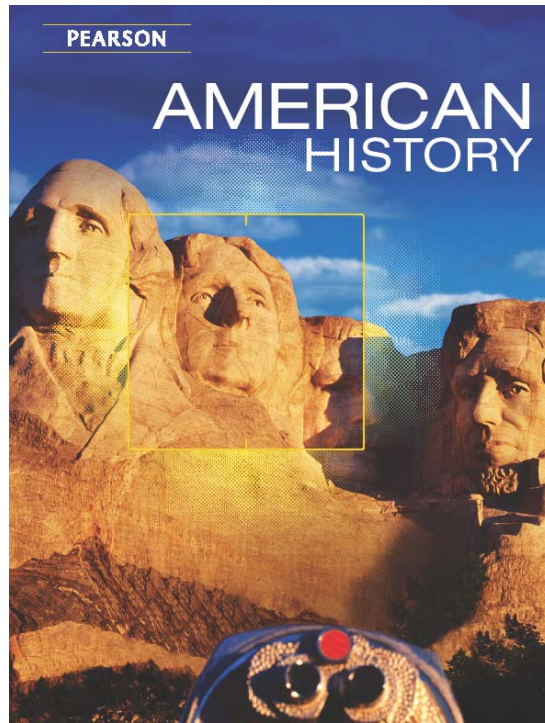


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**To the**

**Illinois Learning Standards for  
Social Science**

**Grade 6-8**



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Illinois Learning Standards for Social Science-6-8	Pearson American History ©2016
<b>Illinois Learning Standards for Social Science-6-8</b>	
<b>Inquiry Skills</b>	
<b>Developing Questions and Planning Inquiries</b>	
<b>Constructing Essential Questions</b>	
<b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.	<b>SE/TE:</b> Essential Question, 2, 44, 120, 176, 232, 300, 366, 428, 490, 522, 582, 636, 698, 758, 796, 858, 890; Enduring Understandings, 3, 45, 121, 177, 233, 301, 367, 429, 491, 523, 583, 637, 699, 759, 797, 859, 891; Write About the Essential Question, 43, 118, 175, 231, 298, 364, 427, 489, 520, 581, 634, 696, 757, 795, 857, 889, 936
<b>Constructing Supporting Questions</b>	
<b>SS.IS.2.6-8:</b> Ask essential and focusing questions that will lead to independent research.	<b>SE/TE:</b> <i>Critical Thinking Questions:</i> Cite Evidence, 82, 91, 100, 116, 140, 157, 306, 310, 425, 517, 735, 781, 793, 830, 887, 930, 983, 997, 1005; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40, 803; Support Ideas with Evidence, 68, 111, 218, 255, 425, 556, 651, 887, 913; Support Ideas with Examples, 20, 32, 68, 82, 196, 202, 923, 933  <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; 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

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<b>Determining Helpful Sources</b>	
<b>SS.IS.3.6-8:</b> Determine sources representing multiple points of view that will assist in organizing a research plan.	<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; Topic 17 Assessment (8. Identify Point of View), 935</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; 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>21st Century Skills:</i> 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>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias Evaluate Existing Arguments</p>

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<b>Evaluating Sources and Using Evidence</b>	
<b>Gathering and Evaluating Sources</b>	
<b>SS.IS.4.6-8.LC.:</b> Determine the value of sources by evaluating their relevance and intended use.	<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; Topic 17 Assessment (8. Identify Point of View), 935</p> <p><i>21st Century Skills:</i> 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>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>
<b>SS.IS.4.6-8.MdC:</b> Determine the credibility of sources based upon their origin, authority and context.	<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; Topic 17 Assessment (8. Identify Point of View), 935</p> <p><i>21st Century Skills:</i> 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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<p>(Continued) <b>SS.IS.4.6-8.MdC:</b> Determine the credibility of sources based upon their origin, authority and context.</p>	<p>(Continued) <b>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>
<p><b>SS.IS.4.6-8.MC:</b> Gather relevant information from credible sources and determine whether they support each other.</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; Topic 17 Assessment (8. Identify Point of View), 935</p> <p><i>21st Century Skills:</i> 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>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>
<b>Developing Claims and Using Evidence</b>	
<p><b>SS.IS.5.6-8.LC:</b> Appropriately cite all sources utilized.</p>	<p><b>SE/TE:</b> <i>Critical Thinking Questions:</i> Cite Evidence, 82, 91, 100, 116, 140, 157, 306, 310, 425, 517, 735, 781, 793, 830, 887, 930, 983, 997, 1005</p> <p>Topic 3 Assessment (5. Create a Written Presentation–Proper Citation of Sources Acts), 173</p>

