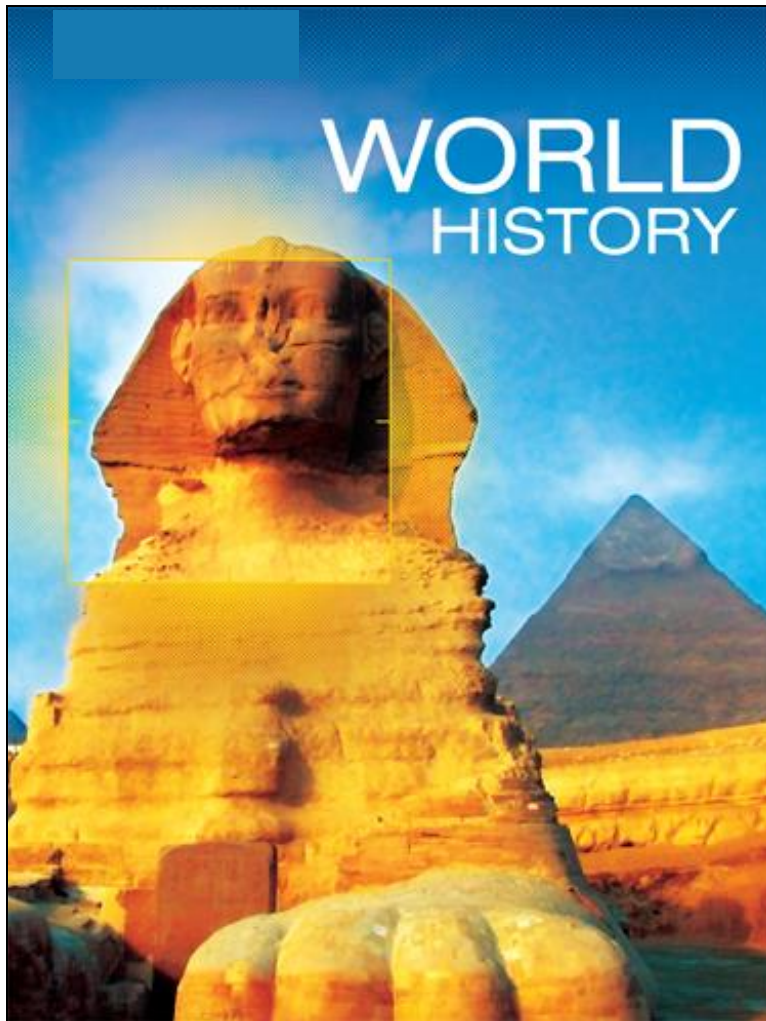


A Correlation of



Survey Edition

To the

Iowa Core Standards in Social Studies

World History

A Correlation of World History, Survey Edition to the Iowa Core Standards in Social Studies, World History

Introduction

This document demonstrates how *Savvas World History* meets the Iowa Core Standards in Social Studies, World History, Grades 9-12.

Savvas is excited to announce its NEW *Economics* program! Helping students build an essential, life-long understanding of core economics principles. *Savvas Economics* features motivating hands-on activities, interactive graphics, animations, and videos to help build relevant economic literacy. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready. Available in print, digital, and blended options.

Savvas Economics 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
- NBCLearn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessment
- 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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Iowa Core Standards in Social Studies World History	World History Survey Edition
Inquiry Anchor Standards	
Constructing Compelling Questions	
SS.9-12.1 Create compelling questions representing key ideas within the disciplines.	<p>SE/TE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 254, 306, 348, 382, 424, 494, 534, 590, 644, 676, 736, 772, 810, 848; Enduring Understandings, 3, 25, 61, 101, 125, 157, 189, 255, 307, 349, 383, 425, 495, 535, 591, 645, 677, 737, 773, 811, 849; <i>See all</i> Topic Assessments (Write About the Essential Question), 23, 58, 98, 123, 155, 186, 253, 304, 347, 380, 423, 493, 532, 588, 642, 674, 734, 770, 808, 846, 907</p> <p>Digital Resources: <i>21st Century Skills Tutorials:</i> Ask Questions; Draw Conclusions; Draw Inferences</p>
Constructing Supporting Questions	
SS.9-12.2 Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.	<p>SE/TE: <i>21st Century Skills:</i> Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983</p> <p><i>Critical Thinking Questions:</i> Compare Points of View, 110, 421, 665, 706, 716, 790, 800, 843; Recognize Ideologies, 320, 378; Analyze Data, 270, 289, 326, 331, 648; Determine Point of View, 147, 511 Support a Point of View with Evidence, 434, 613</p> <p><i>Topic Assessment:</i> (questions and activities), 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>Digital Resources: <i>21st Century Skills Tutorials:</i> Ask Questions; Draw Conclusions; Draw Inferences</p>

