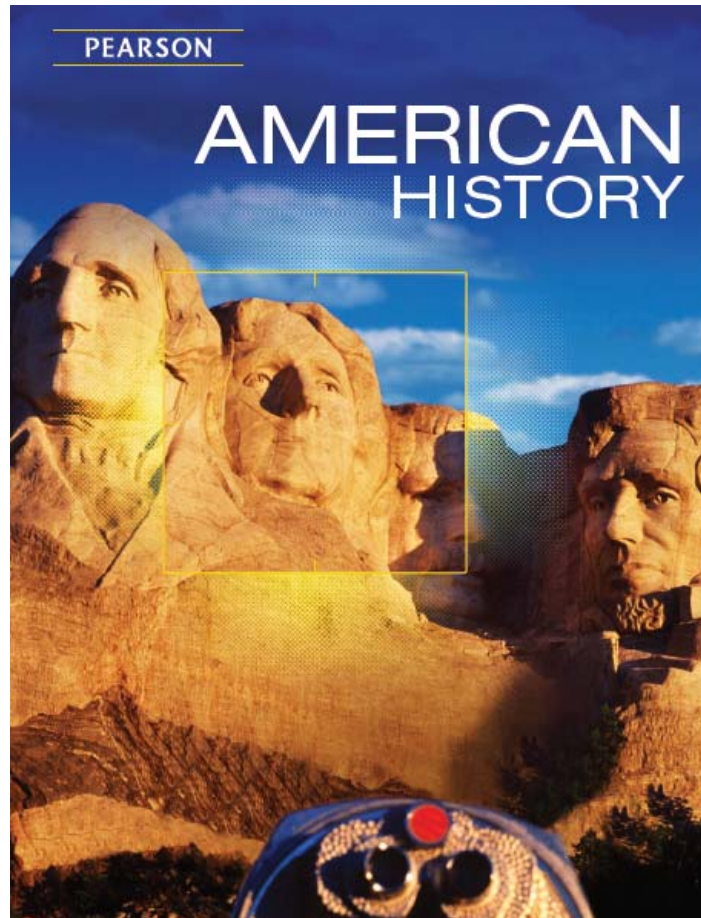


A Correlation of



©2016

To the

**College, Career, & Civic Life
(C3) Framework
for Social Studies State Standards
Grades 6-8**

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

Introduction

This document demonstrates how *Pearson American History*, ©2016 meets the C3 Curriculum Frameworks for Social Studies State Standards, Grades 6-8.

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

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

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

Technology Reimagined with Pearson's Realize™ Platform

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

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Developing Questions & PLANNING INQUIRIES	
Dimension 1, Constructing Compelling Questions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...	
D1.1.6-8. Explain how a question represents key ideas in the field.	SE: Essential Question, 2, 34, 92, 136, 178, 228, 274, 318, 366, 388, 434, 478, 524, 570, 598, 644, 668; Enduring Understandings, 3, 35, 93, 137, 179, 229, 275, 319, 389, 435, 479, 525, 571, 599, 645, 669; Write About the Essential Question, 32, 90, 135, 177, 227, 272, 317, 365, 387, 432, 476, 522, 569, 596, 643, 667, 702
D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	SE: <i>Understanding Debates and Points of View:</i> Topic 4 Assessment (3. Analyze Arguments for Ratification), 176; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 Assessment (3. Summarize Arguments about Tariffs), 271; (12. Explain Constitutional Issues in Nullification Crisis), 272; Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 522; Topic 14 Assessment (2. Analyze and Interpret a Speech), 595; Topic 14 Assessment (10. Explain Constitutional Issues), 595; Topic 15 Assessment (6. Describe Pros and Cons), 643; Topic 16 Assessment (5. Identify Viewpoints), 666; (12. Identify and Contrast Viewpoints on the Contract with America), 667; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 700 <i>21st Century Skills:</i> Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798 <i>Critical Thinking Questions:</i> Compare Points of View, 88, 419, 494, 504; Determine Point of View, 441, 530, 540, 546, 581; Determine Relevance, 147, 167; Evaluate Arguments, 119, 147, 223; Support a Point of View with Evidence, 29, 84, 604

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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 Skills:</i> Interpret Sources, 784; Analyze Primary and Secondary Sources, 793–794; Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798</p> <p><i>Critical Thinking Questions:</i> Compare Points of View, 88, 419, 494, 504; Determine Point of View, 441, 530, 540, 546, 581; Determine Relevance, 147, 167; Evaluate Arguments, 119, 147, 223; Support a Point of View with Evidence, 29, 84, 604</p> <p><i>Topic Assessment:</i> (questions and activities), 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702</p>

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<p align="center">C3 Framework for Social Studies Grades 6-8</p>	<p align="center">Pearson American History Grades 6-8, ©2016</p>
<p>D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.</p>	<p>SE: <i>Write About the Essential Question:</i> Students have opportunities to re-examine the Essential Question at the conclusion of each Topic Assessment. See pages Topic 1 Assessment (Write About the Essential Question), 32; Topic 2 Assessment (Write About the Essential Question), 90; Topic 3 Assessment (Write About the Essential Question), 135; Topic 4 Assessment (Write About the Essential Question), 177; Topic 5 Assessment (Write About the Essential Question), 227; Topic 6 Assessment (Write About the Essential Question), 272; Topic 7 Assessment (Write About the Essential Question), 317; Topic 8 Assessment (Write About the Essential Question), 365; Topic 9 Assessment (Write About the Essential Question), 387; Topic 10 Assessment (Write About the Essential Question), 432; Topic 11 Assessment (Write About the Essential Question), 476; Topic 12 Assessment (Write About the Essential Question), 522; Topic 13 Assessment (Write About the Essential Question), 569; Topic 14 Assessment (Write About the Essential Question), 596; Topic 15 Assessment (Write About the Essential Question), 643; Topic 16 Assessment (Write About the Essential Question), 667; Topic 17 Assessment (Write About the Essential Question), 702</p> <p><i>21st Century Skills:</i> Interpret Sources, 784; Analyze Primary and Secondary Sources, 793–794; Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798</p>