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<p><b>SS.IS.5.6-8.MdC:</b> Identify evidence from multiple sources to support claims, noting its limitations.</p>	<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, 541, 546, 747, 816, 876, 887; Analyze Data, 165, 200, 228, 236, 237, 254, 269, 392, 433, 434, 448, 458, 472, 487; Determine Point of View, 590, 705, 720, 727, 774; Evaluate Arguments, 157, 190, 294; Integrate Information, 713, 848, 1001; Support a Point of View with Evidence, 40, 803; Support Ideas with Evidence, 68, 111, 218, 255, 425, 556, 651, 887, 913; Support Ideas with Examples, 20, 32, 68, 82, 196, 202, 923, 933; Analyze Political Cartoons, 136, 249, 252, 280, 404, 443, 445, 452, 502, 509, 515, 533, 545</p> <p><b>Pearson Online Digital Resources:</b> Social Studies Reference Center: Landmark Supreme Court Cases; Interactive Primary Sources; Biographies</p>
<p><b>SS.IS.5.6-8.MC:</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p><b>SE/TE:</b> Evaluate Arguments, 157, 190, 294; Determine Point of View, 590, 705, 720, 727, 774; Support a Point of View with Evidence, 40, 803; Support Ideas with Evidence, 68, 111, 218, 255, 425, 556, 651, 887, 913</p> <p><i>21st Century Skills:</i> Evaluate Existing Arguments, 1032-1033; Consider and Counter Opposing Arguments, 1033-1034</p> <p><i>Understanding Debates and Points of View:</i> Topic 4 Assessment (3. Analyze the Arguments For Ratification), 230; Topic 5 Assessment (6. Summarize McCulloch v. Maryland), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (2. Identify Political Party Points of View), 363; (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364; Topic 7 Assessment (13. Identify the Colonization Movement), 427; Topic 10 Assessment (13. Identify Point of View on Labor Unions), 580; Topic 12 Assessment (15. Analyze Woodrow Wilson’s Fourteen Points), 696;</p>

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<p>(Continued) <b>SS.IS.5.6-8.MC:</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>(Continued) (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; 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; (8. Identify Point of View), 935</p> <p><i>Pearson Online Digital Resources:</i> Social Studies Reference Center: Landmark Supreme Court Cases</p> <p><b>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>
<b>Communicating Conclusions and Taking Informed Action</b>	
<b>Communicating Conclusions</b>	
<p><b>SS.IS.6.6-8.LC:</b> Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p>	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034; also see: Evaluate Arguments, 157, 190, 294</p> <p><i>Analyze and Construct Arguments:</i> Topic 4 Assessment (3. Analyze the Arguments For Ratification), 230; Topic 5 Assessment (6. Summarize McCulloch v. Maryland), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (2. Identify Political Party Points of View), 363; (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364; Topic 7 Assessment (13. Identify the Colonization Movement), 427; Topic 10 Assessment (13. Identify Point of View on Labor Unions), 580; Topic 12 Assessment (15. Analyze Woodrow Wilson’s Fourteen Points), 696; (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; Topic 16 Assessment (5. Identify Viewpoints), 888; (12. Identify and Contrast Viewpoints on the Contract With America), 889;</p>

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<p>(Continued) <b>SS.IS.6.6-8.LC:</b> Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p>	<p>(Continued) Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 934; (8. Identify Point of View), 935</p> <p><b>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>
<p><b>SS.IS.6.6-8.MdC:</b> Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.</p>	<p><b>SE/TE:</b> Identify Cause and Effect, 32, 40, 55, 82, 250, 274, 343, 369, 379, 388, 409, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 774, 781, 803, 811, 818, 825, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002; Identify Steps in a Process, 20, 564, 604, 663, 765, 774, 965, 966; Analyze Timeline, 37, 316, 666, 731, 770</p> <p>Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489, 519–520, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936</p>
<p><b>SS.IS.6.6-8.MC:</b> Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</p>	<p><b>SE/TE:</b> <i>21st Century Skills:</i> 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: Evaluate Arguments, 157, 190, 294</p> <p>Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489, 519–520, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936</p> <p><b>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate; Give an Effective Presentation; Write an Essay</p>