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Gathering and Evaluating Sources	
<p>SS.9-12.3 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: Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983</p> <p><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), 253; Topic 9 Assessment (5. Identify the Origin and Diffusion), 346; Topic 10 Assessment (12. Explain the Impact), 379; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (8. Describe How People Participated), 587</p> <p>Digital Resources: <i>21st Century Skills Tutorials:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoint; Identify Bias; Identify Evidence; Evaluate Existing Arguments; <i>Interactive Primary Sources; Landmark Supreme Court Cases</i></p>

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<p align="center">Iowa Core Standards in Social Studies World History</p>	<p align="center">World History Survey Edition</p>
<p>SS.9-12.4 Evaluate the credibility of a source by examining how experts value the source.</p>	<p>SE/TE: <i>Critical Thinking:</i> Assess Credibility, 683; Determine Point of View, 147, 511; Identify Bias, 331</p> <p>Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 296, 400, 438, 470, 536, 555, 654, 695</p> <p><i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><i>Primary Sources:</i> Primary Sources, 932–958</p> <p><u>Digital Resources:</u> <i>21st Century Skills Tutorials:</i> Evaluate Web Sites; Analyze Primary and Secondary Sources</p>

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Developing Claims and Using Evidence	
<p>SS.9-12.5 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 Charts, 12, 17, 130, 132, 160, 167, 183, 192, 207, 360, 366, 387, 415, 418, 419, 450, 468, 479, 505, 512, 538, 546, 577, 623, 636, 682, 757, 767, 778, 786, 787, 843; Summarize, 5, 19, 30, 31, 41, 45, 55, 68, 70, 74, 80, 83, 85, 95, 110, 120, 130, 141, 147, 162, 172, 172, 176, 180, 184, 197, 202, 219, 230, 265, 275, 280, 291, 302, 320, 327, 330, 345, 367, 389, 395, 410, 415, 416, 428, 430, 434, 438, 512, 593, 597, 600, 604, 609, 619, 622, 625, 635, 640, 657, 699, 701, 712, 716, 724, 761, 768, 794, 795, 800, 803, 806, 817, 820, 828, 853, 854, 856; Compare Points of View, 110, 421, 665, 706, 716, 790, 800, 843; Recognize Ideologies, 320, 378; Analyze Data, 270, 289, 326, 331, 648; Determine Point of View, 147, 511 Support a Point of View with Evidence, 434, 613</p> <p>Digital Resources: <i>21st Century Skills Tutorials:</i> Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact and Opinion; Identify Evidence</p>
<p>SS.9-12.6 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, 981–982; Consider and Counter Opposing Arguments, 982–983</p> <p>Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 253; Topic 10 Assessment (15. Identify the Contributions), 380; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 14 Assessment (14. Identify the Characteristics), 588; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906</p>

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(Continued)	(Continued) Digital Resources: <i>Landmark Supreme Court Cases; 21st Century Skills Tutorials: Evaluate Existing Arguments; Consider & Counter Opposing Arguments; Compare Viewpoints; Participate in a Discussion or Debate</i>
Communicating and Critiquing Conclusions	
SS.9-12.7 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	SE/TE: 21 st Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Compare Points of View, 110, 421, 665, 706, 716, 790, 800, 843; Recognize Ideologies, 320, 378 Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 253; Topic 10 Assessment (15. Identify the Contributions), 380; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906 Digital Resources: <i>21st Century Skills Tutorials: Evaluate Existing Arguments; Consider & Counter Opposing Arguments; Compare Viewpoints; Participate in a Discussion or Debate</i>

