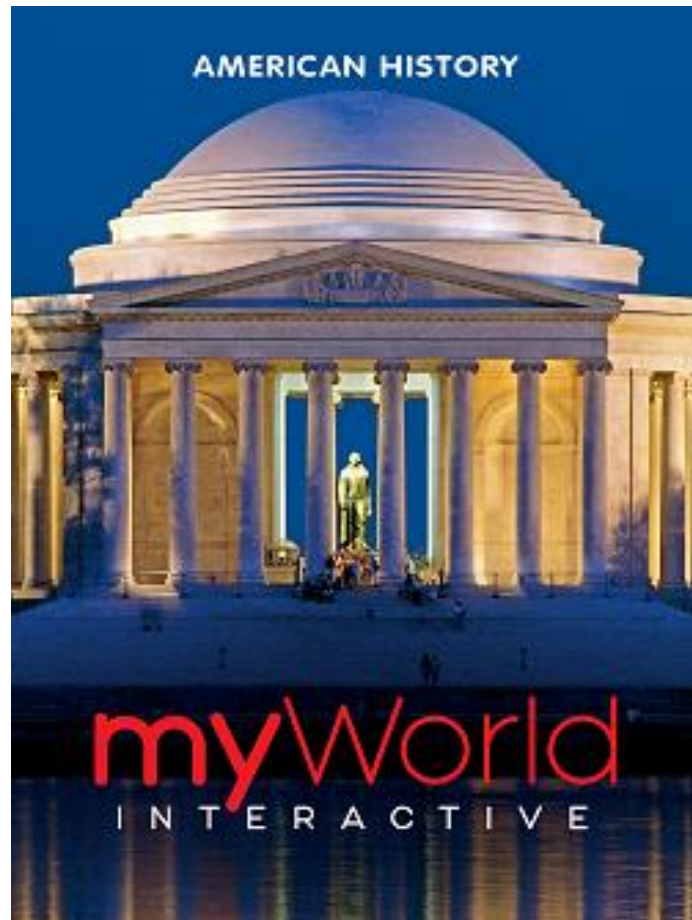


A Correlation of



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To the

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for Social Studies State Standards
Grades 6-8**

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D1.2.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	<p>SE/TE: Analysis Skills: Frame Questions, 621; Detect Historical Points of View, 291; Assess Credibility of a Source, 512; Distinguish Fact from Opinion, 280; Draw Sound Conclusions from Sources, 630; Distinguish Relevant from Irrelevant Information, 500; Compare Different Points of View, 164; Update an Interpretation, 450; Analyze Sequence, Causation, and Correlation, 662; also see: Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996</p> <p>Active Journal: Quick Activity: Debate with a Partner, 222. (Debate Ten Percent Plan); Forecasting the Future, 427</p>

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<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/TE: Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996; Analysis Skills: Frame Questions, 621; Detect Historical Points of View, 291; Assess Credibility of a Source, 512; Distinguish Fact from Opinion, 280; Draw Sound Conclusions from Sources, 630; Distinguish Relevant from Irrelevant Information, 500; Compare Different Points of View, 164; Update an Interpretation, 450; Analyze Sequence, Causation, and Correlation, 662; also see: Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</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>Digital Sources 21st Century Skills Tutorials: Ask Questions; Generate New Ideas; Draw Inferences; Support Ideas with Evidence; Identify Main Idea and Details</p>

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D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).	<p>SE/TE: Citizens’ Rights and Responsibilities, 247–252; Quest: Project Inquiry: Choosing Sides, 132; Civic Discussion Inquiry: Senate Representation, 196; High Speed Rail, 586; Document-Based Inquiry: The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Look into the Future, 1000; also see: Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993</p> <p>Active Journal: Quests: Senate Representation, 78–85</p> <p>Digital Sources 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>
D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	<p>SE/TE: 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; Federalism and Amendments, 237–246; Citizens’ Rights and Responsibilities, 247–252; Review and Assessment, 254–255; Adams-Onis Treaty, 326; Fort Laramie Treaty, 613–614, 616; Treaty of Kanagawa, 718; Treaty of Versailles, 771–772, 771–774, 849–850, 856; North Atlantic Treaty Organization (NATO), 896–897, 978, 1012; United Nations (UN), 897, 898; Intermediate Nuclear Force (INF) Treaty, 975; Strategic Arms Reduction Treaty (START), 982</p> <p>Active Journal: Quests: Senate Representation, 78–85; The Mexican-American War, 132–139; Writing Workshop: Arguments, 102–103 (Power of Federal Government)</p>

