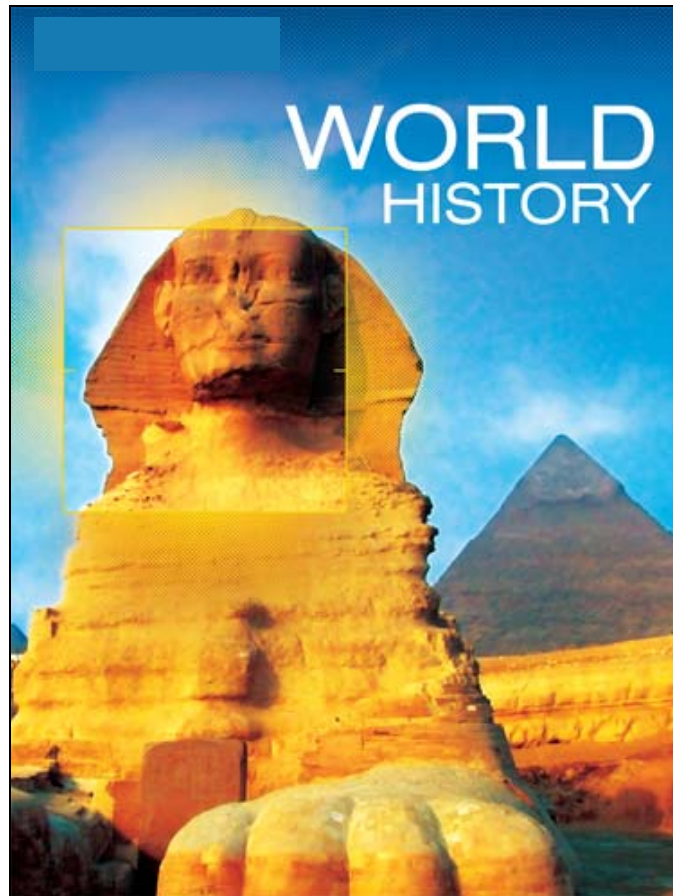


A Correlation of



©2016

To the

**College, Career, & Civic Life
(C3) Framework
for Social Studies State Standards
Grades 9-12**

**A Correlation of Savvas World History, ©2016
to the C3 Framework for Social Studies State Standards, Grades 9-12**

Introduction

This document demonstrates how **Savvas World History, ©2016** meets the C3 Framework for Social Studies State Standards, Grades 9-12.

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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C3 Framework for Social Studies Grades 9-12	Savvas World History ©2016
Dimension 2, Human-Environment Interaction	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p>	<p>SE: 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</p> <p>Topic 2 Assessment (16. Identify Major Causes), 58; Topic 3 Assessment (1. Identify Causes and Effects), 96; (2. Explain How Major River Valley Civilizations Influenced Development), 96; Topic 3 Assessment (6. Analyze the Influence), 9; 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 15 Assessment (4. Describe the Major Effects of European Imperialism), 645; Topic 16 Assessment (9. Identify Importance and Locate Places and Regions), 678</p>
<p>D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p>	<p>SE: 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</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>

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C3 Framework for Social Studies Grades 9-12	Savvas World History ©2016
<p>D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p>	<p>SE: 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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C3 Framework for Social Studies Grades 9-12	Savvas World History ©2016
Dimension 2, Human Population: Spatial Patterns and Movements	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.7.9-12. 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>SE: 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</p> <p>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; 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>D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p>	<p>SE: The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; 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</p> <p>Topic 10 Assessment (2. Identify Major Causes), 381; (7. Describe Major Effects), 381; Topic 13 Assessment (14. Describe Major Effects), 536; (15. Identify Important Changes in Human Life), 536; Topic 21 Assessment (2. Summarize Impact), 909; (8. Describe Major Influences), 909</p>

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<p align="center">C3 Framework for Social Studies Grades 9-12</p>	<p align="center">Savvas World History ©2016</p>
<p>D2.Geo.9.9-12. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p>	<p>SE: The Neolithic Revolution, 9–13; 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; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Development and the Environment, 895–897</p>

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C3 Framework for Social Studies Grades 9-12	Savvas World History ©2016
Dimension 2, Global Interconnections	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.10.9-12. 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: 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>
<p>D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p>	<p>SE: Globalization and Trade, 885–889; Topic 21 Assessment (2. Summarize Impact), 909; (3. Identify Major Causes), 909; (16. Summarize Impact and Use a Problem-Solving Process), 910</p>

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C3 Framework for Social Studies Grades 9-12	Savvas World History ©2016
D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.	SE: 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 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
HISTORY	
Dimension 2, Change, Continuity, and Context	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	SE: 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
D2.His.2.9-12. Analyze change and continuity in historical eras.	SE: 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

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<p>D2.His.3.9-12. 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.</p>	<p>SE: 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; Topic 18 Assessment (16. Explain Roles of World Leaders), 774; Topic 19 Assessment (7. Identify and Describe), 811</p> <p><i>Digital Resources:</i> Biographies</p>
<p>Dimension 2, Perspectives</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>	<p>SE: 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</p> <p><i>Digital Resources:</i> Biographies</p>

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<p>D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.</p>	<p>SE: 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; (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</p>
<p>D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p>	<p>SE: 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>D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</p>	<p>SE: 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>

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<p>D2.His.8.9-12. 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: 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>
<p>Dimension 2, Historical Sources and Evidence</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</p>	<p>SE: 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>D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p>	<p>SE: <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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<p style="text-align: center;">C3 Framework for Social Studies Grades 9-12</p>	<p style="text-align: center;">Savvas World History ©2016</p>
<p>D2.His.11.9-12. 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: <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>D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p>	<p>SE: 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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<p>D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.</p>	<p>SE: 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>
Dimension 2, Causation and Argumentation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p>	<p>SE: 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>

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<p>D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</p>	<p>SE: 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; 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>D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<p>SE: 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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<p>D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</p>	<p>SE: 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>
Evaluating Sources & USING EVIDENCE	
Dimension 3, Gathering and Evaluating Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D3.1.9-12. 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: 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>

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<p>D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</p>	<p>SE: <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>
Dimension 3, Developing Claims and Using Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D3.3.9-12. 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: 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>

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<p>D3.4.9-12. 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: 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>
Communicating Conclusions & Taking INFORMED ACTION	
Dimension 4, Communicating Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...	
<p>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p>	<p>SE: 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>

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<p>D4.2.9-12. 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: 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>
<p>D4.3.9-12. 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: 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>

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Dimension 4, Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.	<p>SE: 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>
D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.	<p>SE: 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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Dimension 4, Taking Informed Action	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.6.9-12. 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: 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
D4.7.9-12. 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: 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

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<p>D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>	<p>SE: 21st Century Skills: Solve Problems, 989–990; Make Decisions, 990–991; Political Participation, 992; Voting, 992–993; Serving on a Jury, 993–994</p> <p>Express Problems Clearly, 409, 834, 840, 869; Solve Problems, 115, 706</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), 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;</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), 736; Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 848</p>