

A Correlation of
myWorld Interactive American History
Survey Edition, ©2019



to the

Arizona History and Social Science Standards 2018
Grade 8 - Citizenship and Civic Engagement
in Today's Society

**A Correlation myWorld Interactive Social Studies American History, Survey Edition, ©2019
to the Arizona History and Social Science Standards 2018, Grade 8**

Introduction

This document demonstrates how *myWorld Interactive American History* ©2019 meets the Arizona History and Social Science Standards, Grade 8. Correlation page references are to Student Edition, Teacher Edition, and Realize digital resources.

myWorld Interactive American History encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Student edition hard cover** includes all core content lessons, skill lessons, and primary source features
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter. Active Journal
- **Active Notebook** Consumable notebook including support for completing the “Quest” inquiry/activity strand, close reading support, and vocabulary practice
- **Online Student Resources**
Full Digital Course with Interactivities and links to the Student eText for narrative content.
- **Print Teacher Edition** with full lesson support and integrated ELL support. Aligns to C3 Framework for Social Studies Standards.

myWorld Interactive American History provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

SE = Student Edition

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Arizona History and Social Science Standards Grade 8	myWorld Interactive American History Survey Edition, ©2019
8.SP Disciplinary Skills and Processes	
Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.	
8.SP1.1 Analyze connections among events and developments in broader historical contexts.	<p>SE/TE:</p> <p>Analysis Skills: Relate Events in Time, 189 Analysis Skills: Construct a Timeline, 329 Analysis Skills: Detect Changing Patterns, 421 Analyze Sequence, Causation, and Correlation, 662</p> <p>Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548, 584, 650, 690, 714, 746, 780, 816, 846, 861, 890, 905, 960, 998</p> <p>Identify Cause and Effect (examples), 255, 268, 277, 284, 290, 300, 321, 325, 458, 505, 529, 543, 545, 560, 572, 588, 599, 624, 811, 835, 859, 872</p> <p>Identify Patterns, 364</p> <p>Realize Digital Resources:</p> <p>Active Journal>Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211, 232–233, 258–259, 284–285, 312–313, 340–341, 362–363, 390–391, 410–411; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402, 422; Quick Activity: Make a Timeline, 66; Great Depression Timeline, 337; Turning the Tide of War, 359; Civil Rights Movement Timeline, 380; Building a Timeline, 407; Create an Illustrated Timeline, 42</p> <p>21st Century Skills Tutorials>Sequence</p>

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<p>8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p>	<p>SE/TE:</p> <p>Analysis Skills: Identify Sources of Continuity, 246 Analysis Skills: Analyze Sequence, Causation, and Correlation, 662 Analysis Skills: Detect Changing Patterns, 421 Analyze Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458 Sequence (examples), 399, 576 Identify Patterns, 364</p> <p>Realize Digital Resources:</p> <p>Active Journal>Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211, 232–233, 258–259, 284–285, 312–313, 340–341, 362–363, 390–391, 410–411; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402, 422 21st Century Skills Tutorials>Sequence</p>

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<p>8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.</p>	<p>SE/TE:</p> <p>Analysis Skills: Relate Events in Time, 189 Analysis Skills: Construct a Timeline, 329 Analysis Skills: Detect Changing Patterns, 421 Analysis Skills: Analyze Sequence, Causation, and Correlation, 662</p> <p>Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548, 584, 650, 690, 714, 746, 780, 816, 846, 861, 890, 905, 960, 998</p> <p>Identify Cause and Effect (examples), 255, 268, 277, 284, 290, 300, 321, 325, 458, 505, 529, 543, 545, 560, 572, 588, 599, 624, 811, 835, 859, 872</p> <p>Identify Patterns, 364</p> <p>Realize Digital Resources:</p> <p>Active Journal>Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211, 232–233, 258–259, 284–285, 312–313, 340–341, 362–363, 390–391, 410–411; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402, 422; Quick Activity: Make a Timeline, 66; Great Depression Timeline, 337; Turning the Tide of War, 359; Civil Rights Movement Timeline, 380; Building a Timeline, 407; Create an Illustrated Timeline, 424</p>

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<p>8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.</p>	<p>SE/TE: Biographies, 32, 43, 86, 119, 151, 181, 218, 297, 306, 376, 469, 529, 537, 568, 592, 668, 692, 739, 765, 803, 836, 860, 869, 931, 936, 969, 970, 1003, 1041 Analysis Skills: Compare Different Points of View, 164 Analysis Skills: Detect Historical Points of View, 291 Primary Sources (examples), 25, 47, 65, 90, 153, 216, 253, 303, 316, 348, 451, 488, 531, 564, 620, 661, 736, 804, 865, 914, 980, 992, 1013</p> <p>Realize Digital Resources: Active Journal>Quick Activity, 16, 21, 40, 47, 66, 71, 90, 99, 118, 123, 142, 155, 176, 179, 198, 205, 222, 229, 246, 255, 270, 273, 300, 303, 328, 337, 356, 359, 380, 385, 404, 407, 424, 427 Social Studies Reference Center: Biographies</p>

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Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	
8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.	<p>SE/TE:</p> <p>Analysis Skills: Assess Credibility of a Source, 512</p> <p>Analysis Skills: Compare Different Points of View, 164</p> <p>Analysis Skills: Detect Historical Points of View, 291</p> <p>Analysis Skills: Distinguish Real News from “Fake News,” 1014</p> <p>Analysis Skills: Determine Author’s Point of View, 153, 348, 464, 564, 736, 775, 804, 992</p> <p>Analysis Skills: Identify/Recognize Points of View, 403, 894, 954, 991</p> <p>Realize Digital Resources:</p> <p>Active Journal>Narrative Essay, 50–51; An Echo Across Time, 179; Writing Workshop: Writing from Perspective: Narrative Essay, 182–183; Quick Activity: Formerly a Slave, 198; Narrative Essay, 360–361</p> <p>21st Century Skills Tutorials>Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>

