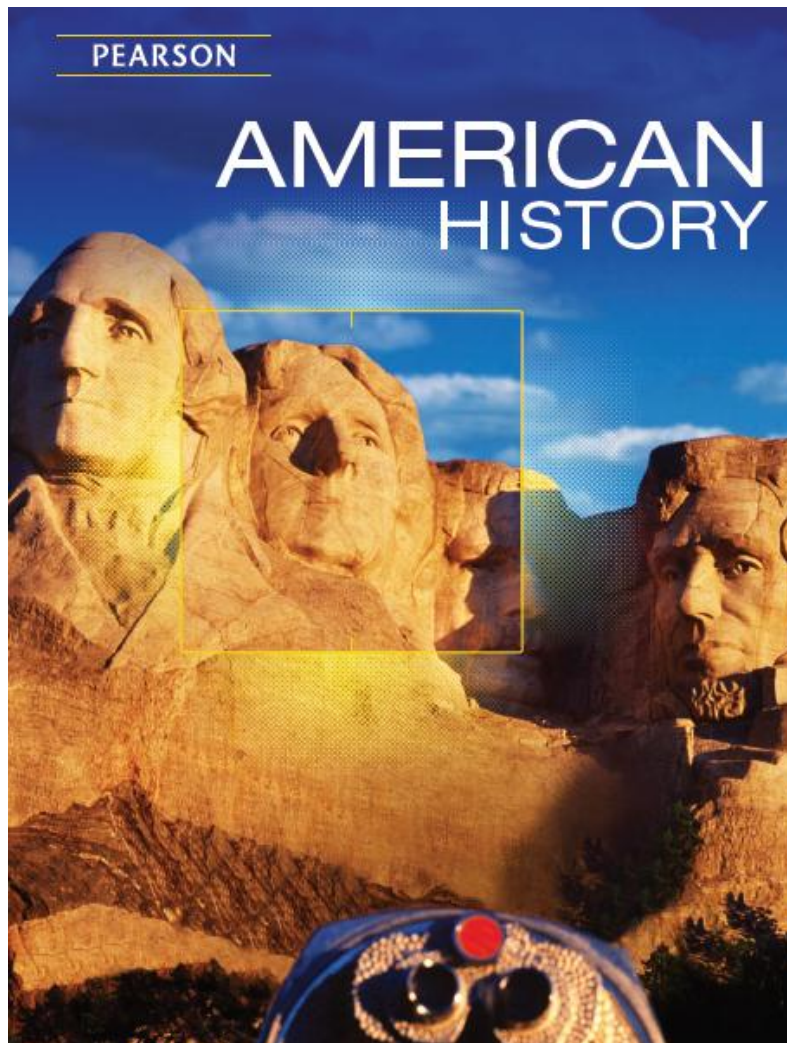


A Correlation of



To the

Common Core State Standards for Literacy in History/Social Studies Grades 6-8

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Introduction

This document demonstrates how ***Pearson American History, ©2016*** meets the Common Core State Standards for Literacy in History/Social Studies, Grades 6-8.

Pearson is excited to announce its NEW *American History* program for middle grades! The program is designed to unlock the exciting story of our nation's history with engaging stories, activities, and opportunities for drawing connections from the content to students' own lives, expanding their understanding of American history and why it remains important today. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while unlocking the exciting story of our nation's history. The program is available in print, digital, and blended options.

The ***Pearson American History*** program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and "pull-it-all-together" exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Technology Reimagined with Pearson's Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBCLearn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

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Common Core Standards for Literacy in History/Social Studies	American History
Reading Standards for Literacy in History/Social Studies	
Key Ideas and Details	
RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.	SE: Essential Question, 2, 34, 92, 136, 178, 228, 274, 318, 366, 388, 434, 478, 524, 570, 598, 644, 668; Section Assessment, 15, 23, 29, 43, 53, 63, 69, 76, 84, 88, 99, 115, 119, 131, 142, 147, 151, 156, 167, 171, 175, 187, 191, 195, 206, 214, 223, 236, 242, 248, 252, 258, 262, 270, 289, 297, 301, 306, 310, 315, 326, 334, 342, 347, 355, 363, 372, 377, 381, 385, 397, 406, 413, 414, 419, 424, 441, 446, 452, 458, 466, 474, 487, 494, 498, 510, 515, 520, 530, 535, 540, 546, 552, 561, 567, 575, 581, 586, 594, 604, 610, 616, 627, 636, 641, 652, 657, 665, 674, 678, 685, 692, 699; Topic Assessment, 30-32, 89-90, 132-135, 176-177, 224-227, 271-272, 316-317, 364-365, 386-387, 430-432, 475-476, 521-522, 568-569, 595-596, 642-643, 666-667, 700-702