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Dimension 1, Determining Helpful Sources	
INDIVIDUALLY AND WITH OTHERS, STUDENTS ...	
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>SE: <i>Using Primary Sources:</i> Topic 1 Assessment (5. Evaluate Sources), 31; (7. Locate and Use Valid Primary and Secondary Sources), 31; (16. Differentiate Between Valid Primary and Secondary Sources), 32; Topic 3 Assessment (6. Organize and Interpret Information from Reports), 133; (13. Identify Colonial Grievances in the Declaration of Independence), 134; (15. Identify Colonial Grievance in the Declaration of Independence), 134; Topic 5 Assessment (6. Summarize <i>McCulloch v. Maryland</i>), 224; (8. Explain Monroe Doctrine), 224; Topic 13 Assessment (12. Explain Connections between Art and Society), 569</p> <p><i>Research Activities:</i> Topic 1 Assessment (13. Compare Effects of Technological Innovations on Daily Life), 32; Topic 2 Assessment (9. Analyze Mercantilism), 89; Topic 3 Assessment (5. Create Written Presentation), 133; (6. Organize and Interpret Information from Reports), 133; (14. Explain Issues Surrounding Declaring Independence), 134; (16. Contributions of Women), 134; (17. Contributions of African Americans), 135; Topic 4 Assessment (11. Summarize Amending U.S. Constitution), 177; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington), 224; (10. Identify and Locate Louisiana Purchase), 225; (18. Explain Economic Effects of War of 1812), 227; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317; Topic 15 Assessment (2. Describe the Marshall Plan), 642; (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 643; Topic 16 Assessment (11. Evaluate NAFTA), 667; Topic 17 Assessment (3. Explain Significance of 2001 as a Turning Point), 700; (14. Identify Significant Social and Political Issues), 701</p>

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	<p><i>Critical Thinking Questions:</i> Cite Evidence, 63, 69, 76, 88, 107, 119, 150, 552, 586, 594, 665; Evaluate Arguments, 119, 147, 223; Support a Point of View with Evidence, 29, 84, 604; Support Ideas with Evidence, 167, 195, 315, 413, 504, 665, 685; Support Ideas with Examples, 15, 23, 53, 63, 151, 156, 171, 692, 699</p> <p><i>21st Century Skills:</i> Interpret Sources, 784; Analyze Primary and Secondary Sources, 793–794; Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798</p>
Applying Disciplinary Concepts & TOOLS	
CIVICS	
Dimension 2, Civic and Political Institutions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
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.	SE: Citizens' Rights and Responsibilities, 172–175; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 176; (14. Analyze the Principle of Individual Rights), 177; (16. Summarize and Explain Becoming a Naturalized Citizen), 177; The Origin of Political Parties, 188–191; Labor Unions, 389, 404, 419, 431, 449, 541, 582, 611, 654; NAACP, 463, 476, 544, 617
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).	SE: Citizens' Rights and Responsibilities, 172–175; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 176; (14. Analyze the Principle of Individual Rights), 177; (16. Summarize and Explain Becoming a Naturalized Citizen), 177
D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	SE: Declaring Independence, 116–119; A Weak Confederation, 138–142; Drafting a Constitution, 143–147; Ideas That Influenced the Constitution, 148–151; Federalists, Antifederalists, and the Bill of Rights, 152–156; United States Constitution, 704–727; Declaration of Independence, 728–729

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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.	SE: The Legislative Branch-Congress, 160–162; The Executive Branch-The President, 162–163; The Judicial Branch-The Supreme Court, 163–164; Preventing Abuse of Power, 164; State Government, 165–166; The Responsibilities of Local Government, 166–167; United States Constitution, 704–727
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.	SE: A Weak Confederation, 138–142; Drafting a Constitution, 143–147; Ideas That Influenced the Constitution, 148–151; Federalists, Antifederalists, and the Bill of Rights, 152–156; Understanding the Constitution, 157–167; Amending the Constitution, 168–171; Topic 4 Assessment, 176–177
D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people’s lives.	SE: The Origin of Political Parties, 188–191; Democratic Party, 161, 230, 233, 235, 271, 239, 288, 330, 336, 362, 383, 564, 612, 640; Democratic Republicans, 188, 190–191, 193–196, 197, 200, 20205–206, 214, 215, 217, 227; Whig Party, 230, 233, 239, 271; Republican Party, 161, 190, 231, 327, 334, 375, 405, 458, 648, 683; Populist Party, 398, 404–405; Labor Unions, 389, 404, 419, 431, 449, 541, 582, 611, 654; NAACP, 463, 476, 544, 617
Dimension 2, Participation and Deliberation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.	SE: 21 st Century Skills: Solve Problems, 800–801; Make Decisions, 801–802; Being an Informed Citizen, 802; Political Participation, 802–803; Voting, 803; Serving on a Jury, 804; Paying Taxes, 804–805 Express Problems Clearly, 242, 342, 381, 397; Evaluate Arguments, 119, 147, 223 Citizens’ Rights and Responsibilities, 172–175; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 176; (16. Summarize and Explain Becoming a Naturalized Citizen), 177

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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.	SE: United States Constitution, 704–727; Declaration of Independence, 728–729; Mayflower Compact, 730; Articles of Confederation, 731; Northwest Ordinance, 736; Federalist Papers, 737–753 Tensions with Britain, 100–107; Declaring Independence, 116–119; A Weak Confederation, 138–142; Drafting a Constitution, 143–147; Ideas That Influenced the Constitution, 148–151; Federalists, Antifederalists, and the Bill of Rights, 152–156
D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.	SE: 21 st Century Skills: Solve Problems, 800–801; Make Decisions, 801–802; Being an Informed Citizen, 802; Political Participation, 802–803; Voting, 803; Serving on a Jury, 804; Paying Taxes, 804–805 Express Problems Clearly, 242, 342, 381, 397; Evaluate Arguments, 119, 147, 223 Citizens’ Rights and Responsibilities, 172–175; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 176 <i>Digital Resources:</i> Landmark Supreme Court Cases
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.	SE: Citizens’ Rights and Responsibilities, 172–175; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 176; (16. Summarize and Explain Becoming a Naturalized Citizen), 177; Support a Point of View with Evidence, 29, 84, 604 21 st Century Skills: Solve Problems, 800–801; Make Decisions, 801–802; Being an Informed Citizen, 802; Political Participation, 802–803; Voting, 803; Serving on a Jury, 804; Paying Taxes, 804–805 <i>Digital Resources:</i> Landmark Supreme Court Cases

