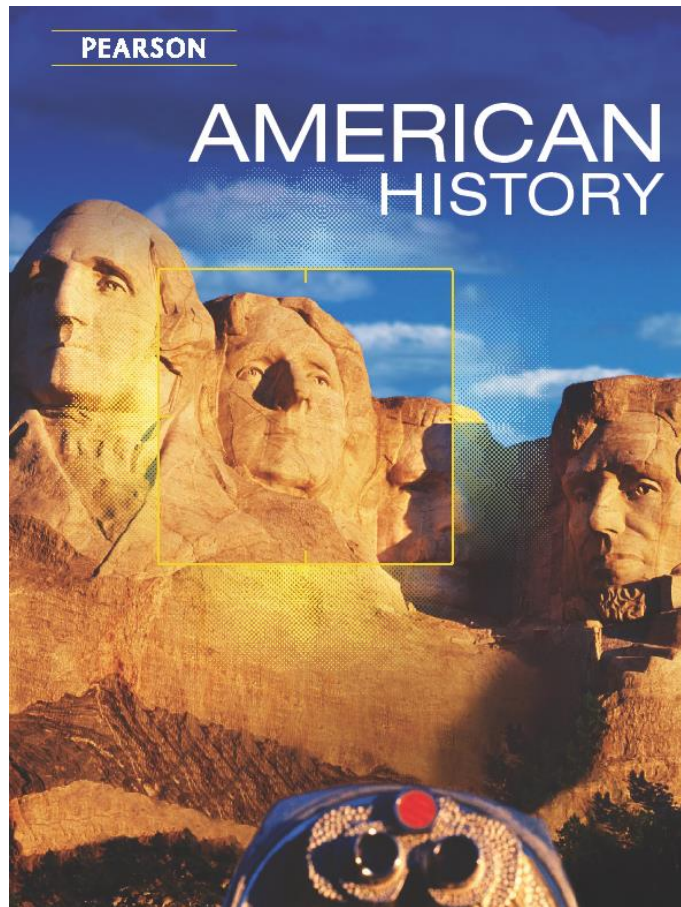


**A Correlation of**



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**To the  
DoDEA College and Career Ready  
Standards for Social Studies  
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|--|--|
| <b>Grade 7: Social Studies Practices</b>   |  |
| <b>A. Gathering, Interpreting and Using Evidence</b>   |  |
| 1. Define and frame questions about the United States that can be answered by gathering, interpreting, and using evidence.   | <b>SE/TE:</b> Essential Question, 2, 44, 120, 176, 232, 300, 366, 428, 490; Enduring Understandings, 3, 45, 121, 177, 233, 301, 367, 429; Write About the Essential Question, 43, 118, 175, 231, 298, 364, 427, 489  |
| 2. Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources). | <b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Analyze Data and Models, 1021–1022; Read Charts, Graphs, and Tables, 1022–1023; Create Charts and Maps, 1023–1024; Analyze Political Cartoon, 1024–1025; Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029<br><br>Analyze/Interpret Political Cartoons, 136, 206, 214, 249, 252, 280, 294, 310, 312, 318, 404, 433, 445, 452; Analyze Chart, 9, 13, 28, 54, 67, 91, 98, 115, 126, 140, 159, 207, 250, 275, 286, 354, 360, 402, 475; Analyze Graphs, 39, 75, 375, 417, 476; Analyze Timelines, 37, 316; Art, Artifacts, and Illustrations (examples), 46, 46, 79, 103, 111, 156, 205, 219, 238, 288, 321, 329, 340, 346, 379, 397, 421, 435, 455<br><br>Primary Sources are embedded within the text (examples): 53, 59, 61, 127, 137, 154, 163, 190, 244, 277, 310, 374, 394, 445, 460 |
| 3. Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.                         | <b>SE/TE:</b> Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Analyze Political Cartoons, 1024–1025<br><br>Primary Sources are embedded within the text (examples): 53, 59, 61, 127, 137, 154, 163, 190, 244, 277, 310, 374, 394, 445, 460<br><br>Analyze/Interpret Political Cartoons, 136, 206, 214, 249, 252, 280, 294, 310, 312, 318, 404, 433, 445, 452  |

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| (Continued)<br>3. Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence. | (Continued)<br>Topic Assessment: Students use primary sources throughout the following: Topic Assessment, 41-43, 117-118, 173-175, 230-231, 295-298, 363-364, 426-427, 488-489  |
| 4. Describe and analyze arguments of others, with support.  | <p><b>SE/TE:</b> Understanding Debates and Points of View: Topic 4 Assessment (3. Analyze the Arguments for Ratification), 230; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion) &amp; (6. Summarize McCulloch v. Maryland), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364</p> <p>Critical Thinking Questions: Compare Points of View, 116; Determine Relevance, 190, 218; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40</p> <p>21<sup>st</sup> Century Skills: Compare Viewpoints, 1030-1031; Identify Bias, 1031-1032; Evaluate Existing Arguments, 1032-1033; Consider and Counter Opposing Arguments, 1033-1034</p> |
| 5. Make inferences and draw general conclusions from evidence.  | <p><b>SE/TE:</b> Infer, 47, 66, 107, 111, 135, 140, 143, 152, 185, 193, 238, 245, 271, 282, 292, 294, 346, 379, 415, 442, 452, 496; Draw Conclusions, 32, 76, 103, 129, 172, 190, 196, 202, 223, 229, 269, 281, 311, 312, 322, 330, 336, 350, 362, 374, 375, 377, 383, 385, 388, 394, 400, 412, 418, 423, 425, 432, 438, 442, 449, 460, 465, 467, 477, 487</p> <p>21<sup>st</sup> Century Skills: Draw Inferences, 1018-1019; Draw Conclusions, 1019-1020</p>   |

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| <p>6. Recognize an argument and identify supporting evidence related to a specific social studies topic.<br/>Examine arguments related to a specific social studies topic from multiple perspectives. Recognize that the perspective of the argument’s author shapes the selection of evidence used to support it.</p> | <p><b>SE/TE:</b> Understanding Debates and Points of View: Topic 4 Assessment (3. Analyze the Arguments for Ratification), 230; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion) &amp; (6. Summarize McCulloch v. Maryland), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364</p> <p>Critical Thinking Questions: Compare Points of View, 116; Determine Relevance, 190, 218; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40</p> <p>21<sup>st</sup> Century Skills: Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> |
| <b>B. Chronological Reasoning</b>  |   |
| <p>1. Identify how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</p>  | <p><b>SE/TE:</b> Analyze Timeline, 37, 316; Identify Cause and Effect, 32, 40, 55, 82, 250, 274, 343, 369, 379, 388, 409</p> <p>21<sup>st</sup> Century Skills: Sequence, 1011; Analyze Cause and Effect, 1013–1014</p>   |
| <p>2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines.</p>   | <p><b>SE/TE:</b> Analyze Timeline, 37, 316; also see: Analyze Graphs, 39, 75, 375, 417, 476</p>   |
| <p>3. Identify causes and effects, using examples from current events, grade-level content, and historical events.</p>   | <p><b>SE/TE:</b> Identify Cause and Effect, 32, 40, 55, 82, 250, 274, 343, 369, 379, 388, 409; Analyze Timeline, 37, 316</p>  |
| <p>4. Identify and analyze the relationship between multiple causes and multiple effects.</p>  | <p><b>SE/TE:</b> Identify Cause and Effect, 32, 40, 55, 82, 250, 274, 343, 369, 379, 388, 409</p> <p>21<sup>st</sup> Century Skills: Analyze Cause and Effect, 1013–1014</p>  |

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| 5. Distinguish between long-term and immediate causes and effects of an event from current events or history.  | <b>SE/TE:</b> Identify Cause and Effect, 32, 40, 55, 82, 250, 274, 343, 369, 379, 388, 409;<br><br>21 <sup>st</sup> Century Skills: Analyze Cause and Effect, 1013-1014   |
| 6. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.   | <b>SE/TE:</b> Analyze Timeline, 37, 316; Industrial Revolution and Life in the North, 368-388; Reform Movements, 401-406; Abolitionism, 407-412; Women’s Rights, 413-418; Conflicts and Compromises, 430-438; Growing Tensions, 439-449   |
| 7. Recognize that changing the periodization affects the historical narrative.   | <b>SE/TE:</b> Reform Movements, 401-406; Abolitionism, 407-412; Women’s Rights, 413-418   |
| 8. Identify patterns of continuity and change as they relate to larger historical process and themes.  | <b>SE/TE:</b> Industrial Revolution and Life in the North, 368-388; Reform Movements, 401-406; Abolitionism, 407-412; Women’s Rights, 413-418; Conflicts and Compromises, 430-438; Growing Tensions, 439-449  |
| 9. Identify models of historical periodization that historians use to categorize events.   | <b>SE/TE:</b> The Revolutionary Era, 120-175; The Early Republic, 232-299; Sectionalism and Civil War, 428-489  |
| <b>C. Comparison and Contextualization</b>   |   |
| 1. Identify a region of colonial North America or the early United States by describing multiple characteristics common to places within it, and then identify other similar regions (inside or outside the continental United States) with similar characteristics. | <b>SE/TE:</b> Spanish Colonization and New Spain, 46-55; The First French, Dutch, and English Colonies, 56-68; The New England Colonies, 69-82; The Middle Colonies, 83-91; The Southern Colonies, 92-100<br><br>Topic 2 Assessment (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118; Topic 3 Assessment (3. Analyze the Effects of Physical Geographic Factors), 173; Topic 5 Assessment (12. Analyze the Effects of Geographic Features), 296 |

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| 2. Identify and categorize multiple perspectives on a given historical experience.   | <p><b>SE/TE:</b> Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Compare Points of View, 116; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40</p> <p>Topic 5 Assessment (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (2. Identify Political Party Points of View), 363</p>   |
| 3. Describe, compare, and evaluate multiple historical developments within the United States in various chronological and geographical contexts.   | <p><b>SE/TE:</b> Essential Question, 2, 44, 120, 176, 232, 300, 366, 428, 490</p> <p>Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489</p>   |
| 4. Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the United States. | <p><b>SE/TE:</b> Spanish Colonization and New Spain, 46–55; The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; The Louisiana Purchase, 260–263; Exploring the Louisiana Territory, 263–266; The Monroe Doctrine, 293–294; Native Americans and the Frontier, 324–325; Manifest Destiny in California and the Southwest, 351–362</p>  |
| 5. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.             | <p><b>SE/TE:</b> The Boston Tea Party, 142–143; The Declaration of Independence, 155–156; The XYZ Affair, 252–253; The Monroe Doctrine, 293–294; Indian Removal, 325–327; Southern Native Americans on the Trail of Tears, 328–330; John Brown’s Raid, 442; The Battle of Gettysburg, 479–480; The Gettysburg Address, 481–482</p> <p>Topic 6 Assessment (6. Analyze the Indian Removal Act), 363; Topic 8 Assessment (9. Explain the Battle of Gettysburg and Robert E. Lee’s Role in It), 489</p> <p>Primary Source: Gettysburg Address, Abraham Lincoln, 996</p> |

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| <p>6. Understand the roles that periodization and region play in developing the comparison of colonial settlements in North America. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the early history of the United States.</p>   | <p><b>SE/TE:</b> Spanish Colonization and New Spain, 46–55; The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; Colonial Society, 101–111; Colonial Trade and Government, 112–116</p> <p>Topic 1 Assessment (17. Write about the Essential Question), 43; Topic 2 Assessment (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118; Topic 3 Assessment (2. Analyze the Effect of Human Geographic Factors) &amp; (3. Analyze the Effects of Physical Geographic Factors), 173; (18. Identify the American Revolution), 175; Topic 5 Assessment (12. Analyze the Effects of Geographic Features), 296</p> |
| <b>D. Geographic Reasoning</b>  |   |
| <p>1. Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections among places, and to evaluate effectively the benefits of particular places for purposeful activities.</p> | <p><b>SE/TE:</b> Analyze Maps, 5, 12, 25, 26, 32, 33, 49, 50, 55, 58, 81, 84, 93, 114, 123, 125, 147, 161, 170, 180, 212, 262, 266, 278, 290, 332, 338, 343, 345, 349, 352, 355, 356, 358, 382, 393, 431, 440, 451, 456, 463, 469, 482</p> <p>21<sup>st</sup> Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029</p>  |
| <p>2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.</p>  | <p><b>SE/TE:</b> The Early Americas, 4–20; Spanish Colonization and New Spain, 46–55; The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400</p>  |



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| <p>(Continued)</p> <p>2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.</p> | <p>(Continued)</p> <p>Topic 1 Assessment (1. Compare Culture Regions), 41; (2. Analyze Influence of Environment on Population), 41; (3. Analyze Influence of Environment on Settlement), 41; Topic 2 Assessment (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118; Topic 3 Assessment (2. Analyze the Effect of Human Geographic Factors) &amp; (3. Analyze the Effects of Physical Geographic Factors), 173; (18. Identify the American Revolution), 175; Topic 5 Assessment (12. Analyze the Effects of Geographic Features), 296; Topic 6 Assessment (4. Analyze the California Gold Rush), 363; Topic 8 Assessment (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 489</p> |
| <p>3. Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.</p>   | <p><b>SE/TE:</b> Spanish Colonization and New Spain, 46–55; The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400</p> <p>Topic 1 Assessment (1. Compare Culture Regions), 41; (2. Analyze Influence of Environment on Population), 41; (3. Analyze Influence of Environment on Settlement), 41; Topic 2 Assessment (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118</p>  |

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| <p>4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.</p>   | <p><b>SE/TE:</b> The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; Westward Movement, 331–336; Settling Oregon Country, 337–343; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400</p> <p>21<sup>st</sup> Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028</p>   |
| <p>5. Characterize and analyze changing interconnections between places and regions.</p>   | <p><b>SE/TE:</b> Colonial Trade, 112–114; The Louisiana Purchase, 262; The Monroe Doctrine, 293–294; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400; Conflicts and Compromises, 430–438; Growing Tensions, 439–449</p>   |
| <p>6. Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Describe how boundaries and definition of location are historically constructed.</p> | <p><b>SE/TE:</b> Analyze Maps, 5, 12, 25, 26, 32, 33, 49, 50, 55, 58, 81, 84, 93, 114, 123, 125, 147, 161, 170, 180, 212, 262, 266, 278, 290, 332, 338, 343, 345, 349, 352, 355, 356, 358, 382, 393, 431, 440, 451, 456, 463, 469, 482</p> <p>Topic 1 Assessment (1. Compare Culture Regions), 41; (2. Analyze Influence of Environment on Population), 41; (3. Analyze Influence of Environment on Settlement), 41; Topic 2 Assessment (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118</p> <p>21<sup>st</sup> Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029</p> |

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| <b>E. Economic and Economic Systems</b>   |  |
| 1. Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people. | <p><b>SE/TE:</b> The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400</p> <p>Digital Resources: Core Concepts: Economics – Economic Process (Business and the Economic Process), pp. 2–3; Economics Systems; Economic Development; Personal Finance – Your Fiscal Fitness: An Introduction; Budgeting; Checking; Savings and Retirement; Credit and Debt; Risk Management; Consumer Smarts</p>   |
| 2. Identify examples of buyers and sellers in product, labor, and financial markets.  | <p><b>SE/TE:</b> Mercantilism and the English Colonies, 113; Trading Across the Atlantic, 113–114; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400</p> <p>Topic 2 Assessment (7. Explain the Development of the Free-Market System) &amp; (9. Analyze Mercantilism), 117; Topic 5 Assessment (4. Explain the Development of the Free-Market System), 295; Topic 7 Assessment (1. Explain the Effects of the War of 1812 on Manufacturing), (2. Describe the Features of the Free-Market System) &amp; (3. Explain Technology and Economic Growth), 426; (11. Identify the Impact of Industrialization on Life), 427</p> <p>Digital Resources: Core Concepts: Economics – Economic Systems (consumers), pp. 1, 7; Personal Finance – Consumer Smarts</p> |
| 3. Describe the role that competition has in the determination of prices and wages; identify other factors that help to determine prices.   | <p><b>SE/TE:</b> Taxation Sparks the Whiskey Rebellion, 239–240; Economic Changes and Political Changes, 319–322; Pay Cuts in the Late 1800s, 423</p> <p>Topic 7 Assessment (11. Identify the Impact of Industrialization on Life), 427</p> <p>Digital Resources: Core Concepts: Economics – Economic Process (profit and revenue), p. 2; Economic Process (competition), p. 3; Economic Systems (market economy), pp. 2–3</p>   |

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| <p>4. Examine the roles of institutions, such as joint stock companies, banks, and the government in the development of the United States economy before the Civil War.</p> | <p><b>SE/TE:</b> Forming Massachusetts Bay Colony, 74–76; A Proprietary Colony and a Market Economy, 86; Creating a Stable Economy, 238–239; Taxation Sparks the Whiskey Rebellion, 239–240; Promoting Economic Growth, 306–307; The Bank War, 317–319; Economic Changes and Political Changes, 319–322</p> <p>Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), (4. Explain the Development of the Free-Market System), 295</p> <p>Digital Resources: Core Concepts: Economics – Economics Systems (market economy), pp.2–3; Economic Development</p> |
| <p>5. Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.</p>                                   | <p><b>SE/TE:</b> Economic Changes and Political Changes, 319–322; Analyze Data (Economic Development in the North &amp; South), 458; Analyze Graphs (Blockade of Southern Ports), 476; Analyze Data (Costs of the Civil War), 487</p> <p>Digital Resources: Core Concepts: Economics – Economic Process (inflation), p. 3; Economic Development (GDP), p. 2</p>  |
| <p>6. Explain how government policies affected the economies in colonial and early United States history.</p>   | <p><b>SE/TE:</b> A Proprietary Colony and a Market Economy, 86; Creating a Stable Economy, 238–239; Taxation Sparks the Whiskey Rebellion, 239–240; Promoting Economic Growth, 306–307; The Bank War, 317–319; Economic Changes and Political Changes, 319–322</p> <p>Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), (4. Explain the Development of the Free-Market System), 295</p> <p>Digital Resources: Core Concepts: Economics – Economic Systems (market economy), pp.2–3; Economic Development</p>   |

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| <b>F. Civic Participation</b>   |  |
| <p>1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.</p> | <p><b>SE/TE:</b> Citizens' Rights and Responsibilities, 224–229</p> <p>Critical Thinking Questions: Compare Points of View, 116; Express Problems Clearly, 322, 460, 512; Evaluate Arguments, 157, 190, 294</p> <p>Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (14. Analyze the Principle of Individual Rights), 231</p> <p>21<sup>st</sup> Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034; Participate in a Discussion or Debate, 1034; Solve Problems, 1037–1038; Make Decisions, 1038</p> |
| <p>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p>  | <p><b>SE/TE:</b> Express Problems Clearly, 322, 460; Evaluate Arguments, 157, 190, 294</p> <p>Citizens' Rights and Responsibilities, 224–229; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (16. Summarize and Explain Becoming a Naturalized Citizen), 231</p> <p>21<sup>st</sup> Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p>  |
| <p>3. Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.</p>                                 | <p><b>SE/TE:</b> Improved Form of Government, 66–67; The Jamestown Colony Grows, 67–68; Plymouth Colony, 71–73; Forming Massachusetts Bay Colony, 74–75; New Colonies Form Over Religious Differences, 76–78; Second Continental Congress, 148–149, 154, 155, 157, 174; A Weak Confederation, 178–184; Drafting a Constitution, 143–147; Understanding the Constitution, 203–218</p>   |

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| <p>(Continued)</p> <p>3. Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.</p> | <p>(Continued)</p> <p>Topic 2 Assessment (3. Analyze the Importance of the Virginia House of Burgesses), 117; (6. Explain the Significance of the Mayflower Compact), 117</p> <p>Primary Sources: U.S. Constitution, 940–961; Magna Carta, 966; Mayflower Compact, 966–967; Articles of Confederation, 967–972</p>   |
| <p>4. Identify, describe, and compare the role of the individual in social and political participation in, and as an agent of, historical change at various times and in various locations in colonial North America and in the early history of the United States.</p>              | <p><b>SE/TE:</b> Tensions with Britain, 130–140; Declaring Independence, 153–157; Drafting a Constitution, 185–190; Washington’s Presidency, 234–244; Jefferson’s Presidency, 256–269; Jackson Wins the Presidency, 302–312; Reform Movements, 401–406; Abolitionism, 407–412; Women’s Rights, 413–418; Emancipation, 469–470</p>  |
| <p>5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.</p>  | <p><b>SE/TE:</b> Express Problems Clearly, 322, 460, 512; Evaluate Arguments, 157, 190, 294</p> <p>21<sup>st</sup> Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040</p>  |
| <p>6. Identify situations in which social actions are required and determine an appropriate course of action.</p>  | <p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 224–229; Reform Movements, 401–405; Abolitionism, 407–412; Women’s Rights, 413–418; Violent Clashes Over Slavery in Kansas, 441–442</p> <p>21<sup>st</sup> Century Skills: Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p> |

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| 7. Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history. | <p><b>SE/TE:</b> Acceptance of Other Religions, 94; The English Bill of Rights Supports Freedoms, 116; The Bill of Rights, 202; The Emancipation Proclamation, 469–470</p> <p>Topic 2 Assessment (11. Explain William Penn’s Role in the Development of Self-Government) 118; (12. Trace the Development of Religious Freedom) 118; Topic 8 Assessment (6. Explain the Role of Abraham Lincoln in the Civil War), 488</p>  |
| 8. Identify how social and political responsibilities developed in American society.  | <p><b>SE/TE:</b> The Foundations of Representative Government, 114–116; Understanding the Constitution, 203–218; Citizens’ Rights and Responsibilities, 224–229; The Origin of Political Parties, 245–250; Reform Movements, 401–405; Abolitionism, 407–412; Women’s Rights, 413–418</p> <p>Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230</p> <p>United States Constitution, 938–961; Declaration of Independence, 964–1010; Mayflower Compact, 966–967; Articles of Confederation, 967–972; Federalist Papers, 973–989</p> |
| 9. Develop the connections of an interdependent community by engaging in the political process as it relates to a local context.  | <p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 224–229</p> <p>Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (14. Analyze the Principle of Individual Rights), 231</p> <p>21<sup>st</sup> Century Skills: Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p>             |

