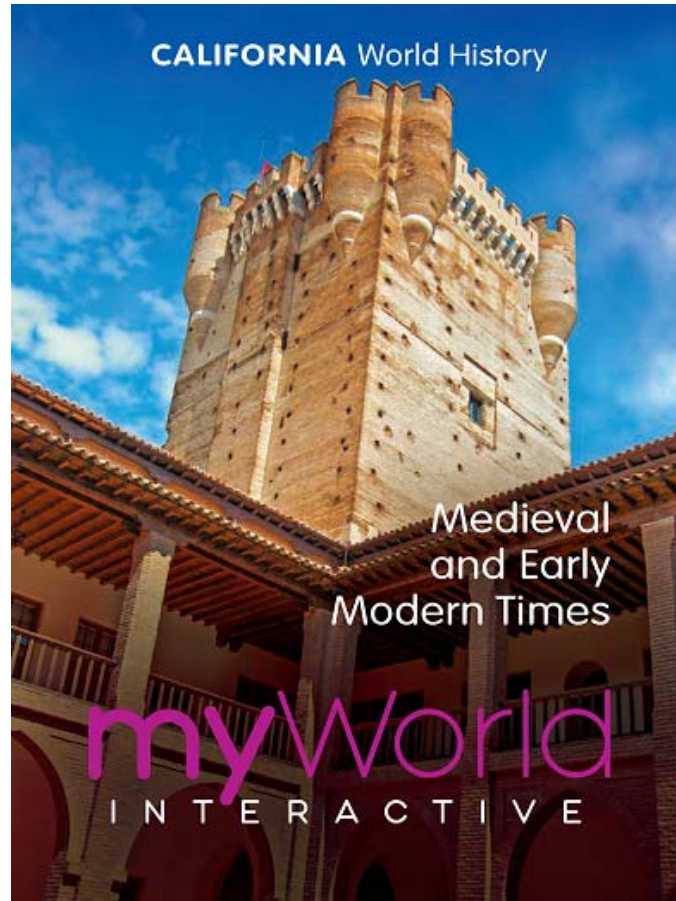


# Pearson California History-Social Science Grade 7



## California Standards Map 2017 History - Social Science Adoption

Publisher: Publisher: Pearson Scott Foresman & Prentice Hall

Program Title: Pearson California History-Social Science: myWorld Interactive, Grade 7, Student Edition Plus Digital Course

Components: Student Edition (SE), Active Journal (AJ), Additional Resources (AR)

## Standards Map – 2017 History–Social Science Adoption Grade Seven – World History and Geography: Medieval and Early Modern Times

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
7.1	<b>Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</b>	SE pp. 8-59			
7.1.1	Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).	SE pp. 14-16 SE p. 16 Reading Check SE p. 17 Lesson Check #4 SE pp. 24-25 SE p. 25 Lesson Check #7 SE pp. 35-37 SE pp. 39-45 SE p. 45 Lesson Check #3 SE p. 59 Topic Assessment #10, 13, 14			
7.1.2	Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.	SE pp. 13-14 SE p. 17 SE pp. 41-43 SE p. 45 Lesson Check #3, 5 AJ p. 14 Quick Activity			

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			Y	N	
7.1.3	Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.	SE p. 44 SE pp. 46-57 SE p. 57 Lesson Check #3, 4 SE p. 59 Topic Assessment #6, 8, 12			
7.2	<b>Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</b>	SE pp. 150-181 SE pp. 190-192			
7.2.1	Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.	SE pp. 155-156 SE p. 158 Lesson Check #4			
7.2.2	Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.	SE pp. 157-158 SE p. 161 SE p. 168			
7.2.3	Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.	SE pp. 159-164			
7.2.4	Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.	SE p. CI 6 Course Introduction SE p. 135 SE pp. 165-167 SE p. 169 SE pp. 177-180			