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Dimension 2, Processes, Rules, and Laws	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
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>SE: The Legislative Branch-Congress, 160–162; The Executive Branch-The President, 162–163; The Judicial Branch-The Supreme Court, 163–164; Preventing Abuse of Power, 164; State Government, 165–166; The Responsibilities of Local Government, 166–167; Citizens’ Rights and Responsibilities, 172–175; Topic 4 Assessment (9. Explain How Rights and Responsibilities Reflect National Identity), 176</p> <p>Topic 5 Assessment (6. Summarize <i>McCulloch v. Maryland</i>), 224; Topic 8 Assessment (4. Evaluate the Impact of Landmark Supreme Court Decisions), 364; Topic 9 Assessment (2. Describe the Impact of the Fourteenth Amendment), 386; (4. Evaluate Jim Crow Laws), 386; (8. Evaluate Legislative Reform Programs), 386; (13. Describe the Impact of the Fifteenth Amendment), 387; Topic 13 Assessment (6. Identify the Causes and Effects of the Red Scare), 568; Topic 15 Assessment (12. Identify and Analyze Methods of Protest), 643; Topic 17 Assessment (14. Identify Significant Social and Political Issues), 701</p> <p>21st Century Skills: Solve Problems, 800–801; Make Decisions, 801–802; Being an Informed Citizen, 802; Political Participation, 802–803; Voting, 803; Serving on a Jury, 804; Paying Taxes, 804–805</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</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: Understanding the Constitution, 157–167; Amending the Constitution, 168–171; Topic 8 Assessment (4. Evaluate the Impact of Landmark Supreme Court Decisions), 364; Topic 9 Assessment (4. Evaluate Jim Crow Laws), 386; (7. Describe the Effects of Laws Passed During Reconstruction), 386; Topic 10 Assessment (7. Identify the Effects of the Dawes Act), 431; Topic 11 Assessment (3. Explain the Effects of the Chinese Exclusion Act), 475; (12. Explain the Importance of the Nineteenth Amendment), 476; Topic 13 Assessment (13. Identify the Continuing Effect of Social Security), 569; Topic 14 Assessment (10. Explain Constitutional Issues), 595; Topic 15 Assessment (7. Analyze Effects of <i>Brown v. Board of Education</i>), 643</p>
<p>D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.</p>	<p>SE: The Labor Movement, 420–424; The Role of Progressivism, 447–451; The Progressive Presidents, 453–458; Roosevelt’s New Deal, 553–561; Civil Rights, 617–627</p> <p>Topic 15 Assessment (7. Analyze Effects of <i>Brown v. Board of Education</i>), 643; (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 643; Topic 16 Assessment (6. Evaluate Reaganomics), 666; Topic 17 Assessment (14. Identify Significant Social and Political Issues), 701</p>
<p>D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.</p>	<p>SE: Declaring Independence, 116–119; Winning Independence, 120–131; Drafting a Constitution, 143–147; Reform Movements, 298–301; Abolitionism, 302–306; Women’s Rights, 307–310; Emancipation, 348–355; The Labor Movement, 420–424; The Role of Progressivism, 447–451; The Progressive Presidents, 453–458; Roosevelt’s New Deal, 553–561; Civil Rights, 617–627</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>

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ECONOMICS	
Dimension 2, Economic Decision Making	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society.	<p>SE: The Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290; Entering the Great Depression, 547–552; Roosevelt's New Deal, 553–561; A Worldwide Economy Develops, 679–680; A World Economic Crisis, 681–683</p> <p>Topic 13 Assessment (15. Evaluate the Impact of New Deal Agencies), 569; Topic 14 Assessment (8. Explain Rationing on the Home Front), 595; Topic 16 Assessment (6. Evaluate Reaganomics), 666; Topic 17 Assessment (6. Identify Causes and Effects of Financial Crisis), 700; (7. Evaluate the American Recovery and Reinvestment Act of 2009), 700; (12. Identify Effects of Debt), 701</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (Business and the Economic Process), pp. 2–3; Economics Systems; Economic Development; Personal Finance – Your Fiscal Fitness: An Introduction; Budgeting; Checking; Savings and Retirement; Credit and Debt; Risk Management; Consumer Smarts</p>
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>SE: A Worldwide Economy Develops (trade policies), 680–681; A World Economic Crisis (Congressional funding of bail-outs), 683; A Weak Recovery, 683–685</p> <p>Topic 17 Assessment (6. Identify Causes and Effects of Financial Crisis), 700; (7. Evaluate the American Recovery and Reinvestment Act of 2009), 700</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Systems (pros and cons of economic solutions and systems), pp. 6–8; Economic Development</p>

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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: Mining, Railroads, and the Economy, 390–397; Industry and Corporations, 414–419; The Labor Movement, 420–424; New Technologies, 425–429; A Worldwide Economy Develops (Internet start-up companies and number of customers), 679–680; A World Economic Crisis (homeowners and mortgages), 681–682; Economic Issues, 696</p> <p>Topic 2 Assessment (7. Explain Development of Free-Enterprise System), 89; (9. Analyze Mercantilism), 89; Topic 5 Assessment (4. Explain Development of Free-Enterprise System), 224; Topic 7 Assessment (1. Explain Effects of War of 1812 on Manufacturing), 316; (2. Describe Characteristics of Free-Enterprise System), 316; (3. Explain Technology and Economic Growth), 316; (11. Identify Impact of Industrialization on Life), 317; Topic 17 Assessment (5. Identify Impact of Globalization), 700; (9. Explain Impact of Technological Innovations), 701</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Systems (consumers), pp. 1, 7; Personal Finance – Consumer Smarts</p>
D2.Eco.4.6-8. Describe the role of competition in the determination of prices and wages in a market economy.	<p>SE: Sweatshops and wages, 420; Pay cuts in the late 1800s, 423; Automobile prices, 428; Dot-coms and prices, 679–680; Eurozone and prices, 681</p> <p>Topic 7 Assessment (11. Identify Impact of Industrialization on Life), 317; Topic 10 Assessment (12. Explain Causes of the Growth of Labor Unions), 431; (13. Identify Point of View on Labor Unions), 431</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (profit and revenue), p. 2; Economic Process (competition), p. 3; Economic Systems (market economy), pp. 2–3</p>

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<p>D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.</p>	<p>SE: Creating a Stable Economy, 183–184; The Bank War, 239–240</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (money as means of exchange), p. 1</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>Digital Resources:</i> Core Concepts: Economics – Economic Systems (supply and demand), p. 4</p> <p>Automobile prices, 428; Dot-coms and prices, 679–680; Eurozone and prices, 681; A World Economic Crisis (homeowners and mortgages), 681–682; Economic Issues, 696</p> <p>Topic 7 Assessment (11. Identify Impact of Industrialization on Life), 317; Topic 10 Assessment (12. Explain Causes of the Growth of Labor Unions), 431; (13. Identify Point of View on Labor Unions), 431</p>