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<p align="center">Iowa Core Standards in Social Studies World History</p>	<p align="center">World History Survey Edition</p>
<p>SS.9-12.8 Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose.</p>	<p>SE/TE: Identify Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 260, 268, 280, 291, 297, 302, 313, 327, 340, 342, 345, 353, 356, 361, 373, 378, 389, 394, 396, 399, 412, 414, 416, 418, 421, 437, 441, 443, 447, 465, 474, 479, 481, 485, 501, 503, 509, 514, 515, 527, 529, 584, 586, 597, 602, 604, 609, 612, 614, 618, 619, 621, 625, 630, 631, 633, 638, 640, 649, 651, 654, 657, 666, 668, 672, 683, 685, 689, 690, 692, 694, 696, 701, 706, 712, 716, 720, 724, 730, 761, 777, 790, 805, 820, 836, 843, 863, 865, 880; Sequence, 72, 74, 259, 623, 683, 876; Identify Steps in a Process, 141, 389, 396, 416, 421; Analyze Timeline, 7, 20, 166, 512, 740</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>Digital Resources: <i>21st Century Skills Tutorials:</i> Analyze Cause and Effect; Sequence</p>
<p>SS.9-12.9 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 and digital technologies.</p>	<p>SE/TE: 21st Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Participate in a Discussion or Debate, 983; Give an Effective Presentation, 983–984; Write an Essay, 984; Compare Points of View, 110, 421, 665, 706, 716, 790, 800, 843; Recognize Ideologies, 320, 378</p> <p>Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p>

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(Continued)	(Continued) Digital Resources: <i>Landmark Supreme Court Cases; Interactive Primary Sources; 21st Century Skills Tutorials: Evaluate Existing Arguments; Consider & Counter Opposing Arguments; Compare Viewpoints; Participate in a Discussion or Debate</i>
SS.9-12.10 Critique the use of claims and evidence in arguments for credibility.	SE/TE: 21 st Century Skills: Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983; Compare Points of View, 110, 421, 665, 706, 716, 790, 800, 843; Recognize Ideologies, 320, 378 Topic 1 Assessment (4. Identify Major Causes of Events), 20; Topic 7 Assessment (23. Create Presentations), 253; Topic 10 Assessment (15. Identify the Contributions), 380; Topic 12 Assessment (6. Explain the Political Philosophies), 490; (23. Create Visual Presentations), 493; Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 906 Digital Resources: <i>Landmark Supreme Court Cases; Interactive Primary Sources; 21st Century Skills Tutorials: Evaluate Existing Arguments; Consider & Counter Opposing Arguments; Compare Viewpoints; Participate in a Discussion or Debate</i>

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Taking Informed Action	
<p>SS.9-12.11 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>	<p>SE/TE: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907; Apply Concepts, 260, 283, 337, 339, 474, 798, 800, 885 TE only: Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697; Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p> <p>Digital Resources: <i>21st Century Skills Tutorials:</i> Solve Problems; Make Decisions; Voting; Being an Informed Citizen; Political Participation; Voting; Serving on a Jury</p>
<p>SS.9-12.12 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.</p>	<p>SE/TE: 21st Century Skills: Solve Problems, 985–986; Make Decisions, 986–987; Political Participation, 988; Voting, 988–989; Serving on a Jury, 989–990; Express Problems Clearly, 407, 830, 836 TE only: Topic Inquiry: Project-Based Learning, 4–5, 90–91, 176–177, 328–329, 604–605, 696–697; Civic Discussion, 114–115, 232–233, 284–185, 496–497, 634–635, 728–729</p> <p><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), 587; (8. Describe How People Participated), 591; (9. Describe People's Participation), 587; (10. Describe How People Have Participated), 587; Topic 16 Assessment (6. Describe Participation), 673</p> <p><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), 732</p>