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<p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>SE: Identify Central Ideas, 8, 43, 67, 81, 86, 97, 117, 146, 194, 221, 258, 299, 315, 358, 361, 385, 413, 440, 452, 461, 462, 466, 518, 539, 560, 639, 657, 699; Identify Central Issues, 23, 43, 63, 99, 107, 119, 142, 150, 187, 236, 242, 252, 262, 297, 301, 306, 322, 334, 342, 347, 355, 372, 381, 397, 424, 429, 446, 466, 474, 494, 510, 515, 520, 527, 530, 549, 575, 586, 601, 610, 627, 629, 636, 641; Identify Main Ideas, 18, 26, 47, 51, 55, 69, 111, 126, 144, 153, 189, 197, 198, 223, 391, 397, 404, 428, 490, 498, 593, 619, 630; Summarize, 29, 43, 53, 76, 88, 99, 115, 131, 142, 151, 156, 171, 175, 187, 191, 195, 206, 214, 234, 236, 237, 248, 251, 252, 258, 270, 289, 297, 301, 306, 310, 326, 334, 338, 341, 342, 347, 355, 363, 372, 377, 380, 381, 384, 385, 394, 397, 406, 413, 446, 458, 515, 535, 546, 552, 561, 567, 581, 586, 594, 641, 674, 678, 685, 692, 699</p> <p>21st Century Skills: Identify Main Ideas and Details, 779; Summarize, 780; Interpret Sources, 784; Analyze Primary and Secondary Sources, 793–794</p>
<p>RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>SE: Essential Question, 2, 34, 92, 136, 178, 228, 274, 318, 366, 388, 434, 478, 524, 570, 598, 644, 668; Enduring Understandings, 3, 35, 93, 137, 179, 229, 275, 319, 389, 435, 479, 525, 571, 599, 645, 669; Identify Patterns, 15, 247, 419, 424, 441, 466, 510, 575; Identify Steps in a Process, 15, 419, 452, 498, 575, 581; Sequence Events, 594, 685; Summarize, 29, 43, 53, 76, 88, 99, 115, 131, 142, 151, 156, 171, 175, 187, 191, 195, 206, 214, 234, 236, 237, 248, 251, 252, 258, 270, 289, 297, 301, 306, 310, 326, 334, 338, 341, 342, 347, 355, 363, 372, 377, 380, 381, 384, 385, 394, 397, 406, 413, 446, 458, 515, 535, 546, 552, 561, 567, 581, 586, 594, 641, 674, 678, 685, 692, 699</p>

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Craft and Structure	
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	SE: Key Terms, 4, 16, 24, 36, 44, 54, 64, 70, 77, 85, 100,108, 116, 120, 138, 143, 148, 152, 157, 168, 172, 180, 188, 192, 196, 207, 215, 230, 237, 243, 249, 254, 259, 263, 276, 290, 298, 302, 307, 311, 320, 327, 335, 343, 348, 356, 368, 373, 378, 382, 390, 398, 407, 420, 425, 436, 442, 447, 453, 459, 467, 480, 488, 495, 500, 505, 511, 516, 526, 531, 536, 541, 547, 553, 562, 572, 576, 582, 587, 600, 605, 611, 617, 628, 637, 646, 653, 658, 670, 675, 679, 686, 693
RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	SE: Compare and Contrast, 15, 63, 69, 167, 189, 295, 315, 337, 424, 466, 474, 498, 520, 567, 594, 610, 616, 652, 657; Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289, 391, 424, 429, 446, 452, 458, 487, 494, 510, 515, 530, 535, 546, 552, 561, 563, 567, 575, 581, 586, 604, 610, 616, 627, 636, 641, 657, 672, 685, 692; Identify Patterns, 15, 247, 419, 424, 441, 466, 510, 575; Identify Steps in a Process, 15, 419, 452, 498, 575, 581; Sequence of Events, 594, 685; Analyze Timeline, 26, 154, 501, 543, 549, 579, 610 21 st Century Skills: Sequence, 775; Categorize, 776; Analyze Cause and Effect, 777-778; Compare and Contrast, 778-779

