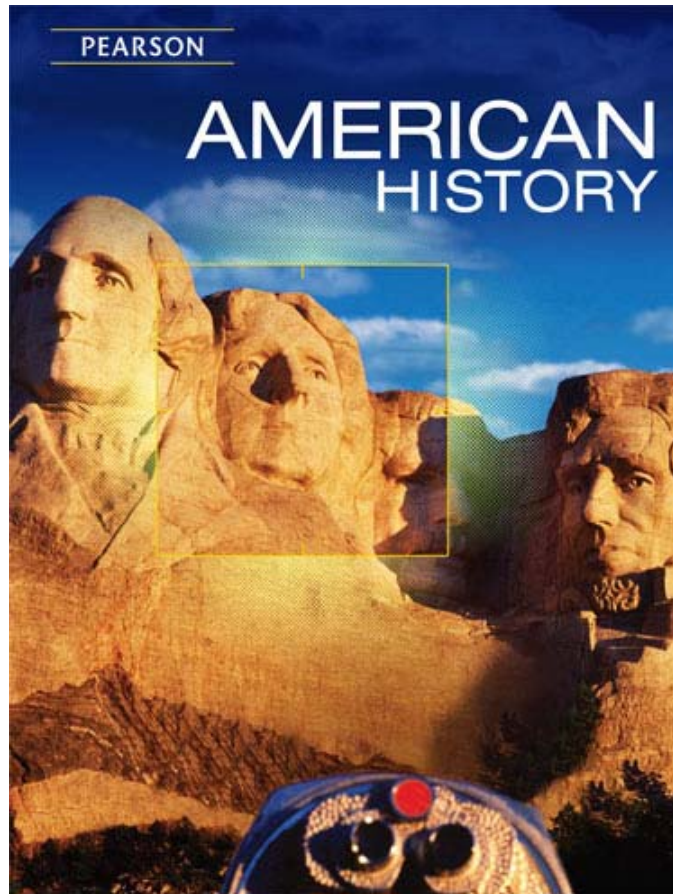


A Correlation of
Pearson
American History
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To the
C3 Framework for Social Studies
Grades 6-8

A Correlation of Pearson American History, ©2016 to the C3 Framework for Social Studies, Grades 6-8

Introduction

This document demonstrates how *Pearson Realize™ American History, ©2016* meets the C3 Framework for Social Studies, Grades 6-8. Correlation page references are to the Student Edition and Teacher Resources.

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

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

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

Technology Reimagined with Pearson's Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBCLearn™ MyStory Videos that engage students in every chapter.
- Online Lesson Planner Standards-based planner that helps to save prep time.
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessment.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources.
- Flipped Videos available to assign to students or serve as quick refreshers.
- Interactive features: Interactive charts, image galleries, cartoons, 3-D models, illustrations, timelines, and simulation
- Digital presentations: Dynamic interactive lessons that help to engage students.
- Grading and reporting: Individual and Class Progress Reports for each student with *Pearson Realize*.

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Abbreviation Key:

DBL = Document-Based Learning
DBQ = Document-Based Question
EQ = Essential Question
PBL = Problem-Based Learning
SSCC = Social Studies Core Concepts