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	<p>(Continued) <u>Digital Sources</u> Social Studies Core Concepts: Government and Civics; Social Studies Reference Center: Biographies: Hammurabi; Asoka; Julius Caesar</p>
<p>D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.</p>	<p>SE/TE: Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; United States Constitution, 1050–1071; also see: State governments: structure of early, 198; responsibilities of, 244–245, 254; legislative reforms in, 570; States’ Rights, 242–243, 284–285, 349–352, 364, 503 Active Journal: Writing Workshop: Arguments, 102–103 (Power of Federal Government) <u>Digital Sources</u> Social Studies Core Concepts: Government and Civics</p>
<p>D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.</p>	<p>SE/TE: 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; United States Constitution, 1050–1071; also see: State governments: structure of early, 198; responsibilities of, 244–245, 254; legislative reforms in, 570; States’ Rights, 242–243, 284–285, 349–352, 364, 503 Active Journal: Writing Workshop: Arguments, 102–103 (Power of Federal Government) <u>Digital Sources</u> Social Studies Core Concepts: Government and Civics</p>

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D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.	<p>SE/TE: Citizens’ Rights and Responsibilities, 247–252; Primary Source: Hamilton and Madison Disagree, 253; A Two-Party System Develops, 273–279; Abolitionism, 443–449; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quest: Civic Discussion Inquiry, 132, 260, 336, 478, 892</p> <p>Active Journal: Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293</p> <p>Digital Resources 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>D2.Eco.5.6-8. Explain ways in which money facilitates exchange by reducing transactional costs.</p>	<p>SE/TE: Money supply, 359, 609; also see: Paper currency, 200, 266, 355, 528, 529</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics; Personal Finance</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/TE: Demand for goods, 624, 786, 816, 908; Economic law of demand, 626; Home prices, 1018; also see: Free-Market System/Capitalism, 287, 412–413, 627–628, 977; Consumer Price Index (CPI), 359; crop prices, 607, 609; A Global Economy, 1015–1023; Trade: Tariffs, 263, 266, 320, 342, 350–351, 371, 677; Embargo, 301; NAFTA, 970–971, 1017, 1041; OPEC, 990</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><u>Digital Sources</u> Social Studies Core Concepts: Economics</p>
<p>D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p>SE/TE: Free-Market System/Capitalism, 287, 412–413, 627–628, 977; Technology Speeds Transportation, 371–372; The Industrial Revolution, 409–420; Mining, Railroads, and the Economy, 587–597; Industry and Corporations, 622–629; New Technologies, 638–644; Primary Source: Quotations from Thomas Edison, 645; How Did the Automobile Change America?, 792–794; Primary Source, 645; Advances in Science and Technology, 1023–1032</p> <p>Active Journal: Quick Activity: Inventing for Change, 255; Changing Fashions, 328; Quest: High-Speed Rail, 234–241</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics; Lesson Videos: Innovations of the First Industrial Revolution</p>

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<p>D2.Eco.8.6-8. Explain how external benefits and costs influence market outcomes.</p>	<p>SE/TE: Analysis Skill: Conduct a Cost Benefit Analysis, 669; also see: Promoting a Free Market Economy, 287; Stock market, 413, 786–787, 813, 814, 827, 1019; Consumer Goods and Credit, 785–786; How Did the Automobile Change America?, 792–794; Consumer Goods Increase, 910; What Caused a World Economic Crisis, 1018–1020; American Recovery and Reinvestment Act, 1021; Economic Dangers Persist, 1022</p> <p>Active Journal: Quick Activity: Inventing for Change, 255; Changing Fashions, 328; Quest: High-Speed Rail, 234–241</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>
<p>D2.Eco.9.6-8. Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.</p>	<p>SE/TE: Primary Source: Hamilton and Madison Disagree, 253; First Bank of the United States, 266, 275–276; Second Bank of the United States, 319, 322, 352–355; Interpret Economic Performance, 359; Industry and Corporations, 622–629; Labor unions, 632–634, 636–637, 674, 682, 757, 806, 828, 931; 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>Active Journal: Quests: The Role of Government in the Economy, 314–321</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics; Economics; Lesson Videos: The Effects of Industrialization on Daily Life</p>