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<p><b>Critiquing Conclusions</b></p>	
<p><b>SS.IS.7.6-8:</b> Critique the structure and credibility of arguments and explanations (self and others).</p>	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034; also see: Evaluate Arguments, 157, 190, 294; Compare Points of View, 116, 564, 656, 671,992, 1003; Support a Point of View with Evidence, 40, 803 <i>Analyze Arguments:</i> Topic 4 Assessment (3. Analyze the Arguments For Ratification), 230; Topic 5 Assessment (6. Summarize McCulloch v. Maryland), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (2. Identify Political Party Points of View), 363; (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364; Topic 7 Assessment (13. Identify the Colonization Movement), 427; Topic 10 Assessment (13. Identify Point of View on Labor Unions), 580; Topic 12 Assessment (15. Analyze Woodrow Wilson’s Fourteen Points), 696; (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; 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; (8. Identify Point of View), 935</p> <p><b>Pearson Online Digital Resources:</b> Social Studies Reference Center: Landmark Supreme Court Cases; 21st Century Skills Tutorials: Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>

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<b>Taking Informed Action</b>	
<b>SS.IS.8.6-8.LC:</b> Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	<b>SE/TE:</b> Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489, 519–520, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936; Apply Concepts, 91, 229; Hypothesize, 157, 172, 184, 190, 202, 223, 229, 244, 250, 255, 312, 336, 406, 412, 418, 425, 449, 487, 568, 639, 713, 790, 837; Integrate Information, 713, 848, 1001
<b>SS.IS.8.6-8.MdC:</b> Assess individual and collective capacities to take action to address problems and identify potential outcomes.	<b>SE/TE:</b> <i>21st Century Skills:</i> Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040  Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489, 519–520, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936  <b>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Solve Problems; Make Decisions; Being an Informed Citizen; Political Participation; Voting; Serving on a Jury
<b>SS.IS.8.6-8.MC:</b> Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.	<b>SE/TE:</b> <i>21st Century Skills:</i> Solve Problems, 1037–1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040 Express Problems Clearly, 322, 460, 512, 534 Topic 5 Assessment (13. Use Problem Solving), 296; (15. Analyze Conflict Resolution), 297; Topic 11 Assessment (9. Evaluate Effective Leadership), 634; Topic 17 Assessment (14. Identify Significant Social and Political Issues), 935  <b>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Solve Problems; Make Decisions; Being an Informed Citizen; Political Participation; Voting; Serving on a Jury

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<b>Civics Standards</b>	
<b>Civic and Political Institutions</b>	
<b>SS.CV.1.6-8.LC:</b> Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).	<b>SE/TE:</b> Citizens’ Rights and Responsibilities, 224–229; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (14. Analyze the Principle of Individual Rights), 231; (16. Summarize and Explain Becoming a Naturalized Citizen), 231
<b>SS.CV.1.6-8.MdC:</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, 515, 610, 673, 751, 813, 854, 925; 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, 503, 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
<b>SS.CV.1.6-8.MC:</b> Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.	<b>SE/TE:</b> 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; The Origin of Political Parties, 245–250; Labor Unions, 523, 545, 564, 580, 601, 722, 776, 813, 871; NAACP, 612, 618, 634, 725, 820–824
<b>SS.CV.2.6-8.LC:</b> Describe 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; United States Constitution, 938–961; Declaration of Independence, 964–1010

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<b>SS.CV.2.6-8.MdC:</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.	<b>SE/TE:</b> 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; Understanding the Constitution, 203–218; Amending the Constitution, 219–223; Topic 4 Assessment, 230–231
<b>SS.CV.2.6-8.MC:</b> Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and 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; United States Constitution, 938–961
<b>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</b>	
<b>SS.CV.3.6-8.LC; MdC; MC:</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	<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; The Labor Movement, 565–571; The Rise of Progressivism, 4597–604; The Progressive Presidents, 605–611; Roosevelt’s New Deal, 736–747; Civil Rights, 819–835  <b>Pearson Online Digital Resources:</b> Social Studies Reference Center: Landmark Supreme Court Cases
<b>SS.CV.4.6-8.LC:</b> Explain the connection between interests and perspectives civic virtues, and democratic principles when addressing issues in government and society.	<b>SE/TE:</b> Citizens’ Rights and Responsibilities, 172–175; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230; (16. Summarize and Explain Becoming a Naturalized Citizen), 231; Support a Point of View with Evidence, 40, 803  <i>21st Century Skills:</i> 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

