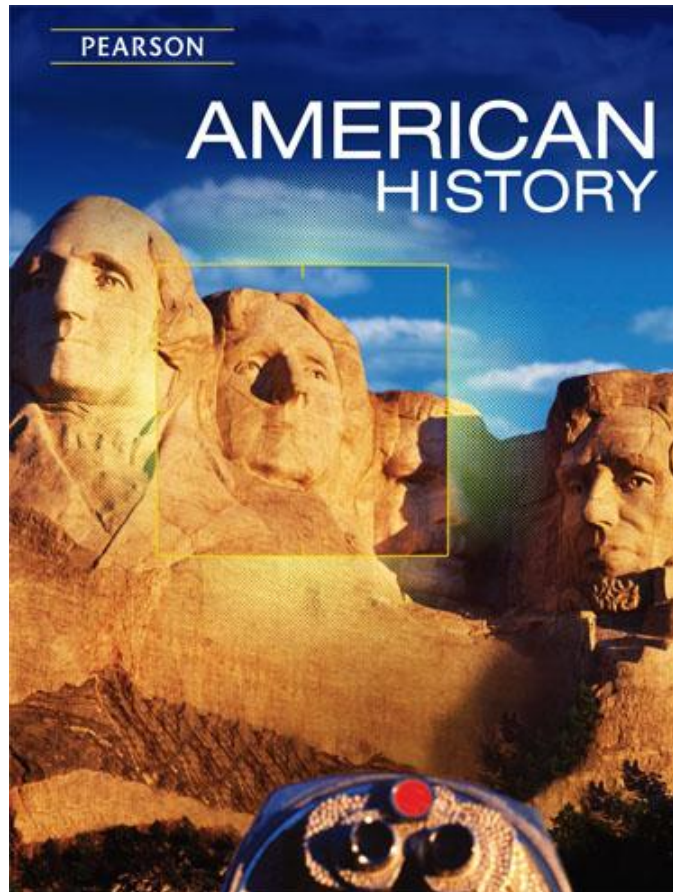


## A Correlation of



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**To the**

**Common Core Standards for  
Literacy in History/Social Studies**

**Grades 6-8**

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to the Common Core Standards for Literacy  
in History/Social Studies, Grades 6-8**

**Introduction**

This document demonstrates how ***Pearson Realize™ American History, ©2016*** meets the Common Core Standards for Literacy in History/Social Studies, Grades 6-8. Correlation page references are to the Student Edition.

*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.

***Pearson American History*** 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.
- Online Lesson Planner Standards-based planner that helps to save prep time.
- 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.
- Interactive features: Interactive charts, image galleries, cartoons, 3-D models, illustrations, timelines, and simulation
- Digital presentations: Dynamic interactive lessons that help to engage students.
- Grading and reporting: Individual and Class Progress Reports for each student with *Pearson Realize*.

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| <b>Common Core Standards for<br/>Literacy in History/Social Studies<br/>Grades 6-8</b>                       | <b>Pearson American History<br/>©2016, Realize™ Platform</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Reading Standards for Literacy in History/Social Studies</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Key Ideas and Details                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> | <p><b>SE:</b> Each topic commences with an Essential Question activity. These questions place the events in a broader historical context and connect to larger social studies strands.</p> <p><u>Essential Question (examples)</u><br/> <i>Topic 4:</i> Introduction: EQ: How much power should the government have?; Synthesize: A Constitution for the United States<br/> <i>Topic 6:</i> Introduction: EQ: Why Do People Move?; Synthesize: The Age of Jackson and Westward Expansion<br/> <i>Topic 9:</i> Introduction: EQ: How should resources be distributed?; Synthesize: Reflect on the Essential Question</p> <p>Students explore experts interpretations of source material in Step 3: Synthesize, in the Document-Based Questions and Civic Discussion Activities:</p> <p><u>Document-Based Question/Learning (examples)</u><br/> <i>Topic 1:</i> How Reliable is This Account of the Easter Mutiny? Sources A-E;<br/> <i>Topic 7:</i> Comparing Points of View on Slavery and Abolition: Sources A-F; <i>Topic 13:</i> The Role of the Government in the Economy: Sources A-F; <i>Topic 14:</i> World War II: Sources A-F; <i>Topic 16:</i> Analyzing the Reagan Conservative Movement: Sources A-F</p> <p><u>Civic Discussion (examples)</u><br/> <i>Topic 4:</i> Senate Representation: Sources A-C; <i>Topic 9:</i> Ending Reconstruction: Sources A-D; <i>Topic 10:</i> High-Speed Rail: Sources A-F; Topic 12</p> |

