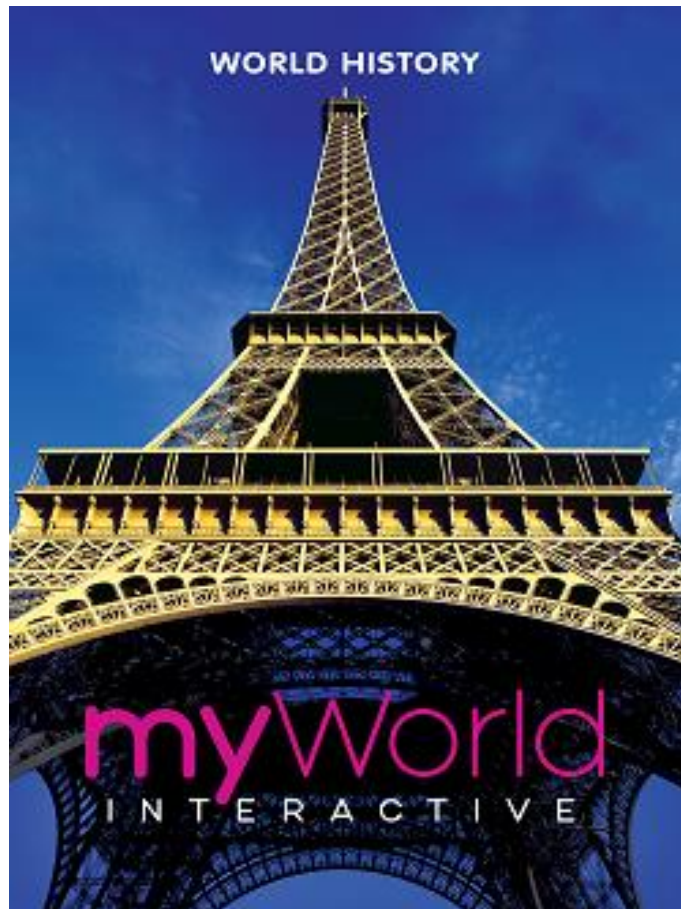


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<p>D1.3.6-8. Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p>	<p>SE/TE: Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666, 724, 762, 810; Analysis Skills: Frame Questions, 121, 481; Detect Historical Points of View, 141, 750; Assess Credibility of a Source, 163, 441; Distinguish Fact from Opinion, 190; Draw Sound Conclusions from Sources, 202, 759; Distinguish Relevant from Irrelevant Information, 233, 663, 686; Compare Different Points of View, 250, 411, 807; Update an Interpretation, 265, 559; Analyze Sequence, Causation, and Correlation, 650; also see: Quests: Ask Questions, 6, 44, 98, 128, 180, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814</p> <p>Active Journal: Essential Question, 2, 26, 54, 74, 102, 128, 158, 180, 208, 232, 256, 280, 308, 330, 352, 378, 406, 428, 454</p> <p><u>Digital Sources</u> 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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D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.	<p>SE/TE: Quests: Project-Based Inquiry, 6, 128, 220, 404, 448, 550, 588, 814; Discussion Inquiry, 44, 308, 362, 670; Document-Based Inquiry, 98, 180, 278, 488, 620, 728, 766; Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666, 724, 762, 810; Review and Assessment, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875</p> <p>Active Journal: Essential Question, 2, 26, 54, 74, 102, 128, 158, 180, 208, 232, 256, 280, 308, 330, 352, 378, 406, 428, 454</p> <p>Digital Sources 21st Century Skills Tutorials: Ask Questions; Generate New Ideas; Draw Inferences; Support Ideas with Evidence</p>
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INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
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<p>D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</p>	<p>SE/TE: Citizenship (Gupta Empire), 169, 175; Emergence of City-States, 225–226; Democracy in Athens, 227–231; Sparta, 234–235; Government of Athens and Sparta, 237; Citizens and Noncitizens, 240; Government of the Republic, 285–290; Government by Citizens, 337; English Law, 417; The English Bill of Rights, 749; Declaration of the Rights of Man, 774; The American Revolution, 767–771; The French Revolution, 773–778; New Nations Emerge, 842–847; Core Concepts: Citizenship, 215, 761 Active Journal: Writing Workshop: Research Paper, 178–179</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>
<p>D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p>	<p>SE/TE: The Significance of Hammurabi’s Code, 56–58, 93; Democracy in Athens, 227–231; Roman Government and Law, 337–338; Organizing Roman Law, 355; Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709; The English Bill of Rights, 749; Founding Documents for a New Nation, 757; Establishing a New Government, 770–771; Making the Peace, 818; United Nations, 833, 858, 866; Two Alliances, 836; Economic Organizations, 866; Analysis Skills: Identify Sources of Continuity, 213, 613; Detect Changing Patterns, 324, 369; Analyze Sequence, Causation, and Correlation, 301, 650; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Assess Credibility of a Source, 163, 441</p>