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8.SP2.2 Explain how and why perspectives of people have changed over time.	<p>SE/TE:</p> <p>Analysis Skills: Assess Credibility of a Source, 512</p> <p>Compare Different Points of View, 164</p> <p>Detect Historical Points of View, 291</p> <p>Distinguish Real News from “Fake News,” 1014</p> <p>Determine Author’s Point of View, 153, 348, 464, 564, 736, 775, 804, 992</p> <p>Identify/Recognize Points of View, 403, 894, 954, 991</p> <p>Realize Digital Resources:</p> <p>Active Journal> An Echo Across Time, 179; Quick Activity: Formerly a Slave, 198</p> <p>21st Century Skills Tutorials>Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>
8.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.	<p>SE/TE:</p> <p>Analysis Skills: Assess Credibility of a Source, 512</p> <p>Analysis Skills: Compare Different Points of View, 164</p> <p>Analysis Skills: Detect Historical Points of View, 291</p> <p>Analysis Skills: Distinguish Real News from “Fake News,” 1014</p> <p>Determine Author’s Point of View, 153, 348, 464, 564, 736, 775, 804, 992</p> <p>Realize Digital Resources:</p> <p>Active Journal>Writing Workshop: Writing from Perspective: Narrative Essay, 50–51; An Echo Across Time, 179; Narrative Essay, 182–183; Quick Activity: Formerly a Slave, 198; Narrative Essay, 360–361</p> <p>21st Century Skills Tutorials>Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>

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Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	
8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.	<p>SE/TE:</p> <p>Research: Generate Question to Focus Research, 13, 272, 557, 788, 1012</p> <p>Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: Ask Questions: 4, 26, 54, 78, 106, 132, 160, 186, 212, 234, 260, 286, 314, 342, 364, 392, 412; Writing Workshop: Research Paper: 22–23, 128–129, 230–231, 282–283, 338–339, 430–431</p> <p>21st Century Skills Tutorials>Ask Questions; Generate New Ideas; Search for Information on the Internet; Evaluate Web Sites</p>

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<p>8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.</p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4–ELA 6 Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045 Analysis Skills: Assess Credibility of a Source, 512 Writing Workshop: Topic 1: Research Paper, 13, 24, 38, 46, 49 Topic 5: Research Paper, 272, 279, 290, 302, 315, 328, 331 Topic 9: Research Paper, 557, 563, 572, 579, 581 Topic 11: Research Paper, 660, 668, 678, 686, 698, 711 Topic 13: Research Paper, 788, 796, 803, 812, 820, 832, 841, 843: Topic 17: Research Paper, 1012, 1022, 1032, 1042, 1045</p> <p>Realize Digital Resources: Active Journal>Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431 21st Century Skills Tutorials>Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>
<p>8.SP3.3 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</p>	<p>SE/TE: Quests: Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000;</p> <p>Realize Digital Resources: Active Journal>Quests: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419 21st Century Skills Tutorials>Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>

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8.SP3.4 Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4–ELA 6 Analyze Sources: Assess Credibility of a Source, 512 Writing Workshop: Use Credible Sources, 38, 279, 563, 668, 678, 796, 803</p> <p>Realize Digital Resources: Active Journal>Quests: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419 21st Century Skills Tutorials>Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>
8.SP3.5 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.	<p>SE/TE: Quests, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000 Analyze Primary and Secondary Sources, ELA 4–ELA 6 Analysis Skills: Assess Credibility of a Source, 512 Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 661, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043 Writing Workshop: Use Credible Sources, 38, 279, 563, 668, 678, 796, 803</p> <p>Realize Digital Resources: Active Journal>Quests: Document-Based Writing Inquiry: 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419 21st Century Skills Tutorials>Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources; Read Charts, Graphs, and Tables; Search for Information on the Internet; Take Effective Notes</p>

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<p>8.SP4.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.</p>	<p>SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8 Write an Argument, ELA 9 Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255 Topic 10: Argumentative Essay, 597, 609, 619, 629, 637, 644, 647</p> <p>Realize Digital Resources: Active Journal>Writing Workshop: Argument: 102–103, 256–257; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229 21st Century Skills Tutorials>Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p>

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<p>8.SP4.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>SE/TE:</p> <p>Writing: Using the Writing Process, ELA 7–ELA 8 Write Informative or Explanatory Essays, ELA 10 Topic 1: Research Paper, 13, 24, 38, 46, 49 Topic 3: Explanatory Essay, 140, 152, 163, 176, 188, 191 Topic 5: Research Paper, 272, 279, 290, 302, 315, 328, 331 Topic 8: Informative Essay, 487, 499, 511, 519, 530, 543, 545 Topic 9: Research Paper, 557, 563, 572, 579, 581 Topic 11: Research Paper, 660, 668, 678, 686, 698, 711 Topic 12: Write an Informative Essay, 726, 735, 743, 751, 760, 767, 777 Topic 13: Research Paper, 788, 796, 803, 812, 820, 832, 841, 843 Topic 15: Write an Informative Text, 898, 906, 913, 927, 935, 947, 955, 957 Topic 16: Explanatory Essay, 972, 979, 991, 995 Topic 17: Research Paper, 1012, 1022, 1032, 1042, 1045</p> <p>Realize Digital Resources:</p> <p>Active Journal>Writing Workshop: Explanatory Essay, 74–75, 408–409; Research Paper: 22–23, 128–129, 230–231, 282–283, 338–339, 430–431 21st Century Skills Tutorials>Analyze Primary and Secondary Sources; Compare and Contrast; Draw Conclusions; Draw Inferences; Identify Evidence; Identify Main Ideas and Details; Organize Your Ideas; Sequence; Synthesize; Write an Essay</p>

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8.SP4.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.	<p>SE/TE:</p> <p>Quests: Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000</p> <p>Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 661, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: Document-Based Writing Inquiry: 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419</p> <p>21st Century Skills Tutorials>Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate; Identify Evidence; Identify Main Ideas and Details; Organize Your Ideas; Sequence; Synthesize; Write an Essay</p>
Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	
8.SP4.1 Explain the multiple causes and effects of events and developments in the past.	<p>SE/TE:</p> <p>Analysis Skills: Distinguish Cause and Effect, 224</p> <p>Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458</p> <p>Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487</p> <p>Sequence (examples), 399, 576</p> <p>Realize Digital Resources:</p> <p>Active Journal>Take Notes: Analyze/Identify Cause and Effect: 19, 64, 140, 153, 180, 196, 220, 242, 271, 274, 329, 352</p> <p>21st Century Skills Tutorials>Analyze Cause and Effect</p>