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| <b>Grade 7 United States History I</b>   |  |
| <p>Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the significant people, events, and places. Throughout the course, teachers should help students see connections across time. For example, when examining indentured servitude and slavery, teachers could examine human trafficking, experiences of immigrants and informed action that citizens might take.</p> <p>Teachers should note that some Key Ideas and Concepts may require extra time or attention. In the grade 7 course, these include Key Ideas 7.2 Colonial Development, 7.4 Historical Development of the Constitution, and</p> |  |
| 7.8 A Nation Divided.  |  |
| <b>7.1 NATIVE AMERICANS*: The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America. (Standards: 1, 2; Themes: ID, MOV, GEO)</b>  |  |
| 7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.  |  |
| <ul style="list-style-type: none"> <li>Students will examine theories of human settlement of the Americas.</li> </ul>  | <p><b>SE/TE:</b> The Early Americas, 4–20</p> <p>Topic 1 Assessment (3. Analyze Influence of Environment on Settlement), 41; (8. Analyze the Environment’s Influence on Settlement), 42</p>  |
| <ul style="list-style-type: none"> <li>Students will compare and contrast different Native American culture groups of North America, with a focus on the influence geographic factors had on their development.</li> </ul>   | <p><b>SE/TE:</b> The Early Americas, 4–20;</p> <p>Topic 1 Assessment (1. Compare Culture Regions), (2. Analyze Influence of Environment on Population), (3. Analyze Influence of Environment on Settlement), (4. Compare Cultures), (8. Analyze the Environment’s Influence on Settlement), 42; (17. Write about the Essential Question: How much does geography affect people’s lives?), 43; 21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p> |



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| <ul style="list-style-type: none"> <li>Students will examine various groups of Native Americans located within the United States</li> </ul> <p>Note: Teachers may identify different culture groups, noting the role of geography, and utilizing local history.</p>   | <p><b>SE/TE:</b> Culture and the Physical Characteristics of North America, 12–17; Religion, 18–19; The Iroquois League, 19–20;</p> <p>Topic 1 Assessment (2. Analyze Influence of Environment on Population), 41; (8. Analyze the Environment’s Influence on Settlement), 42; (17. Write about the Essential Question: How much does geography affect people’s lives?), 43</p>  |
| <p><b>7.2 COLONIAL DEVELOPMENTS: European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally. (Standards: 1, 2, 3, 4; Themes: MOV, GEO, ECO, TECH, EXCH)</b></p> |  |
| <p>7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.</p>   |  |
| <ul style="list-style-type: none"> <li>Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection.</li> </ul>  | <p><b>SE/TE:</b> Early Europe, Africa, and Asia, 21–32;</p> <p>Topic 1 Assessment (10. Compare the Effects of New Technologies in Navigation), 42</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.</li> </ul>  | <p><b>SE/TE:</b> The Voyages of Columbus, 34–37; Other Spanish Exploration, 37–38; The Columbian Exchange, 38–40; Reasons for the Exploration of North America, 57; French Exploration, 57–58; Exploration of Henry Hudson, 58; New France is Colonized, 58–60; The Dutch Establish New Netherland, 60–62</p> <p>Topic 1 Assessment (6. Describe the Drawbacks of the Columbian Exchange) &amp; (12. Describe the Positive Consequences of the Columbian Exchange), 42</p> |

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| <p>7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership.</p> |   |
| <ul style="list-style-type: none"> <li>Students will compare and contrast British interactions with southern New England Algonquians, Dutch and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee.</li> </ul>   | <p><b>SE/TE:</b> The Social Order in New Spain, 52–53; Overcoming Hardships in Plymouth, 73–74; War Erupts Between Puritans and Native Americans, 78–80; Pennsylvania Becomes a Colony, 87–89; Daily Life in the Middle Colonies, 89–91; Europeans Fight Over North American Land, 123–124; The French and Indian War Begins in the Ohio Valley, 124–126</p> <p>21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>  |
| <ul style="list-style-type: none"> <li>Students will investigate other Native American societies found in their locality and their interactions with European groups.</li> </ul>  | <p><b>SE/TE:</b> Culture and the Physical Characteristics of North America, 12–17; Religion, 18–19; The Iroquois League, 19–20; The Dutch Establish New Netherland, 60–62; Overcoming Hardships in Plymouth, 73–74; War Erupts Between Puritans and Native Americans, 78–80; Pennsylvania Becomes a Colony, 87–89;</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the major reasons why Native American societies declined in population and lost land to the Europeans.</li> </ul>  | <p><b>SE/TE:</b> The Voyages of Columbus, 34–37; The Columbian Exchange, 38–40; Conquistadors Arrive in the Americas, 47–49; The Colonization of New Spain, 50–51; The Social Order in New Spain, 52–53; The Dutch Establish New Netherland, 60–62; War Erupts Between Puritans and Native Americans, 78–80; Europeans Fight Over North American Land, 123–124; The French and Indian War Begins in the Ohio Valley, 124–126</p> <p>Topic 1 Assessment (5. Evaluate Sources), 41; (6. Describe the Drawbacks of the Columbian Exchange), 42</p> |

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| <p>7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.</p> |   |
| <ul style="list-style-type: none"> <li>• Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.</li> </ul>   | <p><b>SE/TE:</b> The Voyages of Columbus, 34–37; The Colonization of New Spain, 50–51; New France Is Colonized, 58–60; The Dutch Establish New Netherland, 60–62; Roanoke and Jamestown, 62–65; The Jamestown Colony Grows, 67–68; Seeking Religious Freedom 70–71; Plymouth Colony, 71–73; Overcoming Hardships in Plymouth, 73–74; Forming Massachusetts Bay Colony, 74–75; The Towns of New England, 80–82; The Middle Colonies, 64–69; Lord Baltimore's Colony, 93–94; Settlement in the Carolinas and Georgia, 94–95; Two Regions Develop Differently, 96–99</p> <p>Topic 2 Assessment (1. Describe the Causes of Spanish Colonization), (2. Explain the Founding of Jamestown) &amp; (4. Describe Religious Reasons for Immigration), 117</p> |
| <ul style="list-style-type: none"> <li>• Students will examine the economic, social, and political characteristics of each colonial region.</li> </ul>   | <p><b>SE/TE:</b> The Colonization of New Spain, 50–51; The Dutch Establish New Netherland, 60–62; Roanoke and Jamestown, 62–65; An Improved Form of Government, 66–67; The Jamestown Colony Grows, 67–68; Plymouth Colony, 71–73; Overcoming Hardships in Plymouth, 73–74; Forming Massachusetts Bay Colony, 74–75; New Colonies Form Over Religious Differences, 76–78; The Towns of New England, 80–82; The Middle Colonies, 64–69; The Southern Colonies, 70–76; Colonial Society, 77–84; Colonial Trade and Government, 85–88;</p>  |

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| <p>(Continued)</p> <ul style="list-style-type: none"> <li>Students will examine the economic, social, and political characteristics of each colonial region.</li> </ul>   | <p>(Continued)</p> <p>Topic 2 Assessment (3. Analyze the Importance of the Virginia House of Burgesses), 117; (5. Explain the Growth of Representative Government), 117; (6. Explain the Significance of the Mayflower Compact), 117; (9. Analyze Mercantilism), 117; (11. Explain William Penn’s Role in the Development of Self-Government), 118; (13. Identify Economic Contributions of Women), 118; Primary Source: Mayflower Compact, 966–967</p> |
| <p>7.2d The Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.</p>   |   |
| <ul style="list-style-type: none"> <li>Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony in terms of political, economic, and social characteristics, including an examination of the patroon system.</li> </ul> | <p><b>SE/TE:</b> The First French, Dutch, and English Colonies, 56–68; The Middle Colonies, 83–91</p> <p>21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the changing status and role of African Americans under the Dutch and English colonial systems.</li> </ul>   | <p><b>SE/TE:</b> The Jamestown Colony Grows, 67–68; The Slave Trade Expands, 99–100; Society in Colonial Times, 102–104</p> <p>Topic 2 Assessment (8. Explain the Transatlantic Slave Trade), 117</p>   |
| <ul style="list-style-type: none"> <li>Student will examine Dutch contributions to American society, including acceptance of a diverse population, a degree of religious toleration and right to petition. Students will examine Dutch relations with Native Americans.</li> </ul>                    | <p><b>SE/TE:</b> European Rivalries, 57–58; The Dutch Establish New Netherland, 60–62; Seeking Religious Freedom 70–71; A Dutch Colony Becomes English, 84–85; Pennsylvania Becomes a Colony, 87–89</p>   |
| <p>7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.</p>   |   |
| <ul style="list-style-type: none"> <li>Students will describe the conditions of the Middle Passage.</li> </ul>  | <p><b>SE/TE:</b> Sailing Across the Middle Passage, 100</p>   |

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| <ul style="list-style-type: none"> <li>Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves.</li> </ul>                        | <p><b>SE/TE:</b> The Transatlantic Slave Trade, 53–55; New France Is Colonized, 58–60; The Jamestown Colony Grows, 67–68; The Slave Trade Expands, 99–100; The Foundations of Representative Government, 114–116</p> <p>Topic 2 Assessment (8. Explain the Transatlantic Slave Trade), 117; African Americans in the War, 164–166; Cotton Kingdom and Slavery, 390; Slavery in the South, 397–399; Resisting Slavery, 399–400</p> |
| <ul style="list-style-type: none"> <li>Students will investigate different methods enslaved Africans used to survive and resist their conditions.</li> </ul>  | <p><b>SE/TE:</b> New France Is Colonized, 58–60; The Jamestown Colony Grows, 67–68; Two Regions Develop Differently, 96–99; The Slave Trade Expands, 99–100; Society in Colonial Times, 102–104; Resisting Slavery, 399–400; Early Reforms in the North, 408</p>  |
| <ul style="list-style-type: none"> <li>Students will distinguish between indentured servitude and slavery.</li> </ul>   | <p><b>SE/TE:</b> The Jamestown Colony Grows, 67–68</p>  |
| <p><b>7.3 AMERICAN INDEPENDENCE: Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. (Standards: 1, 4, 5; Themes: TCC, GOV, ECO)</b></p>              |   |
| <p>7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.</p>   |   |
| <ul style="list-style-type: none"> <li>Students will locate battles fought between France and Great Britain during the 17th and 18<sup>th</sup> centuries, and the important role of the British troops.</li> </ul> | <p><b>SE/TE:</b> The French and Indian War, 122–129; Tensions with Britain, 130–140; Taking Up Arms, 141–152</p> <p>Topic 3 Assessment (2. Analyze the Effect of Human Geographic Factors) &amp; (3. Analyze the Effects of Physical Geographic Factors), 173; 21<sup>st</sup> Century Skills: Read Special-Purpose Maps, 1027–1028</p>   |
| <ul style="list-style-type: none"> <li>Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers.</li> </ul>                 | <p><b>SE/TE:</b> The French and Indian War, 122–129</p>   |

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| <ul style="list-style-type: none"> <li>Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.</li> </ul>   | <p><b>SE/TE:</b> Mercantilism and the English Colonies, 113; Trading Across the Atlantic, 113–114; Mercantilism and Taxation Cause Resentment, 132–133; The Stamp Act Provokes Resistance, 134–136; The Townshend Acts Spark Rebellion, 136–137; The Boston Tea Party, 142–144</p> <p>Topic 2 Assessment (9. Analyze Mercantilism), 117; Topic 3 Assessment 5. Create a Written Presentation Describing the Townshend Acts), 173; (15. Identify a Colonial Grievance in the Declaration of Independence), 174</p> |
| <ul style="list-style-type: none"> <li>Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.</li> </ul>  | <p><b>SE/TE:</b> A New World of Ideas, 109–111; The Foundations of Representative Government, 114–116; The Declaration of Independence, 155–157</p> <p>Topic 3 Assessment (12. Define and Give Examples of Unalienable Rights), 174</p>   |
| <p>7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.</p>     |   |
| <ul style="list-style-type: none"> <li>Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification.</li> </ul>  | <p><b>SE/TE:</b> A Meeting in Albany, 126–127; Analyze Charts, 125</p>  |
| <ul style="list-style-type: none"> <li>Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.</li> </ul> | <p><b>SE/TE:</b> Tensions with Britain, 130–140; Taking Up Arms, 141–152</p> <p>Topic 3 Assessment (4. Analyze the Causes of the American Revolution), (5. Create a Written Presentation Describing the Townshend Acts), (6. Organize and Interpret Information from Reports), 173; (8. Analyze the Reasons For and Impact of Civil Disobedience), 174</p>  |

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| <ul style="list-style-type: none"> <li>Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence.</li> </ul>  | <p><b>SE/TE:</b> For supporting material please see: The Boston Massacre, 138–140</p> <p>21<sup>st</sup> Century Skills: Categorize, 1012–1013; Compare and Contrast, 1014; Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031</p>  |
| <ul style="list-style-type: none"> <li>Students will compare the proportions of loyalists and patriots in different regions of the United States colonies.</li> </ul>   | <p><b>SE/TE:</b> For supporting material please see: Opposing Sides of War, 149–151; Assessment: Analyze Information, 152; Battles in the South, 167; Patriots and Loyalists Clash, 168; The War Is Won, 170–171</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.</li> </ul>   | <p><b>SE/TE:</b> The Battles of Lexington and Concord, 146–148</p>  |
| <p>7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.</p>  |   |
| <ul style="list-style-type: none"> <li>Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s Common Sense had on colonial leaders in their debates on independence.</li> </ul> | <p><b>SE/TE:</b> A New World of Ideas, 109–111; Thomas Paine’s Common Sense, 154; The Declaration of Independence, 155–157</p> <p>Topic 3 Assessment (12. Define and Give Examples of Unalienable Rights), 174; America Draws on Its Own Traditions, 194–196; New Amendments, 201–202; The Bill of Rights, 220–222; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (14. Analyze the Principle of Individual Rights), 231</p> |

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| <ul style="list-style-type: none"> <li>Students will examine the Declaration of Independence and the arguments for independence stated within it.</li> </ul>   | <p><b>SE/TE:</b> The Declaration of Independence, 155-157</p> <p>Topic 3 Assessment (11. Identify Major Events, Including Drafting the Declaration of Independence), (12. Define and Give Examples of Unalienable Rights), (13. Identify the Colonial Grievances in the Declaration of Independence), (14. Explain the Issues Surrounding Declaring Independence), &amp; (15. Identify a Colonial Grievance in the Declaration of Independence), 174</p> <p>Primary Sources: The Declaration of Independence, 964-965</p> |
| <p>7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.</p> |   |
| <ul style="list-style-type: none"> <li>Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.</li> </ul>  | <p><b>SE/TE:</b> The Battles of Lexington and Concord, 146-148; The Fighting Continues, 148-149; Opposing Sides at War, 149-151; The War Comes to Boston, 151-152; Winning Independence, 158-172</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.</li> </ul>   | <p><b>SE/TE:</b> Early Challenges for the Continental Army, 159-160; The Tide Turns for the Americans, 160-163</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.</li> </ul>   | <p><b>SE/TE:</b> The War Is Won, 170-171; Map Treaty of Paris, 1763, 170; Explaining the American Victory, 171-172</p>  |



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| <b>7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION: The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. (Standards: 1, 5; Themes: GOV, CIV)</b> |   |
| 7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.                      | <b>SE/TE:</b> A Weak Confederation, 178–184<br><br>Topic 4 Assessment (1. Explain the Articles of Confederation) & (2. Summarize the Weaknesses of the Articles of Confederation), 230; Primary Source: Articles of Confederation, 967–972  |
| 7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.   | <b>SE/TE:</b> A Weak Confederation, 178–184<br><br>Topic 4 Assessment (1. Explain the Articles of Confederation) & (2. Summarize the Weaknesses of the Articles of Confederation), 230; Primary Source: Articles of Confederation, 967–972  |
| <ul style="list-style-type: none"> <li>Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.</li> </ul>                                  | <b>SE/TE:</b> The Articles of Confederation, 179–180; Weaknesses of the Confederation, 181; An Orderly Expansion, 182–183; Economic Problems Lead to Change, 184; Drafting a Constitution, 185–190<br><br>Topic 4 Assessment (1. Explain the Articles of Confederation) & (2. Summarize the Weaknesses of the Articles of Confederation), 230; Primary Source: Articles of Confederation, 967–972 |
| <ul style="list-style-type: none"> <li>Students will examine the Constitutions of various states, their main ideas and provisions, and their influence on the formation of the United States Constitution.</li> </ul>  | <b>SE/TE:</b> For supporting material please see: Each State Creates a Constitution, 179; Disagreements Over a New Government, 188; State Government, 215–217<br><br>21 <sup>st</sup> Century Skills: Identify Main Ideas and Details, 1015   |

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| 7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.  |   |
| <ul style="list-style-type: none"> <li>• Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals.</li> </ul>  | <p><b>SE/TE:</b> Seven Basic Principles, 206–207; The Legislative Branch—Congress, 207–210; The Executive Branch—The President, 210–212; The Judicial Branch—The Supreme Court, 212–213; Preventing Abuse of Power, 214; State Government, 215–217; The Responsibilities of Local Government, 217–218; The Bill of Rights, 220–222; American Citizenship, 225–226</p> <p>Topic 4 Assessment (5. Analyze the Principle of Checks and Balances), 230; (14. Analyze the Principle of Individual Rights), 231</p> |
| <p>Students will examine how key issues were resolved during the Constitutional Convention, including:</p> <ul style="list-style-type: none"> <li>• state representation in Congress (Great Compromise or bicameral legislature)</li> <li>• the balance of power between the federal and state governments (establishment of the system of federalism)</li> <li>• the prevention of parts of government becoming too powerful (the establishment of the three branches)</li> <li>• the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)</li> <li>• Students will examine the role of Alexander Hamilton and John Jay as leading advocates for the new Constitution.</li> </ul> | <p><b>SE/TE:</b> Drafting a Constitution, 185–190; Federalists, Antifederalists, and the Bill of Rights, 197–202; Understanding the Constitution, 203–218</p> <p>Topic 4 Assessment (4. Analyze the Great Compromise), (5. Analyze the Principle of Checks and Balances), (7. Identify the Influence of the Federalist Papers) &amp; (10. Analyze the Three-Fifths Compromise), 230</p> <p>Primary Sources: The Federalist No. 51, 983–985; The Federalist No. 78, Alexander Hamilton, 986–989</p>            |

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| <p><b>7.5 THE CONSTITUTION IN PRACTICE: The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. (Standards: 1, 5; Themes: TCC, GOV, CIV)</b></p> |  |
| <p>7.5a The Constitution outlined a federalist system of government that shares powers between the federal, state, and local governments.</p>  |  |
| <ul style="list-style-type: none"> <li>Students will identify powers granted to the federal government and examine the language used to grant powers to the states.</li> </ul>   | <p><b>SE/TE:</b> Interactive Chart, Separation of Powers, 207; Seven Basic Principles, 206–207; The Legislative Branch—Congress, 207–210; The Executive Branch—The President, 210–212; The Judicial Branch—The Supreme Court, 212–213; Preventing Abuse of Power, 214</p> <p>United States Constitution, 938–961</p>   |
| <p>7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.</p>   |  |
| <ul style="list-style-type: none"> <li>Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.</li> </ul>   | <p><b>SE/TE:</b> Interactive Chart, Separation of Powers, 207; Seven Basic Principles, 206–207; The Legislative Branch—Congress, 207–210; The Executive Branch—The President, 210–212; The Judicial Branch—The Supreme Court, 212–213; Preventing Abuse of Power, 214</p> <p>Topic 4 Assessment (17. Write an essay on the Essential Question: How much power should the government have?), 231</p> <p>United States Constitution, 938–961</p> <p>21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p> |
| <ul style="list-style-type: none"> <li>Students will examine how checks and balances work by tracing how a bill becomes a law.</li> </ul>  | <p><b>SE/TE:</b> Interactive Chart, Separation of Powers, 207; Seven Basic Principles, 206–207</p> <p>Topic 4 Assessment (5. Analyze the Principle of Checks and Balances), 230</p> <p>United States Constitution, Section 7. Revenue Bills, President's Veto, 943</p>   |

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| <ul style="list-style-type: none"> <li>Students will identify the individual rights of citizens that are protected by the Bill of Rights.</li> </ul>  | <p><b>SE/TE:</b> The Bill of Rights, 220–222; Additional Amendments, 222–223; American Citizenship, 225–226</p> <p>Topic 4 Assessment (14. Analyze the Principle of Individual Rights), 231</p>   |
| <p>7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways.</p>   |   |
| <ul style="list-style-type: none"> <li>Students will examine the process for amending the constitution.</li> </ul>  | <p><b>SE/TE:</b> New Amendments, 201–202; Amending the Constitution, 219–223</p> <p>Topic 4 Assessment (11. Summarize Amending the U.S. Constitution), 231</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the evolution of the unwritten constitution, such as Washington’s creation of the presidential cabinet and the development of political parties.</li> </ul>  | <p><b>SE/TE:</b> The First American Presidency, 235–236; The Origin of Political Parties, 245–250</p> <p>Topic 5 Assessment (1. Analyze the Leadership of George Washington) &amp; (3. Explain the Origin of Political Parties), 295; (21. Identify Points of View of Political Parties), 298</p>   |
| <p>7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.</p> |   |
| <ul style="list-style-type: none"> <li>Students will examine events of the early nation including Hamilton’s economic plan, the Louisiana Purchase, the Supreme Court decision in Marbury v. Madison, and the War of 1812 in terms of testing the strength of the Constitution.</li> </ul>                          | <p><b>SE/TE:</b> Alexander Hamilton and the National Debt, 236–238; Creating a Stable Economy, 238–239; Landmark Supreme Court Cases, 258–260; The Louisiana Purchase, 260–263; Exploring the Louisiana Territory, 263–266; Madison and the War of 1812, 270–281</p> <p>Topic 5 Assessment (5. Analyze the Responses of Congress and the President), 295; (10. Identify and Locate the Louisiana Purchase) &amp; (11. Explain the Significance of the Louisiana Purchase), 296; (16. Explain the Cause of the War of 1812), 297; (18. Explain the Economic Effects of the War of 1812), 298</p> |

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| <ul style="list-style-type: none"> <li>Students will examine the Monroe Doctrine and its effects on foreign policy.</li> </ul>   | <p><b>SE/TE:</b> The Monroe Doctrine, 293–294</p> <p>Topic 5 Assessment (8. Explain the Monroe Doctrine), 295</p>  |
| <p><b>7.6 WESTWARD EXPANSION: Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward. (Standards: 1, 3; Themes: ID, MOV, TCC, GEO)</b></p>                        |  |
| <p>7.6a Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move.</p>   | <p><b>SE/TE:</b> For supporting material see: Native Americans and Spanish Choose sides, 166–167</p>   |
| <p>7.6b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement.</p>  |  |
| <ul style="list-style-type: none"> <li>Students will compare and evaluate the ways in which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.</li> </ul>  | <p><b>SE/TE:</b> Gaining Florida, 292</p> <p>Topic 5 Assessment (7. Locate Regions in History), 295; Independence for Texas, 344–350; Manifest Destiny in California and the Southwest, 351–362; Topic 6 Assessment (13. Explain the Roots of Manifest Destiny), 364; 21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p> |
| <p>7.6c Westward expansion provided opportunities for some groups while harming others.</p>  |  |
| <ul style="list-style-type: none"> <li>Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for the United States, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward.</li> </ul> | <p><b>SE/TE:</b> For supporting material please see: Canals Connect the Country, 335–336</p> <p>Topic 6 Assessment (10. Analyze the Impact of Transportation Systems), 364</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the growth of suffrage for white men during Andrew Jackson's administration.</li> </ul>   | <p><b>SE/TE:</b> Democracy Expands, 303–304; Jacksonian Democracy, 309–311</p> <p>Topic 6 Assessment (7. Identify the Age of Jackson), 363; (9. Describe Expanded Suffrage), 364</p>   |