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D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.	<p>SE/TE: Founding Documents for a New Nation, 757; Establishing a New Government, 770–771</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics</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>SE/TE: The Significance of Hammurabi’s Code, 56–58, 93; Democracy in Athens, 227–231; Roman Government and Law, 337–338; Organizing Roman Law, 355; Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709; The English Bill of Rights, 749; Founding Documents for a New Nation, 757; Establishing a New Government, 770–771</p> <p>Active Journal: Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40; Evidence of Totalitarianism (examine posters), 468</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics</p>

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D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.	<p>SE/TE: The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; Feudalism and the Manor Economy, 377–382; Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503; Mercantilism and Wealth, 702–703; The Industrial Revolution, 785–791; The Second Industrial Revolution, 801–806; Making the Peace, 818; Depression and the Rise of Totalitarianism, 821–826; Differing Ideologies (economic), 834–835; Changing National Economies, 863–864; The New Global Economy, 865–867; Quest: Discussion Inquiry: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766</p> <p>Active Journal: Quests: Discussion Inquiry, 28–35, 182–189, 380–387; Document-Based Writing Inquiry, 210–217, 430–437</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics</p>
Dimension 2, Participation and Deliberation	
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D2.Civ.7.6-8. Apply civic virtues and democratic principles in school and community settings.	<p>SE/TE: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766; Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750</p> <p>Active Journal: Quick Activity: The Power of Invention, 45 (voting); Discussion Inquiry, 28–35, 182–189, 380–387</p>

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	(Continued) <u>Digital Resources</u> 21 st 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
D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.	SE/TE: For supporting content please see: Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709; The English Bill of Rights, 749; Founding Documents for a New Nation, 757 Active Journal: Take & Notes Practice Vocabulary, 423, 424 <u>Digital Sources</u> Social Studies Core Concepts: Government and Civics
D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings.	SE/TE: Analysis Skills: Identify Central Issues and Problems, 317; Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766; also see: New Nations Emerge, 842–847; The Arab Spring and After, 852–853; The Struggle for Human Rights, 860–862 Active Journal: Quick Activity: The Power of Invention, 45 (voting); Discussion Inquiry, 28–35, 182–189, 380–387; Topic 19: Lesson 8, 480–481 <u>Digital Resources</u> 21 st 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

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D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.	<p>SE/TE: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766; Reformation and Reaction, 641–648; Rise of Parliament in England, 744–749; The Enlightenment, 751–757; The American Revolution, 767–771; The French Revolution, 773–778; New Nations Emerge, 842–847; Biographies: Socrates, 260; Lucius Quinctius Cincinnatus, 289; Martin Luther, 643; Oliver Cromwell, 746; George Washington, 769; Indira Gandhi, 859</p> <p>Active Journal: Writing Workshop: Research Paper, 376–377, 452–453</p> <p>Digital Sources 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: Biographies: Hammurabi; Asoka; Martin Luther; John Locke; George Washington; Martin Luther King, Jr.</p>
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D2.Civ.12.6-8. Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	SE/TE: Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709; The English Bill of Rights, 749; Founding Documents for a New Nation, 757; also see: Making the Peace, 818; United Nations, 833, 858, 866 <u>Digital Sources</u> 21 st Century Skills Tutorials: Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting
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<p>D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.</p>	<p>SE/TE: The Significance of Hammurabi’s Code, 56–58, 93; Democracy in Athens, 227–231; Roman Government and Law, 337–338; Organizing Roman Law, 355; Magna Carta, 403, 416–417, 418, 419, 549; The American Revolution, 767–771; The French Revolution, 773–778; Nationalism in Europe, 779–784; Imperialism and Nationalism, 793–800; The Push to Reform, 805–806; New Nations Emerge, 842–847; United Nations, 833, 858, 866; Quest: Discussion Inquiry: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766</p> <p>Active Journal: Writing Workshop: Argument, 206–207; Quick Activity: Guiding Principles (Principles that make government better in Japan), 299</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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<p>D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p>	<p>SE/TE: Analysis Skills: Conduct a Cost-Benefit Analysis, 350, 848; Changing National Economies, 863–864; The New Global Economy, 865–867</p> <p>Active Journal: Take Notes, 397, 480</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>