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C3 Grades 6-8 Standards	
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/TE: Bond and interest, 263, 868; Interest rates, 686; Installment buying, 786; Timeline (Fed raises/lowers interest rates), 813, 1016, 1018; Low interest loans, 910; Monetary policy, 964; Higher interest rate loans, 1019;</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics; Personal Finance</p>
D2.Eco.11.6-8. Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	<p>SE/TE: Analysis Skills: Interpret Economic Performance, 359; Conduct a Cost-Benefit Analysis, 669; also see: Current employment statistics (CES), 359; mass production, 424–425, 594, 643; Inflation, 528, 529, 609, 908, 950; employment trends, 636, 1020; food production, during WWI, 756–757; Deflation and the Great Depression, 815; Unemployment, 816, 817, 868, 926, 1037; overproduction, 825</p> <p>Active Journal: Quick Activity: Great Depression Timeline, 337</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics</p>
D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.	<p>SE/TE: Current employment statistics (CES), 359; Inflation, 528, 529, 609, 908, 950; employment trends, 636, 1020; Deflation and the Great Depression, 815; Unemployment, 816, 817, 868, 926, 1037</p> <p>Active Journal: Quick Activity: Great Depression Timeline, 337</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics</p>

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C3 Grades 6-8 Standards	
D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.	<p>SE/TE: Rising Standards of Living, 425; Highest standard of living, 629, 907, 910</p> <p>Digital Sources Social Studies Core Concepts: Economics</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/TE: Embargo, 301; Trade: Tariffs, 263, 266, 320, 342, 350–351, 371, 677; NAFTA, 970–971, 1017, 1041; OPEC, 990; Quest: Document-Based Inquiry: The Role of Government in the Economy, 782</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23 (inventions affect trade)</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>
D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.	<p>SE/TE: Trade Grows, 29; How Was the Middle East a Crossroads of the World?, 30–32; African Trade and Cultures, 32–35; Chinese Trade and Technology, 35–36; A Search for New Trade Routes, 37; Columbian Exchange, 44–46; Slave trade 107–109; Triangular Trade, 122–123; Rivers and Erie Canal, 370–371, 372; Colonial Trade and Government, 121–125; Fur trade, 377–378; The Industrial Revolution, 409–420; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597; Western Agriculture, 598–609; New Technologies, 638–644; Expansion in the Pacific, 717–726; Free trade, 970–971; A Global Economy, 1015–1022; NAFTA, 1041</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23 (inventions affect trade)</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>

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C3 Grades 6-8 Standards	
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.	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573</p> <p>Active Journal: Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211, 259, 285, 313, 341, 391, 411</p> <p>Digital Sources 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; 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; Analyze Charts, 75, 909, 1038; Analyze Graphs, 85, 182, 508, 524, 607, 658, 695, 790, 812; Analyze Images, 208, 364, 373, 399; Analyze Data, 251</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>Digital Sources 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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C3 Grades 6-8 Standards	
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/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Stay Out? Or Get Involved? 260; The Mexican-American War, 336; A Lincoln Website, 478; Reporting the Facts, 892</p> <p>Active Journal: Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211, 259, 285, 313, 341, 391, 411</p> <p>Digital Sources 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</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/TE: Analysis Skills: Identifying Physical and Cultural Features, 141 Interpret Economic Performance, 359; Conduct a Cost-Benefit Analysis, 669; also see: The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597; Expansion in the Pacific, 717–726; War and Empire, 727–735; Quests: High-Speed Rail, 586; Imperialism and Annexation, 716;</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>

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<p>C3 Grades 6-8 Standards</p>	
	<p>(Continued) Digital Sources Social Studies Core Concepts: Economics; 21st Century Skills Tutorials: Develop Cultural Awareness</p>
<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/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; also see: Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; also see: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Social Change, 789–796; Roaring Twenties Culture, 797–803; Division and Inequality, 805–812; Regional Conflicts, 981–990; Quest: Document-Based Writing Inquiry: Examining the Colonial Environment, 54 Active Journal: Quest: Examining the Colonial Environment, 26–33; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129 Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>