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8.SP4.2 Evaluate the influence of various causes of events and developments in the past.	<p>SE/TE:</p> <p>Analysis Skills: Distinguish Cause and Effect, 224 Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458 Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487 Sequence (examples), 399, 576</p> <p>Realize Digital Resources:</p> <p>Active Journal>Take Notes: Analyze/Identify Cause and Effect: 19, 64, 140, 153, 180, 196, 220, 242, 271, 274, 329, 352 21st Century Skills Tutorials>Analyze Cause and Effect</p>
8.SP4.3 Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.	<p>SE/TE:</p> <p>Writing: Using the Writing Process, ELA 7–ELA 8 Write an Argument, ELA 9 Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255 Topic 10: Argumentative Essay, 597, 609, 619, 629, 637, 644, 647</p> <p>Realize Digital Resources:</p> <p>Active Journal> Take Sides, 118; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Writing Workshop: Argument, 102–103, 256–257 21st Century Skills Tutorials>Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate;</p>

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<p>8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.</p>	<p>SE/TE:</p> <p>Analysis Skills: Compare Different Points of View, 164</p> <p>Analysis Skills: Distinguish Fact and Opinion, 280</p> <p>Analysis Skills: Detect Historical Points of View, 291</p> <p>Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382</p> <p>Analysis Skills: Distinguish Relevant from Irrelevant Information, 500</p> <p>Analysis Skills: Distinguish Essential from Incidental Information, 565</p> <p>Analysis Skills: Identify Central Issues and Problems, 679</p> <p>Active Journal>Quests: Civic Discussion Inquiry: 78–85, 132–139, 212–219, 234–241, 286–293; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: Civic Discussion Inquiry: 78–85, 132–139, 212–219, 234–241, 286–293; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p>21st Century Skills Tutorials>Compare Viewpoints</p>

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8.C Civics	
Civic virtues and democratic principles are key components of the American political system.	
8.C1.1 Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems.	<p>SE/TE: What Were the Foundations of Representative Government?, 123–125 Ideas That Influenced the Constitution, 210–215 Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216 Federalists, Antifederalists, and the Bill of Rights, 217–222 Primary Source Federalist and Antifederalist Writings, 223 Understanding the Constitution, 225–236 Federalism and Amendments, 237–246 Review and Assessment, 254–255</p> <p>Realize Digital Resources: Active Journal>Quest: Examining the Colonial Environment, 26–33 Social Studies Core Concepts>Government and Civics</p>
Ideas and principles contained in founding documents include but are not limited to popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights	
8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.	<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26 Quest: Civic Discussion Inquiry, 132, 260, 336, 478, 892 Citizens' Rights and Responsibilities, 247–252 Analysis Skills: Make a Difference, 915 Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources: Active Journal>Discussion Inquiry: 78–85, 132–139, 212–219, 234–241, 286–293 21st Century Skills Tutorials>Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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<p>8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.</p>	<p>SE/TE:</p> <p>Analysis Skills: Being an Informed Citizen, 26 Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408 Abolitionism, 443–449 Reform and Women’s Rights, 452–463 Primary Source, 620 The Labor Movement, 631–637 The Rise of Progressivism, 670–678 The Progressive Presidents, 680–686 Progress and Setbacks for Social Justice, 687–698 Social Change, 789–796 Citizens’ Rights and Responsibilities, 247–252 Analysis Skills: Make a Difference, 915 The Civil Rights Movement, 916–927 The Struggle for Equal Rights Continues, 929–935 Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources:</p> <p>Topic 3: Lesson 3>Biography: Thomas Jefferson; Lesson 4>Biography: Benjamin Franklin Active Journal>Quest: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176; Newspaper Editorial, 229; Civil Rights Movement Timeline, 380 21st Century Skills Tutorials>Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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<p>8.C1.4 Engage in projects to help or inform others such as community service and service-learning projects.</p>	<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26 Quest: Civic Discussion Inquiry, 132, 260, 336, 478, 892 Citizens' Rights and Responsibilities, 247–252 Analysis Skills: Make a Difference, 915 Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources: Active Journal>Discussion Inquiry: 78–85, 132–139, 212–219, 234–241, 286–293 21st Century Skills Tutorials>Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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Citizens have individual rights, roles, and responsibilities.	
8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts.	<p>SE/TE:</p> <p>Analysis Skills: Being an Informed Citizen, 26 Quest: Civic Discussion Inquiry: Senate Representation, 196 Federalists, Antifederalists, and the Bill of Rights, 217–222 Federalism and Amendments, 237–245 Citizens’ Rights and Responsibilities, 247–252 Primary Source: Hamilton and Madison Disagree, 253 A Two-Party System Develops, 273–279 Abolitionism, 443–449 Reform and Women’s Rights, 452–463 Analysis Skills: Make a Difference, 915 Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: Examining the Colonial Environment, 26–33; Senate Representation, 78–85; Slavery and Abolition, 160–167; Reporting the Facts, 364–371 Social Studies Core Concepts>Government and Civics 21st Century Skills Tutorials>Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>

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<p>8.C2.2 Explain specific roles, rights and responsibilities of people in a society.</p>	<p>SE/TE:</p> <p>Analysis Skills: Being an Informed Citizen, 26 Quest: Project Inquiry: Choosing Sides, 132 Civic Discussion Inquiry: Senate Representation, 196 Citizens' Rights and Responsibilities, 247–252 Document-Based Inquiry: The Role of Government in the Economy, 782 Dropping the Atomic Bomb, 848 Analysis Skills: Political Participation, 993 Look into the Future, 1000</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: Senate Representation, 78–85 Social Studies Core Concepts>Government and Civics 21st Century Skills Tutorials>Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>

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<p>8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.</p>	<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26 Quest: Civic Discussion Inquiry: Senate Representation, 196 Federalists, Antifederalists, and the Bill of Rights, 217–222 Primary Source: Federalist and Antifederalist Writings, 223 Understanding the Constitution, 225–236 Federalism and Amendments, 237–245 Citizens’ Rights and Responsibilities, 247–252 Primary Source: Hamilton and Madison Disagree, 253 A Two-Party System Develops, 273–279 Abolitionism, 443–449 Reform and Women’s Rights, 452–463 Analysis Skills: Make a Difference, 915 Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources: Active Journal>Quests: Examining the Colonial Environment, 26–33; Senate Representation, 78–85; Slavery and Abolition, 160–167; Reporting the Facts, 364–371 Social Studies Core Concepts>Government and Civics 21st Century Skills Tutorials>Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>
<p>8.C2.4 Explain how immigrants become naturalized citizens.</p>	<p>SE/TE: American Citizenship, 247–249</p> <p>Realize Digital Resources: Topic 4>Lesson 7>Video: Responsibilities of Citizenship Active Journal>Quests: Effects of Immigration, 260–267 Social Studies Core Concepts>Government and Civics 21st Century Skills Tutorials>Being an Informed Citizen</p>