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(Continued) <b>SS.CV.4.6-8.LC:</b> Explain the connection between interests and perspectives civic virtues, and democratic principles when addressing issues in government and society.	(Continued) <b>Pearson Online Digital Resources:</b> Social Studies Reference Center: Landmark Supreme Court Cases
<b>SS.CV.4.6-8.MdC:</b> Analyze the ideas and principles contained in the founding documents of the United States and other countries, 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; 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
<b>SS.CV.4.6-8.MC:</b> Critique deliberative processes used by a wide variety of groups in various settings.	<b>SE/TE:</b> <i>21st Century Skills:</i> 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  Express Problems Clearly, 322, 460, 512, 534; Evaluate Arguments, 157, 190, 294  Citizens’ Rights and Responsibilities, 224–229; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230  <b>Pearson Online Digital Resources:</b> Social Studies Reference Center: Landmark Supreme Court Cases; 21st Century Skills Tutorials: Solve Problems; Make Decisions; Being an Informed Citizen; Political Participation; Voting; Serving on a Jury, 1040; Paying Taxes
<b>SS.CV.5.6-8. MC :</b> Apply civic virtues and	<b>SE/TE:</b> <i>21st Century Skills:</i> Solve Problems, 1037–

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<p>democratic principles in school and community settings.</p>	<p>1038; Make Decisions, 1038; Being an Informed Citizen, 1038; Political Participation, 1038–1039; Voting, 1039; Serving on a Jury, 1040; Paying Taxes, 1040–1041; Express Problems Clearly, 322, 460, 512, 534; Evaluate Arguments, 157, 190, 294; 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><b>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Solve Problems; Make Decisions; Being an Informed Citizen; Political Participation; Voting; Serving on a Jury, 1040; Paying Taxes</p>
<p><b>Processes, Rules and Laws</b></p>	
<p><b>SS.CV.6.6-8.LC:</b> Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.</p>	<p><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; Topic 9 Assessment (4. Evaluate Jim Crow Laws), 519; (7. Describe the Effects of Laws Passed During Reconstruction), 519; 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>

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<p><b>SS.CV.6.6-8.MdC:</b> Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.</p>	<p><b>SE/TE:</b> The Labor Movement, 565–571; The Rise of Progressivism, 4597–604; 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>), 857; (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>
<p><b>SS.CV.6.6-8.MC:</b> Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).</p>	<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; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 230</p> <p>Topic 5 Assessment (6. Summarize <i>McCulloch v. Maryland</i>), 295; Topic 8 Assessment (4. Evaluate the Impact of Landmark Supreme Court Decisions), 488; Topic 9 Assessment (2. Describe the Impact of the Fourteenth Amendment), 519; (4. Evaluate Jim Crow Laws), 519; (8. Evaluate Legislative Reform Programs), 519; (13. Describe the Impact of the Fifteenth Amendment), 520; 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><i>21st Century Skills:</i> 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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(Continued) <b>SS.CV.6.6-8.MC:</b> Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).	(Continued) <b>Pearson Online Digital Resources:</b> Social Studies Reference Center: Landmark Supreme Court Cases; 21st Century Skills Tutorials: Solve Problems; Make Decisions; Being an Informed Citizen; Political Participation; Voting; Serving on a Jury, 1040; Paying Taxes
<b>Geography Standards</b>	
<b>Human-Environment Interaction: Place, Regions and Culture</b>	
<b>SS.G.1.6-8.LC:</b> Use geographic representations (maps, photographs, satellite images, etc) to explain the relationships between the locations (places and regions) and changes in their environment.	<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, 514, 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  <i>21st Century Skills:</i> Read Physical Maps, 1025–1026; Read Political Maps, 1026–1027; Read Special-Purpose Maps, 1027–1028; Use Parts of a Map, 1028–1029  <b>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map
<b>SS.G.1.6-8.MdC:</b> Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	<b>SE/TE:</b> Topic 17 Assessment (13. Create Visual Presentations on Immigration), 935; <i>21st Century Skills:</i> Create Charts and Maps, 787–788; 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