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C3 Framework for Social Studies Grades 6-8	Pearson American History ©2016, Realize™ Platform
C3 Grades 6-8 Indicators	
Developing Questions & Planning Inquiries	
Dimension 1, Constructing Compelling Questions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<p>D1.1.6-8. Explain how a question represents key ideas in the field.</p>	<p>SE: Each topic commences with an Essential Question activity. These questions place the events in a broader historical context and connect to larger social studies strands. Students reflect on the essential question in the topic conclusion Synthesize activity. For examples see:</p> <p><i>Topic 2:</i> Introduction: EQ: Why do people move?; Synthesize: European Colonization of North America</p> <p><i>Topic 4:</i> Introduction: EQ: How much power should the government have?; Synthesize: A Constitution for the United States</p> <p><i>Topic 6:</i> Introduction: EQ: Why Do People Move?; Synthesize: The Age of Jackson and Westward Expansion</p> <p><i>Topic 9:</i> Introduction: EQ: How should resources be distributed?; Synthesize: Reflect on the Essential Question</p> <p><i>Topic 13:</i> Introduction: EQ: What should governments do?; Synthesize: America's New Role; Synthesize: Reflect on the Essential Question: America During the Depression</p> <p><i>SSCC: History Core Concepts:</i> How Do Historians Study History?</p> <p><i>21st Century Skill Tutorials:</i> Ask Questions: Video; Quick Reference; Assessment</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p>	<p>SE: Most topics include a document-based activity where students read and explore source material representing different viewpoints and interpretations of key questions and events</p> <p><i>Civic Discussion: Topic 4: Senate Representation: Sources A–C; Topic 6: The U.S.-Mexican War: Sources A–D; Topic 9: Ending Reconstruction: Sources A–D; Topic 10: High-Speed Rail: Sources A–F; Topic 12: Annexing Hawaii: Sources A–F</i></p> <p><i>DBQ: Topic 1: How Reliable is This Account of the Easter Mutiny? Sources A–E; Topic 7: Comparing Points of View on Slavery and Abolition: Sources A–F</i></p> <p><i>DBL: Topic 11: Analyzing Viewpoints on Immigration: Sources A–F; Topic 13: The Role of the Government in the Economy: Sources A–F; Topic 14: World War II: Sources A–F; Topic 16: Analyzing the Reagan Conservative Movement: Sources A–F; Topic 17: Analyzing How Young People Envision the Future: Sources A–D</i></p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Dimension 1, Constructing Supporting Questions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
<p>D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p>	<p>SE: <i>21st Century Skill Tutorials:</i> Evaluate Existing Arguments; Consider and Counter Opposing Arguments: Video; Quick Reference; Assessment (In addition see the Investigate activities on the corresponding Teacher Resource pages.)</p> <p>Students explore experts interpretations of source material in Step 3: Synthesize, in the Document-Based Questions and Document-Based Learning activities:</p> <p><i>DBQ: Topic 1:</i> How Reliable is This Account of the Easter Mutiny? Sources A–E; <i>Topic 7:</i> Comparing Points of View on Slavery and Abolition: Sources A–F</p> <p><i>DBL: Topic 11:</i> Analyzing Viewpoints on Immigration: Sources A–F; <i>Topic 13:</i> The Role of the Government in the Economy: Sources A–F; <i>Topic 14:</i> World War II: Sources A–F; <i>Topic 16:</i> Analyzing the Reagan Conservative Movement: Sources A–F; <i>Topic 17:</i> Analyzing How Young People Envision the Future: Sources A–D</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.</p>	<p>SE: Students can explore this concept as they examine the source material in the document-based activities. In addition, the Essential Question activities at the beginning of each topic, allow students time to develop supporting questions as they work through the lessons.</p> <p><i>Civic Discussion: Topic 4: Senate Representation: Sources A–C; Topic 9: Ending Reconstruction: Sources A–D; Topic 10: High-Speed Rail: Sources A–F; Topic 12</i></p> <p><i>DBL: Topic 11: Analyzing Viewpoints on Immigration: Sources A–F; Topic 13: The Role of the Government in the Economy: Sources A–D</i></p> <p><i>Topic 2: Introduction: EQ: Why do people move?; Synthesize: European Colonization of North America</i></p> <p><i>Topic 4: Introduction: EQ: How much power should the government have?; Synthesize: A Constitution for the United States</i></p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Dimension 1, Determining Helpful Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...	
<p>D1.5.6-8. 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>SE: Students examine multiple sources on the same topic as they complete the following activities.</p> <p><i>DBQ: Topic 1: How Reliable is This Account of the Easter Mutiny? Sources A–E; Topic 7: Comparing Points of View on Slavery and Abolition: Sources A–F</i></p> <p><i>DBL: Topic 11: Analyzing Viewpoints on Immigration: Sources A–F; Topic 13: The Role of the Government in the Economy: Sources A–F; Topic 14: World War II: Sources A–F; Topic 16: Analyzing the Reagan Conservative Movement: Sources A–F; Topic 17: Analyzing How Young People Envision the Future: Sources A–D</i></p> <p><i>Topic 9: Introduction: EQ: How should resources be distributed?; Synthesize: Reflect on the Essential Question</i></p> <p><i>Topic 13: Introduction: EQ: What should governments do?; Synthesize: America's New Role; Synthesize: Reflect on the Essential Question: America During the Depression</i></p> <p><i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources: Video; Quick Reference; Assessment</i></p> <p><i>SSCC: History Core Concepts: Historical Sources</i></p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Applying Disciplinary Concepts & Tools	
CIVICS	
Dimension 2, Civic and Political Institutions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.</p>	<p>SE: <i>Topic 4: Lesson 7: Citizens' Rights and Responsibilities:</i> Start Up: How to Be a Responsible Citizen; Flipped Video: Responsibilities of Citizenship; Text 1: American Citizenship; Text 2: The Importance of Civic Virtue; Interactive Chart: Civic Responsibility; Text 3: Responsible Citizenship; Interactive Chart: Voting Responsibility; Synthesize: Are You a Responsible Citizen?</p> <p><i>Topic 5: Lesson 2: The Origin of Political Parties:</i> Flipped Video; Text 1: Americans Divide Over Politics; Text 2: Disagreements on Important Issues; Text 3: The Origin of American Political Parties</p> <p><i>Topic 6: Lesson 1: Jackson Wins the Presidency:</i> Interactive Chart: Political Parties in the Age of Jackson</p> <p><i>21st Century Skill Tutorials:</i> Make a Difference; Analyze Media Content; Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p> <p><i>SSCC: Government and Civics Core Concepts:</i> Citizenship</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</p>	<p>SE: <i>Topic 4: Lesson 7: Citizens' Rights and Responsibilities:</i> Start Up: How to Be a Responsible Citizen; Flipped Video: Responsibilities of Citizenship; Text 1: American Citizenship; Text 2: The Importance of Civic Virtue; Interactive Chart: Civic Responsibility; Text 3: Responsible Citizenship; Interactive Chart: Voting Responsibility; Synthesize: Are You a Responsible Citizen?</p> <p><i>21st Century Skill Tutorials:</i> Make a Difference; Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p> <p><i>SSCC: Government and Civics Core Concepts:</i> Citizenship</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
<p>D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p>	<p>SE: <i>Topic 4: Lesson 3: Ideas That Influenced the Constitution:</i> Flipped Video; Text 1: Principles from the Roman Republic; Text 2: English Influences; Text 3: America Draws on Its Own Traditions</p> <p><i>SSCC: Government and Civics Core Concepts:</i> Foundations of Government</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Civ.4.6-8. 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.</p>	<p>SE: <i>Topic 4: Lesson 5: Understanding the Constitution:</i> Flipped Video: The Three Branches of Government; Text 3: The Legislative Branch – Congress; Text 4: The Executive Branch - the President; Text 5: The Judicial Branch - The Supreme Court</p> <p><i>SSCC: Government and Civics Core Concepts:</i> Political Structures, pp. 3–4</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
<p>D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.</p>	<p>SE: <i>Topic 4: Lesson 3: Ideas That Influenced the Constitution:</i> Flipped Video; Text 1: Principles from the Roman Republic; Text 2: English Influences; Text 3: America Draws on Its Own Traditions</p> <p><i>Topic 4: Lesson 5: Understanding the Constitution:</i> Flipped Video: The Three Branches of Government; Text 1: The Preamble, the Articles, and the Amendments; United States Constitution; Text 2: Seven Basic Principles; Interactive Chart: The Federal System Power; Text 7: State Government</p> <p><i>SSCC: Government and Civics Core Concepts:</i> Foundations of Government; Political Structures, pp. 2–4</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people’s lives.</p>	<p>SE: <i>Topic 5: Lesson 2: The Origin of Political Parties:</i> Flipped Video; Text 1: Americans Divide Over Politics; Text 2: Disagreements on Important Issues; Text 3: The Origin of American Political Parties</p> <p><i>Topic 6: Lesson 1: Jackson Wins the Presidency:</i> Interactive Chart: Political Parties in the Age of Jackson</p> <p><i>Topic 11: Lesson 5: Progress and Setbacks for Social Justice:</i> Text 5: African Americans Face Discrimination (NAACP), p. 3</p> <p><i>Topic 13: Lesson 6: Roosevelt’s New Deal:</i> Text 3: Reforming the Economy (FDIC), pp. 5–6; Text 4: Supporting Workers and the Elderly</p> <p><i>Topic 17: Lesson 3: A Global Economy:</i> Text 1: A Worldwide Economy Develops (NAFTA, WTO), pp. 4–5</p> <p><i>21st Century Skill Tutorials:</i> Make a Difference; Analyze Media Content; Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Dimension 2, Participation and Deliberation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.</p>	<p>SE: <i>Topic 4: Lesson 7: Citizens' Rights and Responsibilities:</i> Start Up: How to Be a Responsible Citizen; Flipped Video: Responsibilities of Citizenship; Text 1: American Citizenship; Text 2: The Importance of Civic Virtue; Interactive Chart: Civic Responsibility; Text 3: Responsible Citizenship; Interactive Chart: Voting Responsibility; Synthesize: Are You a Responsible Citizen?</p> <p><i>21st Century Skill Tutorials:</i> Participate in a Discussion or Debate; Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting; Solve Problems</p> <p><i>PBL: Topic 5:</i> Hold a Mock Cabinet Meeting; <i>Topic 15:</i> Create a Newsletter on a Civil Rights Event</p> <p><i>SSCC: Government and Civics Core Concepts:</i> Citizenship</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.</p>	<p>SE: <i>Interactive Primary Sources:</i> The Mayflower Compact; English Petition of Right; English Bill of Rights; Two Treatises of Government; The Spirit of the Laws; The Social Contract; Common Sense; Declaration of Independence; Virginia Declaration of Rights; Virginia Statute for Religious Freedom; Articles of Confederation; Anti-Federalist Papers; The Federalist No. 10; The Federalist No. 39; The Federalist No. 51; The Federalist No. 78</p> <p><i>Topic 3: Lesson 4: Declaring Independence:</i> Text 3: The Declaration of Independence</p> <p><i>Topic 4: Lesson 1: A Weak Confederation:</i> Text 1: Each State Creates a Constitution; Text 2: The Articles of Confederation</p> <p><i>Topic 4: Lesson 3: Ideas That Influenced the Constitution:</i> Flipped Video: Roman and Enlightenment Influences on the Constitution; Text 1: Principles from the Roman Republic; Text 2: English Influences; Text 3: America Draws on Its Own Traditions</p> <p><i>Topic 4: Lesson 4: Federalists, Antifederalists, and the Bill of Rights:</i> Flipped Video: The Bill of Rights</p> <p><i>Topic 4: Lesson 5: Understanding the Constitution:</i> United States Constitution</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.</p>	<p>SE: <i>Topic 4: Lesson 1: A Weak Confederation:</i> Text 1: Each State Creates a Constitution; Text 2: The Articles of Confederation</p> <p><i>Topic 4: Lesson 5: Understanding the Constitution:</i> Flipped Video: The Three Branches of Government; Text 3: The Legislative Branch – Congress; Text 4: The Executive Branch - the President; Text 5: The Judicial Branch - The Supreme Court</p> <p><i>21st Century Skill Tutorials:</i> Solve Problems; Participate in a Discussion or Debate; Compromise; Work in Teams; Political Participation; Serving on a Jury; Voting</p> <p><i>SSCC: Government and Civics Core Concepts:</i> Political Systems; Political Structures; Conflict and Cooperation</p> <p><i>PBL: Topic 5:</i> Hold a Mock Cabinet Meeting</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Civ.10.6-8. 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>	<p>SE: Background, The Case, The Issue Through Time, and The Issue Today section of each case makes the ruling relevant to students.</p> <p><i>Social Studies Reference Center: Landmark Supreme Court Cases:</i> Korematsu v. United States; Marbury v. Madison; McCulloch v. Maryland; Gibbons v. Ogden; Worcester v. Georgia; Dred Scott v. Sandford; Plessy v. Ferguson; Schenck v. United States; Brown v. Board of Education; Engel v. Vitale; Sweatt v. Painter; Mapp v. Ohio; Hernandez v. Texas; Gideon v. Wainwright; Wisconsin v. Yoder; Miranda v. Arizona; White v. Regester; Tinker v. Des Moines School District; Roe v. Wade; Baker v. Carr; Grutter v. Boillinger; Edgewood v. Kirby; Texas v. Johnson; National Federation v. Sebelius; Mendez v. Westminster and Delgado v. Bastrop</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Dimension 2, Processes, Rules, and Laws	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Civ.11.6-8. 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>	<p>SE: <i>Topic 4: Lesson 7: Citizens' Rights and Responsibilities:</i> Text 3: Responsible Citizenship; Interactive Chart: Voting Responsibility</p> <p><i>Topic 4: Lesson 1: A Weak Confederation:</i> Text 1: Each State Creates a Constitution; A Weak Confederation, Primary Source: Articles of Confederation</p> <p><i>Topic 4: Lesson 2: Drafting a Constitution:</i> Flipped Video: The Constitutional Convention; Text 1: A Historic Convention; Text 2: Disagreements Over a New Government; Text 3: The Great Compromise</p> <p><i>PBL: Topic 5:</i> Hold a Mock Cabinet Meeting</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.</p>	<p>SE: Students can explore the rule of law to as a means of addressing public problems as they explore the following activities:</p> <p><i>Topic 4: Lesson 5: Understanding the Constitution:</i> Flipped Video: The Three Branches of Government; Text 3: The Legislative Branch – Congress; Text 4: The Executive Branch - the President; Text 5: The Judicial Branch - The Supreme Court</p> <p>Discussion and Debate questions to back up their arguments with evidence: <i>Social Studies Reference Center: Landmark Supreme Court Cases:</i> Korematsu v. United States; Marbury v. Madison; McCulloch v. Maryland; Gibbons v. Ogden; Worcester v. Georgia; Dred Scott v. Sandford; Plessy v. Ferguson; Schenck v. United States; Brown v. Board of Education; Engel v. Vitale; Sweatt v. Painter; Mapp v. Ohio; Hernandez v. Texas; Gideon v. Wainwright; Wisconsin v. Yoder; Miranda v. Arizona; White v. Regester; Tinker v. Des Moines School District; Roe v. Wade; Baker v. Carr; Grutter v. Boillinger; Edgewood v. Kirby; Texas v. Johnson; National Federation v. Sebelius; Mendez v. Westminster and Delgado v. Bastrop</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.</p>	<p>SE: <i>Civic Discussion: Topic 4: Senate Representation: Sources A–C; Topic 6: The U.S.-Mexican War: Sources A–D; Topic 9: Ending Reconstruction: Sources A–D; Topic 10: High-Speed Rail: Sources A–F; Topic 12: Annexing Hawaii: Sources A–F</i></p> <p><i>DBL: Topic 11: Analyzing Viewpoints on Immigration: Sources A–F; Topic 13: The Role of the Government in the Economy: Sources A–F; Topic 16: Analyzing the Reagan Conservative Movement: Sources A–F; Topic 17: Meeting New Challenges: Sources A–D</i></p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.</p>	<p>SE: <i>Topic 4: Lesson 7: Citizens' Rights and Responsibilities:</i> Text 3: Responsible Citizenship; Interactive Chart: Voting Responsibility</p> <p><i>Topic 4: Lesson 1: A Weak Confederation:</i> Text 1: Each State Creates a Constitution; A Weak Confederation, Primary Source: Articles of Confederation</p> <p><i>Topic 4: Lesson 2: Drafting a Constitution:</i> Flipped Video: The Constitutional Convention; Text 1: A Historic Convention; Text 2: Disagreements Over a New Government; Text 3: The Great Compromise</p> <p><i>Social Studies Reference Center: Landmark Supreme Court Cases: (examples)</i> Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Schenck v. United States; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Tinker v. Des Moines School District; Roe v. Wade</p> <p><i>21st Century Skill Tutorials:</i> Make a Difference; Being an Informed Citizen; Political Participation; Voting</p> <p><i>PBL: Topic 5:</i> Hold a Mock Cabinet Meeting</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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ECONOMICS	
Dimension 2, Economic Decision Making	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p>SE: <i>Topic 17: Lesson 3: A Global Economy:</i> Text 1: A Worldwide Economy Develops; Text 2: A World Economic Crisis; Interactive Chart: Economic Challenges in the 2000s—Causes and Effects</p> <p><i>SSCC: Economics Core Concepts:</i> Economic Process (Business and the Economic Process), pp. 2–3; Economics Systems; Economic Development</p> <p><i>SSCC: Personal Finance Core Concepts:</i> Your Fiscal Fitness: An Introduction; Budgeting; Checking; Savings and Retirement; Credit and Debt; Risk Management; Consumer Smarts</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
<p>D2.Eco.2.6-8. 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>SE: <i>Topic 17: Lesson 3: A Global Economy:</i> A Worldwide Economy Develops (trade policies), pp. 4–7; Text 2: A World Economic Crisis (Congressional funding of bail-outs), p. 4</p> <p><i>SSCC: Economics Core Concepts:</i> Economics Systems (pros and cons of economic solutions and systems), pp. 6–8; Economic Development</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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C3 Framework for Social Studies Grades 6-8	Pearson American History ©2016, Realize™ Platform
Dimension 2, Exchange and Markets	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.	<p>SE: <i>Topic 17: Lesson 3: A Global Economy:</i> Text 1: A Worldwide Economy Develops (Internet start-up companies and number of customers), pp. 2–3; Text 2: A World Economic Crisis (homeowners and mortgages), pp. 1–2</p> <p><i>SSCC: Economics Core Concepts:</i> Economic Systems (consumers), pp. 1, 7</p> <p><i>SSCC: Personal Finance Core Concepts:</i> Consumer Smarts</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.	<p>SE: <i>Topic 17: Lesson 3: A Global Economy:</i> Text 1: A Worldwide Economy Develops (Eurozone and prices), p. 6</p> <p><i>SSCC: Economics Core Concepts:</i> Economic Process (profit and revenue), p. 2; Economic Process (competition), p. 3; Economic Systems (market economy), pp. 2–3</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.	<p>SE: <i>Topic 6: Lesson 2: Political Conflict and Economic Crisis:</i> Text 2: The Bank War; Interactive Chart: Disagreements Over the Bank</p> <p><i>SSCC: Economics Core Concepts:</i> Economic Process (money as means of exchange), p. 1</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p align="center">C3 Framework for Social Studies Grades 6-8</p>	<p align="center">Pearson American History ©2016, Realize™ Platform</p>
<p>D2.Eco.6.6-8. Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p>	<p>SE: <i>SSCC: Economics Core Concepts: Economic Systems (supply and demand)</i>, p. 4</p> <p><i>Topic 17: Lesson 3: A Global Economy: Text 1: A Worldwide Economy Develops (Eurozone and prices)</i>, p. 6; <i>Text 2: A World Economic Crisis (homeowners and mortgages)</i>, pp. 1–2</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
<p>D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p>SE: <i>Topic 6: Lesson 4: Westward Movement: Text 3: The Age of Steam; Text 4: Canals Connect the Country</i></p> <p><i>Topic 6: Lesson 5: Settling Oregon Country: Text 2: The Far West Fur Trade</i></p> <p><i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North: Flipped Video: The Spread of Industrialization; Text 1: The Industrial Revolution Begins; Text 2: Factories Come to America; Text 5: New Technological Innovations; Text 6: The Age of Steam Power</i></p> <p><i>Topic 7: Lesson 2: King Cotton and Life in the South: Flipped Video: Cotton Shapes the South; Text 1: The Cotton Kingdom; 3-D Model: The Cotton Gin</i></p> <p><i>SSCC: Economics Core Concepts: Economic Systems (entrepreneur)</i>, p. 2</p> <p><i>Topic 17: Lesson 3: A Global Economy: Text 1: A Worldwide Economy Develops (Internet start-up companies)</i>, pp. 2–3</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes.</p>	<p>SE: <i>Topic 17: Lesson 3: A Global Economy:</i> Text 1: A Worldwide Economy Develops; Text 2: A World Economic Crisis; Text 3: A Weak Recovery</p> <p><i>SSCC: Economics Core Concepts:</i> Economics Basics (costs and external factors), pp. 2–4; Economics Systems (pros and cons of economic solutions and systems), pp. 6–8</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
<p>D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.</p>	<p>SE: <i>Topic 6: Lesson 2: Political Conflict and Economic Crisis:</i> Text 2: The Bank War; Interactive Chart: Disagreements Over the Bank</p> <p><i>Topic 10: Lesson 4: Industry and Corporations:</i> Text 3: The Rise of Corporations and Banks</p> <p><i>Topic 17: Lesson 3: A Global Economy:</i> Text 1: A Worldwide Economy Develops (world banks and the EU), pp. 5–6; Text 2: A World Economic Crisis</p> <p><i>SSCC: Economics Core Concepts:</i> Economics Systems (market economy), pp.2–3; Economic Development</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Dimension 2, The National Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing.	<p>SE: <i>Topic 17: Lesson 3: A Global Economy:</i> Text 1: A Worldwide Economy Develops (world banks and the EU), pp. 5–6; Text 2: A World Economic Crisis (interest rates and the recession), pp. 1–4</p> <p><i>SSCC: Economics Core Concepts:</i> Money Management (interest, investing), pp. 2, 3</p> <p><i>SSCC: Personal Finance Core Concepts:</i> Checking; Investments; Savings and Retirement; Credit and Debt</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	<p>SE: <i>SSCC: Economics Core Concepts:</i> Economic Process (inflation), p. 3; Economic Development (GDP), p. 2</p> <p><i>Topic 17: Lesson 3: A Global Economy:</i> Text 1: A Worldwide Economy Develops (graph of unemployment date), p. 2, (impact of NAFTA graph), p. 3; Text 2: A World Economic Crisis (the housing bubble and unemployment), pp. 1, 3; Interactive Chart: Economic Challenges in the 2000s—Causes and Effects; Text 3: A Weak Recovery</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.	<p>SE: <i>Topic 17: Lesson 3: A Global Economy:</i> Text 1: A Worldwide Economy Develops (economic crisis), pp. 1–3; Text 2: A World Economic Crisis (job losses), p. 3; Interactive Chart: Economic Challenges in the 2000s—Causes and Effects; Text 3: A Weak Recovery</p> <p><i>SSCC: Economics Core Concepts:</i> Economic Process (inflation), p. 3</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.	<p>SE: <i>SSCC: Economics Core Concepts:</i> Economics Systems (standard of living), p. 3</p> <p><i>Topic 17: Lesson 3:</i> Text 3: A Weak Recovery (Americans living below the poverty line), p. 1</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
Dimension 2, The Global Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.	<p>SE: <i>SSCC: Economics Core Concepts:</i> Trade (trade barriers and free trade), pp. 4–5</p> <p><i>Topic 17: Lesson 3: A Global Economy:</i> Text 1: A Worldwide Economy Develops (trade policies), pp. 4–7</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p>	<p>SE: <i>SSCC: Economics Core Concepts:</i> Trade (trade policies), pp. 4–5</p> <p><i>Topic 5: Lesson 4: Jefferson's Presidency:</i> Text 5: American Shipping Faces Challenges</p> <p><i>Topic 6: Lesson 2: Political Conflict and Economic Crisis:</i> Interactive Map: Tariffs and Trade; Text 3: Economic Crisis and Political Changes</p> <p><i>Topic 17: Lesson 3: A Global Economy:</i> Text 1: A Worldwide Economy Develops (trade policies), pp. 4–7</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
GEOGRAPHY	
Dimension 2, Geographic Representations	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.</p>	<p>SE: <i>21st Century Skill Tutorials:</i> Create Charts and Maps: Video; Quick Reference; Assessment</p> <p><i>PBL: Topic 2:</i> Publish an ePortfolio of Colonial Data: Student Instructions: Step 2C: Create Visual Representation of Data (Thematic Maps, Graphs, Charts, and Models)</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p>	<p>SE: Pearson Realize <i>American History</i> utilizes maps throughout the program. Skills lessons focused on the use of maps provide additional instruction. For examples see:</p> <p><i>Topic 1: Lesson 3: European Exploration in the Americas:</i> Interactive Map: The Columbian Exchange</p> <p><i>Topic 6: Lesson 4: Westward Movement:</i> Interactive Map: The Erie Canal</p> <p><i>Topic 6: Lesson 5: Settling Oregon Country:</i> Interactive Map: The Oregon Trail</p> <p><i>Topic 6: Lesson 6: Independence for Texas:</i> Interactive Map: The Settlement of Texas</p> <p><i>Topic 9: Lesson 4: The Aftermath of Reconstruction:</i> Interactive Map: Change in Southern Industry</p> <p><i>Topic 10: Lesson 1: Mining, Railroads, and the Economy:</i> Interactive Map: The Transcontinental Railroad</p> <p><i>Topic 10: Lesson 2: Western Agriculture:</i> Interactive Map: Cattle Trails</p> <p><i>Topic 10: Lesson 4: Industry and Corporations:</i> Interactive Map: Railroads and Industry</p> <p><i>21st Century Skill Tutorials:</i> Read Physical Maps: Video; Quick Reference; Assessment</p> <p><i>21st Century Skill Tutorials:</i> Read Political Maps: Video; Quick Reference; Assessment</p> <p><i>21st Century Skill Tutorials:</i> Read Special-Purpose Maps: Video; Quick Reference; Assessment</p>