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An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government is essential to effective citizenship.	
8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy.	<p>SE/TE:</p> <p>Analysis Skills: Being an Informed Citizen, 26 Quest: Civic Discussion Inquiry: Senate Representation, 196 Citizens' Rights and Responsibilities, 247–252 Primary Source: Hamilton and Madison Disagree, 253 A Two-Party System Develops, 273–279 Abolitionism, 443–449 Reform and Women's Rights, 452–463 Analysis Skills: Make a Difference, 915 Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: Analyzing the Reagan Conservative Movement, 392–399 21st Century Skills Tutorials>Analyze Images; Analyze Media Content; Analyze Political Cartoons; Evaluate Web Sites</p>

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Key concepts include but are not limited to political party platforms, structure of parties on a national, state, and local level including precincts, primary and general elections, presidential nominating system including conventions, congressional elections including congressional districts, gerrymandering, and census, electoral college including how electors are chosen in Arizona, types of interest groups, and role of the media.	
8.C3.2 Examine the origins and purpose of constitutions, laws, treaties, and international agreements.	<p>SE/TE:</p> <p>Drafting a Constitution, 204–209 Ideas That Influenced the Constitution, 210–215 Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216 Federalists, Antifederalists, and the Bill of Rights, 217–222 Primary Source Federalist and Antifederalist Writings, 223 Understanding the Constitution, 225–236 Review and Assessment, 254–255 Adams-Onis Treaty, 326 A Treaty Quickly Forgotten, 613–614 Treaty of Kanagawa, 718 Peace Treaties Shape the Postwar World, 770–772 NATO and the Warsaw Pact, 896–897 The United Nations, 897 Intermediate Nuclear Force (INF) Treaty, 975 Strategic Arms Reduction Treaty (START), 982</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: Senate Representation, 78–85; Writing Workshop: Arguments, 102–103; The Mexican-American War, 132–139 Social Studies Core Concepts>Government and Civics Topic 3>Lesson 2>Biography: Patrick Henry; Lesson 3>Biography: Thomas Jefferson</p>

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8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States.	<p>SE/TE: Understanding the Constitution, 225–236 Federalism and Amendments, 237–245 United States Constitution, 1050–1071</p> <p>Realize Digital Resources: Active Journal>Writing Workshop: Arguments, 102–103 Social Studies Core Concepts>Government and Civics</p>
Process, rules, and laws direct how individuals are governed and how society addresses problems.	
8.C4.1 Compare historical and contemporary means of changing societies to promote the common good.	<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26 Citizens' Rights and Responsibilities, 247–252 Abolitionism, 443–449 Reform and Women's Rights, 452–463 Primary Source, 620 The Labor Movement, 631–637 The Rise of Progressivism, 670–678 The Progressive Presidents, 680–686 Progress and Setbacks for Social Justice, 687–698 Social Change, 789–796 Analysis Skills: Make a Difference, 915 The Civil Rights Movement, 916–927 The Struggle for Equal Rights Continues, 929–935 Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources: Topic 4>Lesson 4>Biography: James Madison Topic 5>Lesson 1>Biography: Alexander Hamilton Active Journal>Quest: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176; Newspaper Editorial, 229; Civil Rights Movement Timeline, 380; 21st Century Skills Tutorials>Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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<p>8.C4.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.</p>	<p>SE/TE:</p> <p>Federalism and Amendments, 237–245 Landmark Supreme Court Cases, 288–290 Reform and Women’s Rights, 452–463 The Labor Movement, 631–637 The Rise of Progressivism, 670–678 The Progressive Presidents, 680–686 Progress and Setbacks for Social Justice, 687–698 Social Change, 789–796 The Civil Rights Movement, 916–927 The Struggle for Equal Rights Continues, 929–935</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quick Activity: Civil Rights Movement Timeline, 380 Social Studies Core Concepts>Government and Civics; 21st Century Skills Tutorials>Being an Informed Citizen; Political Participation; Serving on a Jury; Voting</p>

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<p>8.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.</p>	<p>SE/TE:</p> <p>How Did Alexander Hamilton Deal with the National Debt?, 263–265</p> <p>How Did Hamilton Create a Stable Economy?, 266–268</p> <p>A Ban on Trade, 301–302</p> <p>The Regional Impacts of Tariffs, 320</p> <p>Anger Over Tariffs, 350–351</p> <p>Analysis Skill: Interpret Economic Performance, 359</p> <p>The American System, 371</p> <p>Reconstruction, 546–581</p> <p>The Progressive Era, 648–711</p> <p>Quest: Document-Based Inquiry: The Role of Government in the Economy, 782</p> <p>Aid for the Needy, 818–819</p> <p>Roosevelt’s New Deal, 821–832</p> <p>Smaller Federal Government, 966</p> <p>The Reagan and Bush Presidencies, 967–968</p> <p>Expanding Trade, 970–971</p> <p>The Peace Dividend, 979</p> <p>Increasing Global Trade, 1017</p> <p>A Weak Recovery, 1020–1022</p> <p>Analyze Graphs: Federal Deficits And Spending, 2001–2016, 1034</p> <p>Obama’s Presidency, 1036–1037</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quick Activity: Debate with a Partner, 222; Quest: The Role of Government in the Economy, 314–321; Great Depression Timeline, 337</p> <p>21st Century Skills Tutorials>Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p> <p>Social Studies Core Concepts>Government and Civics</p> <p>Primary Sources>Topic 1>Constitution of the Iroquois Nations: The Great Binding Law</p>