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<p>RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>SE: 21st Century Skills: Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798</p> <p>Critical Thinking: Compare Points of View, 88, 419, 494, 504; Determine Point of View, 441, 530, 540, 546, 581; Evaluate Arguments, 119, 147, 223; Support a Point of View with Evidence, 29, 84, 604</p> <p>Topic 3 Assessment (6. Organize and Interpret Information from Reports), 133; Topic 15 Assessment (3. Identify Bias), 642</p> <p>Analyze Political Cartoons, 119, 190, 193, 235, 240, 329, 331, 375, 405, 493, 495, 559, 612</p>
Integration of Knowledge and Ideas	
<p>RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>SE: Analyze Charts, 11, 20, 43, 52, 75, 97, 106, 121, 159, 189, 191, 210, 232, 238, 265, 269, 284, 353, 385, 415, 419, 492, 497, 501, 517, 543, 549, 555, 610, 648, 650, 657, 695; Analyze Data, 154, 174, 181, 182, 195, 205, 292, 322, 332, 340, 351, 362; Analyze Graphs, 28, 58, 141, 174, 181, 247, 281, 309, 354, 385, 397, 404, 439, 443, 457, 465, 471, 492, 507, 515, 528, 529, 533, 539, 548, 550, 566, 573, 583, 584, 591, 593, 607, 623, 624, 639, 640, 649, 660, 680, 681, 682, 684, 691, 694, 696, 697; Analyze Maps, 5, 10, 18, 19, 23, 38, 39, 42, 45, 62, 65, 71, 86, 95, 96, 99, 112, 122, 127, 163, 200, 201, 203, 204, 213, 220, 234, 244, 250, 255, 258, 266, 267, 293, 304, 339, 344, 349, 359, 383, 393, 461, 482, 484, 489, 491, 496, 498, 502, 513, 519, 527, 546, 557, 563, 577, 578, 581, 588, 589, 601, 602, 609, 614, 630, 633, 656, 662, 663, 672, 677; Analyze Political Cartoons, 119, 190, 193, 235, 240, 329, 331, 375, 405, 493, 495, 559, 612</p>

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<p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798</p> <p><i>Understanding Debates and Points of View:</i> Topic 4 Assessment (3. Analyze Arguments for Ratification), 176; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 Assessment (3. Summarize Arguments about Tariffs), 271; (12. Explain Constitutional Issues in Nullification Crisis), 272; Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 522; Topic 14 Assessment (2. Analyze and Interpret a Speech), 595; Topic 14 Assessment (10. Explain Constitutional Issues), 595; Topic 15 Assessment (6. Describe Pros and Cons), 643; Topic 16 Assessment (5. Identify Viewpoints), 666; (12. Identify and Contrast Viewpoints on the Contract with America), 667; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 700</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>

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<p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>SE: <i>21st Century Skills:</i> Interpret Sources, 784; Analyze Primary and Secondary Sources, 793–794</p> <p><i>Using Primary Sources:</i> Topic 1 Assessment (5. Evaluate Sources), 31; (7. Locate and Use Valid Primary and Secondary Sources), 31; (16. Differentiate Between Valid Primary and Secondary Sources), 32; Topic 3 Assessment (6. Organize and Interpret Information from Reports), 133; (13. Identify Colonial Grievances in the Declaration of Independence), 134; (15. Identify Colonial Grievance in the Declaration of Independence), 134; Topic 5 Assessment (6. Summarize McCulloch v. Maryland), 224; (8. Explain Monroe Doctrine), 224; Topic 13 Assessment (12. Explain Connections between Art and Society), 569</p>
Range of Reading and Level of Text Complexity	
<p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>This objective is met throughout <i>American History</i> in features such as these:</p> <p>SE: Section Assessment, 15, 23, 29, 43, 53, 63, 69, 76, 84, 88, 99, 115, 119, 131, 142, 147, 151, 156, 167, 171, 175, 187, 191, 195, 206, 214, 223, 236, 242, 248, 252, 258, 262, 270, 289, 297, 301, 306, 310, 315, 326, 334, 342, 347, 355, 363, 372, 377, 381, 385, 397, 406, 413, 414, 419, 424, 441, 446, 452, 458, 466, 474, 487, 494, 498, 510, 515, 520, 530, 535, 540, 546, 552, 561, 567, 575, 581, 586, 594, 604, 610, 616, 627, 636, 641, 652, 657, 665, 674, 678, 685, 692, 699; Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702</p>