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| <p style="text-align: center;"><b>Common Core Standards for<br/>Literacy in History/Social Studies<br/>Grades 6-8</b></p>           | <p style="text-align: center;"><b>Pearson American History<br/>©2016, Realize™ Platform</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>(Continued)</b><br/><b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> | <p><b>(Continued)</b><br/><b>SE:</b> Each interactive primary source includes an introduction that includes the date, origin, and purpose of the document. Students explore the source with follow-up comprehension questions.</p> <p><u>Interactive Primary Sources (examples)</u><br/>"Remember the Ladies, " Abigail Adams; The Federalist No. 10, James Madison; The Federalist No. 78, Alexander Hamilton; "A House Divided, " Abraham Lincoln; "I Will Fight No More Forever, " Chief Joseph; Hind Swaraj, Mohandas Gandhi; The Fourteen Points, Woodrow Wilson; Four Freedoms, Franklin D. Roosevelt; Silent Spring, Rachel Carson; "I Have a Dream, " Martin Luther King, Jr.</p> <p><u>End of Topic Assessment Options</u><br/>Topics 1–17: Test and Test Bank: A summative test at the end of each topic allows teachers to assess mastery assessment through a comprehensive assessment.</p> |

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| <p><b>RH.6-8.2.</b> 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><b>SE:</b> <u>Review and Assessment (examples)</u><br/> <i>Topic 1:</i> Question 16 (Evaluate Sources);<br/> <i>Topic 2:</i> Question 4 (Explain the Significance of the Mayflower Compact);<br/> <i>Topic 4:</i> Question 3 (Summarize Strengths of Articles of Confederation); Question 4 (Summarize Weaknesses of Articles of Confederation); Question 5 (Summarize Weaknesses of the Articles of Confederation); Question 41 (Summarize Amending U.S. Constitution); <i>Topic 5:</i> Question 9 (Summarize Taxation and the Whiskey Rebellion); Question 28 (Summarize <i>Marbury v. Madison</i>); <i>Topic 6:</i> Question 9 (Summarize Arguments About Tariffs); <i>Topic 8:</i> Question 11 (Explain the Battle of Gettysburg and Robert E. Lee's Role in It); <i>Topic 16:</i> Question 7 (Explain the End of the Cold War)</p> <p>21<sup>st</sup> Century Skills: Identify Main Ideas and Details; Summarize; Interpret Sources; Analyze Primary and Secondary Sources</p> |