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<p>8.C4.4 Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.</p>	<p>SE/TE:</p> <p>Analysis Skills: Being an Informed Citizen, 26 Quest Discussion Inquiry: High-Speed Rail, 586 Document-Based Inquiry: Effects of Immigration, 652 Imperialism and Annexation, 716 The Role of Government in the Economy, 782 Dropping the Atomic Bomb, 848 Analysis Skills: Make a Difference, 915 Analyzing the Reagan Conservative Movement, 962 Analysis Skills: Political Participation, 993 Look Into the Future, 1000</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: Civic Discussion:Inquiry: 78–85, 132–139, 212–219, 234–241, 286–293; Quick Activity: Abolitionists Speak Out, 176; An Echo Across Time, 179; Civil Rights Movement Timeline, 380; You’re the Newscaster, 385 21st Century Skills Tutorials>Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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<p>8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.</p>	<p>SE/TE:</p> <p>Analysis Skills: Being an Informed Citizen, 26 Analysis Skills: Compare Different Points of View, 164 Analysis Skills: Detect Historical Points of View, 291 Analysis Skills: Identify Central Issues and Problems, 317 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382 Analysis Skills: Distinguish Relevant from Irrelevant Information, 500 Quest: Discussion Inquiry: High-Speed Rail, 586 Document-Based Inquiry: Effects of Immigration, 652 Imperialism and Annexation, 716 The Role of Government in the Economy, 782 Dropping the Atomic Bomb, 848 Analysis Skills: Make a Difference, 915 Analyzing the Reagan Conservative Movement, 962 Analysis Skills: Political Participation, 993 Look Into the Future, 1000</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: Civic Discussion:Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Quick Activity: Abolitionists Speak Out, 176; An Echo Across Time, 179; Civil Rights Movement Timeline, 380; You’re the Newscaster, 385 21st Century Skills Tutorials>Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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8.E Economics	
A financially literate individual understands how to manage income, spending, and investment.	
8.E1.1 Analyze the relationship between education, income, and job opportunities.	For opportunities to address this standard please see: Realize Digital Resources: Social Studies Core Concepts>Economics; Personal Finance
8.E1.2 Analyze the relationship between interest rates, saving, and use of credit.	For opportunities to address this standard please see: SE/TE: How Did Hamilton Create a Stable Economy?, 266 Bank War, 352–355 Analysis Skill: Interpret Economic Performance, 359 The Market Economy and the Industrial Revolution, 412–413 Quest: Document-Based Inquiry: The Role of Government in the Economy, 782 Production Increases, 785–786 What Caused a World Economic Crisis, 1018–1020 American Recovery and Reinvestment Act, 1021 Economic Dangers Persist, 1022 A Global Economy, 1015–1022 Realize Digital Resources: Topic 13>Lesson 4>Video: Prosperity and Peril; Lesson 5>Video: The Great Depression Active Journal>Quests: The Role of Government in the Economy, 314–321 Social Studies Core Concepts>Economics; Personal Finance

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8.E1.3 Analyze the relationship between investment and return.	<p>For opportunities to address this standard please see:</p> <p>SE/TE: What Caused a World Economic Crisis, 1018–1020 American Recovery and Reinvestment Act, 1021 Economic Dangers Persist, 1022</p> <p>Realize Digital Resources: Topic 17>Lesson 3>Video:The Global Financial Crisis of 2008 Active Journal>Quests: The Role of Government in the Economy, 314–321 Social Studies Core Concepts>Economics; Personal Finance</p>
8.E1.4 Examine the factors that influence spending decisions.	<p>For opportunities to address this standard please see:</p> <p>SE/TE: Consumer Goods and Credit, 785–786 Analysis Skill: Interpret Economic Performance, 359 Conduct a Cost Benefit Analysis, 669</p> <p>Realize Digital Resources: Social Studies Core Concepts>Personal Finance</p>
8.E1.5 Create a budget and examine the benefits of budgeting.	<p>For opportunities to address this standard please see:</p> <p>SE/TE: Analysis Skill: Conduct a Cost Benefit Analysis, 669</p> <p>Realize Digital Resources: Social Studies Core Concepts>Personal Finance</p>

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8.E1.6 Analyze the impact of debt on individuals.	For opportunities to address this standard please see: SE/TE: Conduct a Cost Benefit Analysis, 669 Realize Digital Resources: Social Studies Core Concepts>Personal Finance
8.E1.7 Understand several types of financial investments and calculate rates of return.	For opportunities to address this standard please see: Realize Digital Resources: Social Studies Core Concepts>Personal Finance
8.E1.8 Identify ways insurance may minimize personal financial risk.	For opportunities to address this standard please see: Realize Digital Resources: Social Studies Core Concepts>Personal Finance
By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	
8.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.	SE/TE: Analysis Skills: Interpret Economic Performance, 359 Quest: Document-Based Writing Inquiry: The Role of Government in the Economy, 782 Analyzing the Reagan Conservative Movement, 962 Conduct a Cost-Benefit Analysis, 669 Roosevelt’s New Deal, 821–832 Industrialization and Immigration, 422–430 King Cotton and Life in the South, 431–442 Realize Digital Resources: Active Journal>Quick Activity: Great Depression Timeline, 337; Quest: The Role of Government in the Economy, 314–321 Social Studies Core Concepts>Economics; Personal Finance

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8.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups.	<p>SE/TE: Analysis Skill: Interpret Economic Performance, 359 Conduct a Cost Benefit Analysis, 669 Expanding Trade, 970–971 A Global Economy, 1015–1022</p> <p>Realize Digital Resources: Active Journal>Take Notes, 422 Social Studies Core Concepts>Economics</p>
Individuals and institutions are interdependent within market systems.	
8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.	<p>SE/TE: Promoting a Free Market Economy, 287 The Market Economy and the Industrial Revolution, 412–413 Stock market, 786–787, 813, 814, 827, 1019 Consumer Goods and Credit, 785–786 What Caused a World Economic Crisis, 1018–1020 American Recovery and Reinvestment Act, 1021 Economic Dangers Persist, 1022 Analysis Skill: Interpret Economic Performance, 359 Conduct a Cost Benefit Analysis, 669</p> <p>Realize Digital Resources: Active Journal>Quick Activity: Inventing for Change, 255; Changing Fashions, 328; Quest: High-Speed Rail, 234–241 Social Studies Core Concepts>Economics; Personal Finance</p>

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<p>8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.</p>	<p>SE/TE:</p> <p>A Ban on Trade, 301–302</p> <p>The Market Economy and the Industrial Revolution, 412–413</p> <p>How Did Farmers Help Each Other?, 607</p> <p>What Led to the Rise of Corporations and Banks?, 624–625</p> <p>How Did Rockefeller Take Control of the Oil Industry?, 627–628</p> <p>Production Increases, 786</p> <p>A Series of Economic Problems, 816</p> <p>Addressing Economic Issues, 907–908</p> <p>Expanding Trade, 970–971</p> <p>What Caused a World Economic Crisis?, 1018–1020</p> <p>A Global Economy, 1015–1023</p> <p>Realize Digital Resources:</p> <p>Active Journal>Take Notes, 422; Quick Activity: Great Depression Timeline, 337; Quest: The Role of Government in the Economy, 314–321</p> <p>Social Studies Core Concepts>Economics</p>