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<p align="center">C3 Framework for Social Studies Grades 6-8</p>	<p align="center">Pearson American History ©2016, Realize™ Platform</p>
<p>(Continued) D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p>	<p>(Continued) <i>21st Century Skill Tutorials:</i> Use Parts of a Map: Video; Quick Reference; Assessment <i>Social Studies Reference Center:</i> Atlas: See all maps.</p>
<p>D2.Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.</p>	<p>SE: <i>21st Century Skill Tutorials:</i> Create Charts and Maps: Video; Quick Reference; Assessment <i>PBL: Topic 2:</i> Publish an ePortfolio of Colonial Data: Student Instructions: Step 2C: Create Visual Representation of Data (Thematic Maps, Graphs, Charts, and Models) TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Dimension 2, Human-Environment Interaction	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p>	<p>SE: The relationship between cultural patterns and economic decisions is one of the dominant themes of the program. Lessons that explore this theme and the way it impacts and has impacted the daily lives of Americans include the following:</p> <p><i>Topic 2: Lesson 5: The Southern Colonies: Text 3: Two Regions Develop Differently</i></p> <p><i>Topic 2: Lesson 5: The Southern Colonies: Text 4: The Slave Trade Expands</i></p> <p><i>Topic 6: Lesson 7: Manifest Destiny in California and the Southwest: Text 1: New Mexico Territory and California; Text 5: The Effects of Migration to California</i></p> <p><i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North: Text 3: Daily Life in Factory Towns; Text 4: Cities Expand</i></p> <p><i>Topic 7: Lesson 2: King Cotton and Life in the South: Text 1: The Cotton Kingdom</i></p> <p><i>Topic 10: Lesson 2: Western Agriculture: Text 2: Ranching Impacts Settlement Patterns; Text 3: The Spread of Farming</i></p> <p><i>Topic 11: Lesson 2: Urbanization: Text 1: Cities Expand Rapidly; Text 2: City Neighborhoods Defined by Status; Text 3: Effects of Rapid Urbanization; Text 4: The Settlement House Movement</i></p> <p><i>SSCC, Culture Core Concepts: Cultural Diffusion and Change</i></p> <p><i>SSCC: Geography Core Concepts: People's Impact on the Environment; Population; Migration; Urbanization</i></p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</p>	<p>SE: The program explores the cultural and environmental similarities and differences between places and regions in many lessons. Examples include the following:</p> <p><i>Topic 2: Lesson 5: The Southern Colonies: Interactive Map: Comparing the Thirteen Colonies</i></p> <p><i>Topic 2: Lesson 1: Spanish Colonization and New Spain: Interactive Chart: Social Classes in New Spain</i></p> <p><i>Topic 2: Lesson 6: Colonial Society: Text 1: Society in Colonial Times</i></p> <p><i>Topic 6: Lesson 7: Manifest Destiny in California and the Southwest: Text 2: Manifest Destiny</i></p> <p><i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North: Text 8: Ethnic Minorities in the North</i></p> <p><i>Topic 7: Lesson 2: King Cotton and Life in the South: Text 3: Southern Whites; Text 4: Southern African Americans</i></p> <p><i>Topic 8: Lesson 2: Growing Tensions: Text 1: The Question of Slavery in Kansas and Nebraska</i></p> <p><i>Topic 8: Lesson 3: Division and the Outbreak of War: Text 5: Strengths and Weaknesses of the North and South</i></p> <p><i>Topic 11: Lesson 1: A New Wave of Immigration: Text 3: The Immigrant Experience in America</i></p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<p>SE: The program explores how human identities are shaped by and connected to physical and human characteristics in many lessons. Examples include the following:</p> <p><i>Topic 1: Lesson 1: The Early Americas:</i> Flipped Video: Native American Culture Regions of North America; Interactive Map: Native American Culture Regions of North America</p> <p><i>Topic 2: Lesson 1: Spanish Colonization and New Spain:</i> Interactive Chart: Social Classes in New Spain</p> <p><i>Topic 6: Lesson 5: Settling Oregon Country:</i> Start Up: Who Is a Pioneer?</p> <p><i>Lesson 7: Manifest Destiny in California and the Southwest:</i> Text 1: New Mexico Territory and California; Text 4: Settling the Mexican Cession; Text 5: The Effects of Migration to California</p> <p><i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North:</i> Text 8: Ethnic Minorities in the North</p> <p><i>Topic 7: Lesson 2: King Cotton and Life in the South:</i> Flipped Video; Text 1: The Cotton Kingdom; Interactive Chart: Different Ways of Life in the South; Text 4: Southern African Americans; Text 5: Slavery in the South</p> <p><i>Topic 8: Lesson 1: Conflicts and Compromises:</i> Text 6: A Book Sways the North Against Slavery</p> <p><i>Topic 10: Lesson 3: Hardship for Native Americans:</i> Text 6: Remembering a Lost Way of Life</p> <p><i>Topic 11: Lesson 1: A New Wave of Immigration:</i> Text 3: The Immigrant Experience in America</p>