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<p>D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p>SE: The Age of Steam, 251; Canals Connect the Country, 252–253; The Far West Fur Trade, 255–256; The Industrial Revolution Begins, 276–277; Factories Come to America, 278–279; New Technological Innovations, 282; The Age of Steam Power, 283–285; The Cotton Kingdom, 290–291; The Railroad Encourages Economic Growth, 392–393; Building a National Network of Rails, 394; Railroads and Competition, 395–397; Industry and Corporations, 414–419; New Technologies, 425–429; A Worldwide Economy Develops (Internet start-up companies and number of customers), 679–680; A World Economic Crisis (homeowners and mortgages), 681–682; Economic Issues, 696</p> <p>Topic 2 Assessment (7. Explain Development of Free-Enterprise System), 89; (9. Analyze Mercantilism), 89; Topic 5 Assessment (4. Explain Development of Free-Enterprise System), 224; Topic 7 Assessment (1. Explain Effects of War of 1812 on Manufacturing), 316; (2. Describe Characteristics of Free-Enterprise System), 316; (3. Explain Technology and Economic Growth), 316; (11. Identify Impact of Industrialization on Life), 317; Topic 17 Assessment (5. Identify Impact of Globalization), 700; (9. Explain Impact of Technological Innovations), 701</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Systems (entrepreneur), p. 2</p>

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D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes.	<p>SE: The Railroad Encourages Economic Growth, 392–393; Building a National Network of Rails, 394; Railroads and Competition, 395–397; Industry and Corporations, 414–419; New Technologies, 425–429; A Worldwide Economy Develops, 679–680; A World Economic Crisis, 681–683; A Weak Recovery, 683–685</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Basics (costs and external factors), pp. 2–4; Economics Systems (pros and cons of economic solutions and systems), pp. 6–8</p>
D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.	<p>SE: Creating a Stable Economy, 183–184; The Bank War, 239–240; Industry and Corporations, 414–419; A Worldwide Economy Develops (world banks and the EU), 680–681; A World Economic Crisis, 681–683</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economics Systems (market economy), pp.2–3; Economic Development</p>
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: A Worldwide Economy Develops (world banks and the EU), 680–681; Text 2: A World Economic Crisis (interest rates and the recession), 681–682</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Money Management (interest, investing), pp. 2, 3; Personal Finance – Checking; Investments; Savings and Retirement; Credit and Debt</p>

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<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>	<p>SE: Railroads Drive Industrial Growth (graph), 397; The Great Depression (graphs), 548; Unemployment (graph), 550; The New Deal (graphs), 560; Carnegie’s Steel Empire and Vertical Integration, 415; Causes and Effects of Trusts, 419; Impact of NAFTA graph, 680; The housing bubble and prices of homes, 682; Graph of unemployment data, 684</p> <p>Topic 9 Assessment (15. Analyze Economic Problems in the South during Reconstruction), 387; Topic 13 Assessment (10. Identify the Effects of Unemployment), 568; Topic 16 Assessment (6. Evaluate Reaganomics), 666; Topic 17 Assessment (12. Identify Effects of Debt), 701</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (inflation), p. 3; Economic Development (GDP), p. 2</p>
<p>D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.</p>	<p>SE: The Great Depression (graphs), 548; Unemployment (graph), 550; The New Deal (graphs), 560; A Worldwide Economy Develops (economic crisis), 679–680; A World Economic Crisis (job losses), 682; Graph of unemployment data, 684</p> <p>Topic 13 Assessment (10. Identify the Effects of Unemployment), 568</p> <p><i>Digital Resources:</i> Core Concepts: Economics – Economic Process (inflation), p. 3</p>

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D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.	<p>SE: <i>Digital Resources:</i> Core Concepts: Economics – Economics Systems (standard of living), pp. 3</p> <p>Industry and Corporations, 414–419; New Technologies, 425–429; The Age of Steam, 251; Canals Connect the Country, 252–253; The Industrial Revolution Begins, 276–277; Factories Come to America, 278–279; New Technological Innovations, 282; The Age of Steam Power, 283–285; A Worldwide Economy Develops (Internet start-up companies and number of customers), 679–680; A World Economic Crisis (homeowners and mortgages), 681–682; A Weak Recovery (Americans living below the poverty line), 683–685; Economic Issues, 696</p> <p>Topic 7 Assessment (3. Explain Technology and Economic Growth), 316; (11. Identify Impact of Industrialization on Life), 317; Topic 17 Assessment (9. Explain Impact of Technological Innovations), 701</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>Digital Resources:</i> Core Concepts: Economics – Trade (trade barriers and free trade), pp. 4–5</p> <p>A Painful Embargo, 205–206; A Worldwide Economy Develops (trade policies), 680–681</p>
D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.	<p>SE: <i>Digital Resources:</i> Core Concepts: Economics – Trade (trade policies), pp. 4–5</p> <p>American Shipping Faces Challenges, 203–204; A Painful Embargo, 205–206; Tariffs and Trade, 238; A Worldwide Economy Develops (trade policies), 680–681</p>

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GEOGRAPHY	
Dimension 2, Geographic Representations	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	SE: Topic 17 Assessment (13. Create Visual Presentations on Immigration), 701; <i>21st Century Skills:</i> Create Charts and Maps, 787–788; also see: Read Physical Maps, 789–790; Read Political Maps, 790–791; Read Special-Purpose Maps, 791–792; Use Parts of a Map, 792–793
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.	SE: Analyze Maps, 5, 10, 18, 19, 23, 38, 39, 42, 45, 62, 65, 71, 86, 95, 96, 99, 112, 122, 127, 163, 200, 201, 203, 204, 213, 220, 234, 244, 250, 255, 258, 266, 267, 293, 304, 339, 344, 349, 359, 383, 393, 461, 482, 484, 489, 491, 496, 498, 502, 513, 519, 527, 546, 557, 563, 577, 578, 581, 588, 589, 601, 602, 609, 614, 630, 633, 656, 662, 663, 672, 677 <i>21st Century Skills:</i> Read Physical Maps, 789–790; Read Political Maps, 790–791; Read Special-Purpose Maps, 791–792; Use Parts of a Map, 792–793