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<p>8.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions in a market economy.</p>	<p>SE/TE:</p> <p>Primary Source: Hamilton and Madison Disagree, 253</p> <p>Analysis Skill: Interpret Economic Performance, 359</p> <p>Industry and Corporations, 622–629</p> <p>Why Did Workers Organize Unions?, 632–634</p> <p>Labor Faces Challenges, 635–637</p> <p>The Power of Big Business, 673–674</p> <p>Encouraging Fair Business Practices, 681– 682</p> <p>Quest: Document-Based Inquiry: The Role of Government in the Economy, 782</p> <p>Labor Faces Losses, 806</p> <p>Roosevelt’s New Deal, 821–832</p> <p>A Global Economy, 1015–1022</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: The Role of Government in the Economy, 314–321</p> <p>Social Studies Core Concepts> Government and Civics; Economics</p>

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The domestic economy is shaped by interactions between government, institutions, and the private sector.	
8.E4.1 Explain how inflation, deflation, and unemployment affect distinct groups.	<p>SE/TE:</p> <p>A Weak Wartime Economy, 528</p> <p>How Did the War Affect the Northern Economy?, 529</p> <p>Analyze Graphs: Employment Trends, 1890 to 1910, 636</p> <p>Causes of the Great Depression, 815–816</p> <p>Daily Life for Americans, 817</p> <p>A Wartime Economy, 867</p> <p>Civilians Pitch In, 867–868</p> <p>Addressing Economic Issues, 907–908</p> <p>Analyze Graphs: Unemployment, by Race, 1950–1970; 926</p> <p>The Economy Suffers, 950</p> <p>Analyze Graphs: Inflation, 1945–1975; 950</p> <p>A Weak Recovery, 1020–1022</p> <p>Analyze Graphs: Employment Trends 2000–2016, 1020</p> <p>Economic Issues, 1037</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quick Activity: Great Depression Timeline, 337</p> <p>Social Studies Core Concepts>Economics</p>
8.E4.2 Explain the influence of changes in interest rates on borrowing and investing.	<p>SE/TE:</p> <p>Increasing the Government’s Role in the Economy, 685–686</p> <p>The New Suburbs, 910</p> <p>What Caused a World Economic Crisis?, 1018–1020</p> <p>Realize Digital Resources:</p> <p>Topic 17>Lesson 2>Interactive Before And After:Effects of the Recession</p> <p>Social Studies Core Concepts>Economics</p> <p>Personal Finance</p>

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8.E4.3 Explain the effect of productivity on standard of living.	<p>SE/TE: Analyze Graphs: Employment Trends, 1890 to 1910; 636 Postwar Prosperity, 907–910 The Internet, 1030</p> <p>TE Only: Recent Scholarship: Economic Boom, 970</p> <p>Realize Digital Resources: Social Studies Core Concepts > Economics</p>

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The interconnected global economy impacts all individuals and groups in significant and varied ways.	
8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.	<p>SE/TE:</p> <ul style="list-style-type: none"> Trade Along the Silk Road, 32 African Trade and Cultures, 32–35 Chinese Trade and Technology, 35–36 European Renaissance and Exploration, 36–38 How Did the Columbian Exchange Affect the Rest of the World?, 44–46 A Ban on Trade, 301–302 The Far West Fur Trade, 377–378 The Industrial Revolution, 409–420 Mining, Railroads, and the Economy, 587–597 Industry and Corporations, 622–629 New Technologies, 638–644 Analysis Skill: Interpret Economic Performance, 359 Conduct a Cost Benefit Analysis, 669 Imperialism and Annexation, 716 How Did Expansion Lead to Trade With Japan?, 717–718 American Expansionists Make Their Case, 721–722 A Worldwide Rivalry for Chinese Trade, 725–726 Document-Based Inquiry: The Role of Government in the Economy, 782 Expanding Trade, 970–971 <p>Realize Digital Resources: Social Studies Core Concepts>Economics</p>

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<p>8.E5.2 Compare various economic systems such as command, mixed, and free market.</p>	<p>For opportunities to address this standard please see:</p> <p>SE/TE:</p> <p>Promoting a Free Market Economy, 287 Lesson Check #1, 290 The Market Economy and the Industrial Revolution, 412–413 Americans Debate Over Trusts, 627–628 Silencing Opposition, 760 The First Communist State, 787 Criticism of the New Deal, 831</p> <p>TE Only:</p> <p>History Background: Communism787</p> <p>Realize Digital Resources:</p> <p>Social Studies Core Concepts>Economics</p>

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<p>8.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p>	<p>For opportunities to address this standard please see:</p> <p>SE/TE:</p> <p>Trade Grows, 29</p> <p>How Was the Middle East a Crossroads of the World?, 30–32</p> <p>African Trade and Cultures, 32–35</p> <p>Chinese Trade and Technology, 35–36</p> <p>A Search for New Trade Routes, 37</p> <p>Columbian Exchange, 44–46</p> <p>Slave trade 107–109</p> <p>Triangular Trade, 122–123</p> <p>Rivers and Erie Canal, 370–371, 372</p> <p>Colonial Trade and Government, 121–125</p> <p>Fur trade, 377–378</p> <p>The Industrial Revolution, 409–420</p> <p>Industrialization and Immigration, 422–430</p> <p>King Cotton and Life in the South, 431–442</p> <p>Mining, Railroads, and the Economy, 587–597</p> <p>Western Agriculture, 598–609</p> <p>New Technologies, 638–644</p> <p>Expansion in the Pacific, 717–726</p> <p>Expanding Trade, 970–971</p> <p>A Global Economy, 1015–1022</p> <p>Realize Digital Resources:</p> <p>Active Journal>Writing Workshop: Research Paper, 22–23</p> <p>Social Studies Core Concepts>Economics</p>