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| <ul style="list-style-type: none"> <li>Students will examine the conditions faced on the Trail of Tears by the Cherokee and the effect that the removal had on their people and culture.</li> </ul>  | <p><b>SE/TE:</b> Southern Native Americans on the Trail of Tears, 328–330</p> <p>Topic 6 Assessment (6. Analyze the Indian Removal Act), 363</p>  |
| <ul style="list-style-type: none"> <li>Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts.</li> </ul>   | <p><b>SE/TE:</b> Native Americans and the Frontier, 324–325; Indian Removal, 325–327; Southern Native Americans on the Trail of Tears, 328–330</p> <p>Topic 6 Assessment (6. Analyze the Indian Removal Act), 363</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the ways westward movement affected the lives of women and African Americans.</li> </ul>  | <p><b>SE/TE:</b> Westward Movement, 331–336; The Settling Oregon Country, 337–343</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the policies of the United States toward Native Americans at this time, and its efforts to take tribal lands, particularly those of the Oneidas, and exercise jurisdiction over those communities.</li> </ul> | <p><b>SE/TE:</b> Native Americans and the Frontier, 324–325; Indian Removal, 325–327; Southern Native Americans on the Trail of Tears, 328–330</p> <p>Topic 6 Assessment (6. Analyze the Indian Removal Act), 363</p>   |
| <p><b>7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. (Standards: 1, 5; Themes: SOC, CIV, GOV)</b></p>   |   |
| <p>7.7a The Second Great Awakening inspired reform movements.</p>  |   |
| <ul style="list-style-type: none"> <li>Students will investigate examples of early 19th-century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform.</li> </ul>                | <p><b>SE/TE:</b> Workers Respond to Challenges, 383–385; An Era of Reform, 402–403; Social Reform Movements, 403–405; The Impact of Educational Reform, 405–406</p> <p>Topic 7 Assessment (11. Identify the Impact of Industrialization on Life) &amp; (12. Evaluate Educational Reform), 427</p> |

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| 7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.   |   |
| <ul style="list-style-type: none"> <li>Students will examine ways in which enslaved Africans organized and resisted their conditions.</li> </ul>   | <p><b>SE/TE:</b> The Cotton Kingdom, 390–391; Southern African Americans, 395–397; Slavery in the South, 397–399; Resisting Slavery, 399–400; Abolitionism, 407–412</p> <p>Topic 7 Assessment (8. Analyze Slavery’s Impact), 426; (13. Identify the Colonization Movement), 427</p> |
| <ul style="list-style-type: none"> <li>Students will explore the efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.</li> </ul>  | <p><b>SE/TE:</b> Abolitionism Gains Momentum, 409–411; Southerners Defend Slavery Against the North, 412</p> <p>Topic 7 Assessment (9. Describe the Contributions of Frederick Douglass), 426</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the effects of Uncle Tom’s Cabin on the public perception of slavery.</li> </ul>  | <p><b>SE/TE:</b> A Novel Promotes Abolitionism, 411; A Book Sways the North Against Slavery, 438</p> <p>Primary Source: Uncle Tom’s Cabin, Harriet Beecher Stowe, 993</p>   |
| <ul style="list-style-type: none"> <li>Students will investigate the abolition movement, including the locations of Underground Railroad stations.</li> </ul>  | <p><b>SE/TE:</b> Early Opposition to Slavery, 408; Abolitionism Gains Momentum, 409–411</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the seizure of the ship, La Amistad, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in United States v. The Amistad (1841).</li> </ul> | <p><b>SE/TE:</b> For supporting material please see: Abolitionism, 407–412</p> <p>Digital Resources: Landmark Supreme Court Cases</p>   |

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| 7.7c Women joined the movements for abolition and temperance and organized to advocate for women's property rights, fair wages, education, and political equality.   |   |
| <ul style="list-style-type: none"> <li>Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony.</li> </ul>   | <b>SE/TE:</b> Early Calls for Women's Rights, 414; A Women's Movement Organizes, 415–416; Women Gain New Opportunities, 416–418<br><br>Topic 7 Assessment (5. Describe the Women's Rights Movement), 426  |
| <ul style="list-style-type: none"> <li>Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.</li> </ul>   | <b>SE/TE:</b> A Women's Movement Organizes, 415–416<br><br>Topic 7 Assessment (5. Describe the Women's Rights Movement), 426  |
| <b>7.8 A NATION DIVIDED: Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War. (Standards: 1, 3, 4; Themes: TCC, GEO, GOV, ECO)</b> |   |
| 7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government.  |   |
| <ul style="list-style-type: none"> <li>Students will examine regional economic differences as they related to industrialization.</li> </ul>  | <b>SE/TE:</b> The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South; 389–400<br><br>Topic 7 Assessment (11. Identify the Impact of Industrialization on Life), 427<br><br>21 <sup>st</sup> Century Skills: Categorize, 1012 |
| 7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.  |   |
| <ul style="list-style-type: none"> <li>Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.</li> </ul>   | <b>SE/TE:</b> Conflicts and Compromises, 430–438; The Question of Slavery in Kansas and Nebraska, 440–441; Violent Clashes Over Slavery in Kansas, 441–442<br><br>Topic 8 Assessment (1. Identify Congressional Conflicts), 488                                   |



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| <ul style="list-style-type: none"> <li>Students will examine growing sectional tensions, including the decision in Dred Scott v. Sanford (1857) and the founding of the Republican Party.</li> </ul>   | <p><b>SE/TE:</b> The Impact of the Dred Scott Case, 443-445; The Republican Party Challenges Other Parties, 445-446; Abraham Lincoln Leads the Republican Party, 446-447</p> <p>Topic 8 Assessment (2. Explain the Significance of the Civil War) &amp; (4. Evaluate the Impact of Landmark Supreme Court Decisions), 488</p>          |
| <p>7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.</p>  |  |
| <ul style="list-style-type: none"> <li>Students will examine both long- and short-term causes of the Civil War.</li> </ul>   | <p><b>SE/TE:</b> Division and the Outbreak of War, 450-460</p> <p>Topic 8 Assessment (5. Explain How Sectionalism and States' Rights Caused the Civil War), 488; (10. Explain the Constitutional Issues Regarding States' Rights in the Civil War), 489</p> <p>21<sup>st</sup> Century Skills: Analyze Cause and Effect, 1013-1014</p> |
| <ul style="list-style-type: none"> <li>Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union.</li> </ul> | <p><b>SE/TE:</b> The Nation Moves Toward Civil War, 452-453; War Breaks Out, 453-456</p> <p>Primary Source: "A House Divided," Abraham Lincoln, 993-994; First Inaugural Address, Abraham Lincoln, 994-995</p> <p>21<sup>st</sup> Century Skills: Draw Conclusions, 1019-1020</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the role of the Civil War, including its contributions to the war effort and the controversy over the draft.</li> </ul>   | <p><b>SE/TE:</b> Strengths and Weaknesses of the North and South, 457-459; The Different Strategies of the North and the South, 462; The Beginnings of a Long War, 462-467; Political Challenges in the North and South, 473-474</p>   |

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| 7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.                                   |  |
| <ul style="list-style-type: none"> <li>Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.</li> </ul>   | <p><b>SE/TE:</b> Strengths and Weaknesses of the North and South, 457–459</p> <p>21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the goals and content of Lincoln's Emancipation Proclamation.</li> </ul>   | <p><b>SE/TE:</b> The Emancipation Proclamation, 469–470;</p> <p>Topic 8 Assessment (6. Explain the Role of Abraham Lincoln in the Civil War), 488</p> <p>Primary Source: Emancipation Proclamation, Abraham Lincoln, 995</p>   |
| <ul style="list-style-type: none"> <li>Students will examine how the use of various technologies affected the conduct and outcome of the Civil War.</li> </ul>  | <p><b>SE/TE:</b> The Course of the War, 461–467; Soldiers Face the Horrors of War, 472–473; War Challenges and Fuels the Northern Economy, 475</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War.</li> </ul>   | <p><b>SE/TE:</b> African Americans Fight Heroically for the Union, 470–472</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam.</li> </ul> | <p><b>SE/TE:</b> The Beginnings of a Long War, 462–465; The Battle of Gettysburg, 479–480; The Gettysburg Address, 481–482</p> <p>Topic 8 Assessment (9. Explain the Battle of Gettysburg and Robert E. Lee's Role in It), 489;</p> <p>Primary Source: Gettysburg Address, Abraham Lincoln, 996</p> <p>21<sup>st</sup> Century Skills: Read Physical Maps, 1025–1026</p> |

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| 7.8e The Civil War affected human lives, physical infrastructure, economic capacity, and governance of the United States.  |  |
| <ul style="list-style-type: none"> <li>Students will examine the roles of women, civilians, and free African Americans during the Civil War.</li> </ul>  | <p><b>SE/TE:</b> African Americans Fight Heroically for the Union, 470–472; Contributions of Women to the War Effort, 477</p> <p>Topic 8 Assessment (8. Identify the Social Contributions of Women to American Society), 488</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on and Georgia and other states.</li> </ul> | <p><b>SE/TE:</b> For supporting material please see: War Challenges and Fuels the Northern Economy, 475; War Devastates the Southern Economy&lt; 475-476; The Nation Begins a New Chapter, 486–487</p> <p>21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>   |
| <ul style="list-style-type: none"> <li>Students will explain how events of the Civil War led to the establishment of federal supremacy.</li> </ul>   | <p><b>SE/TE:</b> The Nation Moves Toward Civil War, 452–453; War Breaks Out, 453–456; Taking Sides, 456–457; The Emancipation Proclamation, 469–470; Contrasting Ideas of Liberty and Union, 483–485; The Nation Begins a New Chapter, 486–487</p> <p>Topic 8 Assessment (2. Explain the Significance of the Civil War), 488</p> <p>Primary Source: Debate Over Nullification, Webster and Calhoun, 991–992</p> <p>21<sup>st</sup> Century Skills: Analyze Cause and Effect, 1013–1014</p> |

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| <b>C3 Grades 6-8 Standards</b>   |   |
| <b>Developing Questions &amp; PLANNING INQUIRIES</b>   |   |
| <b>Dimension 1, Constructing Compelling Questions</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...   |   |
| <b>D1.1.6-8.</b> Explain how a question represents key ideas in the field.   | <b>SE/TE:</b> Essential Question, 2, 44, 120, 176, 232, 300, 366, 428, 490; Enduring Understandings, 3, 45, 121, 177, 233, 301, 367, 429, 491; Write About the Essential Question, 43, 118, 175, 231, 298, 364, 427, 489  |
| <b>D1.2.6-8.</b> Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. | <b>SE/TE:</b> <i>Understanding Debates and Points of View:</i> Topic 4 Assessment (3. Analyze the Arguments for Ratification), 230; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion) & (6. Summarize <i>McCulloch v. Maryland</i> ), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364<br><br><i>Critical Thinking Questions:</i> Compare Points of View, 116; Determine Relevance, 190, 218; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40<br><br>21st Century Skills: Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034 |

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| <b>Dimension 1, Constructing Supporting Questions</b>   |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...  |   |
| <p><b>D1.3.6-8.</b> Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> | <p><b>SE/TE:</b> <i>Critical Thinking Questions:</i> Compare Points of View, 116; Determine Relevance, 190, 218; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40</p> <p><i>Topic Assessment:</i> (questions and activities), 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489</p> <p>21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p>   |
| <p><b>D1.4.6-8.</b> Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.</p>   | <p><b>SE/TE:</b> <i>Write About the Essential Question:</i> Students have opportunities to re-examine the Essential Question at the conclusion of each Topic Assessment. See pages Topic 1 Assessment (Write About the Essential Question), 43; Topic 2 Assessment (Write About the Essential Question), 118; Topic 3 Assessment (Write About the Essential Question), 175; Topic 4 Assessment (Write About the Essential Question), 231; Topic 5 Assessment (Write About the Essential Question), 298; Topic 6 Assessment (Write About the Essential Question), 364; Topic 7 Assessment (Write About the Essential Question), 427; Topic 8 Assessment (Write About the Essential Question), 489</p> <p>21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> |

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| <b>Dimension 1, Determining Helpful Sources</b>  |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS ...   |  |
| <p><b>D1.5.6-8.</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.</p> | <p><b>SE/TE:</b> <i>Using Primary Sources:</i> Topic 1 Assessment (5. Evaluate Sources), 41; (7. Locate and Use Valid Primary and Secondary Sources), 42; (16. Differentiate Between Valid Primary and Secondary Sources), 43; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; Topic 5 Assessment (21. Identify Points of View of Political Parties), 298</p> <p><i>Research Activities:</i> Topic 1 Assessment (5. Evaluate Sources), 41; (7. Locate and Use Valid Primary and Secondary Sources), 42; (13. Compare Effects of New Technologies on Daily Life), 42; (16. Differentiate Between Valid Primary and Secondary Sources), 43; Topic 2 Assessment (9. Analyze Mercantilism), 117; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; Topic 5 Assessment (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (9. Describe Expanded Suffrage), 364; Topic 7 Assessment (10. Explain the Reasons for Rapid Urbanization), 427; Topic 8 Assessment (6. Explain the Role of Abraham Lincoln in the Civil War), 488</p> <p><i>Critical Thinking Questions:</i> Cite Evidence, 82, 91, 100, 116, 140, 157, 306, 310; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40; Support Ideas with Evidence, 68, 111, 218, 225, 425; Support Ideas with Examples, 20, 32, 68, 82, 196, 202, 223</p> <p>21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> |

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| <b>Applying Disciplinary Concepts &amp; TOOLS</b>  |  |
| <b>CIVICS</b>  |  |
| <b>Dimension 2, Civic and Political Institutions</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |  |
| <b>D2.Civ.1.6-8.</b> Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.   | <b>SE/TE:</b> Citizens’ Rights and Responsibilities, 224–229; The Origin of Political Parties, 245–250<br><br>Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (14. Analyze the Principle of Individual Rights) & (16. Summarize and Explain Becoming a Naturalized Citizen), 231 |
| <b>D2.Civ.2.6-8.</b> Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).                | <b>SE/TE:</b> Citizens’ Rights and Responsibilities, 224–229<br><br>Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (14. Analyze the Principle of Individual Rights) & (16. Summarize and Explain Becoming a Naturalized Citizen), 231   |
| <b>D2.Civ.3.6-8.</b> Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.   | <b>SE/TE:</b> Declaring Independence, 153–157; A Weak Confederation, 178–184; Drafting a Constitution, 185–190; Ideas That Influenced the Constitution, 19–196; Federalists, Antifederalists, and the Bill of Rights, 197–202  |
| <b>D2.Civ.4.6-8.</b> Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries. | <b>SE/TE:</b> The Legislative Branch-Congress, 207–210; The Executive Branch-The President, 210–212; The Judicial Branch-The Supreme Court, 212–213; Preventing Abuse of Power, 214; State Government, 215–217; The Responsibilities of Local Government, 217–218  |

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| <b>D2.Civ.5.6-8.</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government. | <b>SE/TE:</b> A Weak Confederation, 178–184; Drafting a Constitution, 185–190; Ideas That Influenced the Constitution, 191–196; Federalists, Antifederalists, and the Bill of Rights, 197–202; Understanding the Constitution, 203–218; Amending the Constitution, 219–223; Topic 4 Assessment, 230–231  |
| <b>D2.Civ.6.6-8.</b> Describe the roles of political, civil, and economic organizations in shaping people’s lives.   | <b>SE/TE:</b> The Origin of Political Parties, 245–250; Democratic Party, 210, 311, 317, 363, 433, 451, 486; Democratic Republicans, 245, 248–250, 252–255, 257–258, 262, 268–269, 280–285, 298, 307; Whig Party, 302, 307, 308, 317, 322, 363, 386, 433; Republican Party, 209, 210, 248, 304, 439, 445–446, 449  |
| <b>Dimension 2, Participation and Deliberation</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |  |
| <b>D2.Civ.7.6-8.</b> Apply civic virtues and democratic principles in school and community settings.   | <b>SE/TE:</b> Express Problems Clearly, 322, 460, 512; Evaluate Arguments, 157, 190, 294<br><br>Citizens’ Rights and Responsibilities, 224–229; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (16. Summarize and Explain Becoming a Naturalized Citizen), 231<br><br>21st Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041 |
| <b>D2.Civ.8.6-8.</b> Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.              | <b>SE/TE:</b> Tensions with Britain, 130–140; Declaring Independence, 130–140; A Weak Confederation, 178–184; Drafting a Constitution, 185–190; Ideas That Influenced the Constitution, 191–196; Federalists, Antifederalists, and the Bill of Rights, 197–202   |



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| <b>D2.Civ.9.6-8.</b> Compare deliberative processes used by a wide variety of groups in various settings.   | <p><b>SE/TE:</b> Express Problems Clearly, 322, 460, 512; Evaluate Arguments, 157, 190, 294</p> <p>Citizens' Rights and Responsibilities, 224–229; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230</p> <p>21st Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>                                  |
| <b>D2.Civ.10.6-8.</b> Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. | <p><b>SE/TE:</b> Support a Point of View with Evidence, 40;</p> <p>Citizens' Rights and Responsibilities, 224–229; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (16. Summarize and Explain Becoming a Naturalized Citizen), 231</p> <p>21st Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p> |

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| <b>Dimension 2, Processes, Rules, and Laws</b>  |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |  |
| <b>D2.Civ.11.6-8.</b> Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended. | <p><b>SE/TE:</b> The Legislative Branch-Congress, 207–210; The Executive Branch-The President, 210–212; The Judicial Branch-The Supreme Court, 212–213; Preventing Abuse of Power, 214; State Government, 215–217; The Responsibilities of Local Government, 217–218; Citizens’ Rights and Responsibilities, 224–229</p> <p>Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; Topic 5 Assessment (6. Summarize <i>McCulloch v. Maryland</i>), 285; Topic 8 Assessment (4. Evaluate the Impact of Landmark Supreme Court Decisions), 488</p> <p>21st Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p> |
| <b>D2.Civ.12.6-8.</b> Assess specific rules and laws (both actual and proposed) as means of addressing public problems.   | <b>SE/TE:</b> Understanding the Constitution, 203–218; Amending the Constitution, 219–223; Topic 8 Assessment (4. Evaluate the Impact of Landmark Supreme Court Decisions), 488  |
| <b>D2.Civ.13.6-8.</b> Analyze the purposes, implementation, and consequences of public policies in multiple settings.   | <p><b>SE/TE:</b> A Painful Embargo, 268–269; Anger Over Tariffs, 314–315; Indian Removal, 325–327; Southern Native Americans on the Trail of Tears, 328–330</p> <p>Topic 6 Assessment (3. Summarize Arguments About Tariffs), 363; (6. Analyze the Indian Removal Act), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364</p>  |

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| <b>D2.Civ.14.6-8.</b> Compare historical and contemporary means of changing societies, and promoting the common good.  | <b>SE/TE:</b> Declaring Independence, 153–157; Winning Independence, 158–172; Drafting a Constitution, 185–190; Reform Movements, 401–406; Abolitionism, 407–412; Women’s Rights, 413–418; Emancipation, 469–470<br><br><i>Digital Resources:</i> Landmark Supreme Court Cases   |
| <b>ECONOMICS</b>   |  |
| <b>Dimension 2, Economic Decision Making</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |  |
| <b>D2.Eco.1.6-8.</b> Explain how economic decisions affect the well-being of individuals, businesses, and society.   | <b>SE/TE:</b> The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400<br><br><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (Business and the Economic Process), pp. 2–3; Economics Systems; Economic Development; Personal Finance – Your Fiscal Fitness: An Introduction; Budgeting; Checking; Savings and Retirement; Credit and Debt; Risk Management; Consumer Smarts |
| <b>D2.Eco.2.6-8.</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. | <b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Paying Taxes, 1040–1041<br><br><i>Digital Resources:</i> Core Concepts: Economics – Economics Systems (pros and cons of economic solutions and systems), pp. 6–8; Economic Development   |

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| <b>Dimension 2, Exchange and Markets</b>   |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |   |
| <b>D2.Eco.3.6-8.</b> Explain the roles of buyers and sellers in product, labor, and financial markets.   | <p><b>SE/TE:</b> Topic 2 Assessment (7. Explain the Development of the Free-Market System) &amp; (9. Analyze Mercantilism), 117; Topic 5 Assessment (4. Explain the Development of the Free-Market System), 295; Topic 7 Assessment (1. Explain the Effects of the War of 1812 on Manufacturing), (2. Describe the Features of the Free-Market System) &amp; (3. Explain Technology and Economic Growth), 426; (11. Identify the Impact of Industrialization on Life), 427</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Systems (consumers), pp. 1, 7; Personal Finance – Consumer Smarts</p> |
| <b>D2.Eco.4.6-8.</b> Describe the role of competition in the determination of prices and wages in a market economy.  | <p><b>SE/TE:</b> Pay Cuts in the Late 1800s, 423</p> <p>Topic 7 Assessment (11. Identify the Impact of Industrialization on Life), 427</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (profit and revenue), p. 2; Economic Process (competition), p. 3; Economic Systems (market economy), pp. 2–3</p>  |
| <b>D2.Eco.5.6-8.</b> Explain ways in which money facilitates exchange by reducing transactional costs.   | <p><b>SE/TE:</b> Creating a Stable Economy, 238–239; The Bank War, 317–319</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (money as means of exchange), p. 1</p>  |
| <b>D2.Eco.6.6-8.</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. | <p><b>SE/TE:</b> Topic 7 Assessment (11. Identify the Impact of Industrialization on Life), 427</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Systems (supply and demand), p. 4</p>  |

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| <b>D2.Eco.7.6-8.</b> Analyze the role of innovation and entrepreneurship in a market economy. | <p><b>SE/TE:</b> The Age of Steam, 334; Canals Connect the Country, 335–336; The Far West Fur Trade, 339–340; The Industrial Revolution Begins, 369–370; Factories Come to America, 370–373; New Technologies, 377–379; The Age of Steam Power, 380–383; The Cotton Kingdom, 390–391</p> <p>Topic 2 Assessment (7. Explain the Development of the Free-Market System) &amp; (9. Analyze Mercantilism), 117; Topic 5 Assessment (4. Explain the Development of the Free-Market System), 295; Topic 7 Assessment (1. Explain the Effects of the War of 1812 on Manufacturing), (2. Describe the Features of the Free-Market System) &amp; (3. Explain Technology and Economic Growth), 426; (11. Identify the Impact of Industrialization on Life), 427</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Systems (entrepreneur), p. 2</p> |
| <b>D2.Eco.8.6-8.</b> Explain how external benefits and costs influence market outcomes.       | <p><b>SE/TE:</b> A Proprietary Colony and a Market Economy, 86–87; Mercantilism and the English Colonies, 113–114</p> <p>Topic 2 Assessment (7. Explain the Development of the Free-Market System) &amp; (9. Analyze Mercantilism), 117</p> <p>21<sup>st</sup> Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Paying Taxes, 1040–1041</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics (costs and external factors), pp. 2–4; Economics Systems (pros and cons of economic solutions and systems), pp. 6–8</p>  |