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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>SE: <i>Interactive Maps:</i> Analyze Maps, 5, 10, 18, 19, 23, 38, 39, 42, 45, 62, 65, 71, 86, 95, 96, 99, 112, 122, 127, 163, 200, 201, 203, 204, 213, 220, 234, 244, 250, 255, 258, 266, 267, 293, 304, 339, 344, 349, 359, 383, 393, 461, 482, 484, 489, 491, 496, 498, 502, 513, 519, 527, 546, 557, 563, 577, 578, 581, 588, 589, 601, 602, 609, 614, 630, 633, 656, 662, 663, 672, 677</p> <p><i>21st Century Skills:</i> Read Physical Maps, 789–790; Read Political Maps, 790–791; Read Special-Purpose Maps, 791–792; Use Parts of a Map, 792–793</p> <p><i>Topic Assessment:</i> Topic 2 Assessment (10. Pose and Answer Questions about Geographic Distributions and Patterns), 90; Topic 3 Assessment (1. Locate Places of Importance), 132; Topic 5 Assessment (10. Identify and Locate Louisiana Purchase), 225; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 8 Assessment (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365; Topic 9 Assessment (11. Analyze Thematic Maps), 387; Topic 15 Assessment (1. Describe Maps and the Berlin Airlift), 642</p>
Dimension 2, Human-Environment Interaction	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
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>SE: Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; The Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290–297</p> <p>Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 430; 8. Analyze How Geographic Features Influenced Economic Activities), 431; Topic 12 Assessment (5. Analyze the Impact of Geographic Factors), 521</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 New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; The Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290–297</p> <p>Topic 3 Assessment (3. Analyze Effects of Physical Geographic Factors), 132; Topic 5 Assessment (12. Analyze Effects of Geographic Factors), 225; Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 430; Topic 10 Assessment (8. Analyze How Geographic Features Influenced Economic Activities), 431; Topic 12 Assessment (5. Analyze the Impact of Geographic Factors), 521</p>
<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 Early Americans, 4–15; Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; The Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290–297</p> <p>Topic 3 Assessment (2. Analyze Effect of Human Geographic Factors), 132; (3. Analyze Effects of Physical Geographic Factors), 132; Topic 6 Assessment (4. Analyze California Gold Rush), 271; Topic 8 Assessment (11. Explain the Effects of Physical Geography on the Battle of Vicksburg), 365; Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 430; (8. Analyze How Geographic Features Influenced Economic Activities), 431</p> <p><i>21st Century Skills:</i> Read Physical Maps, 789–790; Read Political Maps, 790–791; Read Special-Purpose Maps, 791–792</p>

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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.	SE: Communication, 202, 221, 282–283, 385, 425–427, 429, 659, 669, 686, 691, 701; Canals, 249, 252, 283; Industry, 631, 646; Roads, 252; Steamboats, 249, 251–253
D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	SE: Immigration and Migration: Topic 2 Assessment (4. Describe Religious Motivation for Immigration), 89; Topic 6 Assessment (4. Analyze California Gold Rush), 271; (7. Identify Age of Jackson), 271; Topic 11 Assessment (1. Analyze Changing Demographic Patterns in Cities), 475; (4. Analyze Social Issues Affecting Urbanization), 475; Topic 13 Assessment (14. Identify the Causes of Migration), 569; Topic 15 Assessment (5. Analyze Migration Patterns), 642; Topic 17 Assessment (13. Create Visual Presentations on Immigration), 701
D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	SE: Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290–297; Mining, Railroads, and the Economy, 390–397; Western Agriculture, 398–406; Dust Bowl, 562–563, 566 Topic 10 Assessment (4. Describe the Impact of Physical Geography on the Great Plains), 430; Topic 10 Assessment (8. Analyze How Geographic Features Influenced Economic Activities), 431

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Dimension 2, Global Interconnections	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	SE: Spanish Colonization and New Spain, 36–43; The First French, Dutch, and English Colonies, 44–53; The New England Colonies, 54–63; The Middle Colonies, 64–69; The Southern Colonies, 70–76; The Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290–297; Mining, Railroads, and the Economy, 390–397; Western Agriculture, 398–406; War and Empire, 488–494
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.	SE: Industrial Revolution and Life in the North, 276–289; King Cotton and Life in the South, 290–297; Responding to Environmental Challenges, 687–689 Topic 1 Assessment (2. Analyze Environmental Influences on Population Distribution), 30; (3. Analyze Environmental Influences on Settlement Patterns), 30; Topic 10 Assessment (2. Draw Connections between the Environment and Settlement of the Great Plains), 430; Topic 17 Assessment (8. Identify Point of View), 701
D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.	SE: Topic 1 Assessment (2. Analyze Environmental Influences on Population Distribution), 30; (3. Analyze Environmental Influences on Settlement Patterns), 30; Topic 10 Assessment (2. Draw Connections between the Environment and Settlement of the Great Plains), 430; Topic 17 Assessment (13. Create Visual Presentations on Immigration), 701

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HISTORY	
Dimension 2, Change, Continuity, and Context	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.	SE: Essential Question, 2, 34, 92, 136, 178, 228, 274, 318, 366, 388, 434, 478, 524, 570, 598, 644, 668; Enduring Understandings, 3, 35, 93, 137, 179, 229, 275, 319, 389, 435, 479, 525, 571, 599, 645, 669; Write About the Essential Question, 32, 90, 135, 177, 227, 272, 317, 365, 387, 432, 476, 522, 569, 596, 643, 667, 702
D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.	SE: Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289, 391, 424, 429, 446, 452, 458, 487, 494, 510, 515, 530, 535, 546, 552, 561, 563, 567, 575, 581, 586, 604, 610, 616, 627, 636, 641, 657, 672, 685, 692; Sequence of Events, 594, 685; Analyze Timeline, 26, 154, 501, 543, 549, 579, 610; Cause and Effect Chart, 156
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.	SE: Address Central Issues, 363; Identify Central Ideas, 8, 43, 67, 81, 86, 97, 117, 146, 194, 221, 258, 299, 315, 358, 361, 385, 413, 440, 452, 461, 462, 466, 518, 539, 560, 639, 657, 699; Identify Central Issues, 23, 43, 63, 99, 107, 119, 142, 150, 187, 236, 242, 252, 262, 297, 301, 306, 322, 334, 342, 347, 355, 372, 381, 397, 424, 429, 446, 466, 474, 494, 510, 515, 520, 527, 530, 549, 575, 586, 601, 610, 627, 629, 636, 641; Identify Main Ideas, 18, 26, 47, 51, 55, 69, 111, 126, 144, 153, 189, 197, 198, 223, 391, 397, 404, 428, 490, 498, 593, 619, 630 Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702

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Dimension 2, Perspectives	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	<p>SE: Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Compare Points of View, 88, 419, 494, 504; Determine Point of View, 441, 530, 540, 546, 581; Evaluate Arguments, 119, 147, 223; Support a Point of View with Evidence, 29, 84, 604</p> <p>Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 Assessment (3. Summarize Arguments about Tariffs), 271; Topic 15 Assessment (6. Describe Pros and Cons), 643; Topic 16 Assessment (5. Identify Viewpoints), 666; (12. Identify and Contrast Viewpoints on the Contract with America), 667</p> <p><i>Digital Resources:</i> Biographies</p>
D2.His.5.6-8. Explain how and why perspectives of people have changed over time.	<p>SE: Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Compare Points of View, 88, 419, 494, 504; Determine Point of View, 441, 530, 540, 546, 581; Evaluate Arguments, 119, 147, 223; Support a Point of View with Evidence, 29, 84, 604</p> <p>Reconstruction and Southern Society, 378–381; Civil Rights, 617–627; Kennedy, Johnson, and Vietnam, 628–636</p> <p>Topic 5 Assessment (21. Identify Points of View of Political Parties), 227; Topic 6 Assessment (2. Identify Political Party Points of View), 271</p>