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| <p><b>RH.6-8.3.</b> 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><b>SE:</b> <u>Examples of cause and effect and timelines.</u><br/> <i>Topic 6: Lesson 1: Jackson Wins the Presidency: Interactive Chart: Causes and Effects of Jacksonian Democracy</i><br/><br/> <i>Topic 7: Lesson 5: Women's Rights: Interactive Timeline: The Early Women's Rights Movement</i><br/><br/> <i>Topic 10: Lesson 6: New Technologies: Interactive Timeline: American Inventors That Changed Society</i><br/><br/> <i>Topic 12: Lesson 2: War and Empire: Interactive Chart: Causes and Effects of the Spanish-American War</i><br/><br/> <i>Topic 13: Lesson 5: Entering the Great Depression: Interactive Chart: The Great Depression—Causes and Effects</i><br/><br/> <i>Topic 15: Lesson 1: The Beginning of the Cold War: Interactive Chart: Cold War—Cause and Effect</i><br/><br/> <u>Review and Assessment (examples)</u><br/> <i>Topic 2: Question 1 (Describe the Causes of Spanish Colonization); Topic 4: Question 7 (Describe Causes of the Constitution); Question 29 (Describe Causes and Effects of Constitution); Topic 5: Question 39 (Explain Cause of War of 1812); Topic 6: Question 33 (Describe Causes and Effects of Western Expansion); Topic 9: Question 1 (Analyze the Causes and Effects of Economic Differences Between the North and South); Topic 16: Question 1 (Identify Cause and Effect)</i><br/><br/> <i>21<sup>st</sup> Century Skill Tutorials: Analyze Cause and Effect; Sequence</i></p> |

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| <p><b>Craft and Structure</b></p>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>RH.6-8.4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> | <p><b>SE:</b> Reading and Note Taking Study Guide: Lesson Vocabulary (examples) pages, 2, 4, 6, 10, 12, 14, 16, 18, 19, 21, 26, 28, 30, 32, 33, 38, 40, 42, 43, 45, 49, 50, 54, 56, 57, 59, 61, 63, 69, 71, 73, 75, 77, 78, 83, 86, 88, 90, 92, 94, 99, 101, 103, 105, 107, 109, 114, 115, 116, 117, 120, 122, 124, 126, 128, 130, 135, 137, 139, 141, 142, 144, 149, 150, 152, 154, 155, 157, 158, 164, 165, 166, 167, 168, 169, 171, 175, 177, 179, 180, 184, 186, 187, 188, 190, 192, 196, 198, 199, 203, 204, 205, 206, 207</p> <p>21<sup>st</sup> Century Skills Tutorials: Use Context Clues</p> <p>Glossary: includes key words, events, and individuals</p>  |
| <p><b>RH.6-8.5.</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>                                                            | <p><b>SE:</b> <u>Examples of Cause and Charts and Timelines</u></p> <p><i>Topic 6: Lesson 1: Jackson Wins the Presidency:</i> Interactive Chart: Causes and Effects of Jacksonian Democracy</p> <p><i>Topic 7: Lesson 5: Women's Rights:</i> Interactive Timeline: The Early Women's Rights Movement</p> <p><i>Topic 10: Lesson 6: New Technologies:</i> Interactive Timeline: American Inventors That Changed Society</p> <p><i>Topic 13: Lesson 5: Entering the Great Depression:</i> Interactive Chart: The Great Depression—Causes and Effects</p> <p><i>Topic 15: Lesson 1: The Beginning of the Cold War:</i> Interactive Chart: Cold War—Cause and Effect</p> |



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| <p><b>(Continued)</b><br/><b>RH.6-8.5.</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>                                   | <p><b>(Continued)</b><br/><b>SE:</b> <u>Review and Assessment (examples)</u><br/><i>Topic 1:</i> Question 1 (Compare Human Characteristics); Question 4 (Compare Human Characteristics); <i>Topic 5:</i> Question 5 (Describe Cause and Effect of Sectionalism ); <i>Topic 6:</i> Question 2 (Compare Effects of Political Factors ); <i>Topic 9:</i> Question 1 (Analyze the Causes and Effects of Economic Differences)</p> <p>21<sup>st</sup> Century Skills: Sequence; Categorize; Analyze Cause and Effect; Compare and Contrast</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>RH.6-8.6.</b> 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><b>SE:</b> 21<sup>st</sup> Century Skills: Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p><u>Document-Based Question (examples)</u><br/><i>Topic 1:</i> How Reliable is This Account of the Easter Mutiny? Sources A–E; <i>Topic 11:</i> Analyzing Viewpoints on Immigration: Sources A–F; <i>Topic 13:</i> The Role of the Government in the Economy: Sources A–F; <i>Topic 14:</i> World War II: Sources A–F; <i>Topic 16:</i> Analyzing the Reagan Conservative Movement: Sources A–F; <i>Topic 17:</i> Analyzing How Young People Envision the Future: Sources A–D</p> <p><u>Review and Assessment (examples)</u><br/><i>Topic 4:</i> Question 26 (Identify Influence of Antifederalist Writings); Question 27 (Analyze Arguments of George Mason); <i>Topic 5:</i> Question 22 (Identify Points of View of Political Parties); <i>Topic 6:</i> Question 12 (Explain Constitutional Issues in Nullification Crisis); <i>Topic 7:</i> Question 10 (Identify the Colonization Movement); <i>Topic 12:</i> Question 15 (Analyze Woodrow Wilson's Fourteen Points)</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p> |