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| <b>D2.Eco.9.6-8.</b> Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.                                       | <b>SE/TE:</b> Creating a Stable Economy, 238–239; The Bank War, 317–319<br><br><i>Digital Resources:</i> Core Concepts: Economics – Economic Systems (market economy), pp.2–3; Economic Development  |
| <b>Dimension 2, The National Economy</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |  |
| <b>D2.Eco.10.6-8.</b> Explain the influence of changes in interest rates on borrowing and investing.   | <b>SE/TE:</b> For supporting material please see: Creating a Stable Economy, 238–239; The Bank War, 317–319<br><br><i>Digital Resources:</i> Core Concepts: Economics – Money Management (interest, investing), pp. 2, 3; Personal Finance – Checking; Investments; Savings and Retirement; Credit and Debt  |
| <b>D2.Eco.11.6-8.</b> Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy. | <b>SE/TE:</b> For supporting material please see: Economic Crisis and Political Changes 319-320<br><br><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics; Economic Process; Economic Development   |
| <b>D2.Eco.12.6-8.</b> Explain how inflation, deflation, and unemployment affect different groups.  | <b>SE/TE:</b> Economic Problems Lead to Change, 184; The Panic of 1837, 320<br><br><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (inflation), p. 3   |
| <b>D2.Eco.13.6-8.</b> Explain why standards of living increase as productivity improves.   | <b>SE/TE:</b> The Age of Steam, 334; Canals Connect the Country, 335–336; The Industrial Revolution Begins, 369–370; Factories Come to America, 370–373; New Technologies, 377–379; The Age of Steam Power, 380–383<br><br>Topic 7 Assessment (3. Explain Technology and Economic Growth), 426; (11. Identify the Impact of Industrialization on Life), 427<br><br><i>Digital Resources:</i> Core Concepts: Economics – Economic Systems (standard of living), pp. 3 |

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| <b>Dimension 2, The Global Economy</b>  |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |  |
| <b>D2.Eco.14.6-8.</b> Explain barriers to trade and how those barriers influence trade among nations.   | <b>SE/TE:</b> A Painful Embargo, 268–269<br><br><i>Digital Resources:</i> Core Concepts: Economics – Trade (Trade Barriers and Free Trade), pp. 4–5  |
| <b>D2.Eco.15.6-8.</b> Explain the benefits and the costs of trade policies to individuals, businesses, and society.   | <b>SE/TE:</b> American Shipping Faces Challenges, 266–268; A Painful Embargo, 268–269; Anger Over Tariffs, 314–315<br><br><i>Digital Resources:</i> Core Concepts: Economics – Trade (Trade Policies), pp. 4–5   |
| <b>GEOGRAPHY</b>  |  |
| <b>Dimension 2, Geographic Representations</b>  |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |  |
| <b>D2.Geo.1.6-8.</b> Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.  | <b>SE/TE:</b> 21st Century Skills: Create Charts and Maps, 1023–1024; also see: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029   |
| <b>D2.Geo.2.6-8.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. | <b>SE/TE:</b> Analyze Maps, 5, 12, 25, 26, 32, 33, 49, 50, 55, 58, 81, 84, 93, 114, 123, 125, 147, 161, 170, 180, 212, 262, 266, 278, 290, 332, 338, 343, 345, 349, 352, 355, 356, 358, 382, 393, 431, 440, 451, 456, 463, 469, 482<br><br>21st Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029 |

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| <b>D2.Geo.3.6-8.</b> Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. | <p><b>SE/TE:</b> <i>Interactive Maps:</i> Analyze Maps, 5, 12, 25, 26, 32, 33, 49, 50, 55, 58, 81, 84, 93, 114, 123, 125, 147, 161, 170, 180, 212, 262, 266, 278, 290, 332, 338, 343, 345, 349, 352, 355, 356, 358, 382, 393, 431, 440, 451, 456, 463, 469, 482</p> <p>Topic 2 Assessment (10. Pose and Answer Questions About Geographic Distributions and Patterns), 118; Topic 3 Assessment (1. Locate Places of Importance), 173; Topic 5 Assessment (10. Identify and Locate the Louisiana Purchase), 296; Topic 6 Assessment (9. Describe Expanded Suffrage), 364; Topic 8 Assessment (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 489</p> <p>21st Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029</p> |
| <b>Dimension 2, Human-Environment Interaction</b>  |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |  |
| <b>D2.Geo.4.6-8.</b> Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.                      | <p><b>SE/TE:</b> Spanish Colonization and New Spain, 46–55; The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400</p>   |
| <b>D2.Geo.5.6-8.</b> Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.                          | <p><b>SE/TE:</b> Spanish Colonization and New Spain, 46–55; The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400</p> <p>Topic 3 Assessment (3. Analyze the Effects of Physical Geographic Factors), 173; Topic 5 Assessment (12. Analyze the Effects of Geographic Features), 296</p>  |



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| <b>D2.Geo.6.6-8.</b> Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.   | <p><b>SE/TE:</b> The Early Americas, 4–20; Spanish Colonization and New Spain, 46–55; The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400</p> <p>Topic 3 Assessment (2. Analyze the Effect of Human Geographic Factors), 173; (3. Analyze the Effects of Physical Geographic Factors), 173; Topic 6 Assessment (4. Analyze the California Gold Rush), 363; Topic 8 Assessment (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 489</p> <p>21st Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028</p> |
| <b>Dimension 2, Human Population: Spatial Patterns and Movements</b>  |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |  |
| <b>D2.Geo.7.6-8.</b> Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. | <b>SE/TE:</b> Communication, 264, 291, 378-379; Steamboats, 288–289, 331, 334–335  |
| <b>D2.Geo.8.6-8.</b> Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.  | <b>SE/TE:</b> Immigration and Migration: Topic 2 Assessment (4. Describe Religious Reasons for Immigration), 117; Topic 6 Assessment (4. Analyze the California Gold Rush), 363; (7. Identify the Age of Jackson), 363   |
| <b>D2.Geo.9.6-8.</b> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.   | <b>SE/TE:</b> Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400   |

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| <b>Dimension 2, Global Interconnections</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |   |
| <b>D2.Geo.10.6-8.</b> Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.  | <b>SE/TE:</b> Spanish Colonization and New Spain, 46–55; The First French, Dutch, and English Colonies, 56–68; The New England Colonies, 69–82; The Middle Colonies, 83–91; The Southern Colonies, 92–100; The Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400 |
| <b>D2.Geo.11.6-8.</b> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. | <b>SE/TE:</b> Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400<br><br>Topic 1 Assessment (2. Analyze Influence of Environment on Population), 41; (3. Analyze Influence of Environment on Settlement), 41   |
| <b>D2.Geo.12.6-8.</b> Explain how global changes in population distribution patterns affect changes in land use in particular places.  | <b>SE/TE:</b> Topic 1 Assessment (2. Analyze Influence of Environment on Population), 41; (3. Analyze Influence of Environment on Settlement), 41   |
| <b>HISTORY</b>   |   |
| <b>Dimension 2, Change, Continuity, and Context</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |   |
| <b>D2.His.1.6-8.</b> Analyze connections among events and developments in broader historical contexts.   | <b>SE/TE:</b> Essential Question, 2, 44, 120, 176, 232, 300, 366, 428, 490; Enduring Understandings, 3, 45, 121, 177, 233, 301, 367, 429; Write About the Essential Question, 43, 118, 175, 231, 298, 364, 427, 489   |
| <b>D2.His.2.6-8.</b> Classify series of historical events and developments as examples of change and/or continuity.  | <b>SE/TE:</b> Identify Cause and Effect, 32, 40, 55, 82, 250, 274, 343, 369, 379, 388, 409; Analyze Timeline, 37, 316   |

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| <b>D2.His.3.6-8.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. | <p><b>SE/TE:</b> Address Central Issues, 487; Identify Central Ideas, 10, 55, 89, 107, 113, 127, 154, 189, 254, 291, 343, 403, 425, 481, 518; Identify Central Issues, 32, 55, 82, 129, 140, 157, 172, 184, 194, 244, 312, 322, 336, 350, 400, 406, 412, 433, 449, 460, 467, 477, 498, 512; Identify Main Ideas, 24, 37, 60, 67, 71, 91, 146, 166, 187, 199, 246, 258, 260, 294</p> <p>Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489</p>  |
| <b>Dimension 2, Perspectives</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |  |
| <b>D2.His.4.6-8.</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.   | <p><b>SE/TE :</b> ; Support a Point of View with Evidence, 40; Compare Points of View, 116; Evaluate Arguments, 157, 190, 294</p> <p>Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion) &amp; (6. Summarize <i>McCulloch v. Maryland</i>), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (3. Summarize Arguments About Tariffs), 363</p> <p>21st Century Skills: Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033</p> <p><i>Digital Resources:</i> Biographies</p> |

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| <b>D2.His.5.6-8.</b> Explain how and why perspectives of people have changed over time.   | <p><b>SE/TE:</b> Support a Point of View with Evidence, 40; Compare Points of View, 116; Evaluate Arguments, 157, 190, 294</p> <p>Topic 5 Assessment (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (2. Identify Political Party Points of View), 363</p> <p>21st Century Skills: Compare Viewpoints, 1030-1031; Identify Bias, 1031-1032; Evaluate Existing Arguments, 1032-1033</p>  |
| <b>D2.His.6.6-8.</b> Analyze how people's perspectives influenced what information is available in the historical sources they created. | <p><b>SE/TE:</b> Support a Point of View with Evidence, 40; Compare Points of View, 116; Evaluate Arguments, 157, 190, 294;</p> <p>Topic 3 Assessment (6. Organize and Interpret Information from Reports), 173</p> <p>Analyze/Interpret Political Cartoons, 136, 206, 214, 249, 252, 280, 294, 310, 312, 318, 404, 433, 445, 452</p> <p>21st Century Skills: Compare Viewpoints, 1030-1031; Identify Bias, 1031-1032; Evaluate Existing Arguments, 1032-1033</p> |

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| <i>Begins in grades 9-12</i>  |  |
| <i>Begins in grades 9-12</i>  |  |
| <b>Dimension 2, Historical Sources and Evidence</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |  |
| <b>D2.His.9.6-8.</b> Classify the kinds of historical sources used in a secondary interpretation. | <p><b>SE/TE:</b> Students examine specific historical sources in the Topic Assessment activities. For examples see:</p> <p><i>Using Primary Sources:</i> Topic 1 Assessment (5. Evaluate Sources), 41; (7. Locate and Use Valid Primary and Secondary Sources), 42; (16. Differentiate Between Valid Primary and Secondary Sources), 43; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; Topic 5 Assessment (21. Identify Points of View of Political Parties), 298</p> <p><i>Research Activities and Presentations:</i> Topic 1 Assessment (5. Evaluate Sources), 41; (7. Locate and Use Valid Primary and Secondary Sources), 42; (13. Compare Effects of New Technologies on Daily Life), 42; (16. Differentiate Between Valid Primary and Secondary Sources), 43; Topic 2 Assessment (9. Analyze Mercantilism), 117; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; Topic 5 Assessment (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (7. Identify the Age of Jackson), 363; (9. Describe Expanded Suffrage), 364; Topic 7 Assessment (10. Explain the Reasons for Rapid Urbanization), 427; Topic 8 Assessment (6. Explain the Role of Abraham Lincoln in the Civil War), 488</p> |

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| <b>C3 Grades 6-8 Standards</b>  |  |
| <b>D2.His.10.6-8.</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.  | <p><b>SE/TE: <i>Research Activities:</i></b> Topic 1 Assessment (5. Evaluate Sources), 41; (7. Locate and Use Valid Primary and Secondary Sources), 42; (13. Compare Effects of New Technologies on Daily Life), 42; (16. Differentiate Between Valid Primary and Secondary Sources), 43; Topic 2 Assessment (9. Analyze Mercantilism), 117; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; Topic 5 Assessment (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (9. Describe Expanded Suffrage), 364; Topic 7 Assessment (10. Explain the Reasons for Rapid Urbanization), 427; Topic 8 Assessment (6. Explain the Role of Abraham Lincoln in the Civil War), 488</p> <p>21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Evaluate Existing Arguments, 1032–1033</p> |
| <b>D2.His.11.6-8.</b> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. | <p><b>SE/TE: <i>Critical Thinking:</i></b> Evaluate Arguments, 157, 190, 294</p> <p><i>Primary Sources are embedded within the text (examples):</i> 53, 59, 61, 127, 137, 154, 163, 190, 244, 277, 310, 374, 394, 445, 460</p> <p>Analyze/Interpret Political Cartoons, 136, 206, 214, 249, 252, 280, 294, 310, 312, 318, 404, 433, 445, 452</p> <p><i>Topic Assessment:</i> Students use primary sources throughout the following: Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489</p> <p>21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Evaluate Existing Arguments, 1032–1033</p>  |

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| <b>C3 Grades 6-8 Standards</b>   |   |
| <b>D2.His.12.6-8.</b> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.                               | <b>SE/TE:</b> Essential Question, 2, 44, 120, 176, 232, 300, 366, 428, 490; Section Assessment, 20, 32, 40, 55, 68, 82, 91, 100, 111, 116, 129, 140, 152, 157, 170, 184, 190, 196, 202, 218, 223, 229, 244, 250, 255, 269, 281, 294, 312, 322, 330, 336, 343, 350, 362, 388, 400, 406, 412, 418, 425, 438, 449, 460, 467, 477, 487; Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489  |
| <b>D2.His.13.6-8.</b> Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. | <b>SE/TE:</b> <i>Primary Sources are embedded within the text (examples):</i> 53, 59, 61, 127, 137, 154, 163, 190, 244, 277, 310, 374, 394, 445, 460<br><br>Analyze/Interpret Political Cartoons, 136, 206, 214, 249, 252, 280, 294, 310, 312, 318, 404, 433, 445, 452<br><br><i>Topic Assessment:</i> Students use primary sources throughout the following: Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489<br><br>21st Century Skills: Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Analyze Political Cartoons, 1024–1025 |
| <b>Dimension 2, Causation and Argumentation</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |   |
| <b>D2.His.14.6-8.</b> Explain multiple causes and effects of events and developments in the past.  | <b>SE/TE:</b> Identify Cause and Effect, 32, 40, 55, 82, 250, 274, 343, 369, 379, 388, 409<br><br>21st Century Skills: Analyze Cause and Effect, 1013–1014  |

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| <b>C3 Grades 6-8 Standards</b>  |  |
| <b>D2.His.15.6-8.</b> Evaluate the relative influence of various causes of events and developments in the past. | <b>SE/TE:</b> Identify Cause and Effect, 32, 40, 55, 82, 250, 274, 343, 369, 379, 388, 409<br><br>Topic 2 Assessment (1. Describe the Causes of Spanish Colonization), 117; Topic 3 Assessment (4. Analyze the Causes of the American Revolution), 173; Topic 5 Assessment (16. Explain the Cause of the War of 1812), 297; Topic 6 Assessment (8. Explain the Causes of the Mexican-American War), 363  |
| <b>D2.His.16.6-8.</b> Organize applicable evidence into a coherent argument about the past.                     | <b>SE/TE:</b> <i>Using Primary Sources:</i> Topic 1 Assessment (5. Evaluate Sources), 41; (7. Locate and Use Valid Primary and Secondary Sources), 42; (16. Differentiate Between Valid Primary and Secondary Sources), 43; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; Topic 5 Assessment (21. Identify Points of View of Political Parties), 298<br><br><i>Analyze Arguments:</i> Topic 4 Assessment (3. Analyze the Arguments for Ratification), 230; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion) & (6. Summarize <i>McCulloch v. Maryland</i> ), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364<br><br>21st Century Skills: Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034 |



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| <b>D2.His.17.6-8.</b> Compare the central arguments in secondary works of history on related topics in multiple media. | <p><b>SE/TE:</b> Evaluate Arguments, 119, 147, 223; Support a Point of View with Evidence, 29, 84; Support Ideas with Evidence, 167, 195, 315, 413</p> <p><i>Understanding Debates and Points of View:</i> Topic 4 Assessment (3. Analyze the Arguments for Ratification), 230; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion) &amp; (6. Summarize <i>McCulloch v. Maryland</i>), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364</p> <p>21st Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p> |

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| <b>Evaluating Sources &amp; USING EVIDENCE</b>  |  |
| <b>Dimension 3, Gathering and Evaluating Sources</b>  |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |  |
| <p><b>D3.1.6-8.</b> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> | <p><b>SE/TE: Research Activities:</b> Topic 1 Assessment (5. Evaluate Sources), 41; (7. Locate and Use Valid Primary and Secondary Sources), 42; (13. Compare Effects of New Technologies on Daily Life), 42; (16. Differentiate Between Valid Primary and Secondary Sources), 43; Topic 2 Assessment (9. Analyze Mercantilism), 117; Topic 3 Assessment (5. Create a Written Presentation Describing the Townshend Acts), 173; Topic 5 Assessment (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (7. Identify the Age of Jackson), 363; (9. Describe Expanded Suffrage), 364; Topic 7 Assessment (10. Explain the Reasons for Rapid Urbanization), 427; Topic 8 Assessment (6. Explain the Role of Abraham Lincoln in the Civil War), 488</p> <p>21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> |

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| <b>C3 Grades 6-8 Standards</b>   |  |
| <b>D3.2.6-8.</b> Evaluate the credibility of a source by determining its relevance and intended use.                               | <p><b>SE/TE:</b> Analyze/Interpret Political Cartoons, 136, 206, 214, 249, 252, 280, 294, 310, 312, 318, 404, 433, 445, 452</p> <p><i>Primary Sources are embedded within the text (examples):</i> 53, 59, 61, 127, 137, 154, 163, 190, 244, 277, 310, 374, 394, 445, 460</p> <p><i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031</p>  |
| <b>Dimension 3, Developing Claims and Using Evidence</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |  |
| <b>D3.3.6-8.</b> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. | <p><b>SE/TE:</b> Analyze Information, 55, 78, 91, 100, 111, 152, 182, 187, 218, 220, 223, 242, 258, 269, 284, 406, 436, 467, 518; Analyze Data, 165, 200, 228, 236, 237, 254, 269, 392, 433, 434, 448, 458, 472, 487; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40; Support Ideas with Evidence, 68, 111, 218, 225, 425; Support Ideas with Examples, 20, 32, 68, 82, 196, 202, 223; Analyze/ Interpret Political Cartoons, 136, 206, 214, 249, 252, 280, 294, 310, 312, 318, 404, 433, 445, 452</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases; Interactive Primary Sources, Biographies</p> |

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| <b>D3.4.6-8.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.   | <p><b>SE/TE:</b> Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40; Support Ideas with Evidence, 68, 111, 218, 225, 425</p> <p><i>Understanding Debates and Points of View:</i> Topic 4 Assessment (3. Analyze the Arguments for Ratification), 230; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion) &amp; (6. Summarize <i>McCulloch v. Maryland</i>), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364</p> <p>21st Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p> |
| <b>Communicating Conclusions &amp; Taking INFORMED ACTION</b>   |   |
| <b>Dimension 4, Communicating Conclusions</b>   |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...   |   |
| <b>D4.1.6-8.</b> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. | <p><b>SE/TE:</b> <i>Analyze and Construct Arguments:</i> Topic 4 Assessment (3. Analyze the Arguments for Ratification), 230; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion) &amp; (6. Summarize <i>McCulloch v. Maryland</i>), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364</p> <p>21st Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p>   |

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| <b>C3 Grades 6-8 Standards</b>  |  |
| <b>D4.2.6-8.</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.  | <b>SE/TE:</b> Identify Cause and Effect, 32, 40, 55, 82, 250, 274, 343, 369, 379, 388, 409; Identify Steps in a Process, 20; Analyze Timeline, 37, 316<br><br>Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489   |
| <b>D4.3.6-8.</b> Present adaptations of arguments and explanations on topics of interest to others to reach 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). | <b>SE/TE:</b> Evaluate Arguments, 157, 190, 294<br><br>Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489<br><br>21st Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034; Participate in a Discussion or Debate, 1034; Give an Effective Presentation, 1034–1035; Write an Essay, 1035   |
| <b>Dimension 4, Critiquing Conclusions</b>  |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |  |
| <b>D4.4.6-8.</b> Critique arguments for credibility.  | <b>SE/TE:</b> Evaluate Arguments, 157, 190, 294; Compare Points of View, 116; Support a Point of View with Evidence, 40<br><br><i>Analyze Arguments:</i> Topic 4 Assessment (3. Analyze the Arguments for Ratification), 230; Topic 5 Assessment (6. Summarize <i>McCulloch v. Maryland</i> ), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364<br><br>21st Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034<br><br><i>Digital Resources:</i> Landmark Supreme Court Cases |

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| <b>C3 Grades 6-8 Standards</b>  |   |
| <b>D4.5.6-8.</b> Critique the structure of explanations.  | <p><b>SE/TE:</b> Compare Points of View, 116; Evaluate Arguments, 157, 190, 294; Express Problems Clearly, 322, 460, 512; Identify Supporting Details, 6, 9, 12, 18, 20, 48, 53, 68, 74, 82, 99, 106, 127, 129, 132, 149, 163, 171, 181, 188, 190, 207, 210, 214, 229, 248, 266, 268, 272, 472; Support a Point of View with Evidence, 40; Support Ideas with Evidence, 68, 111, 218, 225, 425; Support Ideas with Examples, 20, 32, 68, 82, 196, 202, 223</p> <p>21st Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p> |
| <b>Dimension 4, Taking Informed Action</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |   |
| <b>D4.6.6-8.</b> Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. | <p><b>SE/TE:</b> Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489; Apply Concepts, 91, 229; Hypothesize, 157, 172, 190, 202, 223, 229, 244, 250, 255, 312, 336, 406, 412, 418, 425, 437, 449, 483, 487; Interpret, 129, 140, 340, 487</p>   |
| <b>D4.7.6-8.</b> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.   | <p><b>SE/TE:</b> Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489</p> <p>21st Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040</p>   |

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| <b>C3 Grades 6-8 Standards</b>   |   |
| <b>D4.8.6-8.</b> Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts. | <b>SE/TE:</b> Express Problems Clearly, 322, 460<br><br>Topic 5 Assessment (13. Use Problem Solving), 296; (15. Analyze Conflict Resolution), 297<br><br>21st Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040 |