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D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created.	<p>SE: Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Compare Points of View, 88, 419, 494, 504; Determine Point of View, 441, 530, 540, 546, 581; Evaluate Arguments, 119, 147, 223; Support a Point of View with Evidence, 29, 84, 604</p> <p>Topic 3 Assessment (6. Organize and Interpret Information from Reports), 133; Topic 15 Assessment (3. Identify Bias), 642</p> <p>Analyze Political Cartoons, 119, 190, 193, 235, 240, 329, 331, 375, 405, 493, 495, 559, 612</p>
<i>Begins in grades 9–12</i>	
<i>Begins in grades 9–12</i>	
Dimension 2, Historical Sources and Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.	<p>SE: Students examine specific historical sources in the Topic Assessment activities. For examples see:</p> <p><i>Using Primary Sources:</i> Topic 1 Assessment (5. Evaluate Sources), 31; (7. Locate and Use Valid Primary and Secondary Sources), 31; (16. Differentiate Between Valid Primary and Secondary Sources), 32; Topic 3 Assessment (6. Organize and Interpret Information from Reports), 133; (13. Identify Colonial Grievances in the Declaration of Independence), 134; (15. Identify Colonial Grievance in the Declaration of Independence), 134; Topic 5 Assessment (6. Summarize McCulloch v. Maryland), 224; (8. Explain Monroe Doctrine), 224; Topic 13 Assessment (12. Explain Connections between Art and Society), 569</p>

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<p>(Continued) D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.</p>	<p>(Continued) <i>Research Activities and Presentations:</i> Topic 1 Assessment (13. Compare Effects of Technological Innovations on Daily Life), 32; Topic 2 Assessment (9. Analyze Mercantilism), 89; Topic 3 Assessment (5. Create Written Presentation), 133; (6. Organize and Interpret Information from Reports), 133; (14. Explain Issues Surrounding Declaring Independence), 134; (16. Contributions of Women), 134; (17. Contributions of African Americans), 135; Topic 4 Assessment (11. Summarize Amending U.S. Constitution), 177; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington), 224; (10. Identify and Locate Louisiana Purchase), 225; (18. Explain Economic Effects of War of 1812), 227; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317; Topic 13 Assessment (12. Explain Connections between Art and Society), 569; Topic 15 Assessment (2. Describe the Marshall Plan), 642; (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 643; Topic 16 Assessment (11. Evaluate NAFTA), 667; Topic 17 Assessment (3. Explain Significance of 2001 as a Turning Point), 700; (14. Identify Significant Social and Political Issues), 701</p>

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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: <i>21st Century Skills:</i> Interpret Sources, 784; Analyze Primary and Secondary Sources, 793–794; Compare Viewpoints, 794–795; Evaluate Existing Arguments, 796–797</p> <p><i>Research Activities:</i> Topic 1 Assessment (13. Compare Effects of Technological Innovations on Daily Life), 32; Topic 2 Assessment (9. Analyze Mercantilism), 89; Topic 3 Assessment (5. Create Written Presentation), 133; (6. Organize and Interpret Information from Reports), 133; (14. Explain Issues Surrounding Declaring Independence), 134; (16. Contributions of Women), 134; (17. Contributions of African Americans), 135; Topic 4 Assessment (11. Summarize Amending U.S. Constitution), 177; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington), 224; (10. Identify and Locate Louisiana Purchase), 225; (18. Explain Economic Effects of War of 1812), 227; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317; Topic 13 Assessment (12. Explain Connections between Art and Society), 569; Topic 15 Assessment (2. Describe the Marshall Plan), 642; (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 643; Topic 16 Assessment (11. Evaluate NAFTA), 667; Topic 17 Assessment (3. Explain Significance of 2001 as a Turning Point), 700; (14. Identify Significant Social and Political Issues), 701</p>

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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: <i>Critical Thinking:</i> Evaluate Arguments, 119, 147, 223</p> <p><i>21st Century Skills:</i> Interpret Sources, 784; Analyze Primary and Secondary Sources, 793–794; Compare Viewpoints, 794–795; Evaluate Existing Arguments, 796–797</p> <p><i>Primary Sources are embedded within the text (examples):</i> 47, 69, 161, 225, 401, 418, 489, 514, 517, 539, 550, 552, 573, 581, 588</p> <p>Analyze Political Cartoons, 119, 190, 193, 235, 240, 329, 331, 375, 405, 493, 495, 559, 612</p> <p><i>Topic Assessment:</i> Students use primary sources throughout the following: Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702</p>
<p>D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</p>	<p>SE: Essential Question, 2, 34, 92, 136, 178, 228, 274, 318, 366, 388, 434, 478, 524, 570, 598, 644, 668; Section Assessment, 15, 23, 29, 43, 53, 63, 69, 76, 84, 88, 99, 115, 119, 131, 142, 147, 151, 156, 167, 171, 175, 187, 191, 195, 206, 214, 223, 236, 242, 248, 252, 258, 262, 270, 289, 297, 301, 306, 310, 315, 326, 334, 342, 347, 355, 363, 372, 377, 381, 385, 397, 406, 413, 414, 419, 424, 441, 446, 452, 458, 466, 474, 487, 494, 498, 510, 515, 520, 530, 535, 540, 546, 552, 561, 567, 575, 581, 586, 594, 604, 610, 616, 627, 636, 641, 652, 657, 665, 674, 678, 685, 692, 699; Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702</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: Analyze Primary and Secondary Sources, 793–794; Compare Viewpoints, 794–795</p> <p><i>Primary Sources are embedded within the text (examples):</i> 47, 69, 161, 225, 401, 418, 489, 514</p> <p>Analyze Political Cartoons, 119, 190, 193, 235, 240, 329, 331, 375, 405, 493, 495, 559, 612</p> <p><i>Topic Assessment:</i> Students use primary sources throughout the following: Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702</p>