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Common Core Standards for Literacy in History/Social Studies	American History
Writing Standards for Literacy in History/Social Studies	
Text Types and Purposes	
<p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798</p> <p>Arguments: Topic 5 Assessment (19. Analyze Sectional Impact of Tariffs), 227; Topic 6 Assessment (3. Summarize Arguments about Tariffs), 271; Topic 6 Assessment (12. Explain Constitutional Issues in Nullification Crisis), 272; Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 522; Topic 15 Assessment (3. Identify Bias), 642; Topic 15 Assessment (6. Describe Pros and Cons), 643; Topic 16 Assessment (5. Identify Viewpoints), 666; Topic 16 Assessment (14. Evaluate Pros and Cons), 667; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 700</p>

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<p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SE: <i>Write About the Essential Question:</i> Students write essays as they re-examine the Essential Question at the conclusion of each Topic Assessment.</p> <p>Topic 1 Assessment (Write About the Essential Question), 32; Topic 2 Assessment (Write About the Essential Question), 90; Topic 3 Assessment (Write About the Essential Question), 135; Topic 4 Assessment (Write About the Essential Question), 177; Topic 5 Assessment (Write About the Essential Question), 227; Topic 6 Assessment (Write About the Essential Question), 272; Topic 7 Assessment (Write About the Essential Question), 317; Topic 8 Assessment (Write About the Essential Question), 365; Topic 9 Assessment (Write About the Essential Question), 387; Topic 10 Assessment (Write About the Essential Question), 432; Topic 11 Assessment (Write About the Essential Question), 476; Topic 12 Assessment (Write About the Essential Question), 522; Topic 13 Assessment (Write About the Essential Question), 569; Topic 14 Assessment (Write About the Essential Question), 596; Topic 15 Assessment (Write About the Essential Question), 643; Topic 16 Assessment (Write About the Essential Question), 667; Topic 17 Assessment (Write About the Essential Question), 702</p> <p>21st Century Skills: Give an Effective Presentation, 798–799; Write an Essay, 799–800; Avoid Plagiarism, 800; Solve Problems, 800–801</p>

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WHST.6-8.3. (See note; not applicable as a separate requirement)	
Production and Distribution of Writing	
WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>SE: Each Topic Assessment raises various questions relevant to the major ideas in the chapter. Students can choose questions that interest them the most and compose essays or arguments that support their positions.</p> <p>Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702</p>
WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	<p>SE: Write About the Essential Question: Topic 1 Assessment, 32; Topic 2 Assessment, 90; Topic 3 Assessment, –135; Topic 4 Assessment, 177; Topic 5 Assessment, 227; Topic 6 Assessment, 272; Topic 7 Assessment, 317; Topic 8 Assessment, 365; Topic 9 Assessment, 387; Topic 10 Assessment, 432; Topic 11 Assessment, 476; Topic 12 Assessment, –522; Topic 13 Assessment, 569; Topic 14 Assessment, 596; Topic 15 Assessment, –643; Topic 16 Assessment, 667; Topic 17 Assessment, 702</p> <p>21st Century Skills: Give an Effective Presentation, 798–799; Write an Essay, 799–800; Avoid Plagiarism, 800; Solve Problems, 800–801</p>

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<p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>SE: Pearson’s <i>American History</i> allows students and teachers to travel beyond the page with technology that blends easily into any classroom. In addition to the online component, many of the Topic Assessment materials encourage students to research additional sources through the library or internet.</p> <p><i>Research Activities and Presentations:</i> Topic 1 Assessment (13. Compare Effects of Technological Innovations on Daily Life), 32; Topic 2 Assessment (9. Analyze Mercantilism), 89; Topic 3 Assessment (5. Create Written Presentation), 133; (14. Explain Issues Surrounding Declaring Independence), 134; (16. Contributions of Women), 134; (17. Contributions of African Americans), 135; Topic 4 Assessment (11. Summarize Amending U.S. Constitution), 177; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington), 224; (10. Identify and Locate Louisiana Purchase), 225; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317; Topic 13 Assessment (12. Explain Connections between Art and Society), 569; Topic 15 Assessment (2. Describe the Marshall Plan), 642; Topic 16 Assessment (11. Evaluate NAFTA), 667; Topic 17 Assessment (3. Explain Significance of 2001 as a Turning Point), 700; (14. Identify Significant Social and Political Issues), 701</p>