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D2.Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets.	<p>SE/TE: Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; How Did Trade Fuel Prosperity? 494–495; Mercantilism and Wealth, 702–703; The Industrial Revolution, 785–791; The Second Industrial Revolution, 801–806; Consumer, 804; Compare Different Points of View, 807; How Did a Financial Crisis Develop in the United State? 823–824; Changing National Economies, 863–864; The New Global Economy, 865–867</p> <p>Active Journal: Quick Activity: Before and After Industrialization, 447; Take Notes, 480</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics</p>
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Dimension 2, The National Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D2.Eco.10.6-8. Explain the influence of changes in interest rates on borrowing and investing.	<p>SE/TE: A New Economic Crisis Strikes, 867; also see: Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; Changing National Economies, 863–864; The New Global Economy, 865–867</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics; Personal Finance</p>

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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, 295, 707; Worldwide Depression, 1929–1939, 823; Inflation, 864; Unemployment, 867; also see: Labor Unions, 790; Big Business, 802–803; Workers in the Age of Industry, 805; Changing National Economies, 863–864; The New Global Economy, 865–867</p> <p>Active Journal: Before and After Industrialization, 447</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: Inflation, 864; Unemployment, 867; also see: Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; Labor Unions, 790; Big Business, 802–803; Workers in the Age of Industry, 805</p> <p>Active Journal: Before and After Industrialization, 447</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics</p>
D2.Eco.13.6-8. Explain why standards of living increase as productivity improves.	<p>SE/TE: Standard of living, 803–804, 863–864</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics</p>

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Dimension 2, The Global Economy	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations.</p>	<p>SE/TE: Tariffs, 790, 824; What Are Free Trade Agreements?, 865–866; also see: Mercantilism and Wealth, 702; Interpret Economic Performance, 707</p> <p>Active Journal: Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 350–351 (How did the environment affect the development of African empires and the trade network that connected them to other lands)</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>
<p>D2.Eco.15.6-8. Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p>	<p>SE/TE: Economy Based on Trade, 32; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; A Major Trade Route, 206–207; The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Trade in West and East African Kingdoms, 614; Impact of Global Trade, 700–706; The Atlantic Slave Trade, 715–721; What Are Free Trade Agreements?, 865–866</p> <p>Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342 The Middle Passage (Letter to end slave trade), 403; Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 350–351 (How did the environment affect the development of African empires and the trade network that connected them to other lands)</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...	
<p>D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.</p>	<p>SE/TE: Quest: Be a Map-Maker, 550; Analysis Skills: Interpret Thematic Maps, 173, 574 Active Journal: Quest: Be a Map-Maker, 310-317</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
<p>D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p>	<p>SE/TE: Analysis Skills: Interpret Thematic Maps, 173, 574; Maps (examples), 4, 17, 46, 73, 93, 100, 116, 127, 136, 169, 179, 205, 218, 222, 235, 248, 276, 280, 306, 311, 321, 361, 378, 399, 406, 430, 446, 460, 487, 499, 541, 561, 577, 587, 604, 622, 665, 669, 697, 713, 723, 726, 741, 765, 783, 812, 822, 832, 853; Charts, Graphs, Tables, and Infographics (examples), 18, 38, 50, 69, 89, 122, 155, 174, 240, 281, 313, 366, 387, 442, 544, 596, 614, 661, 683, 722; Timelines, 4, 20, 42, 96, 126, 136, 218, 276, 306, 360, 402, 423, 446, 467, 486, 548, 586, 618, 668, 681, 726, 764, 812 Active Journal: Quest: Be a Map-Maker, 310-317; Quick Activity: A Memorable Map, 390</p> <p><u>Digital Sources</u> 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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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: Quest: Design a Village, 6; A Trip Through India, 128; Be a Map-Maker, 550; Analysis Skills: Identify Physical and Cultural Features, 108, 389; Interpret Thematic Maps, 173, 574</p> <p>Active Journal: Quest: Design a Village, 4–10; A Trip Through India, 130–137; Be a Map-Maker, 310–317; Quick Activity: Where Do They Go Next? (map activity), 192; A Memorable Map, 390</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: Identify Physical and Cultural Features, 108, 389; Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; also see: Hunter-Gatherer Societies, 11–12; Why Did People Start to Farm? 24–26; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; Economy and Technology, 188; A Major Trade Route, 206–207; The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; The Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; The African Landscape, 589–590; How Did Geography Set Japan Apart? 516–517; Settlement and Geography of the Americas, 551–552; The Industrial Revolution, 785–791; Changing National Economies, 863–864; The New Global Economy, 865–867;</p>