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<b>SS.G.1.6-8.MC:</b> Construct different representations to explain the spatial patterns of cultural and environmental characteristics.	<b>SE/TE:</b> Topic 17 Assessment (13. Create Visual Presentations on Immigration), 935; <i>21st Century Skills: Create Charts and Maps</i> , 787–788; 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>Human Population</b>	
<b>SS.G.2.6-8.LC:</b> Explain how humans and their environment affect one another.	<b>SE/TE:</b> Industrial Revolution and Life in the North, 368–388; King Cotton and Life in the South, 389–400; Mining, Railroads, and the Economy, 524–534; Western Agriculture, 535–546; Dust Bowl, 748, 749; Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579; Topic 10 Assessment (8. Analyze How Geographic Features Influenced Economic Activities), 580
<b>SS.G2.6-8.MdC:</b> Compare and contrast the cultural and environmental characteristics of different places or regions.	<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; Mining, Railroads, and the Economy, 524–534; Western Agriculture, 535–546; War and Empire, 648–656
<b>SS.G2.6-8.MC:</b> Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<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; Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579; Topic 10 Assessment (8. Analyze How Geographic Features Influenced Economic Activities), 580; Topic 12 Assessment (5. Analyze the Impact of Geographic Factors), 695

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<b>Geographic Representations Human Environment Interaction Population</b>	
<b>SS.G.3.6-8.LC:</b> Explain how environmental characteristics impact human migration and settlement.	<b>SE/TE:</b> Immigration and Migration: Topic 2 Assessment (4. Describe Religious Reasons for Immigration), 117; Topic 6 Assessment (4. Analyze California Gold Rush), 363; (7. Identify Age of Jackson), 363; 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>SS.G3.6-8.MdC:</b> Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	<b>SE/TE:</b> Communication, 264, 291, 378-379, 518, 572-574, 578, 880, 891, 914, 935; Canals, 287, 335, 364, 372, 658-659; Steamboats, 288-289, 331, 334-335; Railroad, 527-534; A Networked World, 921-923
<b>SS.G3.6-8.MC:</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; Mining, Railroads, and the Economy, 524-534; Western Agriculture, 535-546; Dust Bowl, 748, 749; Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 579; Topic 10 Assessment (8. Analyze How Geographic Features Influenced Economic Activities), 580
<b>Global Interconnections</b>	
<b>SS.G.4.6-8.LC:</b> Identify how cultural and environmental characteristics vary among 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; Mining, Railroads, and the Economy, 524-534; Western Agriculture, 535-546; War and Empire, 648-656

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<b>SS.G.4.6-8.MdC:</b> Explain how global changes in population distribution patterns affect changes in land use.	<b>SE/TE:</b> Topic 1 Assessment (2. Analyze Influence of Environment on Population), 41; (3. Analyze Influence of Environment on Settlement), 41; 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>SS.G.4.6-8.MC:</b> Analyze how the environmental characteristics of places and production of goods influence 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; Responding to Environmental Challenges, 915–918; Topic 1 Assessment (2. Analyze Influence of Environment on Population), 41; (3. Analyze Influence of Environment on Settlement), 41; 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
<b>Economics and Financial Literacy Standards</b>	
<b>Economic Decision Making</b>	
<b>SS.EC.1.6-8.LC:</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; Entering the Great Depression, 728–735; Roosevelt’s New Deal, 736–747; A Worldwide Economy Develops, 906–909; A World Economic Crisis, 909–911; 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 Causes and Effects of Financial Crisis), 934; (7. Evaluate the American Recovery and Reinvestment Act of 2009), 934; (12. Identify Effects of Debt), 935

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<p>(Continued) <b>SS.EC.1.6-8.LC:</b> Explain how economic decisions affect the well-being of individuals, businesses and society.</p>	<p>(Continued) <b>Pearson Online Digital Resources :</b> 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><b>SS.EC.1.6-8.MdC:</b> Explain how external benefits and costs influence choices.</p>	<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><b>Pearson Online Digital Resources:</b> Social Studies 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>
<p><b>SS.EC.1.6-8.MC:</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>	<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; Topic 17 Assessment (6. Identify Causes and Effects of Financial Crisis), 934; (7. Evaluate the American Recovery and Reinvestment Act of 2009), 934</p> <p><b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Economics – Economics Systems (pros and cons of economic solutions and systems), pp. 6-8; Economic Development</p>