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Research to Build and Present Knowledge	
<p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>SE: <i>Research Activities:</i> Topic 1 Assessment (13. Compare Effects of Technological Innovations on Daily Life), 32; Topic 2 Assessment (9. Analyze Mercantilism), 89; Topic 3 Assessment (5. Create Written Presentation), 133; (6. Organize and Interpret Information from Reports), 133; (14. Explain Issues Surrounding Declaring Independence), 134; (16. Contributions of Women), 134; (17. Contributions of African Americans), 135; Topic 4 Assessment (11. Summarize Amending U.S. Constitution), 177; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington), 224; (10. Identify and Locate Louisiana Purchase), 225; (18. Explain Economic Effects of War of 1812), 227; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317; Topic 15 Assessment (2. Describe the Marshall Plan), 642; (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 643; Topic 16 Assessment (11. Evaluate NAFTA), 667; Topic 17 Assessment (3. Explain Significance of 2001 as a Turning Point), 700; (14. Identify Significant Social and Political Issues), 701</p> <p><i>21st Century Skills:</i> Interpret Sources, 784; Analyze Primary and Secondary Sources, 793–794</p>

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<p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>SE: <i>Using Primary Sources:</i> Topic 1 Assessment (5. Evaluate Sources), 31; (7. Locate and Use Valid Primary and Secondary Sources), 31; (16. Differentiate Between Valid Primary and Secondary Sources), 32; Topic 3 Assessment (6. Organize and Interpret Information from Reports), 133; (13. Identify Colonial Grievances in the Declaration of Independence), 134; (15. Identify Colonial Grievance in the Declaration of Independence), 134; Topic 5 Assessment (6. Summarize <i>McCulloch v. Maryland</i>), 224; (8. Explain Monroe Doctrine), 224; Topic 13 Assessment (12. Explain Connections between Art and Society), 569</p> <p><i>Primary Sources are embedded within the text (examples):</i> 47, 69, 161, 225, 401, 418, 489, 514, 517, 539, 550, 552, 573, 581, 588</p> <p><i>Critical Thinking Questions:</i> Cite Evidence, 63, 69, 76, 88, 107, 119, 150, 552, 586, 594, 665; Evaluate Arguments, 119, 147, 223; Support a Point of View with Evidence, 29, 84, 604; Support Ideas with Evidence, 167, 195, 315, 413, 504, 665, 685; Support Ideas with Examples, 15, 23, 53, 63, 151, 156, 171, 692, 699</p> <p><i>21st Century Skills:</i> Interpret Sources, 784; Analyze Primary and Secondary Sources, 793–794; Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798</p>

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<p>WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research</p>	<p>SE: Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702</p> <p>United States Constitution, 704–727; Declaration of Independence, 728–729; Primary Sources, 728–774</p> <p>Digital Resources: Landmark Supreme Court Cases; Interactive Primary Sources</p> <p>21st Century Skills: Interpret Sources, 784; Analyze Primary and Secondary Sources, 793–794; Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798; Write an Essay, 799–800; Avoid Plagiarism, 800</p>

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Range of Writing	
<p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE: Each chapter in Pearson’s <i>American History</i> concludes with Topic Assessment activities. Each activity encourages students to engage the text, other sources, and other learners as they explore themes and ideas relevant to the chapter. All activities are open-ended and can be used as starting point for group learning, individual student inquiry, and written or speaking response.</p> <p>Topic 1 Assessment, 30–32; Topic 2 Assessment, 89–90; Topic 3 Assessment, 132–135; Topic 4 Assessment, 176–177; Topic 5 Assessment, 224–227; Topic 6 Assessment, 271–272; Topic 7 Assessment, 316–317 Topic 8 Assessment, 364–365 Topic 9 Assessment, 386–387 Topic 10 Assessment, 430–432 Topic 11 Assessment, 475–476 Topic 12 Assessment, 521–522 Topic 13 Assessment, 568–569 Topic 14 Assessment, 595–596 Topic 15 Assessment, 642–643 Topic 16 Assessment, 666–667 Topic 17 Assessment, 700–702</p>