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| <b>Grade 8: Social Studies Practices</b>   |  |
| <b>A. Gathering, Interpreting and Using Evidence</b>   |  |
| 1. Define and frame questions about the United States and answer them by gathering, interpreting, and using evidence.  | <b>SE/TE:</b> Essential Question, 522, 582, 636, 698, 758, 796, 858, 890; Enduring Understandings, 523, 583, 637, 699, 759, 797, 859, 891; Write About the Essential Question, 581, 634, 696, 757, 795, 857, 889, 936  |
| 2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources). | <p><b>SE/TE:</b> Analyze/Interpret Political Cartoons, 535, 543, 463, 598, 604, 646, 655, 658, 702, 744, 771; Analyze Chart, 532, 559, 564, 666, 689, 739, 745, 764, 863, 867, 875, 900, 920, 927; Analyze Graphs, 534, 544, 571, 588, 592, 610, 620, 629, 665, 673, 675, 686, 703, 704, 707, 709, 710, 719, 722, 727, 730, 746, 776, 778, 789, 791, 807, 815, 829, 838, 840, 853, 865, 881, 894, 909, 911, 912, 922, 926, 929, 934; Analyze Timelines, 666, 689, 731, 770</p> <p><i>Primary Sources are embedded within the text (examples):</i> 563, 586, 587, 601, 616, 645, 733, 784, 786, 824, 863</p> <p>21<sup>st</sup> Century Skills: Analyze Data and Models, 1021–1022; Read Charts, Graphs, and Tables, 1022–1023; Create Charts and Maps, 1023–1024; Analyze Political Cartoon, 1024–1025; Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029</p> |



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| <p>3. Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence.</p> | <p><b>SE/TE:</b> <i>Primary Sources are embedded within the text (examples):</i> 563, 586, 587, 601, 616, 645, 733, 784, 786, 824, 863</p> <p>Analyze/Interpret Political Cartoons, 535, 543, 463, 598, 604, 646. 655, 658, 702, 744, 771</p> <p><i>Topic Assessment:</i> Students use primary sources throughout the following: Topic Assessment, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936</p> <p>21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Evaluate Existing Arguments, 1032–1033</p>   |
| <p>4. Describe and analyze arguments of others, considering historical context.</p>  | <p><b>SE/TE:</b> <i>Understanding Debates and Points of View:</i> Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; Topic 14 Assessment (2. Analyze and Interpret a Speech) &amp; (10. Explain Constitutional Issues), 794; Topic 15 Assessment (6. Describe Pros and Cons), 857; Topic 16 Assessment (5. Identify Viewpoints), 888; (12. Identify and Contrast Viewpoints on the Contract with America), 889; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 934</p> <p><i>Critical Thinking Questions:</i> Compare Points of View, 564, 656, 671, 992, 1003; Determine Point of View, 590, 705, 720, 727, 774; Support a Point of View with Evidence, 803</p> <p>21st Century Skills: Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> |

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| 5. Make inferences and draw conclusions from evidence.  | <p><b>SE/TE:</b> Infer, 535, 569, 591, 613, 679, 684, 685, 708, 755, 818, 852, 965, 997, 1001, 1003, 1004, 1007, 1008; Draw Conclusions, 534, 542, 546, 590, 603, 604, 611, 619, 647, 663, 671, 720, 765, 767, 774, 793, 818, 833, 835, 845, 869, 876, 907, 972, 990, 991, 995, 996, 997, 998, 999, 1000, 1001, 1006, 1008, 1009; 21<sup>st</sup> Century Skills: Draw Inferences, 1018–1019; Draw Conclusions, 1019–1020</p>   |
| 6. Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective. | <p><b>SE/TE:</b> <i>Understanding Debates and Points of View:</i> Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; Topic 14 Assessment (2. Analyze and Interpret a Speech) &amp; (10. Explain Constitutional Issues), 794; Topic 15 Assessment (6. Describe Pros and Cons), 857; Topic 16 Assessment (5. Identify Viewpoints), 888; (12. Identify and Contrast Viewpoints on the Contract with America), 889; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 934</p> <p>21<sup>st</sup> Century Skills: Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> <p><i>Critical Thinking Questions:</i> Compare Points of View, 564, 656, 671, 992, 1003; Determine Point of View, 590, 705, 720, 727, 774; Support a Point of View with Evidence, 803</p> |

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| <b>B. Chronological Reasoning</b>   |   |
| 1. Articulate how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.  | <b>SE/TE:</b> Analyze Timeline, 666, 731, 770; Sequence of Events, 793, 913; Analyze Timeline, 666, 731, 770; Identify Cause and Effect, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 765, 774, 781, 803, 811, 818, 835, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002; 21 <sup>st</sup> Century Skills: Sequence, 1011; Analyze Cause and Effect, 1013–1014<br><br>Topic 12 Assessment (8. Sequence the Events Leading to World War I), 695 |
| 2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C. or B.C.E. and A.D. or C.E.); and to interpret the data presented in time lines. | <b>SE/TE:</b> Analyze Timeline, 666, 731, 770; also see: 534, 544, 571, 588, 592, 610, 620, 629, 665, 673, 675, 686, 703, 704, 707, 709, 710, 719, 722, 727, 730, 746, 776, 778, 789, 791, 807, 815, 829, 838, 840, 853, 865, 881, 894, 909, 911, 912, 922, 926, 929, 934   |
| 3. Identify causes and effects, using examples from current events, grade-level content, and historical events.   | <b>SE/TE:</b> Identify Cause and Effect, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 765, 774, 781, 803, 811, 818, 835, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002; Analyze Timeline, 666, 731, 770  |
| 4. Identify, analyze, and evaluate the relationship between multiple causes and effects.  | <b>SE/TE:</b> Identify Cause and Effect, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 765, 774, 781, 803, 811, 818, 835, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002; 21 <sup>st</sup> Century Skills: Analyze Cause and Effect, 1013–1014   |
| 5. Distinguish between long-term and immediate causes and effects of an event from current events or history.   | <b>SE/TE:</b> 21 <sup>st</sup> Century Skills: Analyze Cause and Effect, 1013–1014; Identify Cause and Effect, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 765, 774, 781, 803, 811, 818, 835, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002   |

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| 6. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.   | <b>SE/TE:</b> Sequence of Events, 793, 913; Analyze Timeline, 666, 731, 770; The Progressive Era, 582–635; Imperialism, 638–663; World War I, 664–694; Depression and New Deal, 728–755; World War II, 758–795; Cold War, 798–811, 870–876  |
| 7. Recognize that changing the periodization affects the historical narrative.   | <b>SE/TE:</b> The Progressive Era, 582–635; The Conservative Revolution, 860–869; The End of the Cold War, 870–876  |
| 8. Relate patterns of continuity and change to larger historical processes and themes.   | <b>SE/TE:</b> Essential Question, 522, 582, 636, 698, 758, 796, 858, 890; Topic Assessment, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936  |
| 9. Identify and describe models of historical periodization that historians use to categorize events.  | <b>SE/TE:</b> The Progressive Era, 582–635; Imperialism, 638–663; World War I, 664–694; Depression and New Deal, 728–755; World War II, 758–795; Cold War, 798–811, 870–876   |
| <b>C. Comparison and Contextualization</b>   |   |
| 1. Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other similar regions inside the United States. | <b>SE/TE:</b> Mining, Railroads, and the Economy, 524–534; Western Agriculture, 535–546; War and Empire, 648–656<br><br>Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579; (8. Analyze How Geographic Features Influenced Economic Activities), 580<br><br>21st Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028 |

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| 2. Identify and compare multiple perspectives on a given historical experience.   | <p><b>SE/TE:</b> Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Compare Points of View, 116; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40</p> <p>Compare Points of View, 564, 656, 671, 992, 1003; Determine Point of View, 590, 705, 720, 727, 774; Support a Point of View with Evidence, 803</p> <p>Topic 15 Assessment (6. Describe Pros and Cons), 857; Topic 16 Assessment (5. Identify Viewpoints), 888; (12. Identify and Contrast Viewpoints on the Contract with America), 889</p>  |
| 3. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts). | <p><b>SE/TE:</b> Essential Question, 522, 582, 636, 698, 758, 796, 858, 890; Topic Assessment, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936</p>   |
| 4. Describe the relationship between geography, economics, and history as a context for events and movements in the United States.  | <p><b>SE/TE:</b> Mining, Railroads, and the Economy, 524–534; Western Agriculture, 535–546; War and Empire, 648–656; Responding to Environmental Challenges, 915–918</p> <p>Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579; (8. Analyze How Geographic Features Influenced Economic Activities), 580; Topic 11 Assessment (1. Analyze Changing Demographic Patterns in Cities), 633; (4. Analyze Social Issues Affecting Urbanization), 633; Topic 12 Assessment (5. Analyze the Impact of Geographic Factors), 695; Topic 15 Assessment (1. Describe Maps and the Berlin Airlift), 856; Topic 17 Assessment (8. Identify Point of View), 935; (13. Create Visual Presentations on Immigration), 935</p> |

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| 5. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.  | <b>SE/TE:</b> The Labor Movement, 565–571; The Rise of Progressivism, 597–604; Division and Inequality, 721–727; Roosevelt’s New Deal, 736–747; The War on the Korean Peninsula, 805–806; Vietnam War Begins, 843–845; The United States Responds to an Attack, 893–895; The Iraq War, 895–897; A Worldwide Economy Develops, 906–909   |
| 6. Analyze case studies in United States history in a comparative framework, attending to the role of chronology and sequence, as well as categories of comparison or socio-political components. | <b>SE/TE:</b> Identify Cause and Effect, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 765, 774, 781, 803, 811, 818, 835, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002; Sequence of Events, 793, 913; Analyze Timeline, 666, 731, 770<br><br>Topic 10 Assessment (12. Explain Causes of the Growth of Labor Unions), 580; Topic 11 Assessment (5. Describe Causes and Effects of Urban Reforms), 633; Topic 12 Assessment (9. Analyze Issues of U.S. Involvement in World War I), 695; Topic 12 Assessment (8. Sequence the Events Leading to World War I), 695; Topic 13 Assessment (4. Analyze the Causes and Effects of Cultural Change), 756; (6. Identify the Causes and Effects of the Red Scare), 756; Topic 15 Assessment (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 857; Topic 16 Assessment (4. Explain the Goals of the Moral Majority), 888; Topic 16 Assessment (15. Identify the Causes and Effects of the Persian Gulf War), 889; Topic 17 Assessment (14. Identify Significant Social and Political Issues) & (15. Identify Causes and Effects of Political Gridlock), 935 |

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| <b>D. Geographic Reasoning</b>   |   |
| 1. Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places are in relation to each other and connections between places; evaluate the benefits of particular places for purposeful activities. | <b>SE/TE:</b> Analyze Maps, 614, 641, 643, 649, 652, 659, 661, 667, 670, 683, 692, 701, 742, 749, 76, 768, 769, 774, 783, 785, 800, 801, 805, 817, 839, 843, 883, 885, 895<br><br>21st Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029   |
| 2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.                    | <b>SE/TE:</b> Mining, Railroads, and the Economy, 524–534; Western Agriculture, 535–546; War and Empire, 648–656; Responding to Environmental Challenges, 915–918<br><br>Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579; (8. Analyze How Geographic Features Influenced Economic Activities), 580; Topic 12 Assessment (5. Analyze the Impact of Geographic Factors), 695; Topic 17 Assessment (8. Identify Point of View), 935; (13. Create Visual Presentations on Immigration), 935 |
| 3. Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.   | <b>SE/TE:</b> Mining, Railroads, and the Economy, 524–534; Western Agriculture, 535–546; War and Empire, 648–656; Responding to Environmental Challenges, 915–918<br><br>Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579; Topic 12 Assessment (5. Analyze the Impact of Geographic Factors), 695; Topic 13 Assessment (14. Identify the Causes of Migration), 757; Topic 15 Assessment (5. Analyze Migration Patterns), 856   |

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| <p>4. Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.</p>  | <p><b>SE/TE:</b> Mining, Railroads, and the Economy, 524–534; Western Agriculture, 535–546; War and Empire, 648–656; Regional Conflicts, 877–887</p> <p>Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579; (8. Analyze How Geographic Features Influenced Economic Activities), 580</p> <p>21st Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028</p> |
| <p>5. Characterize and analyze changing interconnections between places and regions.</p>  | <p><b>SE/TE:</b> Mining, Railroads, and the Economy, 524–534; Western Agriculture, 535–546; Expansion in the Pacific, 638–647; War and Empire, 648–656; Aggression Overseas and Isolation at Home, 760–765; The End of the Cold War, 870–876; A Worldwide Economy Develops, 906–909; A World Economic Crisis, 909–910; A Weak Recovery, 911–913</p> <p>Topic 17 Assessment (5. Identify the Impact of Globalization), 934</p>                                     |
| <p>6. Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.</p> | <p><b>SE/TE:</b> Analyze Maps, 614, 641, 643, 649, 652, 659, 661, 667, 670, 683, 692, 701, 742, 749, 76, 768, 769, 774, 783, 785, 800, 801, 805, 817, 839, 843, 883, 885, 895</p> <p>Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579</p> <p>21<sup>st</sup> Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029</p>    |



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| <b>E. Economics and Economic Systems</b>   |  |
| <p>1. Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.</p> | <p><b>SE/TE:</b> Entering the Great Depression, 728–735; Roosevelt’s New Deal, 736–747; A Worldwide Economy Develops, 906–909; A World Economic Crisis, 909–911</p> <p>Topic 13 Assessment (15. Evaluate the Impact of New Deal Agencies), 757; Topic 14 Assessment (8. Explain Rationing on the Home Front), 794; Topic 16 Assessment (6. Evaluate Reaganomics), 889; Topic 17 Assessment (6. Identify the Causes and Effects of Financial Crisis) &amp; (7. Evaluate the American Recovery and Reinvestment Act of 2009), 934; (12. Identify the Effects of Debt), 935</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (Business and the Economic Process), pp. 2–3; Economics Systems; Economic Development; Personal Finance – Your Fiscal Fitness: An Introduction; Budgeting; Checking; Savings and Retirement; Credit and Debt; Risk Management; Consumer Smarts</p> |
| <p>2. Explain the roles of buyers and sellers in product, labor, and financial markets.</p>  | <p><b>SE/TE:</b> Mining, Railroads, and the Economy, 524–534; Industry and Corporations, 557–564; The Labor Movement, 565–571; New Technologies, 572–578; A Worldwide Economy Develops (Internet start-up companies and number of customers), 906; A World Economic Crisis (homeowners and mortgages), 909–910; Economic Issues, 929</p> <p>Topic 17 Assessment (5. Identify the Impact of Globalization), 934; (9. Explain the Impact of Technological Innovations), 935</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Systems (consumers), pp. 1, 7; Personal Finance – Consumer Smarts</p>   |

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| <p>3. Describe the role of competition in the determination of prices and wages in a market economy.</p>   | <p><b>SE/TE:</b> Sweatshops and wages, 566; Automobile prices, 566; Dot-coms and Prices, 906; Eurozone and Prices, 909;</p> <p>Topic 10 Assessment (12. Explain Causes of the Growth of Labor Unions) &amp; (13. Identify Point of View on Labor Unions), 580</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (profit and revenue), p. 2; Economic Process (competition), p. 3; Economic Systems (market economy), pp. 2–3</p>   |
| <p>4. Examine the roles of institutions such as corporations, non-profit organizations, and labor unions in a market economy in the United States.</p>     | <p><b>SE/TE:</b> Industry and Corporations, 557–564; A Worldwide Economy Develops (world banks and the EU), 908–909; A World Economic Crisis, 909–911</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Systems (market economy), pp.2–3; Economic Development</p>  |
| <p>5. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.</p> | <p><b>SE/TE:</b> Railroads Drive Industrial Growth (graph), 534; The Great Depression (graphs), 730; Unemployment (graph), 732; The New Deal (graphs), 746; Carnegie’s Steel Empire and Vertical Integration, 559; Causes and Effects of Trusts, 564; Impact of NAFTA Graph, 907; The Housing Bubble and Prices of Homes, 909; Graph of Unemployment Data, 912</p> <p>Topic 13 Assessment (10. Identify the Effects of Unemployment), 756; Topic 16 Assessment (6. Evaluate Reaganomics), 889; Topic 17 Assessment (12. Identify the Effects of Debt), 935</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (inflation), p. 3; Economic Development (GDP), p. 2</p> |

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| <p>6. Explain how government policies affect the economy.</p>   | <p><b>SE/TE:</b> Causes and Effects of Trusts, 564; Entering the Great Depression, 728–735; Roosevelt’s New Deal, 736–747; A Worldwide Economy Develops, 906–909; A World Economic Crisis, 909–911</p> <p>Topic 13 Assessment (15. Evaluate the Impact of New Deal Agencies), 757; Topic 14 Assessment (8. Explain Rationing on the Home Front), 794; Topic 16 Assessment (6. Evaluate Reaganomics), 889; Topic 17 Assessment (6. Identify the Causes and Effects of Financial Crisis) &amp; (7. Evaluate the American Recovery and Reinvestment Act of 2009), 934; (12. Identify the Effects of Debt), 935</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Systems (market economy), pp.2–3; Economic Development</p> |
| <b>F. Civic Participation</b>   |   |
| <p>1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates’ views and statements.</p> | <p><b>SE/TE:</b> Express Problems Clearly, 534</p> <p>Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 934; (13. Create Visual Presentations on Immigration) &amp; (14. Identify Significant Social and Political Issues), 935</p> <p>21<sup>st</sup> Century Skills: Compare Viewpoints, 1030–1031; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034; Participate in a Discussion or Debate, 1034; Solve Problems, 1037–1038; Make Decisions, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040</p>  |

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| <p>2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p>   | <p><b>SE/TE:</b> Express Problems Clearly, 534</p> <p>Topic 17 Assessment (13. Create Visual Presentations on Immigration) &amp; (14. Identify Significant Social and Political Issues), 935</p> <p>21st Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p>   |
| <p>3. Identify and explain different types of political systems and ideologies used at various times in United States history and explain the roles of individuals and key groups in those political and social systems.</p> | <p><b>SE/TE:</b> The Progressive Presidents, 605–612; Roosevelt’s New Deal, 736–747; also see: Political Changes in Italy and Germany, 761–763; Totalitarian Soviet Union and Militarist Japan, 763–764; The Beginnings of War, 767–769; Germany Attacks France and Britain, 769–770</p> <p>Topic 11 Assessment (7. Evaluate Effects of Progressive Political Reforms), 634; Topic 14 Assessment (1. Identify the Rise of Italian Fascist Dictatorship), (2. Analyze and Interpret a Speech) &amp; (3. Identify the Rise of Japanese Militarism), 794; Topic 15 Assessment (3. Identify Bias), 856</p> <p>Primary Sources: U.S. Constitution, 940–961; Magna Carta, 966; Mayflower Compact, 966–967; Articles of Confederation, 967–972</p> |

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| 4. Identify, describe, and contrast the role of the individual in opportunities for social and political participation as an agent of historical change in different societies and communities, as well as at different times, in the United States. | <p><b>SE/TE:</b> The Progressive Presidents, 605–612; Roosevelt’s New Deal, 736–747; Civil Rights, 819–835; The Conservative Revolution, 860–869</p> <p>Topic 11 Assessment (11. Compare W.E.B. Du Bois and Booker T. Washington), 634; Topic 12 Assessment (15. Analyze Woodrow Wilson’s Fourteen Points), 696; Topic 13 Assessment (11. Compare Examples of Effective Leadership), 757; Topic 14 Assessment (14. Evaluate the Effects of the Navajo Code Talkers), 795; Topic 15 Assessment (13. Identify Leaders), 857</p>  |
| 5. Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate.  | <p><b>SE/TE:</b> Express Problems Clearly, 534</p> <p>21<sup>st</sup> Century Skills: Compare Viewpoints, 1030–1031; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034; Participate in a Discussion or Debate, 1034; Solve Problems, 1037–1038; Make Decisions, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040</p>   |
| 6. Identify situations in which social actions are required and determine an appropriate course of action.   | <p><b>SE/TE:</b> The Progressive Presidents, 605–612; Civil Rights, 819–835</p> <p>Express Problems Clearly, 534</p> <p>Topic 15 Assessment (7. Analyze Effects of Brown v. Board of Education), (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement) &amp; (13. Identify Leaders), 857; Topic 17 Assessment (13. Create Visual Presentations on Immigration) &amp; (14. Identify Significant Social and Political Issues), 935</p> <p>21<sup>st</sup> Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p> |

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| 7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.                  | <p><b>SE/TE:</b> Civil Rights, 819–835</p> <p>Topic 17 Assessment (13. Create Visual Presentations on Immigration) &amp; (14. Identify Significant Social and Political Issues), 935</p> <p>21<sup>st</sup> Century Skills: Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039</p>   |
| 8. Fulfill social and political responsibilities associated with citizenship in a democratic society.                                    | <p><b>SE/TE:</b> Topic 17 Assessment (13. Create Visual Presentations on Immigration) &amp; (14. Identify Significant Social and Political Issues), 935</p> <p>21<sup>st</sup> Century Skills: Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p>  |
| 9. Develop the connections of an interdependent global community by engaging in the political process as it relates to a global context. | <p><b>SE/TE:</b> Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 934; (13. Create Visual Presentations on Immigration) &amp; (14. Identify Significant Social and Political Issues), 935</p> <p>21<sup>st</sup> Century Skills: Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034; Being an Informed Citizen, 1038; Political Participation, 1038–1039</p> |

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| <b>Grade 8 United States History II</b>  |  |
| Grade 8 Social Studies is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social and political trends. The course content is divided into nine Key Ideas; the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last three Key Ideas examine different themes in United States from the post-War period up to the present day, which provides the opportunity to explore contemporary issues.<br>Teachers should note that some Key Ideas and concepts may require extra time or attention. In the grade 8 course, these include the Key Ideas 8.2 A Changing Society, 8.4 World War I and the Roaring 20s, 8.7 Foreign Policy, and 8.8 Demographic Change. |  |
| <b>8.1 RECONSTRUCTION: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans. (Standards: 1, 4, 5; Themes: MOV, SOC, CIV, ECO)</b>  |  |
| 8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.  |  |
| <ul style="list-style-type: none"> <li>Students will compare and contrast the differences between Reconstruction under Lincoln’s plan, Johnson’s plan, and congressional (Radical) Reconstruction.</li> </ul>  | <p><b>SE/TE:</b> Early Reconstruction, 492–498; Radical Reconstruction, 499–505; Reconstruction and Southern Society, 506–512; The Aftermath of Reconstruction, 513–518;</p> <p>21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p>   |
| 8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.   |  |
| <ul style="list-style-type: none"> <li>Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.</li> </ul>   | <p><b>SE/TE:</b> The Impact of the Thirteenth Amendment, 497; The Impact of the Fourteenth Amendment, 501–502; The Impact of the Fifteenth Amendment, 504–505</p> <p>Topic 9 Assessment (2. Describe the Impact of the Fourteenth Amendment) &amp; (8. Evaluate Legislative Reform Programs), 519; (13. Describe the Impact of the Fifteenth Amendment), 520</p> |