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C3 Grades 6-8 Standards	
D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	<p>SE/TE: Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; also see: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Industrialization and Immigration, 422–430; Quest: Examining the Colonial Environment, 54</p> <p>Active Journal: Quick Activity: Explore, 123 (Lewis and Clark Expedition); Westward Bound! 246; Tracing Urbanization, 273; Quests: Examining the Colonial Environment, 26–33; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129</p> <p>Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Develop Cultural Awareness</p>
Dimension 2, Human Population: Spatial Patterns and Movements	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	<p>SE/TE: Technology Speeds Transportation, 371–372; Settling Oregon Country, 375–381; The Industrial Revolution, 409–420; Mining, Railroads, and the Economy, 587–597; New Technologies, 638–644; Primary Source, 645; Advances in Science and Technology, 1023–1032</p> <p>Active Journal: Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129; Quick Activity: Westward Bound! 246; Tracing Urbanization, 273</p>

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<p>C3 Grades 6-8 Standards</p>	
	<p>(Continued) Digital Sources 21st Century Skills Tutorials: Develop Cultural Awareness; Social Studies Core Concepts: Culture; Economics</p>
<p>D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.</p>	<p>SE/TE: Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; also see: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Industrialization and Immigration, 422–430; Mining, Railroads, and the Economy, 587–597; Dust Bowl, 834–835; Panama Canal, 737–740; Environmental Challenges, 1024–1027; Hurricane Katrina, 1035; Quest: Examining the Colonial Environment, 54</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</p> <p>Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>

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C3 Grades 6-8 Standards	
D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	<p>SE/TE: Document-Based Inquiry: Examining the Colonial Environment, 54; Rivers and Erie Canal, 370–371, 372; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Environment and Industry, 579; Mining, Railroads, and the Economy, 587–597; Dust Bowl, 834–835; Panama Canal, 737–740; Environmental Challenges, 1024–1027; Hurricane Katrina, 1035</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>Digital Sources 21st Century Skills Tutorials: Read Political Maps; Develop Cultural Awareness; Social Studies Core Concepts: Geography</p>
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.	<p>SE/TE: Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; also see: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Industrialization and Immigration, 422–430; Quest: Examining the Colonial Environment, 54</p> <p>Active Journal: Quick Activity: Explore, 123 (Lewis and Clark Expedition); Westward Bound! 246; Tracing Urbanization, 273; Quests: Examining the Colonial Environment, 26–33</p>

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	<p>(Continued) Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Develop Cultural Awareness</p>
<p>D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>	<p>SE/TE: Trade Grows, 29; How Was the Middle East a Crossroads of the World?, 30–32; African Trade and Cultures, 32–35; Chinese Trade and Technology, 35–36; A Search for New Trade Routes, 37; Columbian Exchange, 44–46; Slave trade 107–109; Triangular trade, 122, 123; Colonial Trade and Government, 121–125; Fur trade, 377–378; The Industrial Revolution, 409–420; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597; Western Agriculture, 598–609; New Technologies, 638–644; Expansion in the Pacific, 717–726; Free Trade, 970–971; A Global Economy, 1015–1022</p> <p>Active Journal: Quick Activity: Explore, 123 (Lewis and Clark Expedition); Westward Bound! 246; Building the Panama Canal, 300; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129</p> <p>Digital Sources Social Studies Core Concepts: Economics; 21st Century Skills Tutorials: Read Physical Maps; Analyze Data and Models</p>

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<p>D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.</p>	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597; Regional Conflicts, 981–990 Active Journal: Quick Activity: Forecasting the Future, 427; Effects of Immigration, 260–267; Quick Activity: Explore, 123 (Lewis and Clark Expedition); Westward Bound! 246; Tracing Urbanization, 273</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness; Social Studies Core Concepts: Culture; Economics; Geography</p>

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C3 Grades 6-8 Standards	
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.	<p>SE/TE: Analysis Skills: Relate Events in Time, 189; Construct a Timeline, 329; Detect Changing Patterns, 421; Analyze Sequence, Causation, and Correlation, 662; also see: 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; 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; Identify Patterns, 364</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> <p>Digital Sources 21st Century Skills Tutorials: Sequence</p>