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<b>Exchange and Markets</b>	
<b>SS.EC.2.6-8.LC:</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; 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; A Worldwide Economy Develops, 906–909; A World Economic Crisis, 909–911; A Weak Recovery, 911–913;</p> <p>Topic 2 Assessment (7. Explain Development of Free-Enterprise System), 117; (9. Analyze Mercantilism), 117; Topic 5 Assessment (4. Explain Development of Free-Enterprise System), 295; Topic 7 Assessment (1. Explain Effects of War of 1812 on Manufacturing), 426; (2. Describe the Features of the Free-Market System), 426; (3. Explain Technology and Economic Growth), 426; (11. Identify Impact of Industrialization on Life), 427; Topic 17 Assessment (5. Identify Impact of Globalization), 934; (9. Explain Impact of Technological Innovations), 935</p> <p><b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Economics – Economic Systems (entrepreneur), p. 2</p>

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<p><b>SS.EC.2.6-8.MdC:</b> Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.</p>	<p><b>SE/TE:</b> Creating a Stable Economy, 238–239; The Bank War, 317–319; Industry and Corporations, 557–564; A Worldwide Economy Develops (world banks and the EU), 908–909; A World Economic Crisis, 909–911</p> <p><b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Economics – Economics Systems (market economy), pp.2–3; Economic Development</p>
<p><b>SS.EC.2.6-8.MC:</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p>	<p><b>SE/TE:</b> 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; Topic 7 Assessment (11. Identify Impact of Industrialization on Life), 427; Topic 10 Assessment (12. Explain Causes of the Growth of Labor Unions), 580; (13. Identify Point of View on Labor Unions), 580</p> <p><b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Economics – Economic Systems (supply and demand), p. 4</p>
<p align="center"><b>The National and Global Economy</b></p>	
<p><b>SS.EC.3.6-8.LC:</b> Explain why standards of living increase as productivity improves.</p>	<p><b>SE/TE:</b> Industry and Corporations, 557–564; New Technologies, 572–578; 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; 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; Topic 7 Assessment (3. Explain Technology and Economic Growth), 426; (11. Identify Impact of Industrialization on Life), 427;</p>

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<p>(Continued) <b>SS.EC.3.6-8.LC:</b> Explain why standards of living increase as productivity improves.</p>	<p>(Continued) Topic 17 Assessment (9. Explain Impact of Technological Innovations), 935</p> <p><b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Economics – Economics Systems (standard of living), pp. 3</p>
<p><b>SS.EC.3.6-8.MdC:</b> Explain barriers to trade and how those barriers influence trade among nations.</p>	<p><b>SE/TE:</b> A Painful Embargo, 268–269; A Worldwide Economy Develops (trade policies), 906–909</p> <p><b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Economics – Trade (trade barriers and free trade), pp. 4–5</p>
<p><b>SS.EC.3.6-8.MC:</b> Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.</p>	<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; Topic 9 Assessment (15. Analyze Economic Problems in the South), 520; 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><b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Economics – Economic Process (inflation), p. 3; Economic Development (GDP), p. 2</p>
<b>Financial Literacy</b>	
<p><b>SS.EC.FL.1.6-8.LC:</b> Analyze the relationship between skills, education, jobs, and income.</p>	<p><b>SE/TE:</b> GI Bill of Rights, 812–813; GI Bill, 816; Aid for Education, 865</p> <p><b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Personal Finance – After High School</p>