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8.G Geography	
The use of geographic representations and tools helps individuals understand their world.	
8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.	<p>SE/TE:</p> <p>Analysis Skills: Identifying Physical and Cultural Features, 141</p> <p>Analysis Skills: Interpret Thematic Maps, 573</p> <p>Maps (examples), 4, 8, 16, 30, 38, 42, 49, 58, 60, 68, 70, 73, 87, 92, 101, 123, 127, 130, 134, 140, 144, 146, 160, 175, 186, 187, 191, 194, 199, 233, 255, 258, 270, 295, 334, 343, 361, 365, 369, 370, 377, 379, 384, 390, 423, 435, 447, 473, 476, 480, 490, 502, 507, 515, , 581, 714, 732, 747, 827, 859, 878, 900, 939, 1005</p> <p>Analyze Charts, 75, 909, 1038</p> <p>Analyze Graphs, 85, 182, 508, 524, 607, 658, 695, 790, 812</p> <p>Analyze Images, 208, 364, 373, 399</p> <p>Analyze Data, 251</p> <p>Realize Digital Resources:</p> <p>Active Journal>Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211, 259, 285, 313, 341, 391, 411; Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211, 232–233, 258–259, 284–285, 312–313, 340–341, 362–363, 390–391, 410–411; Quest Activity: Life in the Trenches, 303; Explore, 123; The Importance of Water, 155</p> <p>21st Century Skills Tutorials>Create Charts and Maps; Use Parts of a Map; Read Charts, Graphs, and Tables; Create Databases; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>

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Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology	
Human-environment interactions are essential aspects of human life in all societies.	
<p>8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.</p>	<p>SE/TE:</p> <p>Document-Based Inquiry: Examining the Colonial Environment, 54</p> <p>Rivers and Erie Canal, 370–371, 372</p> <p>The Industrial Revolution, 409–420</p> <p>King Cotton and Life in the South, 431–442</p> <p>Environment and Industry, 579</p> <p>Mining, Railroads, and the Economy, 587–597</p> <p>Dust Bowl, 834–835</p> <p>Panama Canal, 737–740</p> <p>Environmental Challenges, 1024–1027</p> <p>Hurricane Katrina, 1035</p> <p>Realize Digital Resources:</p> <p>Active Journal>Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129; Quick Activity: Explore, 123; The Importance of Water, 155; Westward Bound! 246; Tracing Urbanization, 273; Building the Panama Canal, 300</p> <p>21st Century Skills Tutorials>Read Political Maps; Develop Cultural Awareness; Social Studies Core Concepts>Geography</p>

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<p>8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p>	<p>SE/TE:</p> <p>Analysis Skills: Identifying Physical and Cultural Features, 141</p> <p>Analysis Skills: Interpret Economic Performance, 359</p> <p>Analysis Skills: Conduct a Cost-Benefit Analysis, 669</p> <p>The First French, Dutch, and English Colonies, 66–77</p> <p>The New England Colonies, 78–90</p> <p>The Middle Colonies, 91–99</p> <p>The Southern Colonies, 100–109</p> <p>Colonial Society, 110–120</p> <p>Colonial Trade and Government, 121–125</p> <p>Settling Oregon Country, 375–381</p> <p>New Mexico Territory and California, 383–384</p> <p>Mormons Settle the Mexican Cession, 397</p> <p>The Industrial Revolution, 409–420</p> <p>King Cotton and Life in the South, 431–442</p> <p>Mining, Railroads, and the Economy, 587–597</p> <p>Expansion in the Pacific, 717–726</p> <p>War and Empire, 727–735</p> <p>Quests: High-Speed Rail, 586</p> <p>Imperialism and Annexation, 716;</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quest: Document-Based Writing Inquiry: Examining the Colonial Environment, 54; Quest: Civic Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716</p> <p>Social Studies Core Concepts>Economics</p> <p>21st Century Skills Tutorials>Develop Cultural Awareness</p>

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Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	
8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.	<p>SE/TE:</p> <p>Lack of Representation in Parliament, 146 Federalists, Antifederalists, and the Bill of Rights, 217–222 Primary Source: Federalist and Antifederalist Writings, 223 Understanding the Constitution, 225–236 Federalism and Amendments, 237–245 Primary Source: Hamilton and Madison Disagree, 253 How Did Hamilton Create a Stable Economy?, 266 Distinguish Fact from Opinion: Diary Entry, 280 Analysis Skills: Detect Historical Points of View, 291 How Was a Stable Economy Created After the War?, 319–321 How Did Supreme Court Decisions Expand Federal Power?, 321–323 The Bank War, 352–355 Analysis Skill: Interpret Economic Performance, 359 Industry and Corporations, 622–629 Quest: Document-Based Inquiry: The Role of Government in the Economy, 782 Roosevelt's New Deal, 821–832 A Global Economy, 1015–1022</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: The Role of Government in the Economy, 314–321; Analyzing the Reagan Conservative Movement, 392–399 Social Studies Core Concepts>Government and Civics</p>

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Global Interconnections and spatial patterns are a necessary part of geographic reasoning.	
<p>8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).</p>	<p>SE/TE:</p> <p>Analysis Skills: Being an Informed Citizen, 26 Quick Activity: Abolitionists Speak Out, 176 Newspaper Editorial, 229 Analysis Skill: Interpret Economic Performance, 359 Civil Rights Movement Timeline, 380 Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408 Conduct a Cost Benefit Analysis, 669 Analysis Skills: Make a Difference, 915 Analysis Skills: Political Participation, 993 Expanding Trade, 970–971 A Global Economy, 1015–1022</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quest: Slavery and Abolition, 160–167: Citizens’ Rights and Responsibilities, 247–252 21st Century Skills Tutorials>Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting; Social Studies Reference Center</p>

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8.H History	
Cycles of conflict and cooperation have shaped relations among people, places, and environments.	
8.H2.1 Explain how different beliefs about the government’s role in social and economic life have affected political debates and policies in the United States.	<p>SE/TE:</p> <p>Colonial Trade and Government, 121–125 Lack of Representation in Parliament, 146 Mercantilist System, 154-156 State governments: structure of early, 198 Federalists, Antifederalists, and the Bill of Rights, 217–222 Primary Source: Federalist and Antifederalist Writings, 223 Understanding the Constitution, 225–236 Federalism and Amendments, 237–245 Primary Source: Hamilton and Madison Disagree, 253 How Did Hamilton Create a Stable Economy?, 266 Interpreting the Constitution, 275–276 Analysis Skills: Distinguish Fact from Opinion: Diary Entry, 280 Analysis Skills: Detect Historical Points of View, 291 How Was a Stable Economy Created After the War?, 319–321 How Did Supreme Court Decisions Expand Federal Power?, 321–323 The Bank War, 352–355 Analysis Skill: Interpret Economic Performance, 359 Industry and Corporations, 622–629 Quest: Document-Based Inquiry: The Role of Government in the Economy, 782 Roosevelt’s New Deal, 821–832 Quest Document-Based Writing Inquiry: Analyzing the Reagan Conservative Movement, 962 A Global Economy, 1015–1022</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: The Role of Government in the Economy, 314–321; Analyzing the Reagan Conservative Movement, 392–399</p>