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| <p><b>Integration of Knowledge and Ideas</b></p>                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>RH.6-8.7.</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> | <p><b>SE:</b> <i>Topic 1: Lesson 3: European Exploration in the Americas: Interactive Map: The Columbian Exchange</i></p> <p><i>Topic 4: Lesson 1: Claims to Western Lands; Lesson 4: Ratification of the Constitution</i></p> <p><i>Topic 6: Lesson 1: Jackson Wins the Presidency: Interactive Chart: Causes and Effects of Jacksonian Democracy</i></p> <p><i>Topic 8: Lesson 4: The Union's Strategies to Win the Civil War; Lesson 6: The Battle of Vicksburg; Key Battles of the Civil War</i></p> <p><i>Topic 10: Lesson 6: New Technologies: Interactive Timeline: American Inventors That Changed Society</i></p> <p><i>21<sup>st</sup> Century Skill Tutorials: Read Physical Maps; Read Political Maps; Read Special-Purpose Maps</i></p> <p><u>Review and Assessment (using maps and charts)</u></p> <p><i>Topic 2: Question 6 (Pose and Answer Questions About Geographic Distributions and Patterns); Topic 6: Question 24 (Analyze Settlement Patterns); Topic 11: Question 9 (Evaluate Effective Leadership)</i></p> |

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| <p><b>RH.6-8.8.</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>                                 | <p><b>SE:</b> <i>21<sup>st</sup> Century Skill Tutorials:</i> Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p>Students explore experts interpretations of source material in Step 3: Synthesize, in the Document-Based Questions and Civic Discussion Activities:</p> <p><u>Document-Based Question (examples)</u><br/> <i>Topic 11: Analyzing Viewpoints on Immigration: Sources A–F; Topic 13: The Role of the Government in the Economy: Sources A–F; Topic 14: World War II: Sources A–F; Topic 16: Analyzing the Reagan Conservative Movement: Sources A–F</i></p> <p><u>Civic Discussion (examples)</u><br/> <i>Topic 4: Senate Representation: Sources A–C; Topic 6: The U.S.-Mexican War: Sources A–D; Topic 9: Ending Reconstruction: Sources A–D; Topic 10: High-Speed Rail: Sources A–F; Topic 12: Annexing Hawaii: Sources A–F</i></p> <p><u>Review and Assessment: Questions</u><br/> <i>Topic 6: Question 12 (Explain Constitutional Issues in Nullification Crisis); Topic 7: Question 10 (Identify the Colonization Movement); Topic 12: Question 15 (Analyze Woodrow Wilson's Fourteen Points)</i></p> |