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(Continued)	(Continued) Digital Resources: <i>21st Century Skills Tutorials:</i> Solve Problems; Make Decisions; Voting; Being an Informed Citizen; Political Participation; Voting; Serving on a Jury
Content Anchor Standards	
BS Behavioral Sciences	
Examine Factors that Led to Continuity and Change in Human and Group Behavior	
BS.SS-US.9-12.13 Analyze how diverse ideologies impacted political and social institutions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement.	SE/TE: Progressives, 578, 587; African Americans After the Civil War, 576–577; Civil Rights Movement, 785–786 Topic 14 Assessment (10. Describe How People Have Participated), 587 Digital Resources: <i>Interactive Primary Sources:</i> "I Have a Dream," Martin Luther King, Jr.; "Letter From Birmingham Jail," Martin Luther King, Jr.
Recognize the Interaction Between Individuals and Various Groups	
BS.SS-US.9-12.14 Evaluate the impact of gender roles on economic, political, and social life in the U.S.	SE/TE: The Struggle for Women's Rights, 521–522; Women Seek Equality, 575–576; Other Groups Demand Equality, 786 Topic 14 Assessment (10. Describe How People Have Participated), 587 Digital Resources: <i>Biographies:</i> Barbara Jordan; Betty Friedan; Mercy Otis Warren; Phyllis Schlafly; Rosa Parks; Phyllis Schlafly; <i>Social Studies Core Concepts:</i> Culture; <i>Landmark Supreme Court Cases:</i> <i>Roe v. Wade</i>

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CG Civics/Government	
Apply Civic Virtues and Democratic Principles	
CG.SS-US.9-12.15 Assess the impact of individuals and reform movements on changes to civil rights and liberties.	<p>SE/TE: The Struggle for Women's Rights, 521–522; The Abolition Movement, 575; Women Seek Equality, 575–576; Progressives, 578, 587; African Americans After the Civil War, 576–577; Civil Rights Movement, 785–786</p> <p>Topic 14 Assessment (10. Describe How People Have Participated), 587</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Uncle Tom's Cabin, Harriet Beecher Stowe; "A House Divided," Abraham Lincoln; Second Inaugural Address, Abraham Lincoln; "I Will Fight No More Forever," Chief Joseph; The Fourteen Points, Woodrow Wilson; Four Freedoms, Franklin D. Roosevelt; "I Have a Dream," Martin Luther King, Jr.; "Letter From Birmingham Jail," Martin Luther King, Jr.; "Freedom From Fear," Aung San Suu Kyi; "Glory and Hope," Nelson Mandela; Silent Spring, Rachel Carson; <i>Landmark Supreme Court Cases:</i> <i>Brown v. Board of Education</i>; <i>Social Studies Reference Center: Biographies:</i> Abraham Lincoln; Barbara Jordan; Betty Friedan; César Chávez; James Armistead; Lech Walesa; Martin Luther King, Jr.; Mercy Otis Warren; Phyllis Schlafly; Rosa Parks; William Wilberforce</p>
E Economics	
Evaluate the National Economy	
E.SS-US.9-12.16 Examine labor and governmental efforts to reform and/or maintain a capitalistic economic system in the Great Depression.	<p>SE/TE: Economics in the Postwar Era, 709; The Great Depression, 709–710; Western Democracies React to the Depression, 711–712</p> <p><u>Digital Resources:</u> <i>Social Studies Core Concepts:</i> Economics</p>

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G Geography	
Analyze Human Population Movement and Patterns	
G.SS-US.9-12.17 Explain the patterns of and responses to immigration on the development of American culture and law.	SE/TE: Postwar Fears in the United States, 708; Migration, 870–871; People Search for a Better Life, 888 Digital Resources: <i>Social Studies Core Concepts:</i> Geography: Population; Migration; Urbanization
G.SS-US.9-12.18 Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures.	SE/TE: Industry Causes Urban Growth, 504–505; City Life Changes, 517–518 Topic 13 Assessment (14. Describe Major Effects), 532 Digital Resources: <i>Social Studies Core Concepts:</i> Geography: Population; Migration; Urbanization
Analyze Global Interconnections	
G.SS-US.9-12.19 Examine how imperialism changed the role of the United States on the world stage prior to World War I.	SE/TE: Battles in the Philippines, 628; Strategic Holdings in the Pacific Islands, 628–629; The United States Wields Power and Influence, 637–638 Topic 15 Assessment (12. Explain the Roles of Military Technology), 642 Digital Resources: 21 st Century Skills Tutorials: Analyze Cause and Effect; Read Political Maps; Read Special-Purpose Maps