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Dimension 2, Causation and Argumentation	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.	SE: 21 st Century Skills: Analyze Cause and Effect, 777–778; Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289, 391, 424, 429, 446, 452, 458, 487, 494, 510, 515, 530, 535, 546, 552, 561, 563, 567, 575, 581, 586, 604, 610, 616, 627, 636, 641, 657, 672, 685, 692
D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.	SE: Topic 2 Assessment (1. Describe Causes of Spanish Colonization), 89; Topic 3 Assessment (4. Analyze Causes of the American Revolution), 132; Topic 5 Assessment (16. Explain Cause of War of 1812), 226; Topic 6 Assessment (8. Explain Causes of War), 271; Topic 12 Assessment (7. Identify the Causes of World War I), 521; Topic 13 Assessment (2. Analyze Causes and Effects of the Changing Roles of Women), 568; (4. Analyze Causes and Effects of Cultural Change), 568; (6. Identify the Causes and Effects of the Red Scare), 568; (14. Identify the Causes of Migration), 569; Topic 16 Assessment (1. Identify Cause and Effect), 666; (15. Identify Causes and Effects of the Persian Gulf War), 667; Topic 17 Assessment (2. Identify Causes and Effects of the War in Afghanistan), 700; (6. Identify Causes and Effects of Financial Crisis), 700; (10. Identify Causes and Effects of Innovations in Medicine), 701; (15. Identify Causes and Effects of Political Gridlock), 702; 21 st Century Skills: Analyze Cause and Effect, 777–778; Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289, 391, 424, 429, 446, 452, 458, 487, 494, 510, 515, 530, 535, 546, 552, 561, 563, 567, 575, 581, 586, 604, 610, 616, 627, 636, 641, 657, 672, 685, 692

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<p>D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.</p>	<p>SE: <i>Using Primary Sources:</i> Topic 1 Assessment (5. Evaluate Sources), 31; (7. Locate and Use Valid Primary and Secondary Sources), 31; (16. Differentiate Between Valid Primary and Secondary Sources), 32; Topic 3 Assessment (6. Organize and Interpret Information from Reports), 133; (13. Identify Colonial Grievances in the Declaration of Independence), 134; (15. Identify Colonial Grievance in the Declaration of Independence), 134; Topic 5 Assessment (6. Summarize <i>McCulloch v. Maryland</i>), 224; (8. Explain Monroe Doctrine), 224; Topic 13 Assessment (12. Explain Connections between Art and Society), 569</p> <p><i>Analyze Arguments:</i> Topic 4 Assessment (3. Analyze Arguments for Ratification), 176; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; Topic 6 Assessment (3. Summarize Arguments about Tariffs), 271; (12. Explain Constitutional Issues in Nullification Crisis), 272; Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 522; Topic 14 Assessment (2. Analyze and Interpret a Speech), 595; Topic 14 Assessment (10. Explain Constitutional Issues), 595; Topic 15 Assessment (6. Describe Pros and Cons), 643; Topic 16 Assessment (5. Identify Viewpoints), 666; (12. Identify and Contrast Viewpoints on the Contract with America), 667; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 700</p> <p><i>21st Century Skills:</i> Interpret Sources, 784; Analyze Primary and Secondary Sources, 793–794; Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798</p>

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<p>D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.</p>	<p>SE: Evaluate Arguments, 119, 147, 223; Determine Point of View, 441, 530, 540, 546, 581; Support a Point of View with Evidence, 29, 84, 604; Support Ideas with Evidence, 167, 195, 315, 413, 504, 665, 685</p> <p>21st Century Skills: Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798</p> <p><i>Understanding Debates and Points of View:</i> Topic 4 Assessment (3. Analyze Arguments for Ratification), 176; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 Assessment (3. Summarize Arguments about Tariffs), 271; (12. Explain Constitutional Issues in Nullification Crisis), 272; Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 522; Topic 14 Assessment (2. Analyze and Interpret a Speech), 595; Topic 14 Assessment (10. Explain Constitutional Issues), 595; Topic 15 Assessment (6. Describe Pros and Cons), 643; Topic 16 Assessment (5. Identify Viewpoints), 666; (12. Identify and Contrast Viewpoints on the Contract with America), 667; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 700</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>

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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 Skills:</i> Interpret Sources, 784; Analyze Primary and Secondary Sources, 793–794; Compare Viewpoints, 794–795; Identify Bias, 795–796; Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798</p> <p><i>Research Activities and Presentations:</i> Topic 1 Assessment (13. Compare Effects of Technological Innovations on Daily Life), 32; Topic 2 Assessment (9. Analyze Mercantilism), 89; Topic 3 Assessment (5. Create Written Presentation), 133; (6. Organize and Interpret Information from Reports), 133; (14. Explain Issues Surrounding Declaring Independence), 134; (16. Contributions of Women), 134; (17. Contributions of African Americans), 135; Topic 4 Assessment (11. Summarize Amending U.S. Constitution), 177; Topic 5 Assessment (1. Analyze Leadership Qualities of George Washington), 224; (10. Identify and Locate Louisiana Purchase), 225; (18. Explain Economic Effects of War of 1812), 227; Topic 6 Assessment (9. Describe Expanded Suffrage), 272; Topic 7 Assessment (10. Explain Reasons for Rapid Urbanization), 317; Topic 13 Assessment (12. Explain Connections between Art and Society), 569; Topic 15 Assessment (2. Describe the Marshall Plan), 642; (8. Identify the Role of Nonviolent Protest in the Civil Rights Movement), 643; Topic 16 Assessment (11. Evaluate NAFTA), 667; Topic 17 Assessment (3. Explain Significance of 2001 as a Turning Point), 700; (14. Identify Significant Social and Political Issues), 701</p>

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D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.	<p>SE: Analyze Primary and Secondary Sources, 793–794; Compare Viewpoints, 794–795</p> <p><i>Primary Sources are embedded within the text (examples):</i> 47, 69, 161, 225, 401, 418, 489, 514</p> <p>Analyze Political Cartoons, 119, 190, 193, 235, 240, 329, 331, 375, 405, 493, 495, 559, 612</p> <p><i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702</p>
Dimension 3, Developing Claims and Using Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	<p>SE: Analyze Information, 43, 60, 69, 76, 84, 115, 141, 145, 167, 169, 170, 185, 197, 206, 216, 301, 324, 347, 385, 402, 406, 413, 561, 657, 665; Analyze Data, 154, 174, 181, 182, 195, 205, 292, 322, 332, 340, 351, 362; Determine Point of View, 441, 530, 540, 546, 581; Evaluate Arguments, 119, 147, 223; Integrate Information, 535, 636; Support a Point of View with Evidence, 29, 84, 604; Support Ideas with Evidence, 167, 195, 315, 413, 504, 665, 685; Support Ideas with Examples, 15, 23, 53, 63, 151, 156, 171, 692, 699; Analyze Political Cartoons, 119, 190, 193, 235, 240, 329, 331, 375, 405, 493, 495, 559, 612</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases; Interactive Primary Sources, Biographies</p>