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| <p><b>RH.6-8.9.</b> Analyze the relationship between a primary and secondary source on the same topic.</p>                | <p><b>SE:</b> <i>Projects involving research</i> (examples): <i>Topic 1:</i> Question 16 (Evaluate Sources); <i>Topic 2:</i> Question 4 (Explain the Significance of the Mayflower Compact); <i>Topic 4:</i> Question 3 (Summarize Strengths of Articles of Confederation): Question 4 (Summarize Weaknesses of Articles of Confederation): Question 5 (Summarize Weaknesses of the Articles of Confederation): Question 41 (Summarize Amending U.S. Constitution); <i>Topic 5:</i> Question 9 (Summarize Taxation and the Whiskey Rebellion); Question 28 (Summarize <i>Marbury v. Madison</i>); <i>Topic 6:</i> Question 9 (Summarize Arguments About Tariffs); <i>Topic 8:</i> Question 11 (Explain the Battle of Gettysburg and Robert E. Lee's Role in It)</p> <p><u>Document-Based Question (examples)</u><br/> <i>Topic 1:</i> How Reliable is This Account of the Easter Mutiny? Sources A–E; <i>Topic 13:</i> The Role of the Government in the Economy: Sources A–F; <i>Topic 14:</i> World War II: Sources A–F; <i>Topic 16:</i> Analyzing the Reagan Conservative Movement: Sources A–F</p> <p>21<sup>st</sup> Century Skills: Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias</p> |

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| <p><b>Range of Reading and Level of Text Complexity</b></p>                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>RH.6-8.10.</b> 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><b>SE:</b> This objective is met throughout Pearson Realize Digital <i>World History</i> in the following features:</p> <p><u>Assessment Options</u><br/>Topics 1–7: Test and Test Bank: A summative test at the end of each topic allows teachers to assess mastery assessment through a comprehensive assessment. These questions include higher-order thinking skills, primary sources, maps, other visual stimulus and open-ended writing prompts.</p> <p><u>Review and Assessment Questions: (using primary and secondary sources):</u> <i>Topic 1:</i> Question 1 (Compare Human Characteristics); Question 12 (Describe Negative Consequences of Columbian Exchange); <i>Topic 2:</i> Question 12 (Analyze Mercantilism); <i>Topic 3:</i> Question 5 (Create a Written Presentation Describing the Townshend Acts); Question 7 (Organize and Interpret Information from Reports); <i>Topic 8:</i> Question 7 (Explain the Role of Abraham Lincoln in the Civil War); <i>Topic 12:</i> Question 6 (Explain Expansionist Policies); <i>Topic 13:</i> Question 12 (Describe Characteristics and Issues of the Great Depression Reflected in Art)</p> <p><u>Interactive Primary Sources (examples):</u><br/>The Republic, Plato; Edicts, Asoka; Travels, Ibn Battuta; "Remember the Ladies," Abigail Adams; The Federalist No. 10, James Madison; The Federalist No. 78, Alexander Hamilton; Farewell Address, George Washington; "A House Divided," Abraham Lincoln; "I Will Fight No More Forever," Chief Joseph; Hind Swaraj, Mohandas Gandhi; The Fourteen Points, Woodrow Wilson; Four Freedoms, Franklin D. Roosevelt; Inaugural Address, John F. Kennedy; Silent Spring, Rachel Carson; "I Have a Dream," Martin Luther King, Jr.</p> |

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| <b>Writing Standards for Literacy in History/Social Studies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Text Types and Purposes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>WHST.6-8.1.</b> 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><b>SE:</b> 21<sup>st</sup> Century Skills: Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate</p> <p><i>Arguments and Starting Points for Position Papers on Major Events: Topic 4: Question 23 (Analyze Arguments For Ratification); Question 24 (Analyze Arguments Against Ratification); Topic 5: Question 22 (Identify Points of View of Political Parties); Topic 6: Question 40 (Describe Effects of Westward Expansion); Topic 7: Question 10 (Identify the Colonization Movement);; Topic 12: Question 16 (Evaluate the Pros and Cons of Participation in International Organizations); Topic 17: Question 5 (Evaluate U.S. Participation in International Organizations)</i></p> |