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<p>G.SS-US.9-12.20 Analyze the growth of and challenges to U.S. involvement in the world in the post-World War II era.</p>	<p>SE/TE: A New Global Conflict, 774–782; The Two Koreas, 794–795; War in Southeast Asia, 796–800; The Cold War Ends, 801–806; The Gulf War, 841; The Iraq War, 841–842; U.S. Latin-American- Relations, 870–871; New Challenges for the United States, 876; Globalization, 883–885; Terrorism and International Security, 894–899</p> <p>Topic 19 Assessment (4. Summarize Outcome and Identify Major Events), 807; (7. Identify and Describe), 807; (8. Identify Events), 807; (16. Summarize Outcome), 808</p> <p>Digital Resources: <i>Social Studies Reference Center: Biographies:</i> Harry Truman; Lech Walesa; Mikhail Gorbachev; Mao Zedong; Richard M. Nixon; Ronald Reagan; <i>Interactive Primary Sources:</i> “Tear Down This Wall,” Ronald Reagan</p>
<p>H History</p>	
<p>Analyze Change, Continuity, and Context</p>	
<p>H.SS-US.9-12.21 Analyze change, continuity and context across eras and places of study from civil war to modern America.</p>	<p>SE/TE: Sequence Events, 72, 74, 257, 619, 679, 872; Analyze Timeline, 7, 20, 166, 740; Cause and Effect (examples), 45, 68, 74, 130, 147, 172, 202, 260, 280, 285, 291, 297, 416, 418, 421, 434, 437, 441, 443, 447, 465, 474, 479, 481, 485, 501, 503, 509, 514, 638, 640, 649, 651, 654, 657, 666, 668, 672, 683, 685, 690, 692, 694, 696, 77, 790, 805, 806, 820, 822, 836, 843, 860, 863, 864, 865, 869, 872, 877, 879, 880</p> <p><i>21st Century Skills:</i> Sequence, 959; Categorize, 960–961; Analyze Cause and Effect, 961–962; Draw Inferences, 966–967</p> <p>Digital Resources: <i>21st Century Skills:</i> Sequence; Categorize; Analyze Cause and Effect; Draw Inferences</p>

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<p>H.SS-US.9-12.22 Evaluate the impact of inventions and technological innovations on the American society and culture.</p>	<p>SE/TE: Technology Speeds Production (Eli Whitney), 500; Other Nations Industrialize, 502–503; Bessemer Steel Process, 513; Advances in Transportation and Communication, 514–515; The Rise of Big Business, 515–516; City Life Changes, 517–518; The Industrialized World, 873–880; Advances in Science and Technology, 900–904</p> <p>Topic 13 Assessment (3. Identify Major Causes), 530 (7. Formulate Generalizations), 530; Topic 21 Assessment (4. Explain the Role), 905</p> <p>Digital Resources: Core Concepts–Culture: Science and Technology; Geography: People's Impact on the Environment</p>
<p align="center">Critique Historical Sources and Evidence</p>	
<p>H.SS-US.9-12.23 Analyze the relationship between historical sources and the secondary interpretations made from them.</p>	<p>SE/TE: <i>21st Century Skills:</i> Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981; Evaluate Existing Arguments, 981–982; Consider and Counter Opposing Arguments, 982–983</p> <p><i>Critical Thinking Questions:</i> Compare Points of View, 110, 421, 665, 706, 716, 790, 800, 843; Recognize Ideologies, 320, 378; Analyze Data, 270, 289, 326, 331, 648; Determine Point of View, 147, 511 Support a Point of View with Evidence, 434, 613</p> <p><i>Topic Assessment:</i> (questions and activities), 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p>Digital Resources: <i>21st Century Skills Tutorials:</i> Ask Questions; Draw Conclusions; Draw Inferences</p>