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C3 Grades 6-8 Standards	
D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.	<p>SE/TE: Analysis Skills: Identify Sources of Continuity, 246; Analyze Sequence, Causation, and Correlation, 662; Detect Changing Patterns, 421; also see: 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>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</p> <p>Digital Sources 21st Century Skills Tutorials: Sequence</p>
D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	<p>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; also see: Analysis Skills: Compare Different Points of View, 164; 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; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p>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</p> <p>Digital Sources Social Studies Reference Center: Biographies</p>

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C3 Grades 6-8 Standards	
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/TE: Analysis Skills: Assess Credibility of a Source, 512; Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Real News from “Fake News,” 1014; Determine Author’s Point of View, 153, 348, 464, 564, 736, 775, 804, 992; Identify/Recognize Points of View, 403, 894, 954, 991; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p>Active Journal: Quick Activity: Formerly a Slave, 198; An Echo Across Time, 179; Writing Workshop: Writing from Perspective: Narrative Essay, 50-51; Narrative Essay, 182-183; Narrative Essay, 360-361</p> <p>Digital Sources 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>
D2.His.5.6-8. Explain how and why perspectives of people have changed over time.	<p>SE/TE: Analysis Skills: Assess Credibility of a Source, 512; Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Real News from “Fake News,” 1014; Determine Author’s Point of View, 153, 348, 464, 564, 736, 775, 804, 992; Identify/Recognize Points of View, 403, 894, 954, 991; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p>Active Journal: Quick Activity: Formerly a Slave, 198; An Echo Across Time (Compare Declaration of Independence to the Declaration of Sentiments), 179</p> <p>Digital Sources 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>

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C3 Grades 6-8 Standards	
D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created.	<p>SE/TE: Review and Assessment: 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; Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Real News from “Fake News,” 1014; Determine Author’s Point of View, 153, 348, 464, 564, 736, 775, 804, 992; Identify/Recognize Points of View, 403, 894, 954, 991</p> <p>Active Journal: Quick Activity: Formerly a Slave, 198; An Echo Across Time (Compare Declaration of Independence to the Declaration of Sentiments), 179; Writing Workshop: Writing from Perspective: Narrative Essay, 50–51; Narrative Essay, 182–183; Narrative Essay, 360–361</p> <p>Digital Sources 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</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/TE: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Analyze Primary and Secondary Sources, ELA4; Support Your Analyses with Evidence, ELA6; Analysis Skills: Distinguish Essential from Incidental Information, 565; Construct a Timeline, 329; Distinguish Verifiable from Unverifiable Information, 382; Frame Questions, 621; Identify Central Issue; Recognize the Role of Chance, Oversight, and Error, 532; Detect Historical Points of View, 291; Writing Workshop: Use Credible Sources, 38, 279, 563, 668, 678, 796, 803</p>

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<p>C3 Grades 6-8 Standards</p>	
	<p>(Continued)</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Primary and Secondary Sources</p>
<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/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>Active Journal: Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431</p> <p><u>Digital Resources</u> 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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C3 Grades 6-8 Standards	
<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/TE: Analyze Sources: Assess Credibility of a Source, 512; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Writing Workshop: Use Credible Sources, 38, 279, 563, 668, 678, 796, 803</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>Digital Resources 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>D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</p>	<p>SE/TE: Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Quests: Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000;</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>Digital Resources 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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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>SE/TE: Analyze Sources: Assess Credibility of a Source, 512; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Writing Workshop: Use Credible Sources, 38, 279, 563, 668, 678, 796, 803</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>Digital Resources 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>
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.	<p>SE/TE: 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>Active Journal: Take Notes: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220, 242, 271, 274, 329, 352</p> <p>Digital Resources 21st Century Skills Tutorials: Analyze Cause and Effect</p>