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<p align="center">C3 Framework for Social Studies Grades 6-8</p>	<p align="center">Pearson American History Grades 6-8, ©2016</p>
<p>D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>SE: Evaluate Arguments, 119, 147, 223; Determine Point of View, 441, 530, 540, 546, 581; Support a Point of View with Evidence, 29, 84, 604; Support Ideas with Evidence, 167, 195, 315, 413, 504, 665, 685</p> <p>21st Century Skills: Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798</p> <p><i>Understanding Debates and Points of View:</i> Topic 4 Assessment (3. Analyze Arguments for Ratification), 176; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 Assessment (3. Summarize Arguments about Tariffs), 271; (12. Explain Constitutional Issues in Nullification Crisis), 272; Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 522; Topic 14 Assessment (2. Analyze and Interpret a Speech), 595; Topic 14 Assessment (10. Explain Constitutional Issues), 595; Topic 15 Assessment (6. Describe Pros and Cons), 643; Topic 16 Assessment (5. Identify Viewpoints), 666; (12. Identify and Contrast Viewpoints on the Contract with America), 667; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 700</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>

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Communicating Conclusions & Taking INFORMED ACTION	
Dimension 4, Communicating Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...	
D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798; also see: Evaluate Arguments, 119, 147, 223</p> <p><i>Analyze and Construct Arguments:</i> Topic 4 Assessment (3. Analyze Arguments for Ratification), 176; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 Assessment (3. Summarize Arguments about Tariffs), 271; (12. Explain Constitutional Issues in Nullification Crisis), 272; Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 522; Topic 14 Assessment (2. Analyze and Interpret a Speech), 595; Topic 14 Assessment (10. Explain Constitutional Issues), 595; Topic 15 Assessment (6. Describe Pros and Cons), 643; Topic 16 Assessment (5. Identify Viewpoints), 666; (12. Identify and Contrast Viewpoints on the Contract with America), 667; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 700</p>
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>SE: Identify Cause and Effect, 23, 29, 43, 63, 191, 194, 277, 289, 391, 424, 429, 446, 452, 458, 487, 494, 510, 515, 530, 535, 546, 552, 561, 563, 567, 575, 581, 586, 604, 610, 616, 627, 636, 641, 657, 672, 685, 692; Identify Steps in a Process, 15, 419, 452, 498, 575, 581; Analyze Timeline, 26, 154, 501, 543, 549, 579, 610</p> <p>Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702</p>

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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: 21st Century Skills: Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798; Participate in a Discussion or Debate, 798; Give an Effective Presentation, 798–799; Write an Essay, 799–800; also see: Evaluate Arguments, 119, 147, 223; Evaluating Information, 574</p> <p>Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702</p>

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Dimension 4, Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D4.4.6-8. Critique arguments for credibility.</p>	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798; also see: Evaluate Arguments, 119, 147, 223; Compare Points of View, 88, 419, 494, 504; Support a Point of View with Evidence, 29, 84, 604</p> <p><i>Analyze Arguments:</i> Topic 4 Assessment (3. Analyze Arguments for Ratification), 176; Topic 5 Assessment (2. Summarize Taxation and the Whiskey Rebellion), 224; (6. Summarize <i>McCulloch v. Maryland</i>), 224; (21. Identify Points of View of Political Parties), 227; Topic 6 Assessment (3. Summarize Arguments about Tariffs), 271; (12. Explain Constitutional Issues in Nullification Crisis), 272; Topic 12 Assessment (16. Evaluate the Pros and Cons of Participation in International Organizations), 522; Topic 14 Assessment (2. Analyze and Interpret a Speech), 595; Topic 14 Assessment (10. Explain Constitutional Issues), 595; Topic 15 Assessment (6. Describe Pros and Cons), 643; Topic 16 Assessment (5. Identify Viewpoints), 666; (12. Identify and Contrast Viewpoints on the Contract with America), 667; Topic 17 Assessment (4. Evaluate U.S. Participation in International Organizations), 700</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>

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D4.5.6-8. Critique the structure of explanations.	<p>SE: 21st Century Skills: Evaluate Existing Arguments, 796–797; Consider and Counter Opposing Arguments, 797–798; Compare Points of View, 88, 419, 494, 504; Evaluate Arguments, 119, 147, 223; Express Problems Clearly, 242, 342, 381, 397; Identify Supporting Details, 6, 7, 9, 13, 15, 22, 38, 42, 53, 57, 63, 74, 80, 98, 99, 101, 113, 124, 130, 140, 145, 146, 160, 162, 165, 175, 190, 203, 205, 209, 395, 399, 404, 412, 417, 429, 497, 502, 512, 543, 574, 580, 588, 652, 654, 660; Support a Point of View with Evidence, 29, 84, 604; Support Ideas with Evidence, 167, 195, 315, 413, 504, 665, 685; Support Ideas with Examples, 15, 23, 53, 63, 151, 156, 171, 692, 699</p> <p><i>Digital Resources:</i> Landmark Supreme Court Cases</p>
Dimension 4, Taking Informed Action	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
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>SE: Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702; Apply Concepts, 69, 175; Hypothesize, 119, 131, 142, 147, 156, 171, 175, 187, 191, 195, 236, 252, 301, 306, 310, 315, 334, 363, 535; Integrate Information, 535, 636; Interpret, 99, 107, 231, 256, 363, 530, 652</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>SE: 21st Century Skills: Solve Problems, 800–801; Make Decisions, 801–802; Being an Informed Citizen, 802; Political Participation, 802–803; Voting, 803; Serving on a Jury, 804</p> <p>Topic Assessment, 30–32, 89–90, 132–135, 176–177, 224–227, 271–272, 316–317, 364–365, 386–387, 430–432, 475–476, 521–522, 568–569, 595–596, 642–643, 666–667, 700–702</p>

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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: 21st Century Skills: Solve Problems, 800–801; Make Decisions, 801–802; Being an Informed Citizen, 802; Political Participation, 802–803; Voting, 803; Serving on a Jury, 804</p> <p>Express Problems Clearly, 242, 342, 381, 397</p> <p>Topic 5 Assessment (13. Use Problem Solving), 225; (15. Analyze Conflict Resolution), 226; Topic 13 Assessment (11. Compare Examples of Effective Leadership), 569; Topic 17 Assessment (14. Identify Significant Social and Political Issues), 701</p>