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<p>H.SS-US.9-12.24 Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt’s Corollary to the Monroe Doctrine, Wilson’s Fourteen Points, New Deal Program Acts, Roosevelt’s Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower’s Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.</p>	<p>SE/TE: <i>Critical Thinking:</i> Assess Credibility, 683; Determine Point of View, 147, 511; Identify Bias, 331</p> <p>Interpret Sources, 968; Analyze Primary and Secondary Sources, 978–979; Compare Viewpoints, 979–980; Identify Bias, 980–981</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 296, 400, 438, 470, 536, 555, 654, 695</p> <p><i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 251–253, 303–304, 346–347, 379–380, 422–423, 490–493, 530–532, 587–588, 641–642, 673–674, 731–734, 769–770, 807–808, 844–846, 905–907</p> <p><i>Primary Sources:</i> Primary Sources, 932–958</p> <p><u>Digital Resources:</u> <i>Interactive Primary Sources:</i> Debate Over Nullification, Webster and Calhoun; Uncle Tom’s Cabin, Harriet Beecher Stowe; “A House Divided,” Abraham Lincoln; Second Inaugural Address, Abraham Lincoln; “I Will Fight No More Forever,” Chief Joseph; The Fourteen Points, Woodrow Wilson; Four Freedoms, Franklin D. Roosevelt; “I Have a Dream,” Martin Luther King, Jr.; “Letter From Birmingham Jail,” Martin Luther King, Jr.; <i>Landmark Supreme Court Cases:</i> <i>Brown v. Board of Education</i></p>

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Iowa Core Standards in Social Studies World History	World History Survey Edition
Compare Perspectives	
<p>H.SS-US.9-12.25 Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture.</p>	<p>SE/TE: Native Americans and Pilgrims, 401; Native American Allies, 406; The Slave Trade and Its Impact on Africa, 411–416; Native American populations, 418; The Struggle for Women's Rights, 521–522; The Abolition Movement, 575; Women Seek Equality, 575–576; Progressives, 578, 587; African Americans After the Civil War, 576–577; Civil Rights Movement, 785–786</p> <p>Topic 14 Assessment (10. Describe How People Have Participated), 587; Topic 16 Assessment (6. Describe Participation), 673</p> <p><u>Digital Resources:</u> <i>Landmark Supreme Court Cases: Korematsu v. United States; Dred Scott v. Sandford; Brown v. Board of Education; Interactive Primary Sources: Debate Over Nullification, Webster and Calhoun; Uncle Tom's Cabin, Harriet Beecher Stowe; "A House Divided," Abraham Lincoln; Second Inaugural Address, Abraham Lincoln; "I Will Fight No More Forever," Chief Joseph; "I Have a Dream," Martin Luther King, Jr.; "Letter From Birmingham Jail," Martin Luther King, Jr.</i></p>

**A Correlation of World History, Survey Edition to the
Iowa Core Standards in Social Studies, World History**

Iowa Core Standards in Social Studies World History	World History Survey Edition
Justify Causation and Argumentation	
<p>H.SS-US.9-12.26 Determine multiple and complex causes and effects of historical events in American history including, but not limited to, the Civil War, World War I and II, the Korean War and the Vietnam War.</p>	<p>SE/TE: Analyze Timeline, 7, 20, 166, 740; Cause and Effect (examples), 465, 514, 638, 805, 806</p> <p>Topic 12 Assessment (22. Identify the Influence of Ideas), 493; Topic 14 Assessment (10. Describe How People Have Participated), 587; Topic 15 Assessment (12. Explain the Roles of Military Technology), 642; Topic 16 Assessment (10. Explain Significance), 674; Topic 17 Assessment (6. Summarize Causes), 731; Topic 18 Assessment (6. Explain Roles of World Leaders), 769; Topic 19 Assessment (8. Identify Events), 807; Topic 21 Assessment (4. Explain the Role), 905(7. Summarize Reasons), 905</p> <p><i>21st Century Skills:</i> Sequence, 959; Categorize, 960–961; Analyze Cause and Effect, 961–962; Draw Inferences, 966–967</p> <p>Digital Resources: <i>21st Century Skills Tutorials:</i> Analyze Cause and Effect; <i>Landmark Supreme Court Cases:</i> <i>Korematsu v. United States; Dred Scott v. Sandford</i></p>
Iowa History	
<p>H.SS-US.9-12.27 Evaluate Iowans or groups of Iowans who have influenced U.S. History.</p>	<p>For supporting content please see: SE/TE: Herbert Hoover, 711</p> <p>Digital Resources: <i>21st Century Skills Tutorials:</i> Identify Main Ideas and Details; <i>Social Studies Reference Center:</i> Biographies</p>