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C3 Framework for Social Studies Grades 6-8	Pearson American History ©2016, Realize™ Platform
(Continued) D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	(Continued) TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support
Dimension 2, Human Population: Spatial Patterns and Movements	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	<p>SE: <i>Topic 6: Lesson 4: Westward Movement:</i> Text 2: Building Better Roads; Interactive Gallery: New Transportation Methods; Text 3: The Age of Steam; Interactive Gallery: New Technology: The Steamboat; Text 4: Canals Connect the Country; Interactive Map: The Erie Canal</p> <p><i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North:</i> Flipped Video: The Spread of Industrialization; Text 5: New Technological Innovations; Text 6: The Age of Steam Power</p> <p><i>Topic 10: Lesson 1: Mining, Railroads, and the Economy:</i> Flipped Video: Mining, Expansion and Growth; Text 3: The Railroad Encourages Economic Growth; Interactive Map: The Transcontinental Railroad; Text 4: Building a National Network of Rails; Text 5: Railroads and Competition; Text 6: Railroads Build a Nation</p> <p><i>Topic 10: Lesson 4: Industry and Corporations:</i> Interactive Map: Railroads and Industry</p> <p><i>Topic 10: Lesson 6: New Technologies,</i> Flipped Video: A Surge of Invention; Text 4: Automobile Production; Text 5: The Wright Brothers Take Flight; Interactive Timeline: American Inventors That Changed Society</p> <p><i>Topic 13: Lesson 2: Social Change:</i> Text 3: The Automobile Changes America</p>

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<p>(Continued) D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</p>	<p>(Continued) <i>Topic 17: Lesson 4: Advances in Science and Technology:</i> Interactive Gallery: Advances in Energy Technology; Text 4: A Networked World TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
<p>D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.</p>	<p>SE: The themes of settlement, movement and the relationship between Americans and the environment are explored in many lessons throughout the program. Examples include the following:</p> <p><i>Topic 2: Lesson 2: The First French, Dutch, and English Colonies:</i> Text 2: New France Is Colonized; Interactive Map: Lands Controlled by Colonial Powers, 1660</p> <p><i>Topic 6: Lesson 3: Native Americans on the Frontier:</i> Interactive Map: Selected Native American Groups, 1820; Interactive Map: The Trail of Tears</p> <p><i>Topic 6: Lesson 6: Independence for Texas:</i> Interactive Map: The Settlement of Texas</p> <p><i>Topic 6: Lesson 7: Manifest Destiny in California and the Southwest:</i> Flipped Video: Manifest Destiny; Text 1: New Mexico Territory and California; Text 2: Manifest Destiny; Interactive Map: The Growth of the West to 1860; Text 4: Settling the Mexican Cession; Text 5: The Effects of Migration to California</p> <p><i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North:</i> Text 2: Factories Come to America; Text 4: Cities Expand</p> <p><i>Topic 8: Lesson 1: Conflicts and Compromises:</i> Text 2: Western Expansion Heightens Tension Over Slavery</p>

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<p>(Continued) D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.</p>	<p>(Continued) <i>Topic 10: Lesson 1: Mining, Railroads, and the Economy:</i> Text 6: Railroads Build a Nation <i>Topic 11: Lesson 1: A New Wave of Immigration:</i> Text 1: Reasons for Immigration <i>Topic 11: Lesson 2: Urbanization:</i> Text 1: Cities Expand Rapidly; Text 2: City Neighborhoods Defined by Status; Interactive Graph: New York City Changes, 1840 to 1900; Text 3: Effects of Rapid Urbanization TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
<p>D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p>	<p>SE: The impact of human-induced environmental change is explored in lessons throughout the programs. Examples include the following: <i>Topic 1: Lesson 3: European Exploration in the Americas:</i> Text 4: The Columbian Exchange; Interactive Map: The Columbian Exchange <i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North:</i> Flipped Video; Text 1: The Industrial Revolution Begins; Text 2: Factories Come to America; 3-D Model: Early Textile Mill; Text 5: New Technological Innovations; Interactive Timeline: New Inventions Improve Life <i>Topic 7: Lesson 2: King Cotton and Life in the South:</i> Flipped Video; Text 1: The Cotton Kingdom; Text 2: Reliance on Agriculture; Interactive Chart: Different Ways of Life in the South; Text 5: Slavery in the South</p>