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			Y	N	
7.2.5	Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.	SE pp. 175-176 SE p. 215 SE pp. 308-309 SE pp. 320-322			
7.2.6	Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.	SE pp. 177-181			
7.3	<b>Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</b>	SE pp. 196-231			
7.3.1	Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.	SE pp. 201-202 SE p. 228 SE pp. 251-252 SE p. 256			
7.3.2	Describe agricultural, technological, and commercial developments during the Tang and Sung periods.	SE p. 202 SE pp. 205-207 SE pp. 224-226			
7.3.3	Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.	SE p. 204 SE pp. 213-214 SE p. 229			

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			Y	N	
7.3.4	Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.	SE p. 214 Map SE p. 215 SE pp. 217-219 SE pp. 220-223			
7.3.5	Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.	SE pp. 225-227 SE p. 226 Visual SE p. 230			
7.3.6	Describe the development of the imperial state and the scholar-official class.	SE pp. 201-202 SE pp. 204-205			
7.4	<b>Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</b>	SE pp. 300-318 SE pp. 323-331			
7.4.1	Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.	SE pp. 305-309 SE pp. 311-314			
7.4.2	Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.	SE pp. 307-309 SE p. 312 SE pp. 324-325			
7.4.3	Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.	SE. p. 310 SE pp. 312-313 SE p. 315			
7.4.4	Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.	SE p. 313 SE p. 315 SE p. 325-326			

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			Y	N	
7.4.5	Describe the importance of written and oral traditions in the transmission of African history and culture.	SE p. 315 SE p. 317 SE pp. 326-327			
7.5	<b>Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</b>	SE pp. 232-253			
7.5.1	Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.	SE pp. 232-233 SE p. 235 SE p. 237 SE p. 251			
7.5.2	Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.	SE pp. 234-236			
7.5.3	Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i> , <i>daimyo</i> , and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.	SE pp. 240-242 SE p. 245			
7.5.4	Trace the development of distinctive forms of Japanese Buddhism.	SE pp. 251-252			
7.5.5	Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's <i>Tale of Genji</i> .	SE pp. 247-248 SE p. 250 AR Interactive Primary Source: Tale of Genji, Murasaki Shikibu			

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			Y	N	
7.5.6	Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.	SE pp. 239-242 SE p. 245			
7.6	<b>Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</b>	SE pp. 60-101 SE pp. 102-149			
7.6.1	Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.	SE pp. 65-66 SE p. 91			
7.6.2	Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.	SE pp. 72-77 SE pp. 92-94			
7.6.3	Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.	SE p. 64 Quest SE pp. 81-84 SE pp. 88-89			
7.6.4	Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).	SE pp. 68-69 SE pp. 109-110 SE p. 113 AR Interactive Biography: Charlemagne			

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			Y	N	
7.6.5	Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).	SE pp. 118-121 AR Interactive Primary Source: Magna Carta			
7.6.6	Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.	SE pp. 123-129			
7.6.7	Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.	SE pp. 143-144 SE pp. 146-147			
7.6.8	Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").	SE pp. 68-69 SE pp. 74-77 SE pp. 92-99			
7.6.9	Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.	SE pp. 136-137			



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			Y	N	
7.7	<b>Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</b>	SE pp. 262-290			
7.7.1	Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.	SE p. 265 SE p. 266 Quest SE pp. 268-271 SE pp. 276-278 SE p. 280 SE pp. 283-285 SE p. 290 SE p. 299 Topic Assessment #12			
7.7.2	Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.	SE pp. 270-272 SE pp. 274-275 SE p. 274 Analyzing Primary Sources #1, 2 SE pp. 277-280 SE p. 280 Reading Check SE p. 281 Lesson Check #6 SE p. 282 SE pp. 286-289 SE p. 299 Topic Assessment #6, 9			
7.7.3	Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.	SE p. 268 Map SE p. 270 SE pp. 276-279 SE p. 277 Map SE p. 281 Lesson Check #4, 5 SE p. 283 SE pp. 285-286 SE p. 290 SE p. 299 Topic Assessment #14 SE pp. 400-402			