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| <p style="text-align: center;"><b>Common Core Standards for<br/>Literacy in History/Social Studies<br/>Grades 6-8</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p style="text-align: center;"><b>Pearson American History<br/>©2016, Realize™ Platform</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>WHST.6-8.2.</b> 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><b>SE:</b> Students demonstrate their understanding of the topic concepts as they complete the Review and Assessment questions. These activities include numerous opportunities to write informative/explanatory texts. For examples see:</p> <p><i>Topic 1:</i> Question 7 (Compare Effects of Technological Innovations on Daily Life); <i>Topic 2:</i> Question 13 (Explain the Growth of Representative Government); <i>Topic 3:</i> Question 9 (Describe the Contributions of Military Leaders); <i>Topic 4:</i> Question 8 (Explain Significance of 1787); <i>Topic 5:</i> Question 8 (Describe Creating Stable Economic System); <i>Topic 5:</i> Question 40 (Describe Maintaining National Security); Question 51 (Summarize <i>McCulloch v Maryland</i>); <i>Topic 9:</i> Question 8 (Evaluate Legislative Reform Programs); <i>Topic 14:</i> Question 13 (Analyze Fighting on Multiple Fronts); <i>Topic 15:</i> Question 13 (Identify Leaders); <i>Topic 16:</i> Question 14 (Evaluate Pros and Cons)</p> <p>21<sup>st</sup> Century Skills: Give an Effective Presentation; Write an Essay; Avoid Plagiarism; Solve Problems</p> |

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| <b>Common Core Standards for<br/>Literacy in History/Social Studies<br/>Grades 6-8</b>                                                                                                                                                                | <b>Pearson American History<br/>©2016, Realize™ Platform</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>WHST.6-8.3.</b> (See note; not applicable as a separate requirement)                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Production and Distribution of Writing</b>                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>WHST.6-8.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.                                                                                               | <p><b>SE:</b> Each Topic Review and 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>Review and Assessment: Topic 1: Questions 1–16; Topic 2: Questions, 1–18; Topic 3: Questions, 1–16; Topic 4: Questions, 1–52; Topic 5: Questions, 1–54; Topic 6: Questions, 1–52; Topic 7: Questions, 1–14; Topic 8: Questions, 1–12; Topic 9: Questions, 1–15; Topic 10: Questions, 1–15; Topic 11: Questions, 1–15; Topic 12: Questions, 1–16; Topic 13: Questions, 1–16; Topic 14: Questions, 1–16; Topic 15: Questions, 1–15; Topic 16: Questions, 1–15; Topic 17: Questions, 1–15</p> |
| <b>WHST.6-8.5.</b> 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><b>SE:</b> Students identify sources and use evidence to formulate conclusions in Step 2: Investigate &amp; Step 3: Synthesize of the document-based activities.</p> <p><i>Document-Based Question: Topic 11: Analyzing Viewpoints on Immigration: Sources A–F; Topic 16: Analyzing the Reagan Conservative Movement: Sources A–F; Topic 17: Analyzing How Young People Envision the Future: Sources A–D</i></p>                                                                                                                                                                                                                                                                                                                           |



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| <p style="text-align: center;"><b>Common Core Standards for<br/>Literacy in History/Social Studies<br/>Grades 6-8</b></p>                                                                                                                                                           | <p style="text-align: center;"><b>Pearson American History<br/>©2016, Realize™ Platform</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <p><b>(Continued)</b><br/><b>WHST.6-8.5.</b> 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> | <p><b>(Continued)</b><br/><b>SE:</b> Review and Assessment: Topic 1: Questions 1–16; Topic 2: Questions, 1–18; Topic 3: Questions, 1–16; Topic 4: Questions, 1–52; Topic 5: Questions, 1–54; Topic 6: Questions, 1–52; Topic 7: Questions, 1–14; Topic 8: Questions, 1–12; Topic 9: Questions, 1–15; Topic 10: Questions, 1–15; Topic 11: Questions, 1–15; Topic 12: Questions, 1–16; Topic 13: Questions, 1–16; Topic 14: Questions, 1–16; Topic 15: Questions, 1–15; Topic 16: Questions, 1–15; Topic 17: Questions, 1–15</p> <p>21<sup>st</sup> Century Skills: Give an Effective Presentation; Write an Essay; Avoid Plagiarism; Solve Problems</p> |