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	<p>(Continued) also see: Analysis Skills: Physical and Cultural Features, 108, 389; Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848</p> <p>Active Journal: Quick Activity: How did they do it: build pyramids, 69; Travelling the Rhine, 220; Packing for the Caravan (West African Trade), 342; Before and After Industrialization, 447</p> <p>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: Identify Physical and Cultural Features, 108, 389; Interpret Thematic Maps, 173, 574; also see: Cities compared to; farming villages, 31–32; Egypt compared to Fertile Crescent, 99; Mauryan Empire compared to Persian Empire, 161; Hinduism compared to Buddhism, 174; Sparta compared to Greece, 234–235, 236–237, 238, 272; Rome and United States compared, 290; Roman empire compared to Byzantine Empire, 356; Arab Muslim empire compared to Byzantine Empire, 461; China compared to Europe, 493</p> <p>Active Journal: Writing Workshop: Explanatory Essay, 72–73 (How Did Geography Affect Egypt and Kush?); Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 328–329 (Compare impact of geography on Mayan, Aztec, and Incan agriculture); Quick Activity: How Does Roman Society compare with Ancient Greece, 175; Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296; Before and After Industrialization, 447</p>

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	<p>(Continued) <u>Digital Sources</u> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>
<p>D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<p>SE/TE: Analysis Skills: Identify Physical and Cultural Features, 108, 389; also see: Hunter-Gatherer Societies, 11–12; Why Did People Start to Farm? 24–26; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; Cultural diffusion, 69, 70, 93; What Was the Diaspora? 86–87; The Nile River Valley, 99–100; Indo-Aryan Migrations, 136, 141; Spread of Hinduism, 147–148; Spread of Buddhism, 156–157; Greeks in Ionia, 224; Greek Colonization, 241; Revival of Towns and Trade, 383; Expansion of the Muslim World, 459–466; How Did Cities and Trade Grow? 468–470; How Did Geography Set Japan Apart? 516–517; Settlement and Geography of the Americas, 551–552; The African Landscape, 589–590; Impact of Global Trade, 700–706; The Middle East, 849–856; Continuing Conflicts, 857–862</p> <p>Active Journal: Quick Activity: Explore Cave Paintings, 18; Travelling the Rhine (placement of cities), 220; Packing for the Caravan (West African Trade), 342</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>