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<p>C3 Grades 6-8 Standards</p>	
<p>D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.</p>	<p>SE/TE: 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>Active Journal: Take Notes: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220, 242, 271, 274, 329, 352</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Cause and Effect</p>
<p>D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.</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>Active Journal: Writing Workshop: Argument, 102–103, 256–257; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p><u>Digital Sources</u> 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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C3 Grades 6-8 Standards	
D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.	<p>SE/TE: Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Essential from Incidental Information, 565; Distinguish Fact and Opinion, 280; Distinguish Relevant from Irrelevant Information, 500; Distinguish Verifiable from Unverifiable Information, 382; 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>Digital Resources 21st Century Skills Tutorials: Compare Viewpoints; Consider and Counter Opposing Arguments; Identify Bias; Participate in a Discussion or Debate</p>
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/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; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Writing Workshop: Use Credible Sources, 38, 279, 563, 668, 678, 796, 803</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>

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<p>C3 Grades 6-8 Standards</p>	
	<p>(Continued) Digital Resources 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>
<p>D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.</p>	<p>SE/TE: Writing Workshop: Writing Workshop: Use Credible Sources, 38, 279, 563, 668, 678, 796, 803; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Analysis Skills: Assess Credibility of a Source, 512; Primary Sources (examples), 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; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045 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 Digital Resources 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Avoid Plagiarism; Evaluate Web Sites; Distinguish Between Fact and Opinion</p>

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C3 Grades 6-8 Standards	
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/TE: Quests, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; 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>Active Journal: Writing Workshop: Explanatory Essay, 74–75, 408–409; Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431</p> <p>Digital Resources 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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C3 Grades 6-8 Standards	
D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.	<p>SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; 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>Active Journal: Writing Workshop: Argument, 102–103, 256–257; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p>Digital Sources 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>
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/TE: Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; 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>Active Journal: Writing Workshop: Argument, 102–103, 256–257; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229</p> <p>Digital Sources 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>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>SE/TE: 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>Active Journal: Writing Workshop: Explanatory Essay, 74–75, 408–409; Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431</p> <p><u>Digital Sources</u> 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>
<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/TE: Quests: Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000; 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>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>

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	(Continued) Digital Sources 21 st 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
Dimension 4, Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.4.6-8. Critique arguments for credibility.	SE/TE: Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Essential from Incidental Information, 565; Distinguish Fact and Opinion, 280; Distinguish Relevant from Irrelevant Information, 500; Distinguish Verifiable from Unverifiable Information, 382; Identify Central Issues and Problems, 679 Active Journal: Quests: Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Take Notes: Analyze Text Structure, 41, 121, 251, 280, 306, 333, 383, 425 Digital Resources 21 st Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate

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D4.5.6-8. Critique the structure of explanations.	<p>SE/TE: Analysis Skills: Analyze Sequence, Causation, and Correlation, 662; Assess Credibility of a Source, 512; Being an Informed Citizen, 26; Detect Changing Patterns, 421; Distinguish Relevant from Irrelevant Information, 500; Distinguish Verifiable from Unverifiable Information, 382; Draw Sound Conclusions from Sources, 630; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p>Active Journal: Quests: Support Ideas with Evidence, 100; Take Notes: Analyze Text Structure, 41, 121, 251, 280, 306, 333, 383, 425</p> <p>Digital Resources 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>
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/TE: Analysis Skills: Identify Central Issues and Problems, 317; Quest: Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716; Document-Based Inquiry: Effects of Immigration, 652 The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; ; Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993</p>

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	<p>(Continued)</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 (Compare Declaration of Independence and Declaration of Sentiments, 179; Civil Rights Movement Timeline, 380; You’re the Newscaster, 385 (Vietnam War)</p> <p>Digital Resources 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>
<p>D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.</p>	<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Identify Central Issues and Problems, 317; Quest: Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716; Document-Based Inquiry: Effects of Immigration, 652; The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000; also see: The Conservative Revolution, 963–972; Challenges at Home, 1033–1042</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 (Compare Declaration of Independence and Declaration of Sentiments, 179; Civil Rights Movement Timeline, 380; You’re the Newscaster, 385 (Vietnam War)</p>

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<p>C3 Grades 6-8 Standards</p>	
	<p>(Continued) <u>Digital Resources</u> 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>
<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/TE: Analysis Skills: Identify Central Issues and Problems, 317; Quest: Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716; Document-Based Inquiry: Effects of Immigration, 652; The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993 TE only: Active Classroom (Debate), 219 Active Journal: Quests: Civic Discussion Inquiry, 78-85, 132-139, 212-219, 234-241, 286-293</p> <p><u>Digital Resources</u> 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>