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<p>(Continued) D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p>	<p>(Continued) <i>Topic 9: Lesson 3: Reconstruction and Southern Society:</i> Text 4: Economic Problems During Reconstruction; Interactive Chart: The Cycle of Poverty; <i>Lesson 4: The Aftermath of Reconstruction:</i> Interactive Map: Change in Southern Industry</p> <p><i>Topic 10: Lesson 1: Mining, Railroads, and the Economy:</i> Flipped Video: Mining, Expansion and Growth; Text 3: The Railroad Encourages Economic Growth; Interactive Map: The Transcontinental Railroad; Text 4: Building a National Network of Rails; Text 5: Railroads and Competition; Text 6: Railroads Build a Nation</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Dimension 2, Global Interconnections	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</p>	<p>SE: <i>Topic 1: Lesson 1: The Early Americas:</i> Start Up: Climates of North America; Flipped Video: Native American Culture Regions of North America; Interactive Gallery: Housing and the Environment</p> <p><i>Topic 1: Lesson 2: Early Europe, Africa, and Asia:</i> Text 1: Europe in the Middle Ages; The Middle East; Text 3: African Cultures and Technologies</p> <p><i>Topic 1: Lesson 3: European Exploration in the Americas:</i> Text 4: The Columbian Exchange; Interactive Map: The Columbian Exchange</p> <p><i>Topic 11: Lesson 1: A New Wave of Immigration:</i> Text 2: A Challenging Journey Across an Ocean; Text 3: The Immigrant Experience in America</p> <p><i>Topic 12: Lesson 1: Expansion in the Pacific:</i> Text 2: U.S. Interest in the Pacific; Text 3: The Age of Imperialism; Text 4: American Influence in the Pacific</p> <p><i>Topic 12: Lesson 3: U.S. Power in Latin America:</i> Text 1: The Panama Canal</p> <p><i>Topic 12: Lesson 3: U.S. Power in Latin America:</i> Text 3: Intervention in Latin America</p> <p><i>Topic 15: Lesson 5: Kennedy, Johnson, and Vietnam:</i> Text 2: Communist Cuba</p> <p><i>Topic 16: Lesson 3: Regional Conflicts:</i> Text 3: Challenges in Russia and Eastern Europe; Intervention in Latin America, Africa, and Europe; Text 5: Conflict in the Middle East; Interactive Chart: U.S. Engagement Around the World</p>

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C3 Framework for Social Studies Grades 6-8	Pearson American History ©2016, Realize™ Platform
<p>(Continued) D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</p>	<p>(Continued) <i>Topic 17: Lesson 1: Responding to Terrorism:</i> Text 3: The Continuing Challenges of Jihadism <i>Topic 17: Lesson 2: Global Challenges: Text 2: Unrest in Southwest Asia and North Africa; Interactive Chart: The U.S. Role in the Middle East</i> TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
<p>D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>	<p>SE: <i>Topic 5: Lesson 4: Jefferson's Presidency:</i> Text 5: American Shipping Faces Challenges <i>Topic 6: Lesson 2: Political Conflict and Economic Crisis:</i> Interactive Map: Tariffs and Trade; Text 3: Economic Crisis and Political Changes <i>Topic 6: Lesson 4: Westward Movement:</i> Text 3: The Age of Steam; Text 4: Canals Connect the Country <i>Topic 6: Lesson 5: Settling Oregon Country:</i> Text 2: The Far West Fur Trade <i>Topic 7: Lesson 1: The Industrial Revolution and Life in the North:</i> Flipped Video: The Spread of Industrialization; Text 1: The Industrial Revolution Begins; Text 2: Factories Come to America; Text 5: New Technological Innovations; Text 6: The Age of Steam Power <i>Topic 7: Lesson 2: King Cotton and Life in the South:</i> Flipped Video: Cotton Shapes the South; Text 1: The Cotton Kingdom; 3-D Model: The Cotton Gin <i>Topic 9: Lesson 1: Early Reconstruction:</i> Interactive Graph: The Downfall of the Southern Economy</p>

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<p>(Continued) D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>	<p>(Continued) <i>Topic 10: Lesson 1: Mining, Railroads, and the Economy:</i> Flipped Video: Mining, Expansion and Growth; Text 3: The Railroad Encourages Economic Growth; Text 5: Railroads and Competition</p> <p><i>Topic 17: Lesson 3: A Global Economy:</i> Text 1: A Worldwide Economy Develops; A Global Economy, 3-D Model: The World Today; Text 2: A World Economic Crisis; Interactive Chart: Effects of the Recession; Text 3: A Weak Recovery; Interactive Chart: Economic Challenges in the 2000s—Causes and Effects; Economics Core Concepts: Trade</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
<p>D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.</p>	<p>SE: <i>Topic 6: The Age of Jackson and Westward Expansion:</i> Lesson 4: Westward Movement: Text 2: Heading into the West; Text 2: Building Better Roads; Text 4: Canals Connect the Country</p> <p><i>Topic 15: Lesson 3: Eisenhower and Postwar America:</i> Text 2: Life in the 1950s, pp. 1–4</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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HISTORY	
Dimension 2, Change, Continuity, and Context	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.</p>	<p>SE: Each topic commences with an Essential Question activity. These questions place the events in a broader historical context and connect to larger social studies strands. Students reflect on the essential question in the topic conclusion Synthesize activity. For examples see:</p> <p><i>Topic 2:</i> Introduction: EQ: Why do people move?; Synthesize: European Colonization of North America</p> <p><i>Topic 4:</i> Introduction: EQ: How much power should the government have?; Synthesize: A Constitution for the United States</p> <p><i>Topic 6:</i> Introduction: EQ: Why Do People Move?; Synthesize: The Age of Jackson and Westward Expansion</p> <p><i>Topic 9:</i> Introduction: EQ: How should resources be distributed?; Synthesize: Reflect on the Essential Question</p> <p><i>Topic 13:</i> Introduction: EQ: What should governments do?; Synthesize: America's New Role; Synthesize: Reflect on the Essential Question: America During the Depression</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.</p>	<p>SE: <i>Topic 2: Introduction:</i> Timeline: European Colonization of North America</p> <p><i>Topic 3: Introduction:</i> Timeline: The Revolutionary Era</p> <p><i>Topic 3: Lesson 5: Winning Independence:</i> Interactive Timeline: Foreign Aid Plays a Role</p> <p><i>Topic 4: Introduction:</i> Timeline: A Constitution for the United States</p> <p><i>Topic 4: Lesson 3: Ideas That Influenced the Constitution:</i> Interactive Timeline: Influences on the Constitution</p> <p><i>Topic 5: Introduction:</i> Timeline: The Early Republic</p> <p><i>Topic 5: Lesson 3: John Adams's Presidency:</i> Interactive Timeline: Relations With France</p> <p><i>Topic 6: Introduction:</i> Timeline: The Age of Jackson and Westward Expansion</p> <p><i>Topic 6: Lesson 1: Jackson Wins the Presidency:</i> Interactive Timeline: Changing Voting Rights in Early America</p> <p><i>Topic 6: Lesson 6: Independence for Texas:</i> Interactive Timeline: Texas: From Settlement to Statehood</p> <p><i>Topic 9: Introduction:</i> Timeline: The Reconstruction Era</p> <p><i>Topic 9: Lesson 4: The Aftermath of Reconstruction:</i> Interactive Timeline: Oppression of African Americans</p> <p><i>Topic 15: Lesson 6: The Nixon Years:</i> Interactive Timeline: Watergate</p>