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			Y	N	
7.7.4	Describe the artistic and oral traditions and architecture in the three civilizations.	SE p. 271 SE p. 273 SE p. 273 Lesson Check #5 SE pp. 280-281 SE pp. 286-288 SE p. 287 Reading Check			
7.7.5	Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.	SE pp. 272-273 SE p. 273 Reading Check SE p. 288			
7.8	<b>Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</b>	SE pp. 336-360			
7.8.1	Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).	SE pp. 342-345 SE pp. 349-350			
7.8.2	Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.	SE pp. 343-344			
7.8.3	Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.	SE pp. 206-207 SE pp. 214-215 SE p. 221			

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			Y	N	
7.8.4	Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).	SE pp. 357-359 SE p. 366			
7.8.5	Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).	SE pp. 349-355 SE pp. 358-359 SE pp. 378-382 AR Interactive Primary Source: <i>The Inferno</i> , Dante AR Interactive Biography: Michelangelo AR Interactive Biography: Shakespeare			
7.9	<b>Students analyze the historical developments of the Reformation.</b>	SE pp. 361-376			
7.9.1	List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).	SE pp. 361-366			
7.9.2	Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).	SE pp. 347-348 SE pp. 361-366 SE p. 369 SE p. 376 AR Interactive Primary Source: Institutes of the Christian Religion, John Calvin AR Interactive Biography: Erasmus AR Interactive Biography: Martin Luther			

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			Y	N	
7.9.3	Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.	SE pp. 375-376			
7.9.4	Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.	SE pp. 371-375			
7.9.5	Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).	SE pp. 366-368 AR Interactive Biography: Ignatius			
7.9.6	Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.	SE p. 334 SE pp. 408-409 SE p. 411 SE p. 415			
7.9.7	Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).	SE pp. 127-128 SE pp. 134-135 SE pp. 136-139			

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			Y	N	
7.10	<b>Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</b>	SE pp. 377-383			
7.10.1	Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).	SE pp. 377-378			
7.10.2	Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).	SE pp. 379-382 AR Interactive Biography: Copernicus AR Interactive Biography: Galileo AR Interactive Biography: Isaac Newton			
7.10.3	Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.	SE pp. 379-381 SE pp. 475-476 AR Interactive Primary Source: <i>The New Organon</i> . Francis Bacon AR Interactive Biography, Rene' Descartes			
7.11	<b>Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</b>	SE pp. 386-447 SE pp. 448-485			
7.11.1	Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	SE pp. 392-397 SE p. 399			

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			Y	N	
7.11.2	Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.	SE pp. 407-412 SE pp. 420-422 SE pp. 424-430 SE pp. 432-437 SE p. 445			
7.11.3	Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.	SE pp. 392-397 SE p. 417 SE pp. 426-429 SE p. 440 SE pp. 479-480			
7.11.4	Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.	SE pp. 475-476			
7.11.5	Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).	SE pp. 477-478 SE pp. 480-483 AR Interactive Primary Source: Two Treatises of Government, John Locke AR Interactive Primary Source: The Spirit of Laws, Baron de Montesquieu AR Interactive Primary Source: The Social Contract, Jean-Jacques Rousseau			
7.11.6	Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.	SE p. 119 SE p. 468 SE pp. 473-474			

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<p><b>Historical and Social Sciences Analysis Skills</b></p> <p>The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed <i>only in conjunction with</i> the content standards in grades six through eight.</p> <p><i>In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:</i></p>					
	<b>CHRONOLOGICAL AND SPATIAL THINKING</b>				
(1)	Students explain how major events are related to one another in time.	SE p. 78 AR 21 <sup>st</sup> Century Skills Tutorial: Sequence: Video, Quick Reference, Assessment			
(2)	Students construct various time lines of key events, people, and periods of the historical era they are studying.	SE p. 173 AR 21 <sup>st</sup> Century Skills Tutorial: Sequence: Video, Quick Reference, Assessment			
(3)	Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	SE p. 13 SE pp. 47-49 SE p. 60 SE p. 91 SE p. 205 SE p. 290 SE p. 342 SE p. 344 SE pp. 426-429 AR 21 <sup>st</sup> Century Skills Tutorial: Read Physical Maps: Video AR 21 <sup>st</sup> Century Skills Tutorial: Read Political Maps: Video			