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| <ul style="list-style-type: none"> <li>Students will examine the Freedmen’s Bureau’s purpose, successes, and the extent of its success.</li> </ul>  | <p><b>SE/TE:</b> Effects of the Civil War, 493–494; The Causes and Effects of Reconstruction, 494–495</p> <p>Topic 9 Assessment (6. Evaluate the Impact of Economic and Social Problems on Freedmen), 519</p> <p>21<sup>st</sup> Century Skills: Summarize, 1016</p> |
| <ul style="list-style-type: none"> <li>Students will examine the effects of the sharecropping system on African Americans.</li> </ul>   | <p><b>SE/TE:</b> Economic Problems During Reconstruction, 511–512</p> <p>Topic 9 Assessment (15. Analyze Economic Problems in the South), 520</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the reasons for the migration of African Americans to the North.</li> </ul>  | <p><b>SE/TE:</b> New Legislation Restricts African American Rights, 515–516; Cities Expand Rapidly, 592–593; African Americans Face Discrimination, 617–618</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the rise of African Americans in government.</li> </ul>  | <p><b>SE/TE:</b> African Americans (in southern politics), 507</p> <p>Topic 9 Assessment (3. Identify the Impact of African Americans Elected to Public Office), 519</p>   |
| <p>8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.</p>  |  |
| <ul style="list-style-type: none"> <li>Students will explore methods used by Southern state governments to affect the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.</li> </ul>           | <p><b>SE/TE:</b> New Legislation Restricts African American Rights, 515–516</p> <p>Topic 9 Assessment (4. Evaluate Jim Crow Laws); (7. Describe the Effects of Laws Passed During Reconstruction), 519</p>   |
| <ul style="list-style-type: none"> <li>Students will explore the responses of some Southerners to the increased rights of African Americans, noting the development of organizations such as the Ku Klux Klan and White Leagues.</li> </ul> | <p><b>SE/TE:</b> Conservatives Resist Reform, 508–509</p> <p>Topic 9 Assessment (14. Describe the Effects of Reconstruction), 520</p>  |



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| <ul style="list-style-type: none"> <li>Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.</li> </ul>   | <p><b>SE/TE:</b> New Legislation Restricts African American Rights, 515–516</p> <p>21<sup>st</sup> Century Skills: Draw Inferences, 1018–1019</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the effects of the <i>Plessy v. Ferguson</i> ruling.</li> </ul>   | <p><b>SE/TE:</b> New Legislation Restricts African American Rights, 515–516; Lesson Assessment: Analyze Information, 518</p>   |
| <p><b>8.2 A CHANGING SOCIETY: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform. (Standards: 1, 2, 4; Themes: MOV, SOC, TECH, EXCH)</b></p>  |  |
| <p>8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. Other cities in the United States also experienced growth at this time.</p> |  |
| <ul style="list-style-type: none"> <li>Students will identify groups of people who moved into urban areas, and examine where they came from and the reasons for their migration into the cities. Students will explore the immigrant experience at Ellis Island.</li> </ul>  | <p><b>SE/TE:</b> A New Wave of Immigration, 584–590; Urbanization, 591–596</p> <p>21<sup>st</sup> Century Skills: Draw Conclusions, 1019–1020</p>  |
| <ul style="list-style-type: none"> <li>Students will compare and contrast immigrant experiences in locations such as ethnic neighborhoods in cities, rural settlements in the Midwest, Chinese communities in the Far West, and Mexican communities in the Southwest.</li> </ul>   | <p><b>SE/TE:</b> The Immigrant Experience in America, 587–589; Nativist Opposition, 589–590; City Neighborhoods Defined by Status, 593–594; The Mexican-American Experience, 618–620; Blocking Asian Immigration, 620–621</p> <p>Topic 11 Assessment (2. Describe Immigrant Optimism), 633</p> <p>21<sup>st</sup> Century Skills: Compare and Contrast, 1014</p> |

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| 8.2b Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people.   |  |
| <ul style="list-style-type: none"> <li>Students will examine the population growth of different cities and the technologies and industries which encouraged this growth.</li> </ul>  | <p><b>SE/TE:</b> Industry and Corporations, 557–564; New Technologies, 572–578; The Growth of Cities, 1850–1920, 592; City Neighborhoods Defined by Status, 593–594</p> <p>21<sup>st</sup> Century Skills: Draw Conclusions, 1019–1020</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the living conditions in urban areas with a focus on increasing population density and the effects that this growth had on the social, cultural, and economic lives of people.</li> </ul> | <p><b>SE/TE:</b> City Neighborhoods Defined by Status, 593–594; Effects of Rapid Urbanization, 594–595; The Settlement House Movement, 595–596; Changes and Challenges in City Life, 624–625</p> <p>Topic 11 Assessment (4. Analyze Social Issues Affecting Urbanization), 633</p> |
| 8.2c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.   |  |
| <ul style="list-style-type: none"> <li>Students will examine nativism and anti-immigration policies, including the Chinese Exclusion Act, the Gentlemen’s Agreement, and immigration legislation of the 1920s.</li> </ul>                              | <p><b>SE/TE:</b> Nativist Opposition, 589–590; Blocking Asian Immigration, 620–621</p> <p>Topic 11 Assessment (3. Explain the Effects of the Chinese Exclusion Act), 633; Tensions Divide Americans, 725–727; Topic 13 Assessment (7. Evaluate Nativism), 756</p>                  |
| <ul style="list-style-type: none"> <li>Students will explore the growth and effects of child labor and sweatshops.</li> </ul>  | <p><b>SE/TE:</b> Changing Working Conditions, 566; The Triangle Fire, 569; President Taft, 609</p>   |
| <ul style="list-style-type: none"> <li>Students will explore the development of political machines, including Boss Tweed and Tammany Hall.</li> </ul>  | <p><b>SE/TE:</b> Gilded Age Politics, 598–599</p>  |

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| 8.2d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions.  |  |
| <ul style="list-style-type: none"> <li>Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the Industrial Workers of the World.</li> </ul>   | <p><b>SE/TE:</b> The Rise of the People's Party in the West, 545–546; The Labor Movement, 565–571</p> <p>Topic 10 Assessment (13. Identify Point of View on Labor Unions), 580; The Downside of the 1920s, 722–723</p> <p>21<sup>st</sup> Century Skills: Categorize, 1012</p> |
| <ul style="list-style-type: none"> <li>Students will examine key labor events including the Haymarket affair, the Pullman Strike and the International Ladies Garment Workers' Union strike.</li> </ul>   | <p><b>SE/TE:</b> Workers Organize Unions, 566–568; Women in the Workplace, 568–570; Labor Faces Challenges, 570–571</p> <p>21<sup>st</sup> Century Skills: Identify Main Ideas and Details, 1015</p>   |
| 8.2e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government reform policies. |  |
| <ul style="list-style-type: none"> <li>Students will examine the Populist Party as a reform effort by farmers in response to industrialization.</li> </ul>  | <p><b>SE/TE:</b> The Rise of the People's Party in the West, 545–546</p>   |

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| <ul style="list-style-type: none"> <li>Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual's work and the actions that individual took or recommended to address those issues.</li> </ul> | <p><b>SE/TE:</b> Effects of Rapid Urbanization, 594–595; The Settlement House Movement, 595–596; New Opportunities Arise, 615–616; African Americans Face Discrimination, 617–618; Analyze Graphs: The Harlem Renaissance, 719; A Black Nationalist Leader, 726–727</p> <p>Topic 11 Assessment (8. Explain the Impact of Upton Sinclair), 634; (11. Compare W.E.B. Du Bois and Booker T. Washington), 634; Silencing Opposition, 679–680</p> <p>21<sup>st</sup> Century Skills: Identify Main Ideas and Details, 1015; Summarize, 1016</p> |
| <ul style="list-style-type: none"> <li>Students will explore leaders and activities of the temperance and woman's suffrage movements.</li> </ul>  | <p><b>SE/TE:</b> Women in the Workplace, 568–570; The Path to Women's Suffrage, 613; The Nineteenth Amendment, 614; Fighting for Prohibition, 616–617</p> <p>Topic 11 Assessment (12. Explain the Importance of the Nineteenth Amendment), 634; Changes in Women's Lives, 708–710</p>  |
| <ul style="list-style-type: none"> <li>Students will investigate the Triangle Shirtwaist Fire and the legislative response.</li> </ul>  | <p><b>SE/TE:</b> The Triangle Fire, 589–590</p> <p>21<sup>st</sup> Century Skills: Analyze Primary and Secondary Sources, 1029–1030</p>  |
| <ul style="list-style-type: none"> <li>Students will examine state and federal government responses to reform efforts, including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations.</li> </ul>   | <p><b>SE/TE:</b> Changing Working Conditions, 566; Amending the Constitution, 603–604; Protecting Competition, 611; Overseeing the War Effort, 676–677; Seeking Reform, 615–616; The Fair Deal, 813–814</p>  |

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| <b>8.3 EXPANSION AND IMPERIALISM: Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy. (Standards: 1, 2, 3, 5; Themes: GEO, GOV, CIV, ECO)</b>  |   |
| 8.3a Continued westward expansion contributed to increased conflicts with Native Americans.   |   |
| <ul style="list-style-type: none"> <li>Students will examine the effects of the transcontinental railroad on the movement toward westward expansion.</li> </ul>   | <b>SE/TE:</b> The Railroad Encourages Economic Growth, 527–529; Building a National Network of Rails, 529–532; Railroads Build a Nation, 533–534  |
| <ul style="list-style-type: none"> <li>Students will examine examples of Native American resistance to the western encroachment, including the Sioux Wars and the flight and surrender of Chief Joseph and the Nez Perce.</li> </ul>  | <b>SE/TE:</b> Hardships for Native Americans, 547–556<br><br>Topic 10 Assessment (5. Explain Plains Indian Ways of Life), 579; (7. Identify the Effects of the Dawes Act), 580  |
| <ul style="list-style-type: none"> <li>Students will examine United States policies toward Native Americans, such as the displacement of Native Americans from traditional lands, creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act, and the Indian Reorganization Act and the Native Americans' various responses to these policies.</li> </ul> | <b>SE/TE:</b> Native Americans and the Frontier, 324–325; Indian Removal, 325–327; Southern Native Americans on the Trail of Tears, 328–330; Hardships for Native Americans, 547–556; Discrimination Against American Indians, 621–622; American Indians, 753; 21 <sup>st</sup> Century Skills: Draw Inferences, 1018–1019; Compare Viewpoints, 1030–1031 |
| 8.3b The Spanish-American War contributed to the rise of the United States as an imperial power.  |   |
| <ul style="list-style-type: none"> <li>Students will examine examples of yellow journalism that contributed to United States entry into the Spanish-American War, including the portrayal of the sinking of the USS <i>Maine</i>.</li> </ul>  | <b>SE/TE:</b> War Fever, 651–652<br><br>21 <sup>st</sup> Century Skills: Draw Inferences, 1018–1019; Identify Bias, 1031–1032   |

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| <ul style="list-style-type: none"> <li>Students will explain how the events and outcomes of the Spanish-American War contributed to the shift to imperialism in United States foreign policy.</li> </ul>  | <p><b>SE/TE:</b> The Spanish-American War, 652–654; Becoming A Colonial Power, 654–656</p> <p>Topic 12 Assessment (1. Explain the Motivation Behind Imperialism), (3. Identify the Economic Reasons That Drew the U.S. Into the Spanish-American War) &amp; (4. Explain How the Spanish-American War Was a Turning Point), 695</p> <p>21<sup>st</sup> Century Skills: Analyze Cause and Effect, 1013–1014</p> |
| 8.3c Interest in Pacific trade contributed to an increase in United States foreign interactions.  |   |
| <ul style="list-style-type: none"> <li>Students will assess the events surrounding the annexation of Hawaii.</li> </ul>   | <p><b>SE/TE:</b> American Influence in the Pacific, 643–645</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the purpose and effects of the Open Door Policy.</li> </ul>  | <p><b>SE/TE:</b> Competition for Chinese Trade, 646–647</p> <p>Topic 12 Assessment (2. Describe the Open Door Policy), 695</p>  |
| 8.3d The Roosevelt Corollary expanded the Monroe Doctrine and increased United States involvement in the affairs of Latin America. This led to resentment of the United States among many in Latin America.   |   |
| <ul style="list-style-type: none"> <li>Students will evaluate the United States actions taken under the Roosevelt Corollary and their effects on relationships between the United States and Latin American nations, including the building of the Panama Canal.</li> </ul> | <p><b>SE/TE:</b> The Panama Canal, 658–659; Intervention in Latin America 660–661</p> <p>Topic 12 Assessment (6. Explain Expansionist Policies), 695</p>  |

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| <b>8.4 WORLD WAR I AND THE ROARING TWENTIES: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)</b> |  |
| 8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.   | <b>SE/TE:</b> The Age of Imperialism, 641–643; The Buildup to War, 665–666; The Crisis Begins, 666–667<br><br>Topic 12 Assessment (1. Explain the Motivation Behind Imperialism), 695  |
| 8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.  |  |
| <ul style="list-style-type: none"> <li>Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war.</li> </ul>   | <b>SE/TE:</b> The Crisis Begins, 666–667; The United States Tries to Stay Neutral, 669–671; The U.S. Moves Toward War, 673–674<br><br>Topic 12 Assessment (7. Identify the Causes of World War I), (8. Sequence the Events Leading to World War I), (10. Identify Why the U.S. Entered World War I) & (12. Identify the U.S. Entry into World War I As Turning Point), 695 |
| <ul style="list-style-type: none"> <li>Students will examine examples of war propaganda and its effects on support for United States involvement in the war.</li> </ul>  | <b>SE/TE:</b> The U.S. Moves Toward War, 673–674; Preparing for War, 675–67<br><br>Topic 12 Assessment (9. Analyze Issues of U.S. Involvement in World War I), 695   |
| <ul style="list-style-type: none"> <li>Students will examine the restrictions placed on citizens after United States entry into the war, including the Espionage Act (1917) and the Sedition Act (1918).</li> </ul>  | <b>SE/TE:</b> Overseeing the War Effort, 676–677; Americans on the Home Front, 677–680<br><br>Topic 12 Assessment (11. Describe the Economic Effects of World War I), 695  |

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| 8.4c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.  |  |
| <ul style="list-style-type: none"> <li>Students will examine the effects of the changes in military technologies used during World War I, including trench warfare, chemical weapons, machine guns, and aircraft.</li> </ul>  | <b>SE/TE:</b> Trench Warfare Leads to Stalemate, 667–669; Allied Setbacks, 682–683; American Forces in France, 683–685; Allied Victory, 685–686; The Costs of War, 686–687   |
| 8.4d Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.  |  |
| <ul style="list-style-type: none"> <li>Students will examine Wilson’s Fourteen Points and investigate reasons why the United States Senate refused to support the Treaty of Versailles, focusing on opposition to the League of Nations.</li> </ul>   | <b>SE/TE:</b> Wilson's Fourteen Points, 689–690; The Paris Peace Conference, 690–692; Wilson Fights for the Treaty of Versailles, 692–694<br><br>Topic 12 Assessment (15. Analyze Woodrow Wilson’s Fourteen Points) & (16. Evaluate the Pros and Cons of Participation in International Organizations), 696<br><br>Primary Source: <i>The Fourteen Points</i> , Woodrow Wilson, 1001 |
| 8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture. |  |
| <ul style="list-style-type: none"> <li>Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment.</li> </ul>   | <b>SE/TE:</b> Changes in Women's Lives, 708–710<br><br>Topic 13 Assessment (2. Analyze the Causes and Effects of the Changing Roles of Women), 756   |
| <ul style="list-style-type: none"> <li>Students will examine the reasons for and effects of prohibition on American society.</li> </ul>   | <b>SE/TE:</b> The Noble Experiment, 707–708  |
| <ul style="list-style-type: none"> <li>Students will examine examples of World War I and postwar race relations, such as the East St. Louis riots, the Silent March, and the Tulsa riots.</li> </ul>  | <b>SE/TE:</b> Cultural Clashes, 723–724; Tensions Divide Americans, 725–727<br><br>Topic 13 Assessment (7. Evaluate Nativism), 756   |



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| <ul style="list-style-type: none"> <li>Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance.</li> </ul>  | <p><b>SE/TE:</b> The Automobile Changes America, 710–712; A New National Culture, 712–713; Trends of the 1920s, 715–717; A New Generation of Writers, 717–718; The Harlem Renaissance, 718–720</p> <p>Topic 13 Assessment (3. Identify the Effects of Technological Innovations), (4. Analyze the Causes and Effects of Cultural Change) &amp; (5. Evaluate the Impact of the Harlem Renaissance), 756</p> <p>Primary Sources: Two Poems: Langston Hughes, 1001–1002</p> |
| <p><b>8.5 GREAT DEPRESSION: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society. (Standards: 1, 3, 5; Themes: TCC, SOC, GOV, ECO)</b></p> |  |
| <p>8.5a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.</p>   |  |
| <ul style="list-style-type: none"> <li>Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression.</li> </ul>  | <p><b>SE/TE:</b> The Downside of the 1920s, 722–723; Causes of the Crash, 723–724</p> <p>Topic 13 Assessment (1. Identify the Causes of the Great Depression), 756</p>   |
| <p>8.5b The Great Depression and the Dust Bowl affected American businesses and families.</p>   |  |
| <ul style="list-style-type: none"> <li>Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying effects based on class, race, and gender. Students will explore the conditions in other communities within the United States during the Great Depression.</li> </ul>              | <p><b>SE/TE:</b> The Great Depression Sets In, 730–731; Life During the Great Depression, 732–733; The President Responds, 733–735; The Depression Affects Women, 750; African Americans During the Depression, 751–752; Other Americans Weather the Depression, 752–753</p> <p>Topic 13 Assessment (10. Identify the Effects of Unemployment), 756</p>  |

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| <ul style="list-style-type: none"> <li>Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural consequences of the Dust Bowl, and federal government efforts to address the problem.</li> </ul>   | <p><b>SE/TE:</b> The Dust Bowl, 749–750, Lesson Assessment: Identify Cause and Effect, 567</p>  |
| <p>8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.</p>   |   |
| <ul style="list-style-type: none"> <li>Students will identify key programs adopted under the New Deal, including the creation of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, and the adoption of the Social Security Act.</li> </ul>  | <p><b>SE/TE:</b> Seeking Relief and Recovery, 738–740; Reforming the Economy, 740–743; Supporting Workers and the Elderly, 743–744; Critics Attack the New Deal, 744–745; Evaluating the New Deal, 746–747</p> <p>Topic 13 Assessment (11. Compare Examples of Effective Leadership), (13. Identify the Continuing Effect of Social Security) &amp; (15. Evaluate the Impact of New Deal Agencies), 757</p> |
| <p><b>8.6 WORLD WAR II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars. (Standards: 1, 2, 3; Themes: TCC, GOV, TECH, EXCH)</b></p> |   |
| <p>8.6a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia.</p>  |   |
| <ul style="list-style-type: none"> <li>Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule.</li> </ul>   | <p><b>SE/TE:</b> Political Changes in Italy and Germany, 761–763; Totalitarian Soviet Union and Militarist Japan, 763–764; The Beginnings of War, 767–769; Germany Attacks France and Britain, 769–770</p> <p>Topic 14 Assessment (1. Identify the Rise of Italian Fascist Dictatorship), (2. Analyze and Interpret a Speech) &amp; (3. Identify the Rise of Japanese Militarism), 794</p>                  |

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| <p>8.6b From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.</p> |  |
| <ul style="list-style-type: none"> <li>Students will examine American involvement in World War II, including the American strategy in the Pacific and the invasion of Normandy on D-Day.</li> </ul>   | <p><b>SE/TE:</b> Isolationism in the United States, 764–765; The United States Assists the Allies, 770–772; The United States Declares War, 773–774; The Allies Agree on a Strategy, 784–786; Germany's Defeat, 787–788; Japan Surrenders, 788–791</p> <p>Topic 14 Assessment (5. Evaluate the International Leadership of Franklin D. Roosevelt), (6. Identify the Attack on Pearl Harbor) &amp; (12. Analyze the Normandy Invasion), 794; (13. Analyze Fighting on Multiple Fronts), 795</p> |
| <ul style="list-style-type: none"> <li>Students will examine the role of the Tuskegee Airmen within the segregated military during World War II.</li> </ul>   | <p><b>SE/TE:</b> Tuskegee Airmen, 789</p>  |
| <ul style="list-style-type: none"> <li>Students will investigate the effects of the war on the American economy and day-to-day life.</li> </ul>   | <p><b>SE/TE:</b> Mobilizing for War, 776–777</p> <p>Topic 14 Assessment (7. Explain the Purchase of War Bonds), (8. Explain Rationing on the Home Front) &amp; (11. Describe Home Front Opportunities), 794</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in <i>Korematsu v. United States</i> (1944).</li> </ul>   | <p><b>SE/TE:</b> Problems for Other Americans at Home, 780–781</p> <p>Topic 14 Assessment (9. Analyze the Internment of Americans) &amp; (10. Explain Constitutional Issues), 794</p>  |

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| <p>8.6c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights.</p>  |   |
| <ul style="list-style-type: none"> <li>Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki.</li> </ul>   | <p><b>SE/TE:</b> Mobilizing for War, 776-777; Japan Surrenders, 788-791</p> <p>Topic 14 Assessment (15. Describe the Advancement Through the Pacific Islands) &amp; (16. Explain Turning Points in World War II), 795</p> |
| <ul style="list-style-type: none"> <li>Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials.</li> </ul>  | <p><b>SE/TE:</b> The Devastation of World War II, 791-793</p> <p>Primary Source: <i>Anne Frank: The Diary of a Young Girl</i>, Anne Frank, 1003-1004</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the structure and work of the United Nations.</li> </ul>   | <p><b>SE/TE:</b> Postwar Alliances, 802-803T</p> <p>Topic 16 Assessment (14. Evaluate Pros and Cons), 889</p> <p>Primary Source: Charter of the United Nations, 1004-1005</p>   |
| <p><b>8.7 FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)</b></p> |   |
| <p>8.7a The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe.</p>   |   |
| <ul style="list-style-type: none"> <li>Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations.</li> </ul>   | <p><b>SE/TE:</b> The Causes of the Cold War, 799-800; Postwar Alliances, 802-803</p>  |

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| <ul style="list-style-type: none"> <li>Students will examine the term <i>nuclear superpower</i> and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union.</li> </ul> | <p><b>SE/TE:</b> Détente, 853–854; Cold War Arms Buildup and SALT I and II, 853</p> <p>Topic 15 Assessment (14. Explain Détente), 857; The End of Détente, 871–872; A Post-Cold War World, 878–879; Topic 16 Assessment (1. Identify Cause and Effect) &amp; (3. Evaluate International Treaties), 888</p>  |
| <p>8.7b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.</p>   |   |
| <ul style="list-style-type: none"> <li>Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.</li> </ul>  | <p><b>SE/TE:</b> The Aftermath of War, 800–802; War on the Korean Peninsula, 805–806; The Fighting Ends, 806–808; Communist Cuba, 837–839; Reform and Progress, 839–841; The Vietnam War Begins, 843–845; Nixon Addresses Vietnam, 851–852</p> <p>Topic 15 Assessment (2. Describe the Marshall Plan) &amp; (4. Explain Outcomes), 856; (9. Explain Outcomes) &amp; (11. Analyze the Aftermath of the Vietnam War), 857</p> |