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| <p><b>WHST.6-8.6.</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> | <p><b>SE:</b> 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> <p>Pearson Realize <i>American History</i> is a web based digital program 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>Projects involving research (examples):</i><br/> <i>Topic 1:</i> Question 1 (Compare Human Characteristics); Question 3 (Analyze Environmental Influences on Settlement Patterns); Question 5 (Locate and Use Valid Primary and Secondary Sources); Question 12 (Describe Negative Consequences of Columbian Exchange);<br/> <i>Topic 2:</i> Question 12 (Analyze Mercantilism); <i>Topic 8:</i> Question 7 (Explain the Role of Abraham Lincoln in the Civil War); <i>Topic 12:</i> Question 6 (Explain Expansionist Policies); <i>Topic 13:</i> Question 12 (Describe Characteristics and Issues of the Great Depression Reflected in Art); <i>Topic 15:</i> Question 2 (Describe the Marshall Plan); Question 4 (Explain Outcomes); <i>Topic 16:</i> Question 11 (Evaluate NAFTA)</p> <p><i>21<sup>st</sup> Century Skill Tutorials:</i> Analyze Media Content; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Analyze Data and Models; Analyze Images; Create Databases; Evaluate Web Sites; Identify Evidence; Interpret Sources; Search for Information on the Internet</p> |

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| <p style="text-align: center;"><b>Common Core Standards for<br/>Literacy in History/Social Studies<br/>Grades 6-8</b></p>                                                                                                                             | <p style="text-align: center;"><b>Pearson American History<br/>©2016, Realize™ Platform</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>Research to Build and Present Knowledge</p>                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>WHST.6-8.7.</b> 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><b>SE:</b> 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> <p><i>Projects involving research (examples):</i><br/> <i>Topic 1:</i> Question 1 (Compare Human Characteristics); Question 3 (Analyze Environmental Influences on Settlement Patterns); Question 5 (Locate and Use Valid Primary and Secondary Sources); Question 12 (Describe Negative Consequences of Columbian Exchange);<br/> <i>Topic 2:</i> Question 12 (Analyze Mercantilism); <i>Topic 3:</i> Question 5 (Create a Written Presentation Describing the Townshend Acts); Question 7 (Organize and Interpret Information from Reports); <i>Topic 4:</i> Question 4 (Summarize Weaknesses of Articles of Confederation); Question 9 (Identify Creation of Constitution); Question 23 (Analyze Arguments For Ratification); <i>Topic 5:</i> Question 7 (Explain Taxation in a Free-Enterprise System); Question 14 (Explain the Origins of Political Factions); Question 38 (Analyze Conflict Resolution);<br/> <i>Topic 6:</i> Question 9 (Summarize Arguments About Tariffs); <i>Topic 8:</i> Question 7 (Explain the Role of Abraham Lincoln in the Civil War); <i>Topic 12:</i> Question 6 (Explain Expansionist Policies); <i>Topic 13:</i> Question 12 (Describe Characteristics and Issues of the Great Depression Reflected in Art); <i>Topic 15:</i> Question 2 (Describe the Marshall Plan); Question 4 (Explain Outcomes); <i>Topic 16:</i> Question 11 (Evaluate NAFTA); <i>Topic 17:</i> Question 2 (Identify the Causes and Effects of the War in Afghanistan); Question 12 (Create Visual Presentations on Immigration)</p> |