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<p>(Continued) D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.</p>	<p>(Continued) <i>Topic 16: Introduction:</i> Timeline: A Global Superpower Facing Change <i>SSCC: Culture Core Concepts:</i> Cultural Diffusion and Change TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
<p>D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.</p>	<p>SE: Each topic introduction includes Essential Question activities. These questions are connected to a larger social studies strand and carried through the text. Students reflect on the question and Topic in the Synthesize activity. For examples see:</p> <p><i>Topic 1: Introduction:</i> EQ: How much does geography affect people's lives?; Synthesize: The Early Americas and European Exploration</p> <p><i>Topic 4: Introduction:</i> EQ: How much power should the government have?; Synthesize: A Constitution for the United States</p> <p><i>Topic 7: Introduction:</i> EQ: Why is culture important?; Synthesize: Society and Culture Before the Civil War</p> <p><i>Topic 9: Introduction:</i> EQ: How should we handle conflict?; Synthesize: The Reconstruction Era</p> <p><i>Topic 12: Introduction:</i> EQ: What is America's role in the world?; Synthesize: America's New Role</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Dimension 2, Perspectives	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	<p>SE: At the beginning of all Interactive Primary Sources and document-based activities, an introduction places the material in a historical and personal context. For examples see:</p> <p>DBL: <i>Topic 13: The Role of the Government in the Economy: Sources A–F; Topic 14: World War II: Sources A–F</i></p> <p>DBQ: <i>Topic 1: How Reliable is This Account of the Easter Mutiny? Sources A–E; Topic 7: Comparing Points of View on Slavery and Abolition: Sources A–F</i></p> <p><i>Civic Discussion: Topic 4: Senate Representation: Sources A–C; Topic 6: The U.S.-Mexican War: Sources A–D</i></p> <p><i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</i></p> <p><i>SSCC: History Core Concepts: Historical Sources</i></p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.His.5.6-8. Explain how and why perspectives of people have changed over time.</p>	<p>SE: Students examine different perspectives on the same topic in the document-based activities at the beginning of each topic. Students always have access to the 21st Century Skill Tutorials at any point in the program.</p> <p><i>Topic 4: Civic Discussion: Senate Representation: Sources A–C</i></p> <p><i>Topic 10: Civic Discussion: High-Speed Rail: Sources A–F</i></p> <p><i>Topic 12: Civic Discussion: Annexing Hawaii: Sources A–F</i></p> <p><i>Topic 16: DBL: Analyzing the Reagan Conservative Movement: Sources A–F</i></p> <p><i>Topic 17: DBL: Analyzing How Young People Envision the Future: Sources A–D</i></p> <p><i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</i></p> <p><i>SSCC: History Core Concepts: Historical Sources</i></p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.</p>	<p>SE: The introduction at the beginning of each primary source includes material on the author and the events discussed.</p> <p><i>Interactive Primary Sources</i> (examples): The Republic, Plato; Edicts, Asoka; Travels, Ibn Battuta; "Remember the Ladies, " Abigail Adams; The Federalist No. 10, James Madison; The Federalist No. 78, Alexander Hamilton; Farewell Address, George Washington; "A House Divided, " Abraham Lincoln; "I Will Fight No More Forever, " Chief Joseph; Hind Swaraj, Mohandas Gandhi; The Fourteen Points, Woodrow Wilson; Four Freedoms, Franklin D. Roosevelt; Inaugural Address, John F. Kennedy; Silent Spring, Rachel Carson; "I Have a Dream, " Martin Luther King, Jr.</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p><i>SSCC: History Core Concepts:</i> Historical Sources</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Dimension 2, Historical Sources and Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.</p>	<p>SE: Students explore a variety of sources in Pearson realize. In the topic opening activities students analyze primary and secondary sources. For examples see:</p> <p><i>Topic 1: DBQ: How Reliable is This Account of the Easter Mutiny? Document B: Interpretation of a Modern Historian</i></p> <p><i>Topic 4: Civic Discussion: Senate Representation: Sources A–C</i></p> <p><i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources: Video; Quick Reference; Assessment</i></p> <p><i>SSCC: History Core Concepts: Historical Sources, p. 2</i></p> <p>TR: <i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources: Teacher Support: Investigate</i></p>

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<p>D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p>	<p>SE: Students examine multiple sources on the same topic as they complete the following activities.</p> <p>DBQ: <i>Topic 1: How Reliable is This Account of the Easter Mutiny?</i> Sources A–E; <i>Topic 7: Comparing Points of View on Slavery and Abolition:</i> Sources A–F</p> <p>DBL: <i>Topic 11: Analyzing Viewpoints on Immigration:</i> Sources A–F; <i>Topic 13: The Role of the Government in the Economy:</i> Sources A–F; <i>Topic 14: World War II:</i> Sources A–F; <i>Topic 16: Analyzing the Reagan Conservative Movement:</i> Sources A–F; <i>Topic 17: Analyzing How Young People Envision the Future:</i> Sources A–D</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources: Video; Quick Reference; Assessment</p> <p><i>SSCC: History Core Concepts:</i> Historical Sources</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.His.11.6-8. 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>	<p>SE: Students examine different sources on the same subject in the Document Based activities. They can use this information to find other sources on the same subject.</p> <p>DBQ: <i>Topic 1: How Reliable is This Account of the Easter Mutiny?</i> Sources A–E; <i>Topic 7: Comparing Points of View on Slavery and Abolition:</i> Sources A–F</p> <p>DBL: <i>Topic 11: Analyzing Viewpoints on Immigration:</i> Sources A–F; <i>Topic 13: The Role of the Government in the Economy:</i> Sources A–F; <i>Topic 14: World War II:</i> Sources A–F; <i>Topic 16: Analyzing the Reagan Conservative Movement:</i> Sources A–F; <i>Topic 17: Analyzing How Young People Envision the Future:</i> Sources A–D</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Create Web Sites; Identify Evidence; Interpret Sources; Search for Information on the Internet</p> <p><i>SSCC: History Core Concepts:</i> Historical Sources</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</p>	<p>SE: <i>Civic Discussion: Topic 4: Senate Representation: Sources A–C; Topic 6: The U.S.-Mexican War: Sources A–D; Topic 9: Ending Reconstruction: Sources A–D; Topic 10: High-Speed Rail: Sources A–F; Topic 12: Annexing Hawaii: Sources A–F</i></p> <p>DBQ: <i>Topic 1: How Reliable is This Account of the Easter Mutiny? Sources A–E; Topic 7: Comparing Points of View on Slavery and Abolition: Sources A–F</i></p> <p>DBL: <i>Topic 11: Analyzing Viewpoints on Immigration: Sources A–F; Topic 13: The Role of the Government in the Economy: Sources A–F; Topic 14: World War II: Sources A–F; Topic 16: Analyzing the Reagan Conservative Movement: Sources A–F; Topic 17: Analyzing How Young People Envision the Future: Sources A–D</i></p> <p><i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources; Create Web Sites; Identify Evidence; Interpret Sources; Search for Information on the Internet</i></p> <p><i>SSCC: History Core Concepts: Historical Sources</i></p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.</p>	<p>SE: Pearson’s Realize digital format incorporates historical sources in each lesson. The topics include document based lessons and primary source material, as well as material embedded in the text.</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments: Video; Quick Reference; Assessment</p> <p><i>Interactive Primary Sources (Examples):</i> The Mayflower Compact; English Petition of Right; English Bill of Rights; Two Treatises of Government; The Spirit of the Laws; The Social Contract; "Give Me Liberty or Give Me Death"; "Common Sense; Declaration of Independence; Virginia Declaration of Rights; Articles of Confederation; Anti-Federalist Papers; The Federalist No. 10; The Federalist No. 39; The Federalist No. 51; The Federalist No. 78; Iroquois Constitution; Declaration of the Rights of Man and the Citizen; Debate Over Nullification; Turtle Bayou Resolutions; Democracy in America; 1836 Uncle Tom's Cabin; "A House Divided"; First Inaugural Address; Declaration of Causes: February 2, 1861; Gettysburg Address; Second Inaugural Address; "I Will Fight No More Forever"; How the Other Half Lives; The Pledge of Allegiance; Preamble to the Platform of the Populist Party; Atlanta Exposition Address; The Jungle; The Fourteen Points; Four Freedoms; Anne Frank: Charter of the United Nations; Universal Declaration of Human Rights; Silent Spring; "I Have a Dream"; "Letter from Birmingham Jail"; "Tear Down This Wall"; "Freedom from Fear"</p>

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<p>(Continued) D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.</p>	<p>(Continued) DBQ: <i>Topic 1: How Reliable is This Account of the Easter Mutiny?</i> Sources A–E; <i>Topic 7: Comparing Points of View on Slavery and Abolition:</i> Sources A–F</p> <p>DBL: <i>Topic 11: Analyzing Viewpoints on Immigration:</i> Sources A–F; <i>Topic 13: The Role of the Government in the Economy:</i> Sources A–F; <i>Topic 14: World War II:</i> Sources A–F; <i>Topic 16: Analyzing the Reagan Conservative Movement:</i> Sources A–F; <i>Topic 17: Analyzing How Young People Envision the Future:</i> Sources A–D</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Dimension 2, Causation and Argumentation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.</p>	<p>SE: <i>21st Century Skill Tutorials:</i> Analyze Cause and Effect: Video, Quick Reference, Assessment, Teacher Support</p> <p><i>Topic 6: Lesson 1: Jackson Wins the Presidency:</i> Interactive Chart: Causes and Effects of Jacksonian Democracy</p> <p><i>Topic 12: Lesson 2: War and Empire:</i> Interactive Chart: Causes and Effects of the Spanish-American War</p> <p><i>Topic 13: Lesson 5: Entering the Great Depression:</i> Interactive Chart: The Great Depression—Causes and Effects</p> <p><i>Topic 15: Lesson 1: The Beginning of the Cold War:</i> Interactive Chart: Cold War—Cause and Effect</p> <p><i>Topic 17: Lesson 3: A Global Economy:</i> Interactive Chart: Economic Challenges in the 2000s—Causes and Effects</p> <p><i>Topic 3: Lesson 1: The French and Indian War:</i> Start Up: Causes of the French and Indian War; Flipped Video: Causes and Results of the French and Indian War</p> <p><i>Topic 3, Lesson 2: Tensions with Britain:</i> Text 2: Causes of the American Revolution - The Proclamation of 1763; Text 3: Causes of the American Revolution - Mercantilism and Taxation; Text 4: Causes of the American Revolution - The Stamp Act; Text 5: Causes of the American Revolution - Townshend Acts</p> <p><i>Topic 5: Lesson 5: Madison and the War of 1812:</i> Text 2: The Causes of the War of 1812</p>