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Dimension 2, Human Population: Spatial Patterns and Movements	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</p>	<p>SE/TE: Quest: Science/Technology Timeline, 814; Transportation, 47, 198; Communication, 63, 374, 651; Writing Systems, 69, 70, 109–110, 119, 211, 243, 349, 509, 521, 540; Economy and Technology, 188; How Did Cities and Trade Grow? 468–470; Settlement and Geography of the Americas, 551–552; Global Convergence, 666–669; Voyages of Discovery, 671–678; The Spanish Empire, 687–692; The Portuguese Empire, 693–699; Impact of Global Trade, 700–706; Early Industrialists, 786–787; The Industrial Revolution, 785–791; The Second Industrial Revolution, 801–806; A New Global Economy, 865–866; Revolutions in Information Technology, 867–869</p> <p>Active Journal: Quest: Science/Technology Timeline, 456–463; Quick Activity: Before and After Industrialization, 447; Writing Workshop: Research Paper, 306–307 (How did new technology and innovations affect China, Japan, Korea, and Southeast Asia)</p> <p>Digital Sources 21st Century Skills Tutorials: Develop Cultural Awareness; Social Studies Core Concepts: Culture; Economics</p>

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<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: Humans Spread Out, 15–19; Why Did People Start to Farm? 24–26; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; Indo-Aryan Migrations, 136, 141; A Major Trade Route, 206–207; Greeks in Ionia, 224; Greek Colonization, 241; The Germans Invade, 342; The Geography of Europe, 363–364; The Crusades, 420–427; The Reconquista, 428–433; Expansion of the Muslim World, 459–466; Settlement and Geography of the Americas, 551–552; Impact of Global Trade, 700–706; Imperialism, 793–800; Changes to Society, 803; European Migration, 797, 804; India and Pakistan, 843–844; Israel and Its Neighbors, 853–854; Refugees, 856; Quest: Design a Village, 6; A Trip Through India, 128; Growth of Muslim Empires, 448</p> <p>Active Journal: Quest: Design a Village, 4–11; A Trip Through India, 76–83; Growth of Muslim Empires, 258–265</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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<p>D2.Geo.9.6-8. Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p>	<p>SE/TE: Humans Spread out, 15–19; Developing Complex Cultures, 21–26; New Ways of Life, 27–32; The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51; The Indus Valley Civilization, 129–134; The Huang Valley, 181–184; The Unification of China, 197–201; Revival of Towns and Trade, 383–388; Trading States of East Africa, 603–606; Impact of Global Trade, 700–706; Imperialism, 793–800; Water resources (Africa), 859; Environmental issues in India and China, 865; Earth’s Water Supply, 870; Water in developing countries, 871; Deforestation and Desertification & Analyze Images, 872</p> <p>Active Journal: Quick Activity: Explore Ancient Innovations, 21; Packing for the Caravan (West African Trade), 342; Before and After Industrialization, 447</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Read Political Maps; Develop Cultural Awareness; Social Studies Core Concepts: Geography</p>

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Dimension 2, Global Interconnections	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</p>	<p>SE/TE: Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; Indo-Aryan Migrations, 136, 141; A Major Trade Route, 206–207; Greeks in Ionia, 224; Greek Colonization, 241; The Germans Invade, 342; The Geography of Europe, 363–364; The Crusades, 420–427; The Reconquista, 428–433; Expansion of the Muslim World, 459–466; Settlement and Geography of the Americas, 551–552; Impact of Global Trade, 700–706; Imperialism, 793–800; Changes to Society, 803; European Migration, 797, 804; India and Pakistan, 843–844; Israel and Its Neighbors, 853–854; Refugees, 856; Quest: Design a Village, 6; A Trip Through India, 128; Growth of Muslim Empires, 448</p> <p>Active Journal: Quest: Design a Village, 4–11; A Trip Through India, 76–83; Growth of Muslim Empires, 258–265</p> <p>Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Develop Cultural Awareness</p>