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| 8.7c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today.   |   |
| <p>Students will examine the changing relationships between the United States and foreign countries such as</p> <ul style="list-style-type: none"> <li>• China beginning in 1950</li> <li>• Afghanistan beginning in the 1980s</li> <li>• Russia beginning in 1990</li> <li>• Middle East (Israel, Palestine, Iran, Kuwait, Iraq)</li> </ul>                 | <p><b>SE/TE:</b> War on the Korean Peninsula, 805–806; The Fighting Ends, 806–808; Foreign Policy Decreases Tension, 852–854; President Carter's Administration, 861–863; President Clinton Turns Toward the Center, 866–869; Opposing the Soviet Union in Afghanistan, 871–872; Democratic Gains Around the World, 879–881; Challenges in Russia and Eastern Europe, 881–882; Intervention in Latin America, Africa, and Europe, 882–884; Conflict in the Middle East, 884–887</p> <p>Topic 16 Assessment (2. Analyze the Camp David Accords), 888; (8. Identify Turning Points), (9. Evaluate Dealings with Iran and the Contras) &amp; (15. Identify the Causes and Effects of the Persian Gulf War), 889; The War in Afghanistan, 894–895; The Iraq War, 895–897; Unrest in Southwest Asia and North Africa, 901–903; Topic 17 Assessment (2. Identify the Causes and Effects of the War in Afghanistan), 934</p> |
| 8.7d Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways.  |   |
| <ul style="list-style-type: none"> <li>• Students will examine the terrorist attack of September 11, 2001, its effects on national security and the United States responses to it, including the USA Patriot Act, the formation of the Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations.</li> </ul> | <p><b>SE/TE:</b> The United States Responds to an Attack, 893–895; The Iraq War, 895–897; The Continuing Challenges of Jihadism, 897–898</p> <p>Topic 17 Assessment (3. Explain the Significance of 2001 As a Turning Point), 934</p>   |

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| 8.7e Increased globalization has led to increased economic interdependence and competition.  |  |
| <ul style="list-style-type: none"> <li>Students will examine the increased economic interdependence in terms of globalization and its impact on the United States workforce.</li> </ul>  | <p><b>SE/TE:</b> President Clinton Turns Toward the Center, 866–869; A Worldwide Economy Develops, 906–909; A World Economic Crisis, 909–910; A Weak Recovery, 911–913</p> <p>Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations) &amp; (5. Identify the Impact of Globalization), 934</p> |
| <ul style="list-style-type: none"> <li>Students will examine the roles of multinational corporations and their influence on the world economy.</li> </ul>  | <p><b>SE/TE:</b> A Worldwide Economy Develops, 906–909; A World Economic Crisis, 909–910; A Weak Recovery, 911–913</p>   |
| <p><b>8.8 DEMOGRAPHIC CHANGE: After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources. (Standards: 1, 3, 4, 5; Themes: ID, GEO, SOC, GOV, ECO)</b></p> |  |
| 8.8a After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences.  |  |
| <ul style="list-style-type: none"> <li>Students will explore the short-term and long-term effects of the baby boom generation on the economy, including increases in the construction of homes and schools and increased demands on both Social Security and health care.</li> </ul>   | <p><b>SE/TE:</b> Postwar Prosperity, 813–815; Life in the 1950s, 815–818</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the effects of suburbanization, including urban decay, suburban growth, and the diminished availability of farmland nationally.</li> </ul>  | <p><b>SE/TE:</b> Life in the 1950s, 815–818</p> <p>Topic 15 Assessment (5. Analyze Migration Patterns), 856</p>  |
| <ul style="list-style-type: none"> <li>Students will examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power.</li> </ul>   | <p><b>SE/TE:</b> Life in the 1950s, 815–818</p> <p>Topic 15 Assessment (5. Analyze Migration Patterns), 856</p>  |

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| 8.8b The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity.   |   |
| <ul style="list-style-type: none"> <li>Students will examine migration and immigration trends in the United States such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups.</li> </ul>    | <p><b>SE/TE:</b> A New Wave of Immigration, 584–590; Social Change, 929–932; America's Promise, 932–933</p> <p>Topic 17 Assessment (13. Create Visual Presentations on Immigration), 935</p>      |
| <ul style="list-style-type: none"> <li>Students will examine the effects of immigration legislation and policy, including recent debates over immigration policy.</li> </ul>   | <p><b>SE/TE:</b> Social Change, 929–932; America's Promise, 932–933</p> <p>Topic 17 Assessment (13. Create Visual Presentations on Immigration), 935</p>  |
| 8.8c Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.   |   |
| <ul style="list-style-type: none"> <li>Students will explore the effects of pollution, industrialization, and population growth on the environment, including urban areas (Love Canal), plant and animal life (Adirondack Park) and energy sources (Three Mile Island).</li> </ul> | <p><b>SE/TE:</b> Responding to Environmental Challenges, 915–918</p> <p>Topic 17 Assessment (8. Identify Point of View), 935</p> <p>Primary Source: <i>Silent Spring</i>, Rachel Carson, 1007</p> |



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| <b>8.9 DOMESTIC POLITICS AND REFORM: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program. (Standards: 1, 4, 5; Themes: TCC, SOC, CIV, ECO)</b> |  |
| 8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements.   |  |
| <ul style="list-style-type: none"> <li>Students will compare and contrast the strategies used by civil rights activists, such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.</li> </ul>  | <p><b>SE/TE:</b> The Montgomery Bus Boycott, 823–825; The Crusade for Equality Continues, 826–829</p> <p>Topic 15 Assessment (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 857</p> <p>Primary Sources: "I Have a Dream," Martin Luther King, Jr., 1008; "Letter from Birmingham Jail," Martin Luther King, Jr., 1008–1009</p> |
| <ul style="list-style-type: none"> <li>Students will explain the significance of key civil rights victories, including President Truman's desegregation of the military, <i>Brown v. Board of Education of Topeka</i> (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.</li> </ul>                   | <p><b>SE/TE:</b> The Legal Struggle for Equality, 821–823</p> <p>Topic 15 Assessment (7. Analyze Effects of <i>Brown v. Board of Education of Topeka</i>), 857</p>   |
| <ul style="list-style-type: none"> <li>Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.</li> </ul>  | <p><b>SE/TE:</b> Getting Results, 829</p>  |
| 8.9b The civil rights movement prompted renewed efforts for equality by women and other groups.   |  |
| <ul style="list-style-type: none"> <li>Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community.</li> </ul>  | <p><b>SE/TE:</b> Other Minorities Fight for Equality, 830–833; The Women's and Gay Rights Movements, 833–835; Social Change, 929–932</p>   |

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| <ul style="list-style-type: none"> <li>Students will examine judicial actions taken to protect individual rights, such as <i>Miranda v. Arizona</i> (1966) and <i>Tinker v. Des Moines School District</i> (1969).</li> </ul> | <b>SE/TE:</b> The Legal Struggle for Equality, 821–823; Social Change, 929–932   |
| 8.9c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society.              |  |
| <ul style="list-style-type: none"> <li>Students will explain the difference between Medicare and Medicaid.</li> </ul>   | <b>SE/TE:</b> Johnson's Great Society, 841–843   |
| <ul style="list-style-type: none"> <li>Students will examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement.</li> </ul>                                  | <b>SE/TE:</b> Protests at Home, 846–848  |
| 8.9d Economic recession during the 1970s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy.                                       |  |
| <ul style="list-style-type: none"> <li>Students will examine President Ronald Reagan's and President George H. W. Bush's cuts to social programs and taxes in an attempt to stimulate the economy.</li> </ul>                 | <b>SE/TE:</b> The Reagan and Bush Presidencies, 864–866; Topic 16 Assessment (6. Evaluate Reaganomics), 889  |
| 8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society.  |  |
| <ul style="list-style-type: none"> <li>Students will examine state and federal responses to gun violence, cyber-bullying, and electronic surveillance.</li> </ul>   | <b>SE/TE:</b> For supporting material please see: A Networked World, 921–923; America's Promise, 932–933;<br><br>Topic 17 Assessment (9. Explain the Impact of Technological Innovations), 935 |

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| <b>C3 Grades 6-8 Standards</b>   |   |
| <b>Developing Questions &amp; PLANNING INQUIRIES</b>   |   |
| <b>Dimension 1, Constructing Compelling Questions</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...   |   |
| <b>D1.1.6-8.</b> Explain how a question represents key ideas in the field.   | <b>SE/TE:</b> Essential Question, 522, 582, 636, 698, 758, 796, 858, 890; Enduring Understandings, 523, 583, 637, 699, 759, 797, 859, 891; Write About the Essential Question, 581, 634, 696, 757, 795, 857, 889, 936   |
| <b>D1.2.6-8.</b> Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. | <b>SE/TE:</b> <i>Understanding Debates and Points of View:</i> Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; Topic 14 Assessment (2. Analyze and Interpret a Speech) & (10. Explain Constitutional Issues), 794; Topic 15 Assessment (6. Describe Pros and Cons), 857; Topic 16 Assessment (5. Identify Viewpoints), 888; (12. Identify and Contrast Viewpoints on the Contract with America), 889; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 934<br><br><i>Critical Thinking Questions:</i> Compare Points of View, 564, 656, 671, 992, 1003; Determine Point of View, 590, 705, 720, 727, 774; Support a Point of View with Evidence, 803<br><br>21st Century Skills: Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034 |

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| <b>C3 Grades 6-8 Standards</b>  |  |
| <b>Dimension 1, Constructing Supporting Questions</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...  |  |
| <p><b>D1.3.6-8.</b> Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> | <p><b>SE/TE:</b> 21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029-1030; Compare Viewpoints, 1030-1031; Identify Bias, 1031-1032; Evaluate Existing Arguments, 1032-1033; Consider and Counter Opposing Arguments, 1033-1034</p> <p><i>Critical Thinking Questions:</i> Compare Points of View, 564, 656, 671, 992, 1003; Determine Point of View, 590, 705, 720, 727, 774; Support a Point of View with Evidence, 803</p> <p><i>Topic Assessment:</i> (questions and activities), 579-581, 633-634, 695-696, 756-757, 794-795, 856-857, 888-889, 934-936</p>  |
| <p><b>D1.4.6-8.</b> Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.</p>   | <p><b>SE/TE:</b> <i>Write About the Essential Question:</i> Students have opportunities to re-examine the Essential Question at the conclusion of each Topic Assessment. See pages Topic 10 Assessment (Write About the Essential Question), 581; Topic 11 Assessment (Write About the Essential Question), 634; Topic 12 Assessment (Write About the Essential Question), 696; Topic 13 Assessment (Write About the Essential Question), 757; Topic 14 Assessment (Write About the Essential Question), 795; Topic 15 Assessment (Write About the Essential Question), 857; Topic 16 Assessment (Write About the Essential Question), 889; Topic 17 Assessment (Write About the Essential Question), 936</p> <p>21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029-1030; Compare Viewpoints, 1030-1031; Identify Bias, 1031-1032; Evaluate Existing Arguments, 1032-1033; Consider and Counter Opposing Arguments, 1033-1034</p> |

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| <b>C3 Grades 6-8 Standards</b>  |   |
| <b>Dimension 1, Determining Helpful Sources</b>   |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS ...  |   |
| <b>D1.5.6-8.</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. | <p><b>SE/TE:</b> <i>Research Activities:</i> Topic 15 Assessment (4. Explain Outcomes), 856; Topic 16 Assessment (14. Evaluate Pros and Cons), 889; Topic 17 Assessment (5. Identify the Impact of Globalization), 934; Assessment (8. Identify Point of View), 935</p> <p><i>Critical Thinking Questions:</i> Cite Evidence, 735, 781, 793, 887, 930, 983, 997, 999, 1005; Support a Point of View with Evidence, 803; Support Ideas with Evidence, 556, 671, 887, 913; Support Ideas with Examples, 923, 933</p> <p>21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> |
| <b>Applying Disciplinary Concepts &amp; TOOLS</b>   |   |
| <b>CIVICS</b>   |   |
| <b>Dimension 2, Civic and Political Institutions</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |   |
| <b>D2.Civ.1.6-8.</b> Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.            | <b>SE/TE:</b> Labor Unions, 523, 545, 564, 580, 601, 722, 776, 813, 871; NAACP, 612, 618, 634, 725, 820–824   |
| <b>D2.Civ.2.6-8.</b> Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).                         | <p><b>SE/TE:</b> Civil Rights, 819–835</p> <p>Topic 15 Assessment (12. Identify and Analyze Methods of Protest), 857</p> <p>21<sup>st</sup> Century Skills: Participate in a Discussion or Debate, 1034; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p>  |

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| <b>C3 Grades 6-8 Standards</b>   |   |
| <b>D2.Civ.3.6-8.</b> Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.   | <b>SE/TE:</b> The Legal Struggle for Equality, 821–823; United States Constitution, 938–961; Declaration of Independence, 964–1010<br><br><i>Digital Resources:</i> Landmark Supreme Court Cases  |
| <b>D2.Civ.4.6-8.</b> Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries. | <b>SE/TE:</b> The Legal Struggle for Equality, 821–823; United States Constitution, 938–961<br><br><i>Digital Resources:</i> Landmark Supreme Court Cases   |
| <b>D2.Civ.5.6-8.</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.     | <b>SE/TE:</b> The Legal Struggle for Equality, 821–823; also see: Political Changes in Italy and Germany, 761–763; Totalitarian Soviet Union and Militarist Japan, 763–764; The Beginnings of War, 767–769; Germany Attacks France and Britain, 769–770<br><br>Topic 14 Assessment (1. Identify the Rise of Italian Fascist Dictatorship), (2. Analyze and Interpret a Speech) & (3. Identify the Rise of Japanese Militarism), 794; Topic 15 Assessment (7. Analyze Effects of <i>Brown v. Board of Education of Topeka</i> ), 857<br><br><i>Digital Resources:</i> Landmark Supreme Court Cases |
| <b>D2.Civ.6.6-8.</b> Describe the roles of political, civil, and economic organizations in shaping people's lives.   | <b>SE/TE:</b> Democratic Party, 610, 673, 751, 813, 854, 925; Republican Party, 546, 610, 611, 673, 863, 912; Populist Party, 535, 545; Labor Unions, 523, 545, 564, 580, 601, 722, 776, 813, 871; NAACP, 612, 618, 634, 725, 820–824   |

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| <b>C3 Grades 6-8 Standards</b>  |   |
| <b>Dimension 2, Participation and Deliberation</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |   |
| <b>D2.Civ.7.6-8.</b> Apply civic virtues and democratic principles in school and community settings.  | <b>SE/TE:</b> Express Problems Clearly, 534<br><br>21st Century Skills: Solve Problems, 1037-1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038-1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040-1041  |
| <b>D2.Civ.8.6-8.</b> Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.                           | <b>SE/TE:</b> United States Constitution, 938-961; Declaration of Independence, 964-1010; Mayflower Compact, 966-967; Articles of Confederation, 967-972; Northwest Ordinance, 972-973; Federalist Papers, 973-989  |
| <b>D2.Civ.9.6-8.</b> Compare deliberative processes used by a wide variety of groups in various settings.   | <b>SE/TE:</b> 21st Century Skills: Solve Problems, 1037-1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038-1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040-1041<br><br>Express Problems Clearly, 534<br><br><i>Digital Resources:</i> Landmark Supreme Court Cases              |
| <b>D2.Civ.10.6-8.</b> Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. | <b>SE/TE:</b> Support a Point of View with Evidence, 803<br><br>21st Century Skills: Solve Problems, 1037-1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038-1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040-1041<br><br><i>Digital Resources:</i> Landmark Supreme Court Cases |

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| <b>C3 Grades 6-8 Standards</b>  |   |
| <b>Dimension 2, Processes, Rules, and Laws</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |   |
| <b>D2.Civ.11.6-8.</b> Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended. | <p><b>SE/TE:</b> Topic 13 Assessment (6. Identify the Causes and Effects of the Red Scare), 756; Topic 15 Assessment (12. Identify and Analyze Methods of Protest), 857; Topic 17 Assessment (14. Identify Significant Social and Political Issues), 935</p> <p>21st Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p> |
| <b>D2.Civ.12.6-8.</b> Assess specific rules and laws (both actual and proposed) as means of addressing public problems.   | <p><b>SE/TE:</b> Topic 10 Assessment (7. Identify the Effects of the Dawes Act), 580; Topic 11 Assessment (3. Explain the Effects of the Chinese Exclusion Act), 633; (12. Explain the Importance of the Nineteenth Amendment), 634; Topic 13 Assessment (13. Identify the Continuing Effect of Social Security), 757; Topic 14 Assessment (10. Explain Constitutional Issues), 794; Topic 15 Assessment (7. Analyze Effects of <i>Brown v. Board of Education</i>), 857</p>  |
| <b>D2.Civ.13.6-8.</b> Analyze the purposes, implementation, and consequences of public policies in multiple settings.   | <p><b>SE/TE:</b> The Labor Movement, 565–571; The Rise of Progressivism, 597–604; The Progressive Presidents, 605–611; Roosevelt’s New Deal, 736–747; Civil Rights, 819–835</p> <p>Topic 15 Assessment (7. Analyze Effects of <i>Brown v. Board of Education</i>) &amp; (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 857; Topic 16 Assessment (6. Evaluate Reaganomics), 889; Topic 17 Assessment (14. Identify Significant Social and Political Issues), 935</p>   |



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| <b>C3 Grades 6-8 Standards</b>  |   |
| <b>D2.Civ.14.6-8.</b> Compare historical and contemporary means of changing societies, and promoting the common good. | <b>SE/TE:</b> The Labor Movement, 565–571; The Rise of Progressivism, 597–604; The Progressive Presidents, 605–611; Roosevelt’s New Deal, 736–747; Civil Rights, 819–835<br><br><i>Digital Resources:</i> Landmark Supreme Court Cases  |
| <b>ECONOMICS</b>  |   |
| <b>Dimension 2, Economic Decision Making</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |   |
| <b>D2.Eco.1.6-8.</b> Explain how economic decisions affect the well-being of individuals, businesses, and society.    | <b>SE/TE:</b> Entering the Great Depression, 728–735; Roosevelt’s New Deal, 736–747; A Worldwide Economy Develops, 906–909; A World Economic Crisis, 909–911<br><br>Topic 13 Assessment (15. Evaluate the Impact of New Deal Agencies), 757; Topic 14 Assessment (8. Explain Rationing on the Home Front), 794; Topic 16 Assessment (6. Evaluate Reaganomics), 889; Topic 17 Assessment (6. Identify the Causes and Effects of Financial Crisis) & (7. Evaluate the American Recovery and Reinvestment Act of 2009), 934; (12. Identify the Effects of Debt), 935<br><br><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (Business and the Economic Process), pp. 2–3; Economics Systems; Economic Development; Personal Finance – Your Fiscal Fitness: An Introduction; Budgeting; Checking; Savings and Retirement; Credit and Debt; Risk Management; Consumer Smarts |

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| <b>D2.Eco.2.6-8.</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. | <p><b>SE/TE:</b> A Worldwide Economy Develops (trade policies), 906-909; A World Economic Crisis (Congressional funding of bail-outs), 911; A Weak Recovery, 911-913</p> <p>Topic 17 Assessment (6. Identify the Causes and Effects of Financial Crisis) &amp; (7. Evaluate the American Recovery and Reinvestment Act of 2009), 934</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Systems (pros and cons of economic solutions and systems), pp. 6-8; Economic Development</p>  |
| <b>Dimension 2, Exchange and Markets</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |  |
| <b>D2.Eco.3.6-8.</b> Explain the roles of buyers and sellers in product, labor, and financial markets.   | <p><b>SE/TE:</b> Mining, Railroads, and the Economy, 524-534; Industry and Corporations, 557-564; The Labor Movement, 565-571; New Technologies, 572-578; A Worldwide Economy Develops (Internet start-up companies and number of customers), 906; A World Economic Crisis (homeowners and mortgages), 909-910; Economic Issues, 929</p> <p>Topic 17 Assessment (5. Identify the Impact of Globalization), 934; (9. Explain the Impact of Technological Innovations), 935</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Systems (consumers), pp. 1, 7; Personal Finance – Consumer Smarts</p> |

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| <b>D2.Eco.4.6-8.</b> Describe the role of competition in the determination of prices and wages in a market economy.  | <p><b>SE/TE:</b> Sweatshops and wages, 566; Automobile prices, 566; Dot-coms and Prices, 906; Eurozone and Prices, 909;</p> <p>Topic 10 Assessment (12. Explain Causes of the Growth of Labor Unions) &amp; (13. Identify Point of View on Labor Unions), 580</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (profit and revenue), p. 2; Economic Process (competition), p. 3; Economic Systems (market economy), pp. 2–3</p> |
| <b>D2.Eco.5.6-8.</b> Explain ways in which money facilitates exchange by reducing transactional costs.   | <p><b>SE/TE:</b> For supporting material see: A Worldwide Economy Develops, 906–909</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (money as means of exchange), p. 1</p>   |
| <b>D2.Eco.6.6-8.</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. | <p><b>SE/TE:</b> <i>Digital Resources:</i> Core Concepts: Economics – Economic Systems (supply and demand), p. 4</p> <p>Automobile Prices, 710–711; Dot-coms and Prices, 906; Eurozone and Prices, 909; A World Economic Crisis (Homeowners and Mortgages), 909–910; Economic Issues, 929</p> <p>Topic 10 Assessment (12. Explain Causes of the Growth of Labor Unions) &amp; (13. Identify Point of View on Labor Unions), 580</p>                         |

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| <b>D2.Eco.7.6-8.</b> Analyze the role of innovation and entrepreneurship in a market economy.                                    | <p><b>SE/TE:</b> The Railroad Encourages Economic Growth, 527–529; Building a National Network of Rails, 529–532; Railroads and Competition, 532–533; Industry and Corporations, 557–564; New Technologies, 572–578; A Worldwide Economy Develops (Internet start-up companies and number of customers), 906; A World Economic Crisis (homeowners and mortgages), 909–910; Economic Issues, 696; Economic Issues, 929</p> <p>Topic 17 Assessment (5. Identify the Impact of Globalization), 934; (9. Explain the Impact of Technological Innovations), 935</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Systems (entrepreneur), p. 2</p> |
| <b>D2.Eco.8.6-8.</b> Explain how external benefits and costs influence market outcomes.  | <p><b>SE/TE:</b> The Railroad Encourages Economic Growth, 527–529; Building a National Network of Rails, 529–532; Railroads and Competition, 532–533; Industry and Corporations, 557–564; New Technologies, 572–578; A Worldwide Economy Develops, 906–909; A World Economic Crisis, 909–911; A Weak Recovery, 911–913</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics (costs and external factors), pp. 2–4; Economics Systems (pros and cons of economic solutions and systems), pp. 6–8</p>  |
| <b>D2.Eco.9.6-8.</b> Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy. | <p><b>SE/TE:</b> Industry and Corporations, 557–564; A Worldwide Economy Develops (world banks and the EU), 908–909; A World Economic Crisis, 909–911</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Systems (market economy), pp.2–3; Economic Development</p>   |