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<p>(Continued) D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.</p>	<p>(Continued) <i>Topic 6: Lesson 6: Independence for Texas:</i> Synthesize: Republic of Texas Cause-and-Effect Relationships <i>Topic 6: Lesson 7: Manifest Destiny in California and the Southwest:</i> Synthesize: Causes and Effects of the Westward Growth of the United States <i>Topic 7: Lesson 3: Reform Movements:</i> Synthesize: Causes and Effects of the Reform Movement <i>Topic 9: Lesson 1: Early Reconstruction:</i> Text 2: The Causes and Effects of Reconstruction TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
<p>D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.</p>	<p>SE: <i>21st Century Skill Tutorials:</i> Analyze Cause and Effect: Video, Quick Reference, Assessment, Teacher Support <i>Topic 6: Lesson 6: Independence for Texas:</i> Synthesize: Republic of Texas Cause-and-Effect Relationships <i>Topic 6: Lesson 7: Manifest Destiny in California and the Southwest:</i> Synthesize: Causes and Effects of the Westward Growth of the United States <i>Topic 7: Lesson 3: Reform Movements:</i> Synthesize: Causes and Effects of the Reform Movement TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.</p>	<p>SE: <i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Develop a Clear Thesis; Organize Your Ideas; Support Ideas with Evidence; Compare Viewpoints; Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Give an Effective Presentation; Participate in a Discussion or Debate; Write an Essay</p> <p>Students organize information into a coherent argument in Step 4: Demonstrate in the Civic Discussions <i>Civic Discussion: Topic 4:</i> Senate Representation: Sources A–C; <i>Topic 6:</i> The U.S.-Mexican War: Sources A–D; <i>Topic 9:</i> Ending Reconstruction: Sources A–D; <i>Topic 10:</i> High-Speed Rail: Sources A–F; <i>Topic 12:</i> Annexing Hawaii: Sources A–F</p> <p>Students organize information into a coherent argument in Step 4: Demonstrate in the Document-Based Questions and Document-Based Learning activities: DBQ: <i>Topic 1:</i> How Reliable is This Account of the Easter Mutiny? Sources A–E; <i>Topic 7:</i> Comparing Points of View on Slavery and Abolition: Sources A–F</p> <p>DBL: <i>Topic 11:</i> Analyzing Viewpoints on Immigration: Sources A–F; <i>Topic 13:</i> The Role of the Government in the Economy: Sources A–F; <i>Topic 14:</i> World War II: Sources A–F; <i>Topic 16:</i> Analyzing the Reagan Conservative Movement: Sources A–F; <i>Topic 17:</i> Analyzing How Young People Envision the Future: Sources A–D</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.</p>	<p>SE: DBQ: <i>Topic 1: How Reliable is This Account of the Easter Mutiny?</i> Sources A–E; <i>Topic 7: Comparing Points of View on Slavery and Abolition:</i> Sources A–F</p> <p>DBL: <i>Topic 11: Analyzing Viewpoints on Immigration:</i> Sources A–F; <i>Topic 13: The Role of the Government in the Economy:</i> Sources A–F; <i>Topic 14: World War II:</i> Sources A–F; <i>Topic 16: Analyzing the Reagan Conservative Movement:</i> Sources A–F; <i>Topic 17: Analyzing How Young People Envision the Future:</i> Sources A–D</p> <p>Students evaluate arguments in the following activities: <i>Civic Discussion: Topic 4: Senate Representation:</i> Sources A–C; <i>Topic 6: The U.S.-Mexican War:</i> Sources A–D; <i>Topic 9: Ending Reconstruction:</i> Sources A–D; <i>Topic 10: High-Speed Rail:</i> Sources A–F; <i>Topic 12: Annexing Hawaii:</i> Sources A–F</p> <p>Discussion and Debate questions to back up their arguments with evidence: <i>Social Studies Reference Center: Landmark Supreme Court Cases:</i> <i>Korematsu v. United States;</i> <i>Marbury v. Madison;</i> <i>McCulloch v. Maryland;</i> <i>Gibbons v. Ogden;</i> <i>Worcester v. Georgia;</i> <i>Dred Scott v. Sandford;</i> <i>Plessy v. Ferguson;</i> <i>Schenck v. United States;</i> <i>Brown v. Board of Education;</i> <i>Engel v. Vitale;</i> <i>Sweatt v. Painter;</i> <i>Mapp v. Ohio;</i> <i>Hernandez v. Texas;</i> <i>Gideon v. Wainwright;</i> <i>Wisconsin v. Yoder;</i> <i>Miranda v. Arizona;</i> <i>White v. Regester;</i> <i>Tinker v. Des Moines School District;</i> <i>Roe v. Wade;</i> <i>Baker v. Carr;</i> <i>Grutter v. Boillinger;</i> <i>Edgewood v. Kirby;</i> <i>Texas v. Johnson;</i> <i>National Federation v. Sebelius;</i> <i>Mendez v. Westminster and Delgado v. Bastrop</i></p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>

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(Continued) D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.	(Continued) TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support
Evaluating Sources & USING EVIDENCE	
Dimension 3, Gathering and Evaluating Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	<p>SE: <i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias: Video; Quick Reference; Assessment</i></p> <p><i>Primary Sources (Examples):</i> The Mayflower Compact; English Petition of Right; English Bill of Rights; Two Treatises of Government; The Spirit of the Laws; The Social Contract; "Give Me Liberty or Give Me Death"; "Common Sense; Declaration of Independence; Virginia Declaration of Rights; Articles of Confederation; Anti-Federalist Papers; The Federalist No. 10; The Federalist No. 39; The Federalist No. 51; The Federalist No. 78; Iroquois Constitution; Declaration of the Rights of Man and the Citizen; Debate Over Nullification; Turtle Bayou Resolutions; Democracy in America; 1836 Uncle Tom's Cabin; "A House Divided"; First Inaugural Address; Declaration of Causes: February 2, 1861; Gettysburg Address; Second Inaugural Address; "I Will Fight No More Forever"; How the Other Half Lives; The Pledge of Allegiance; Preamble to the Platform of the Populist Party; Atlanta Exposition Address; The Jungle; The Fourteen Points; Four Freedoms; Anne Frank: Charter of the United Nations; Universal Declaration of Human Rights; Silent Spring; "I Have a Dream"; "Letter from Birmingham Jail"; "Tear Down This Wall"; "Freedom from Fear"</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.</p>	<p>SE: Students evaluate sources and use evidence to formulate conclusions in Step 3: Synthesize document-based activities.</p> <p>DBQ: <i>Topic 1: How Reliable is This Account of the Easter Mutiny?</i> Sources A–E; <i>Topic 7: Comparing Points of View on Slavery and Abolition:</i> Sources A–F</p> <p>DBL: <i>Topic 11: Analyzing Viewpoints on Immigration:</i> Sources A–F; <i>Topic 13: The Role of the Government in the Economy:</i> Sources A–F; <i>Topic 14: World War II:</i> Sources A–F; <i>Topic 16: Analyzing the Reagan Conservative Movement:</i> Sources A–F; <i>Topic 17: Analyzing How Young People Envision the Future:</i> Sources A–D</p> <p><i>21st Century Skill Tutorials:</i> Analyze Primary and Secondary Sources; Compare Viewpoints: Video; Distinguish Between Fact and Opinion: Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Dimension 3, Developing Claims and Using Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p>	<p>SE: Students identify sources and use evidence to formulate conclusions in Step 2: Investigate & Step 3: Synthesize of the document-based activities.</p> <p>DBQ: <i>Topic 1: How Reliable is This Account of the Easter Mutiny?</i> Sources A–E; <i>Topic 7: Comparing Points of View on Slavery and Abolition:</i> Sources A–F</p> <p>DBL: <i>Topic 11: Analyzing Viewpoints on Immigration:</i> Sources A–F; <i>Topic 13: The Role of the Government in the Economy:</i> Sources A–F; <i>Topic 14: World War II:</i> Sources A–F; <i>Topic 16: Analyzing the Reagan Conservative Movement:</i> Sources A–F; <i>Topic 17: Analyzing How Young People Envision the Future:</i> Sources A–D</p> <p><i>Civic Discussion: Topic 4: Senate Representation:</i> Sources A–C; <i>Topic 6: The U.S.-Mexican War:</i> Sources A–D; <i>Topic 9: Ending Reconstruction:</i> Sources A–D; <i>Topic 10: High-Speed Rail:</i> Sources A–F; <i>Topic 12: Annexing Hawaii:</i> Sources A–F</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>SE: <i>21st Century Skill Tutorials:</i> Evaluate Existing Arguments; Consider and Counter Opposing Arguments: Video; Quick Reference; Assessment (In addition see the Investigate activities on the corresponding Teacher Resource pages.)</p> <p>Students organize and develop claims and counterclaims into a coherent argument in Step 4: Demonstrate, in the Document-Based Questions and Document-Based Learning activities:</p> <p>DBQ: <i>Topic 1:</i> How Reliable is This Account of the Easter Mutiny? Sources A–E; <i>Topic 7:</i> Comparing Points of View on Slavery and Abolition: Sources A–F</p> <p>DBL: <i>Topic 11:</i> Analyzing Viewpoints on Immigration: Sources A–F; <i>Topic 13:</i> The Role of the Government in the Economy: Sources A–F; <i>Topic 14:</i> World War II: Sources A–F; <i>Topic 16:</i> Analyzing the Reagan Conservative Movement: Sources A–F; <i>Topic 17:</i> Analyzing How Young People Envision the Future: Sources A–D</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Communicating Conclusions & Taking INFORMED ACTION	
Dimension 4, Communicating Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...	
<p>D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p>	<p>SE: <i>21st Century Skill Tutorials:</i> Participate in a Discussion or Debate; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p> <p>Students communicate information in Step 4: Demonstrate located in the Document-Based Questions and Document-Based Learning activities:</p> <p>DBQ: <i>Topic 1:</i> How Reliable is This Account of the Easter Mutiny?; <i>Topic 7:</i> Comparing Points of View on Slavery and Abolition</p> <p>DBL: <i>Topic 11:</i> Analyzing Viewpoints on Immigration; <i>Topic 13:</i> The Role of the Government in the Economy; <i>Topic 14:</i> World War II; <i>Topic 16:</i> Analyzing the Reagan Conservative Movement; <i>Topic 17:</i> Analyzing How Young People Envision the Future</p> <p><i>Civic Discussion:</i> <i>Topic 4:</i> Senate Representation: Student Instructions – Step 4: Demonstrate <i>Topic 6:</i> The U.S.-Mexican War: Student Instructions – Step 4: Demonstrate <i>Topic 9:</i> Ending Reconstruction: Student Instructions – Step 4: Demonstrate <i>Topic 10:</i> High-Speed Rail: Student Instructions – Step 4: Demonstrate <i>Topic 12:</i> Annexing Hawaii: Student Instructions – Step 4: Demonstrate</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>SE: <i>Topic 1:</i> DBQ: How Reliable is This Account of the Easter Mutiny?; Student Instructions: Write Your Essay; Rubric for a DBQ Essay</p> <p><i>Topic 3:</i> PBL: Write a Blog on the American Revolution: Student Instructions</p> <p><i>Topic 7:</i> DBQ: Comparing Points of View on Slavery and Abolition; Student Instructions: Write Your Essay; Rubric for a DBQ Essay</p> <p><i>Topic 11:</i> DBL: Analyzing Viewpoints on Immigration?; Student Instructions: Write Your Essay; Rubric for a DBQ Essay</p> <p><i>Topic 13:</i> DBL: The Role of the Government in the Economy; Student Instructions: Write Your Essay; Rubric for a DBQ Essay</p> <p><i>Topic 14:</i> DBL: World War II; Student Instructions: Write Your Essay; Rubric for a DBQ Essay</p> <p><i>Topic 16:</i> DBL: Analyzing the Reagan Conservative Movement; Student Instructions: Write Your Essay; Rubric for a DBQ Essay</p> <p><i>Topic 17:</i> DBL: Analyzing How Young People Envision the Future; Student Instructions: Write Your Essay; Rubric for a DBQ Essay</p> <p><i>21st Century Skill Tutorials:</i> Identify Evidence; Interpret Sources; Support Ideas with Evidence; Write an Essay</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D4.3.6-8. 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).</p>	<p>SE: Students communicate information in Step 4: Demonstrate located in the Document-Based Questions and Document-Based Learning activities:</p> <p>DBQ: <i>Topic 1: How Reliable is This Account of the Easter Mutiny?; Topic 7: Comparing Points of View on Slavery and Abolition</i></p> <p>DBL: <i>Topic 11: Analyzing Viewpoints on Immigration; Topic 13: The Role of the Government in the Economy; Topic 14: World War II; Topic 16: Analyzing the Reagan Conservative Movement; Topic 17: Analyzing How Young People Envision the Future</i></p> <p><i>Civic Discussion:</i></p> <p><i>Topic 4: Senate Representation: Student Instructions – Step 4: Demonstrate</i></p> <p><i>Topic 6: The U.S.-Mexican War: Student Instructions – Step 4: Demonstrate</i></p> <p><i>Topic 9: Ending Reconstruction: Student Instructions – Step 4: Demonstrate</i></p> <p><i>Topic 10: High-Speed Rail: Student Instructions – Step 4: Demonstrate</i></p> <p><i>Topic 12: Annexing Hawaii: Student Instructions – Step 4: Demonstrate</i></p> <p><i>Topic 2: PBL: Publish an ePortfolio of Colonial Data: Student Instructions - Step 4: Demonstrate</i></p> <p><i>Topic 3: PBL: Write a Blog on the American Revolution: Student Instructions - Step 4: Demonstrate</i></p> <p><i>Topic 5: PBL: Hold a Mock Cabinet Meeting: Student Instructions - Step 4: Demonstrate</i></p> <p><i>Topic 8: PBL: Build a Website on the Impact of the Civil War: Student Instructions - Step 4: Demonstrate</i></p> <p><i>Topic 15: PBL: Create a Newsletter on a Civil Rights Event: Student Instructions - Step 4: Demonstrate</i></p>