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| <p><b>WHST.6-8.8.</b> 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><b>SE:</b> Students examine different perspectives on the same topic in the document-based activities at the beginning of each topic. Students always have access to the 21<sup>st</sup> Century Skill Tutorials at any point in the program.</p> <p><u>Document-Based Question</u><br/> <i>Topic 7: Comparing Points of View on Slavery and Abolition: Sources A–F</i><br/> <i>Topic 14: World War II: Sources A–F;</i><br/> <i>Topic 16: Analyzing the Reagan Conservative Movement: Sources A–F;</i><br/> <i>Topic 17: Analyzing How Young People Envision the Future: Sources A–D</i></p> <p><i>Projects involving research (examples):</i><br/> <i>Topic 3: Question 5 (Create a Written Presentation Describing the Townshend Acts); Question 7 (Organize and Interpret Information from Reports); Topic 4: Question 4 (Summarize Weaknesses of Articles of Confederation); Question 9 (Identify Creation of Constitution); Question 23 (Analyze Arguments For Ratification); Topic 6: Question 9 (Summarize Arguments About Tariffs); Topic 8: Question 7 (Explain the Role of Abraham Lincoln in the Civil War); Topic 12: Question 6 (Explain Expansionist Policies)</i></p> <p><u>Interactive Primary Sources (examples)</u><br/> <i>"Remember the Ladies, " Abigail Adams; The Federalist No. 10, James Madison; The Federalist No. 78, Alexander Hamilton; Farewell Address, George Washington; "A House Divided, " Abraham Lincoln; "I Will Fight No More Forever, " Chief Joseph; Hind Swaraj, Mohandas Gandhi; The Fourteen Points, Woodrow Wilson; Four Freedoms, Franklin D. Roosevelt</i></p> |

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| <p><b>(Continued)</b><br/><b>WHST.6-8.8.</b> 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><b>(Continued)</b><br/><b>SE:</b> <i>21<sup>st</sup> Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments<br/><br/><i>History Core Concepts:</i> Historical Sources</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>WHST.6-8.9.</b> Draw evidence from informational texts to support analysis reflection, and research</p>                                                                                                                                                                                                                                | <p><b>SE:</b> Review and Assessment: Topic 1: Questions 1–16; Topic 2: Questions, 1–18; Topic 3: Questions, 1–16; Topic 4: Questions, 1–52; Topic 5: Questions, 1–54; Topic 6: Questions, 1–52; Topic 7: Questions, 1–14; Topic 8: Questions, 1–12; Topic 9: Questions, 1–15; Topic 10: Questions, 1–15; Topic 11: Questions, 1–15; Topic 12: Questions, 1–16; Topic 13: Questions, 1–16; Topic 14: Questions, 1–16; Topic 15: Questions, 1–15; Topic 16: Questions, 1–15; Topic 17: Questions, 1–15</p> <p>United States Constitution; Declaration of Independence; Primary Sources</p> <p>Digital Resources: Landmark Supreme Court Cases; Interactive Primary Sources</p> <p>21<sup>st</sup> Century Skills: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Write an Essay; Avoid Plagiarism</p> |

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| <b>Range of Writing</b>                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>WHST.6-8.10.</b> 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><b>SE:</b> Each chapter in Pearson <i>American History</i> concludes with Topic Review and Assessment activities. Each activity encourages students to engage the text, other sources, and other learners as they explore themes and ideas relevant to the topic. All activities are open-ended and can be used as starting point for group learning, individual student inquiry, and written response. For examples see:</p> <p><i>Topic 1:</i> Question 7 (Compare Effects of Technological Innovations on Daily Life); <i>Topic 2:</i> Question 13 (Explain the Growth of Representative Government); <i>Topic 3:</i> Question 9 (Describe the Contributions of Military Leaders); <i>Topic 4:</i> Question 8 (Explain Significance of 1787); <i>Topic 5:</i> Question 8 (Describe Creating Stable Economic System); <i>Topic 5:</i> Question 40 (Describe Maintaining National Security); <i>Topic 9:</i> Question 8 (Evaluate Legislative Reform Programs); <i>Topic 14:</i> Question 13 (Analyze Fighting on Multiple Fronts); <i>Topic 15:</i> Question 13 (Identify Leaders); <i>Topic 16:</i> Question 14 (Evaluate Pros and Cons)</p> |