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<p>Continued: 8.H2.1 Explain how different beliefs about the government’s role in social and economic life have affected political debates and policies in the United States.</p>	<p>Continued: Social Studies Core Concepts>Government and Civics</p>
<p>8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.</p>	<p>SE/TE: Party System Develops, 273–279 Jackson Wins the Presidency, 337–347 Political Conflict and Economic Crisis, 349–358 Conflict with American Indians, 360–367 The Industrial Revolution, 409–420 Abolitionism, 443–449 Reform and Women’s Rights, 452–463 the Civil War, 474–545 Reconstruction, 546–581 Imperialism and World War I, 712–777 The Rise of Progressivism, 670–678 The Progressive Presidents, 680–686 Progress and Setbacks for Social Justice, 687–698 Social Change, 789–796 The Civil Rights Movement, 916–927 The Struggle for Equal Rights Continues, 929–935 The Conservative Revolution, 963–972 Challenges at Home, 1033–1042</p> <p>Realize Digital Resources: Topic 5>Lesson 2>Video: The Origin of Political Parties Topic 6>Lesson 2>Video: North vs South in the Age of Jackson; Lesson 3>Video: The Trail of Tears; Lesson 6>Video: The Mexican-American War Topic 8> Lesson 2 Video: Bleeding Kansas Southern States React Topic 12>Lesson 5>Video: The U.S. Enters the War Topic 14>Lesson 4>Video War on a Global Scale</p>

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<p>Continued: 8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.</p>	<p>Continued: Topic 15>Lesson 1>Video The Early Years of the Cold War; Lesson 2>Video: The Korean War; Lesson 4>Video: The Civil Rights Movement Topic 17>Lesson 2>Video: Global Challenges Active Journal>Quests: Choosing Sides, 54–61; Stay Out? Or Get Involved? 106–113; The Mexican-American War, 132–139; Slavery and Abolition, 160–167; Imperialism and Annexation, 286–293; The Role of Government in the Economy, 314–321; Dropping the Atomic Bomb, 342–349; Analyzing the Reagan Conservative Movement, 392–399</p>

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<p>8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.</p>	<p>SE/TE:</p> <p>The First French, Dutch, and English Colonies, 66–77</p> <p>The New England Colonies, 78–90</p> <p>The Middle Colonies, 91–99</p> <p>The Southern Colonies, 100–109</p> <p>Colonial Society, 110–120</p> <p>Colonial Trade and Government, 121–125</p> <p>Analysis Skills: Identifying Physical and Cultural Features, 141</p> <p>Analysis Skills: Interpret Economic Performance, 359</p> <p>Settling Oregon Country, 375–381</p> <p>New Mexico Territory and California, 383–384</p> <p>Mormons Settle the Mexican Cession, 397</p> <p>The Industrial Revolution, 409–420</p> <p>King Cotton and Life in the South, 431–442</p> <p>Mining, Railroads, and the Economy, 587–597</p> <p>Analysis Skills: Conduct a Cost-Benefit Analysis, 669</p> <p>Expansion in the Pacific, 717–726</p> <p>War and Empire, 727–735</p> <p>Quests: High-Speed Rail, 586</p> <p>Imperialism and Annexation, 716;</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quest: Document-Based Writing Inquiry: Examining the Colonial Environment, 54; Quest: Civic Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716</p> <p>Social Studies Core Concepts>Economics</p> <p>21st Century Skills Tutorials>Develop Cultural Awareness</p>

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Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.	
8.H3.1 Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries.	<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26 Social Change, 789–796 The Civil Rights Movement, 916–927 The Struggle for Equal Rights Continues, 929–935 Analysis Skills: Make a Difference, 915 Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources: Active Journal>Quick Activity: Civil Rights Movement Timeline, 380 21st Century Skills Tutorials>Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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<p>8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.</p>	<p>SE/TE:</p> <p>Citizens' Rights and Responsibilities, 247–252 Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408 Analysis Skills: Being an Informed Citizen, 26 Abolitionism, 443–449 Reform and Women's Rights, 452–463 Primary Source, 620 The Labor Movement, 631–637 The Rise of Progressivism, 670–678 The Progressive Presidents, 680–686 Progress and Setbacks for Social Justice, 687–698 Social Change, 789–796 Analysis Skills: Make a Difference, 915 The Civil Rights Movement, 916–927 The Struggle for Equal Rights Continues, 929–935 Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quest: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176; Newspaper Editorial, 229; Civil Rights Movement Timeline, 380 21st Century Skills Tutorials>Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting; Social Studies Reference Center</p>

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<p>8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.</p>	<p>SE/TE:</p> <p>Analysis Skills: Being an Informed Citizen, 26 Quest: Civic Discussion Inquiry: Senate Representation, 196 Federalists, Antifederalists, and the Bill of Rights, 217–222 Primary Source: Federalist and Antifederalist Writings, 223 Understanding the Constitution, 225–236 Federalism and Amendments, 237–245 Citizens’ Rights and Responsibilities, 247–252 Primary Source: Hamilton and Madison Disagree, 253 A Two-Party System Develops, 273–279 Abolitionism, 443–449 Reform and Women’s Rights, 452–463 Analysis Skills: Make a Difference, 915 Analysis Skills: Political Participation, 993</p> <p>Realize Digital Resources:</p> <p>Active Journal>Quests: Examining the Colonial Environment, 26–33; Senate Representation, 78–85; Slavery and Abolition, 160–167; Reporting the Facts, 364–371 Social Studies Core Concepts>Government and Civics 21st Century Skills Tutorials>Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>

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<p>8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today.</p>	<p>SE/TE:</p> <p>Quests: Project-Based Learning Inquiry, 132, 260, 336, 478, 892</p> <p>Discussion Inquiry, 196, 550, 586, 716</p> <p>Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000</p> <p>Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996</p> <p>Review and Assessment, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p>Realize Digital Resources:</p> <p>Active Journal>Essential Question: 2, 24, 52, 76, 104, 130, 158, 184, 210, 232, 258, 284, 312, 340, 362, 390, 410</p> <p>21st Century Skills Tutorials>Ask Questions; Generate New Ideas; Draw Inferences; Support Ideas With Evidence</p>

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