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<p>(Continued) D4.3.6-8. 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).</p>	<p>(Continued) TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>
<p>Dimension 4, Critiquing Conclusions</p>	
<p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p>	
<p>D4.4.6-8. Critique arguments for credibility.</p>	<p>SE: Students evaluate sources and use evidence to formulate conclusions in Step 3: Synthesize document-based activities.</p> <p>DBQ: <i>Topic 7: Comparing Points of View on Slavery and Abolition: Sources A–F</i></p> <p>DBL: <i>Topic 11: Analyzing Viewpoints on Immigration: Sources A–F; Topic 13: The Role of the Government in the Economy: Sources A–F</i></p> <p><i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact and Opinion: Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Identify Evidence; Interpret Sources; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</i></p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D4.5.6-8. Critique the structure of explanations.</p>	<p>SE: Students evaluate sources and use evidence to formulate conclusions in Step 3: Synthesize document-based activities. For examples see:</p> <p>DBQ: <i>Topic 1: How Reliable is This Account of the Easter Mutiny?</i> Sources A–E</p> <p>DBL: <i>Topic 13: The Role of the Government in the Economy: Sources A–F; Topic 14: World War II: Sources A–F; Topic 16: Analyzing the Reagan Conservative Movement: Sources A–F; Topic 17: Analyzing How Young People Envision the Future: Sources A–D</i></p> <p><i>21st Century Skill Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact and Opinion; Identify Bias; Analyze Images; Analyze Political Cartoons; Evaluate Web Sites; Identify Evidence; Interpret Sources</i></p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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Dimension 4, Taking Informed Action	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D4.6.6-8. 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>	<p>SE: <i>21st Century Skill Tutorials:</i> Make a Difference; Being an Informed Citizen; Paying Taxes; Political Participation; Voting (See the Teacher Resources support page – Synthesize and Demonstrate activities.)</p> <p><i>Civic Discussion:</i> <i>Topic 4: Senate Representation:</i> Student Instructions – Step 2: Investigate; Step 3: Synthesize; Step 4: Demonstrate <i>Topic 10: High-Speed Rail:</i> Student Instructions – Step 2: Investigate; Step 3: Synthesize; Step 4: Demonstrate</p> <p>PBL: <i>Topic 15: Create a Newsletter on a Civil Rights Event:</i> Student Instructions – Step 2: Investigate; Step 3: Synthesize; Step 4: Demonstrate</p> <p>DBL: <i>Topic 17: Analyzing How Young People Envision the Future:</i> Student Instructions – Step 2: Investigate; Step 3: Synthesize; Step 4: Demonstrate</p> <p><i>Topic 17: Synthesize:</i> Reflect on the Essential Question (What can individuals do to impact society?)</p> <p><i>SSCC: Government and Civics Core Concepts:</i> Citizenship</p> <p>TR: See all accompanying: English Language Learners; Lesson Summary; Teacher Support</p>

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<p>D4.7.6-8. 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>	<p>SE: <i>Topic 5:</i> Hold a Mock Cabinet Meeting; <i>Topic 15:</i> Create a Newsletter on a Civil Rights Event</p> <p><i>Topic 15:</i> PBL: Create a Newsletter on a Civil Rights Event: Student Instructions - Step 4: Demonstrate</p> <p><i>Civic Discussion:</i> <i>Topic 4:</i> Senate Representation: Sources A–C; <i>Topic 6:</i> The U.S.-Mexican War: Sources A–D; <i>Topic 9:</i> Ending Reconstruction: Sources A–D; <i>Topic 10:</i> High-Speed Rail: Sources A–F; <i>Topic 12:</i> Annexing Hawaii: Sources A–F</p> <p><i>21st Century Skill Tutorials:</i> Make a Difference; Being an Informed Citizen; Paying Taxes; Political Participation; Voting (See the Teacher Resources support page – Synthesize and Demonstrate activities.)</p> <p><i>SSCC: Government and Civics Core Concepts:</i> Citizenship</p> <p>TR: The Active Classroom exercises include civic action activities. For examples see:</p> <p><i>Topic 15: Lesson 4:</i> Civil Rights: Active Classroom – civil rights protest. Demonstrate: Hypothesize question.</p> <p><i>Topic 15: Lesson 5: Kennedy, Johnson, and Vietnam:</i> Active Classroom – Conversation with Kennedy; Take a Stand</p>

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<p>D4.8.6-8. 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.</p>	<p>SE: <i>21st Century Skill Tutorials:</i> Make a Difference; Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting (See the Teacher Resources support page – Synthesize and Demonstrate activities.)</p> <p>PBL: <i>Topic 5:</i> Hold a Mock Cabinet Meeting; <i>Topic 15:</i> Create a Newsletter on a Civil Rights Event</p> <p><i>Civic Discussion:</i> <i>Topic 4:</i> Senate Representation: Sources A–C; <i>Topic 6:</i> The U.S.-Mexican War: Sources A–D; <i>Topic 9:</i> Ending Reconstruction: Sources A–D; <i>Topic 10:</i> High-Speed Rail: Sources A–F; <i>Topic 12:</i> Annexing Hawaii: Sources A–F</p> <p><i>SSCC: Government and Civics Core Concepts:</i> Citizenship</p> <p>TR: The Active Classroom exercises include civic action activities. For examples see:</p> <p><i>Topic 15: Lesson 4: Civil Rights: Active Classroom</i> – reenact civil rights protest. Demonstrate: Hypothesize question.</p> <p><i>Topic 15: Lesson 5: Kennedy, Johnson, and Vietnam: Active Classroom</i> – Conversation with Kennedy; Take a Stand</p>