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<b>SS.EC.FL.1.6-8.MdC:</b> Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	<b>SE/TE:</b> Income Tax, 240, 468, 475–476, 545, 597, 603, 604, 609, 611, 865  <b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Personal Finance – Your Fiscal Fitness: An Introduction; Budgeting; Taxes and Income
<b>SS.EC.FL.1.6-8.MC:</b> Describe the connection between credit, credit options, and interest and credit history.	<b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Personal Finance – Your Fiscal Fitness: An Introduction; Budgeting; Checking; Savings and Retirement; Credit and Debt; Risk Management; Consumer Smarts
<b>SS.EC.FL.2.6-8.LC:</b> Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.	<b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Personal Finance – Your Fiscal Fitness: An Introduction; Savings and Retirement; Credit and Debt; Risk Management; Consumer Smarts
<b>SS.EC.FL.2.6-8.MdC:</b> Explain the correlation between investors, investment options (and associated risks), and income/wealth.	<b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Personal Finance – Your Fiscal Fitness: An Introduction; Savings and Retirement; Credit and Debt; Risk Management; Consumer Smarts
<b>SS.EC.FL.2.6-8.MC:</b> Analyze the relationship between financial risks and protection, insurance and costs.	<b>Pearson Online Digital Resources:</b> Social Studies Core Concepts: Personal Finance – Your Fiscal Fitness: An Introduction; Savings and Retirement; Credit and Debt; Risk Management; Consumer Smarts
<b>History Standards</b>	
<b>Change, Continuity, and Context</b>	
<b>SS.H.16-8.LC:</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, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 774, 781, 803, 811, 818, 825, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002; Analyze Timeline, 37, 316, 666, 731, 770



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<b>SS.H.1.6-8.MdC:</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, 522, 582, 636, 698, 758, 796, 858, 890; Enduring Understandings, 3, 45, 121, 177, 233, 301, 367, 429, 491, 523, 583, 637, 699, 759, 797, 859, 891; Write About the Essential Question, 43, 118, 175, 231, 298, 364, 427, 489, 520, 581, 634, 696, 757, 795, 857, 889, 936
<b>SS.H.1.6-8.MC:</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> Address Central Issues, 487; Identify Central Ideas, 10, 55, 89, 107, 113, 127, 154, 189, 254, 291, 343, 403, 425, 481, 518, 556, 590, 604, 616, 617, 622, 692, 718, 823, 852, 876, 933; 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, 534, 571, 578, 596, 622, 632, 656, 680, 687, 694, 702, 705, 745, 765, 800, 811, 835, 848, 855; Identify Main Ideas, 24, 37, 60, 67, 71, 91, 146, 166, 187, 199, 246, 258, 260, 294, 526, 534, 545, 578, 652, 661, 791, 839, 1015;  Topic Assessment, 41–43, 117–118, 173–175, 230–231, 295–298, 363–364, 426–427, 488–489, 519–520, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936
<b>Perspectives</b>	
<b>SS.H.2.6-8.LC:</b> Explain how and why perspectives of people have changed over time.	<b>SE/TE:</b> Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Compare Points of View, 116, 564, 656, 671, 992, 1003; Determine Point of View, 590, 705, 720, 727, 774; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40, 803; Reconstruction and Southern Society, 506–512; Civil Rights, 819–835; Kennedy, Johnson, and Vietnam, 836–848; Topic 5 Assessment (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (2. Identify Political Party Points of View), 363

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<p><b>SS.H.2.6-8.MdC:</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	<p><b>SE/TE:</b> Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Compare Points of View, 116, 564, 656, 671, 992, 1003; Determine Point of View, 590, 705, 720, 727, 774; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40, 803; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), 295; (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; Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; Topic 15 Assessment (6. Describe Pros and Cons), 857; Topic 16 Assessment (5. Identify Viewpoints), 888; Topic 16 Assessment (14. Evaluate Pros and Cons), 889</p> <p><b>Pearson Online Digital Resources:</b> Social Studies Reference Center: Biographies</p>
<p><b>SS.H.2.6-8.MC:</b> Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p>	<p><b>SE/TE:</b> Compare Viewpoints, 1030–1031; Identify Bias, 1031–1032; Evaluate Existing Arguments, 1032–1033; Compare Points of View, 116, 564, 656, 671, 992, 1003; Determine Point of View, 590, 705, 720, 727, 774; Evaluate Arguments, 157, 190, 294; Support a Point of View with Evidence, 40, 803; Topic 3 Assessment (6. Organize and Interpret Information from Reports), 173; Topic 15 Assessment (3. Identify Bias), 856; Analyze Political Cartoons, 136, 249, 252, 280, 404, 443, 445, 452, 502, 509, 515, 533, 545</p>