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	<b>RESEARCH, EVIDENCE, AND POINT OF VIEW</b>				
(1)	Students frame questions that can be answered by historical study and research.	SE p. 193 AR 21 <sup>st</sup> Century Skills Tutorial: Ask Questions: Video, Quick Reference, Assessment AR 21 <sup>st</sup> Century Skills Tutorial: Create a Research Hypothesis: Video, Quick Reference, Assessment			
(2)	Students distinguish fact from opinion in historical narratives and stories.	SE p. 113 SE p. 209 AR 21 <sup>st</sup> Century Skills Tutorial: Distinguish Between Fact and Opinion: Video, Quick Reference, Assessment			
(3)	Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	SE p. 318 SE p. 383 SE p. 406 AR 21 <sup>st</sup> Century Skills Tutorial: Identify Evidence: Video, Quick Reference, Assessment AR 21 <sup>st</sup> Century Skills Tutorial: Identify Bias: Video, Quick Reference, Assessment AR 21 <sup>st</sup> Century Skills Tutorial: Distinguish Between Fact and Opinion: Video, Quick Reference, Assessment			



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(4)	Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	SE p. 147 SE p. 483 AR 21 <sup>st</sup> Century Skills Tutorial: Draw Conclusions: Video, Quick Reference, Assessment AR 21 <sup>st</sup> Century Skills Tutorial: Interpret Sources: Video, Quick Reference, Assessment AR 21 <sup>st</sup> Century Skills Tutorial: Analyze Media Content: Video, Quick Reference, Assessment AR 21 <sup>st</sup> Century Skills Tutorial: Evaluate Web Sites: Video, Quick Reference, Assessment AR 21 <sup>st</sup> Century Skills Tutorial: Distinguish Between Fact and Opinion: Video, Quick Reference, Assessment AR 21 <sup>st</sup> Century Skills Tutorial: Identify Bias: Video, Quick Reference, Assessment AR 21 <sup>st</sup> Century Skills Tutorial: Analyze Primary and Secondary Sources: Video, Quick Reference, Assessment			
(5)	Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).	SE p. 113 SE p. 474 AR 21 <sup>st</sup> Century Skills Tutorial: Compare Viewpoints: Video, Quick Reference, Assessment			

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	<b>HISTORICAL INTERPRETATION</b>				
(1)	Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	SE p. 19 21 <sup>st</sup> Century Skills Tutorial: Solve Problems: Video, Quick Reference, Assessment 21 <sup>st</sup> Century Skills Tutorial: Identify Main Ideas and Details: Video, Quick Reference, Assessment			
(2)	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	SE p. 253 SE p. 370 21 <sup>st</sup> Century Skills Tutorial: Analyze Cause and Effect: Video, Quick Reference, Assessment 21 <sup>st</sup> Century Skills Tutorial: Sequence: Video, Quick Reference, Assessment			
(3)	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	SE p. 71 SE p. 329 21 <sup>st</sup> Century Skills Tutorial: Identify Trends: Video, Quick Reference, Assessment			
(4)	Students recognize the role of chance, oversight, and error in history.	SE p. 246 21 <sup>st</sup> Century Skills Tutorial: Understand Cause and Effect: Video, Quick Reference, Assessment			
(5)	Students recognize that interpretations of history are subject to change as new information is uncovered.	SE p. 275			

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			Y	N	
(6)	Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	SE p. 52 SE p. 76 SE p. 431 21 <sup>st</sup> Century Skills Tutorial: Make Decisions: Video, Quick Reference, Assessment			
<b>Appendix</b>					

California Department of Education  
January 2017