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| <b>Dimension 2, The National Economy</b>   |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |   |
| <b>D2.Eco.10.6-8.</b> Explain the influence of changes in interest rates on borrowing and investing.   | <p><b>SE/TE:</b> A Worldwide Economy Develops (world banks and the EU), 906–909; Text 2: A World Economic Crisis (interest rates and the recession), 909–911</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Money Management (interest, investing), pp. 2, 3; Personal Finance – Checking; Investments; Savings and Retirement; Credit and Debt</p>  |
| <b>D2.Eco.11.6-8.</b> Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy. | <p><b>SE/TE:</b> Railroads Drive Industrial Growth (graph), 534; The Great Depression (graphs), 730; Unemployment (graph), 732; The New Deal (graphs), 746; Carnegie’s Steel Empire and Vertical Integration, 559; Causes and Effects of Trusts, 564; Impact of NAFTA Graph, 907; The Housing Bubble and Prices of Homes, 909; Graph of Unemployment Data, 912</p> <p>Topic 13 Assessment (10. Identify the Effects of Unemployment), 756; Topic 16 Assessment (6. Evaluate Reaganomics), 889; Topic 17 Assessment (12. Identify the Effects of Debt), 935</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (inflation), p. 3; Economic Development (GDP), p. 2</p> |

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| <b>D2.Eco.12.6-8.</b> Explain how inflation, deflation, and unemployment affect different groups.                   | <p><b>SE/TE:</b> The Great Depression (graphs), 730; Unemployment (graph), 732; The New Deal (graphs), 746; Causes and Effects of Trusts, 564; Impact of NAFTA Graph, 907; The Housing Bubble and Prices of Homes, 909; Graph of Unemployment Data, 912</p> <p>Topic 13 Assessment (10. Identify the Effects of Unemployment), 756</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (inflation), p. 3</p>   |
| <b>D2.Eco.13.6-8.</b> Explain why standards of living increase as productivity improves.                            | <p><b>SE/TE:</b> <i>Digital Resources:</i> Core Concepts: Economics – Economics Systems (standard of living), pp. 3</p> <p>Industry and Corporations, 557–564; New Technologies, 572–578; A Worldwide Economy Develops (Internet start-up companies and number of customers), 906; A World Economic Crisis (homeowners and mortgages), 909–910; A Weak Recovery (Americans living below the poverty line), 911–913; Economic Issues, 929</p> <p>Topic 17 Assessment (9. Explain the Impact of Technological Innovations), 935</p> |
| <b>Dimension 2, The Global Economy</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |   |
| <b>D2.Eco.14.6-8.</b> Explain barriers to trade and how those barriers influence trade among nations.               | <p><b>SE/TE:</b> A Worldwide Economy Develops (trade policies), 906–909</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Trade (trade barriers and free trade), pp. 4–5</p>  |
| <b>D2.Eco.15.6-8.</b> Explain the benefits and the costs of trade policies to individuals, businesses, and society. | <p><b>SE:</b> A Worldwide Economy Develops (trade policies), 906–909</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Trade (trade policies), pp. 4–5</p>  |

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| <b>GEOGRAPHY</b>  |  |
| <b>Dimension 2, Geographic Representations</b>  |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |  |
| <b>D2.Geo.1.6-8.</b> Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.  | <b>SE/TE:</b> Topic 17 Assessment (13. Create Visual Presentations on Immigration), 935; 21st Century Skills: Create Charts and Maps, 1023–1024; also see: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029  |
| <b>D2.Geo.2.6-8.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. | <b>SE/TE:</b> Analyze Maps, 614, 641, 643, 649, 652, 659, 661, 667, 670, 683, 692, 701, 742, 749, 76, 768, 769, 774, 783, 785, 800, 801, 805, 817, 839, 843, 883, 885, 895<br><br>21st Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029  |
| <b>D2.Geo.3.6-8.</b> Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.                            | <b>SE/TE:</b> <i>Interactive Maps:</i> Analyze Maps, 614, 641, 643, 649, 652, 659, 661, 667, 670, 683, 692, 701, 742, 749, 76, 768, 769, 774, 783, 785, 800, 801, 805, 817, 839, 843, 883, 885, 895<br><br>Topic 15 Assessment (1. Describe Maps and the Berlin Airlift), 856<br><br>21st Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029 |

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| <b>Dimension 2, Human-Environment Interaction</b>   |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |   |
| <b>D2.Geo.4.6-8.</b> Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. | <b>SE/TE:</b> Mining, Railroads, and the Economy, 524–534; Western Agriculture, 535–546; War and Empire, 648–656<br><br>Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579; (8. Analyze How Geographic Features Influenced Economic Activities), 580; Topic 12 Assessment (5. Analyze the Impact of Geographic Factors), 695   |
| <b>D2.Geo.5.6-8.</b> Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.     | <b>SE/TE:</b> Mining, Railroads, and the Economy, 524–534; Western Agriculture, 535–546; War and Empire, 648–656<br><br>Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579; (8. Analyze How Geographic Features Influenced Economic Activities), 580; Topic 12 Assessment (5. Analyze the Impact of Geographic Factors), 695   |
| <b>D2.Geo.6.6-8.</b> Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.                     | <b>SE/TE:</b> Mining, Railroads, and the Economy, 524–534; Western Agriculture, 535–546; War and Empire, 648–656<br><br>Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579; (8. Analyze How Geographic Features Influenced Economic Activities), 580<br><br>21st Century Skills: Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028 |



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| <b>Dimension 2, Human Population: Spatial Patterns and Movements</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |   |
| <b>D2.Geo.7.6-8.</b> Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. | <b>SE/TE:</b> Communication, 572-574, 578, 880, 891, 914, 935; Canals, 658-659; Railroad, 527-534; A Networked World, 921-923   |
| <b>D2.Geo.8.6-8.</b> Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.  | <b>SE/TE:</b> Topic 11 Assessment (1. Analyze Changing Demographic Patterns in Cities), 633; (4. Analyze Social Issues Affecting Urbanization), 633; Topic 13 Assessment (14. Identify the Causes of Migration), 757; Topic 15 Assessment (5. Analyze Migration Patterns), 856; Topic 17 Assessment (13. Create Visual Presentations on Immigration), 935 |
| <b>D2.Geo.9.6-8.</b> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.   | <b>SE/TE:</b> Mining, Railroads, and the Economy, 524-534; Western Agriculture, 535-546; Dust Bowl, 748, 749;<br><br>Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579; (8. Analyze How Geographic Features Influenced Economic Activities), 580  |
| <b>Dimension 2, Global Interconnections</b>   |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |   |
| <b>D2.Geo.10.6-8.</b> Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.   | <b>SE/TE:</b> Mining, Railroads, and the Economy, 524-534; Western Agriculture, 535-546; War and Empire, 648-656  |
| <b>D2.Geo.11.6-8.</b> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.                              | <b>SE/TE:</b> Responding to Environmental Challenges, 915-918<br><br>Topic 10 Assessment (2. Draw Connections Between the Environment and Settlement of the Great Plains), 579; Topic 17 Assessment (8. Identify Point of View), 935  |

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| <b>D2.Geo.12.6-8.</b> Explain how global changes in population distribution patterns affect changes in land use in particular places.                                  | <b>SE/TE:</b> Topic 10 Assessment (2. Draw Connections Between the Environment and Settlement of the Great Plains), 579; Topic 17 Assessment (13. Create Visual Presentations on Immigration), 935  |
| <b>HISTORY</b>   |   |
| <b>Dimension 2, Change, Continuity, and Context</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |   |
| <b>D2.His.1.6-8.</b> Analyze connections among events and developments in broader historical contexts.   | <b>SE/TE:</b> Essential Question, 522, 582, 636, 698, 758, 796, 858, 890; Enduring Understandings, 523, 583, 637, 699, 759, 797, 859, 891; Write About the Essential Question, 581, 634, 696, 757, 795, 857, 889, 936   |
| <b>D2.His.2.6-8.</b> Classify series of historical events and developments as examples of change and/or continuity.  | <b>SE/TE:</b> Identify Cause and Effect, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 765, 774, 781, 803, 811, 818, 835, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002; Sequence of Events, 793, 913; Analyze Timeline, 666, 731, 770<br><br>Topic 12 Assessment (8. Sequence the Events Leading to World War I), 695      |
| <b>D2.His.3.6-8.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. | <b>SE/TE:</b> Identify Central Ideas, 556, 590, 604, 616, 617, 622, 692, 718, 823, 852, 876, 933; Identify Central Issues, 534, 571, 578, 596, 622, 632, 656, 680, 687, 694, 702, 705, 745, 765, 800, 811, 835, 848, 855; Identify Main Ideas, 526, 534, 545, 578, 652, 661, 791, 839, 1015<br><br>Topic Assessment, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936 |

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| <b>C3 Grades 6-8 Standards</b>   |  |
| <b>Dimension 2, Perspectives</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |  |
| <b>D2.His.4.6-8.</b> Analyze multiple factors that influenced the perspectives of people during different historical eras. | <p><b>SE/TE:</b> Compare Points of View, 564, 656, 671, 992, 1003; Determine Point of View, 590, 705, 720, 727, 774; Support a Point of View with Evidence, 803</p> <p>Topic 15 Assessment (6. Describe Pros and Cons), 857; Topic 16 Assessment (5. Identify Viewpoints), 888; (12. Identify and Contrast Viewpoints on the Contract with America), 889</p> <p>21st Century Skills: Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033</p> <p><i>Digital Resources:</i> Biographies</p>                                      |
| <b>D2.His.5.6-8.</b> Explain how and why perspectives of people have changed over time.                                    | <p><b>SE/TE:</b> Compare Points of View, 564, 656, 671, 992, 1003; Determine Point of View, 590, 705, 720, 727, 774; Support a Point of View with Evidence, 803</p> <p>Reconstruction and Southern Society, 506–512; Civil Rights, 819–835; Kennedy, Johnson, and Vietnam, 836–848</p> <p>Topic 5 Assessment (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (2. Identify Political Party Points of View), 363</p> <p>21st Century Skills: Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033</p> |

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| <b>D2.His.6.6-8.</b> Analyze how people’s perspectives influenced what information is available in the historical sources they created. | <p><b>SE/TE:</b> Compare Points of View, 564, 656, 671, 992, 1003; Determine Point of View, 590, 705, 720, 727, 774; Support a Point of View with Evidence, 803</p> <p>Topic 15 Assessment (3. Identify Bias), 856</p> <p>Analyze/Interpret Political Cartoons, 535, 543, 463, 598, 604, 646. 655, 658, 702, 744, 771</p> <p>21st Century Skills: Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033</p>  |
| <i>Begins in grades 9–12</i>  |  |
| <i>Begins in grades 9–12</i>  |  |
| <b>Dimension 2, Historical Sources and Evidence</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |  |
| <b>D2.His.9.6-8.</b> Classify the kinds of historical sources used in a secondary interpretation.                                       | <p><b>SE/TE:</b> Students examine specific historical sources in the Topic Assessment activities. For examples see:</p> <p><i>Using Primary Sources:</i> Topic 17 Assessment (8. Identify Point of View), 935</p> <p><i>Research Activities and Presentations:</i> Topic 15 Assessment (4. Explain Outcomes), 856; Topic 16 Assessment (14. Evaluate Pros and Cons), 889; Topic 17 Assessment (5. Identify the Impact of Globalization), 934; Assessment (8. Identify Point of View) &amp; (13. Create Visual Presentations on Immigration), 935</p> |

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| <b>D2.His.10.6-8.</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.  | <p><b>SE/TE:</b> <i>Research Activities:</i> Topic 15 Assessment (4. Explain Outcomes), 856; Topic 16 Assessment (14. Evaluate Pros and Cons), 889; Topic 17 Assessment (5. Identify the Impact of Globalization), 934; Assessment (8. Identify Point of View), 935</p> <p>21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Evaluate Existing Arguments, 1032–1033</p>   |
| <b>D2.His.11.6-8.</b> Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. | <p><b>SE/TE:</b> <i>Primary Sources are embedded within the text (examples):</i> 563, 586, 587, 601, 616, 645, 733, 784, 786, 824, 863</p> <p>Analyze/Interpret Political Cartoons, 535, 543, 463, 598, 604, 646. 655, 658, 702, 744, 771</p> <p><i>Topic Assessment:</i> Students use primary sources throughout the following: Topic Assessment, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936</p> <p>21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Evaluate Existing Arguments, 1032–1033</p> |
| <b>D2.His.12.6-8.</b> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.  | <p><b>SE/TE:</b> Essential Question, 522, 582, 636, 698, 758, 796, 858, 890; Section Assessment, 534, 546, 556, 564, 571, 578, 590, 596, 604, 611, 622, 632, 647, 656, 663, 671, 680, 687, 694, 705, 713, 720, 727, 735, 747, 755, 765, 774, 781, 793, 803, 811, 818, 835, 848, 855, 869, 876, 887, 898, 904, 913, 923, 933; Topic Assessment, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936</p>  |

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| <b>D2.His.13.6-8.</b> Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. | <p><b>SE/TE:</b> <i>Primary Sources are embedded within the text (examples):</i> 563, 586, 587, 601, 616, 645, 733, 784, 786, 824, 863</p> <p>Analyze/Interpret Political Cartoons, 535, 543, 463, 598, 604, 646. 655, 658, 702, 744, 771</p> <p><i>Topic Assessment:</i> Students use primary sources throughout the following: Topic Assessment, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Analyze Political Cartoons, 1024–1025</p> |
| <b>Dimension 2, Causation and Argumentation</b>  |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |  |
| <b>D2.His.14.6-8.</b> Explain multiple causes and effects of events and developments in the past.  | <p><b>SE/TE:</b> Identify Cause and Effect, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 765, 774, 781, 803, 811, 818, 835, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002</p> <p>21st Century Skills: Analyze Cause and Effect, 1013–1014</p>   |

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| <p><b>D2.His.15.6-8.</b> Evaluate the relative influence of various causes of events and developments in the past.</p> | <p><b>SE/TE:</b> Identify Cause and Effect, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 765, 774, 781, 803, 811, 818, 835, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002</p> <p>Topic 12 Assessment (7. Identify the Causes of World War I), 695; Topic 13 Assessment (2. Analyze the Causes and Effects of the Changing Roles of Women), 756; (4. Analyze the Causes and Effects of Cultural Change), 756; ((6. Identify the Causes and Effects of the Red Scare), 756; (14. Identify the Causes of Migration), 757; Topic 16 Assessment (1. Identify Cause and Effect), 888; (15. Identify the Causes and Effects of the Persian Gulf War), 889; Topic 17 Assessment (2. Identify the Causes and Effects of the War in Afghanistan), 934; (6. Identify the Causes and Effects of Financial Crisis), 934; (10. Identify the Causes and Effects of Innovations in Medicine), 935; (15. Identify Causes and Effects of Political Gridlock), 935</p> <p>21st Century Skills: Analyze Cause and Effect, 1013–1014</p> |

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| <b>D2.His.16.6-8.</b> Organize applicable evidence into a coherent argument about the past. | <p><b>SE/TE:</b> <i>Using Primary Sources:</i> Topic 17 Assessment (8. Identify Point of View), 935</p> <p><i>Analyze Arguments:</i> Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; Topic 14 Assessment (2. Analyze and Interpret a Speech) &amp; (10. Explain Constitutional Issues), 794; Topic 15 Assessment (6. Describe Pros and Cons), 857; Topic 16 Assessment (5. Identify Viewpoints), 888; (12. Identify and Contrast Viewpoints on the Contract with America), 889; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 934</p> <p>21st Century Skills: Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> |



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| <b>D2.His.17.6-8.</b> Compare the central arguments in secondary works of history on related topics in multiple media.   | <p><b>SE/TE:</b> Determine Point of View, 530, 540, 546, 581; Support a Point of View with Evidence, 604; Support Ideas with Evidence, 665, 685</p> <p><i>Understanding Debates and Points of View:</i> Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; Topic 14 Assessment (2. Analyze and Interpret a Speech) &amp; (10. Explain Constitutional Issues), 794; Topic 15 Assessment (6. Describe Pros and Cons), 857; Topic 16 Assessment (5. Identify Viewpoints), 888; (12. Identify and Contrast Viewpoints on the Contract with America), 889; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 934</p> <p>21st Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p> |
| <b>Evaluating Sources &amp; USING EVIDENCE</b>   |   |
| <b>Dimension 3, Gathering and Evaluating Sources</b>   |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |   |
| <b>D3.1.6-8.</b> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. | <p><b>SE/TE:</b> <i>Research Activities:</i> Topic 15 Assessment (4. Explain Outcomes), 856; Topic 16 Assessment (14. Evaluate Pros and Cons), 889; Topic 17 Assessment (5. Identify the Impact of Globalization), 934; Assessment (8. Identify Point of View) &amp; (13. Create Visual Presentations on Immigration), 935</p> <p>21st Century Skills: Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p>   |

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| <b>C3 Grades 6-8 Standards</b>   |  |
| <b>D3.2.6-8.</b> Evaluate the credibility of a source by determining its relevance and intended use.                               | <p><b>SE/TE:</b> Analyze Primary and Secondary Sources, 1029-1030; Compare Viewpoints, 1030-1031</p> <p><i>Primary Sources are embedded within the text (examples):</i> 563, 586, 587, 601, 616, 645, 733, 784, 786, 824, 863</p> <p>Analyze/Interpret Political Cartoons, 535, 543, 463, 598, 604, 646. 655, 658, 702, 744, 771</p> <p><i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 579-581, 633-634, 695-696, 756-757, 794-795, 856-857, 888-889, 934-936</p> |
| <b>Dimension 3, Developing Claims and Using Evidence</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...  |  |
| <b>D3.3.6-8.</b> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. | <p><b>SE/TE:</b> Analyze Information, 541, 546, 747, 816, 876, 887; Determine Point of View, 590, 705, 720, 727, 774; Integrate Information, 713, 848; Support a Point of View with Evidence, 803; Support Ideas with Evidence, 556, 671, 887, 913; Support Ideas with Examples, 923, 933; Analyze/ Interpret Political Cartoons, 535, 543, 463, 598, 604, 646, 655, 658, 702, 744, 771</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases; Interactive Primary Sources, Biographies</p>              |

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| <b>C3 Grades 6-8 Standards</b>   |  |
| <p><b>D3.4.6-8.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> | <p><b>SE/TE:</b> Determine Point of View, 590, 705, 720, 727, 774; Support a Point of View with Evidence, 803; Support Ideas with Evidence, 556, 671, 887, 913</p> <p><i>Understanding Debates and Points of View:</i> Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; Topic 14 Assessment (2. Analyze and Interpret a Speech) &amp; (10. Explain Constitutional Issues), 794; Topic 15 Assessment (6. Describe Pros and Cons), 857; Topic 16 Assessment (5. Identify Viewpoints), 888; (12. Identify and Contrast Viewpoints on the Contract with America), 889; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 934</p> <p>21st Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p> |

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| <b>C3 Grades 6-8 Standards</b>  |  |
| <b>Communicating Conclusions &amp; Taking INFORMED ACTION</b>   |  |
| <b>Dimension 4, Communicating Conclusions</b>   |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...   |  |
| <b>D4.1.6-8.</b> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.   | <b>SE/TE:</b> 21st Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034; also see:<br><br><i>Analyze and Construct Arguments:</i> Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; Topic 14 Assessment (2. Analyze and Interpret a Speech) & (10. Explain Constitutional Issues), 794; Topic 15 Assessment (6. Describe Pros and Cons), 857; Topic 16 Assessment (5. Identify Viewpoints), 888; (12. Identify and Contrast Viewpoints on the Contract with America), 889; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 934 |
| <b>D4.2.6-8.</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.  | <b>SE/TE:</b> Identify Cause and Effect, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 765, 774, 781, 803, 811, 818, 835, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002; Identify Steps in a Process, 564, 604, 663, 765, 774, 965, 966; Analyze Timeline, 666, 731, 770<br><br>Topic Assessment, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936   |
| <b>D4.3.6-8.</b> Present adaptations of arguments and explanations on topics of interest to others to reach 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). | <b>SE/TE:</b> Topic Assessment, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936<br><br>21st Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034; Participate in a Discussion or Debate, 1034; Give an Effective Presentation, 1034–1035; Write an Essay, 1035; also see: Evaluating Information, 763   |

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| <b>C3 Grades 6-8 Standards</b>                           |  |
| <b>Dimension 4, Critiquing Conclusions</b>               |  |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...                |  |
| <b>D4.4.6-8.</b> Critique arguments for credibility.     | <p><b>SE/TE:</b> <i>Analyze Arguments:</i> Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; Topic 14 Assessment (2. Analyze and Interpret a Speech), 794; (10. Explain Constitutional Issues), 794; Topic 15 Assessment (6. Describe Pros and Cons), 857; Topic 16 Assessment (5. Identify Viewpoints), 888; (12. Identify and Contrast Viewpoints on the Contract with America), 889; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 934</p> <p>21st Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034; also see: Compare Points of View, 564, 656, 671, 992, 1003; Support a Point of View with Evidence, 803</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p> |
| <b>D4.5.6-8.</b> Critique the structure of explanations. | <p><b>SE/TE:</b> Compare Points of View, 564, 656, 671, 992, 1003; Express Problems Clearly, 534; Identify Supporting Details, 532, 537, 544, 554, 562, 578, 659, 667, 683, 764, 772, 784, 869, 872, 881, 998, 999, 1009; Support a Point of View with Evidence, 803; Support Ideas with Evidence, 556, 671, 887, 913; Support Ideas with Examples, 923, 933</p> <p>21st Century Skills: Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>  |

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| <b>C3 Grades 6-8 Standards</b>  |   |
| <b>Dimension 4, Taking Informed Action</b>  |   |
| INDIVIDUALLY AND WITH OTHERS, STUDENTS...   |   |
| <b>D4.6.6-8.</b> Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. | <b>SE/TE:</b> Topic Assessment, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936; Hypothesize, 713, 790, 837; Integrate Information, 713, 848; Interpret, 563, 598, 705, 741, 869   |
| <b>D4.7.6-8.</b> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.   | <b>SE/TE:</b> Topic Assessment, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936<br><br>21st Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040  |
| <b>D4.8.6-8.</b> Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.  | <b>SE/TE:</b> Express Problems Clearly, 534<br><br>Topic 13 Assessment (11. Compare Examples of Effective Leadership), 757; Topic 17 Assessment (14. Identify Significant Social and Political Issues), 935<br><br>21st Century Skills: Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040 |