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<b>Historical Sources and Evidence</b>	
<b>SS.H.3.6-8.LC:</b> Classify the kinds of historical sources used in 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; Topic 17 Assessment (8. Identify Point of View), 935</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 (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; 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>

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<p><b>SS.H.3.6-8.MdC:</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p>	<p><b>SE/TE:</b> <i>21st Century Skills:</i> Interpret Sources, 1020; Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031; Evaluate Existing Arguments, 1032–1033</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; 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><b>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments</p>

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<p><b>SS.H.3.6-8.MC:</b> Analyze how people’s perspectives influenced what information is available in historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.</p>	<p><b>SE/TE:</b> Analyze Primary and Secondary Sources, 1029–1030; Compare Viewpoints, 1030–1031</p> <p>Analyze Political Cartoons, 136, 249, 252, 280, 404, 443, 445, 452, 502, 509, 515, 533, 545</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, 519–520, 579–581, 633–634, 695–696, 756–757, 794–795, 856–857, 888–889, 934–936</p> <p><b>Pearson Online Digital Resources:</b> 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints</p>
<p align="center"><b>Causation and Argumentation</b></p>	
<p><b>SS.H.4.6-8.LC:</b> Explain multiple causes and effects of historical events.</p>	<p><b>SE/TE:</b> 21<sup>st</sup> Century Skills: Analyze Cause and Effect, 1013–1014; Identify Cause and Effect, 32, 40, 55, 82, 250, 274, 343, 369, 379, 388, 409, 525, 538, 571, 578, 596, 604, 611, 647, 656, 671, 680, 687, 705, 713, 727, 735, 747, 749, 755, 774, 781, 803, 811, 818, 825, 848, 855, 876, 888, 895, 913, 923, 965, 967, 999, 1000, 1002</p>

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<p><b>SS.H.4.6-8.MdC:</b> Compare the central historical arguments in secondary works across multiple media.</p>	<p><b>SE/TE:</b> Evaluate Arguments, 119, 147, 223; Determine Point of View, 441, 530, 540, 546, 581; Support a Point of View with Evidence, 29, 84, 604; Support Ideas with Evidence, 167, 195, 315, 413, 504, 665, 685</p> <p><i>21st Century Skills:</i> Evaluate Existing Arguments, 1032–1033; Consider and Counter Opposing Arguments, 1033–1034</p> <p><i>Understanding Debates and Points of View:</i> Topic 4 Assessment (3. Analyze the Arguments For Ratification), 230; Topic 5 Assessment (6. Summarize McCulloch v. Maryland), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (2. Identify Political Party Points of View), 363; (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364; Topic 7 Assessment (13. Identify the Colonization Movement), 427; Topic 10 Assessment (13. Identify Point of View on Labor Unions), 580; Topic 12 Assessment (15. Analyze Woodrow Wilson’s Fourteen Points), 696; (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; 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; (8. Identify Point of View), 935</p> <p><b>Pearson Online Digital Resources:</b> Social Studies Reference Center: Landmark Supreme Court Cases; 21st Century Skills Tutorials: Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>

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<p><b>SS.H.4.6-8.MC:</b> Organize applicable evidence into a coherent argument about the past.</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; Topic 17 Assessment (8. Identify Point of View), 935;</p> <p><i>Analyze Arguments:</i> Topic 4 Assessment (3. Analyze the Arguments For Ratification), 230; Topic 5 Assessment (6. Summarize McCulloch v. Maryland), 295; (21. Identify Points of View of Political Parties), 298; Topic 6 Assessment (2. Identify Political Party Points of View), 363; (3. Summarize Arguments About Tariffs), 363; (12. Explain the Constitutional Issues in the Nullification Crisis), 364; Topic 7 Assessment (13. Identify the Colonization Movement), 427; Topic 10 Assessment (13. Identify Point of View on Labor Unions), 580; Topic 12 Assessment (15. Analyze Woodrow Wilson’s Fourteen Points), 696; (16. Evaluate the Pros and Cons of Participation in International Organizations), 696; 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; (8. Identify Point of View), 935</p> <p><i>21st Century Skills:</i> 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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<p>(Continued) <b>SS.H.4.6-8.MC:</b> Organize applicable evidence into a coherent argument about the past.</p>	<p>(Continued) <b><i>Pearson Online Digital Resources:</i></b> 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>