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<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 in the Nile Valley, 116–117; Indus Valley: Trade, 132; What Is the Indian Subcontinent? 129–130; Geography of China, 181–182; Economy and Technology, 188; A Major Trade Route, 206–207; The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; The African Landscape, 589–590; How Did Geography Set Japan Apart? 516–517; Early Industrialists, 786–787; The Industrial Revolution, 785–791; The Second Industrial Revolution, 801–806; Changing National Economies, 863–864; The New Global Economy, 865–867</p> <p>Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342; The Middle Passage (letter to end slave trade), 403; Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 350–351 (How did the environment affect the development of African empires and the trade</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: Agricultural Techniques Create a Surplus, 101; Feudalism and the Manor Economy, 377–382; How Did Cities and Trade Grow? 468–470; Global Convergence, 666–669; Voyages of Discovery, 671–678; The Spanish Empire, 687–692; The Portuguese Empire, 693–699; Impact of Global Trade, 700–706; The Industrial Revolution, 785–791; Imperialism, 793–800; The Second Industrial Revolution, 801–806; New Nations Emerge, 842–847; Protecting the Environment, 871–873; also see: Quest: Design a Village, 6; A Trip Through India, 128; Growth of Muslim Empires, 448</p> <p>Active Journal: Quest: Design a Village, 4–11; A Trip Through India, 76–83; Growth of Muslim Empires, 258–265</p> <p>Digital Sources 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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HISTORY	
Dimension 2, Change, Continuity, and Context	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.</p>	<p>SE/TE: Analysis Skills: Relate Events in Time, 15, 376; Distinguish Cause and Effect, 53, 537; Construct a Timeline, 91, 467; Identify Sources of Continuity, 213, 613; Analyze Sequence, Causation, and Correlation, 301, 650; Identify Central Issues and Problems, 317; also see: Analyze Timeline, 7, 20, 166, 740; Sequence, 72, 74, 257, 619, 679, 872; Identify Cause and Effect (Examples), 45, 68, 74, 130, 147, 172, 412, 416, 447, 761, 777, 820, 836, 843, 883, 899, 904; Identify Patterns, 110, 112, 396, 405, 410, 503, 893</p> <p>Active Journal: Timeline Skills, 2-3, 26-27, 54-55, 74-75, 102-103, 158-159, 180-181, 208-209, 232-233, 256-257, 280-281, 308-309, 330-331, 352-353, 378-379, 406-407, 428-429, 454-455; Take Notes: Sequence, 16, 50, 89, 96, 154, 193, 218, 246, 271, 292, 297, 318, 343, 372, 391, 440, 469, 472</p> <p>Digital Sources 21st Century Skills Tutorials: Sequence</p>
<p>D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.</p>	<p>SE/TE: Analysis Skills: Identify Sources of Continuity, 213, 613; Analyze Sequence, Causation, and Correlation, 301, 650; Detect Changing Patterns, 324, 369; also see: Analyze Timeline, 7, 20, 166, 740; Sequence, 72, 74, 257, 619, 679, 872; Identify Patterns, 110, 112, 396, 405, 410, 503, 893</p> <p>Active Journal: Timeline Skills, 2-3, 26-27, 54-55, 74-75, 102-103, 158-159, 180-181, 208-209, 232-233, 256-257, 280-281, 308-309, 330-331, 352-353, 378-379, 406-407, 428-429, 454-455; Take Notes: Sequence, 16, 50, 89, 96, 154, 193, 218, 246, 271, 292, 297, 318, 343, 372, 391, 440, 469, 472</p>

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	(Continued) <u>Digital Sources</u> 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>	<p>SE/TE: Biographies, 84, 105, 165, 194, 200, 260, 268, 289, 299, 310, 326, 371, 392, 407, 436, 471, 479, 500, 534, 570, 597, 605, 631, 643, 673, 720, 746, 754, 769, 782, 846, 859; also see: Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Primary Sources (examples), 13, 52, 107, 158, 189, 232, 257, 284, 316, 330, 368, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 679, 738, 758, 772, 792, 820, 841; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875</p> <p>Active Journal: Quick Activity, 18, 21, 40, 45, 66, 69, 86, 91, 116, 119, 144, 151, 172, 175, 192, 201, 220, 229, 248, 253, 268, 275, 296, 299, 320, 325, 342, 345, 366, 371, 390, 403, 420, 425, 442, 447, 468, 471</p> <p><u>Digital Sources</u> Social Studies Reference Center: Biographies</p>

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Dimension 2, Perspectives	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	<p>SE/TE: Analysis Skills: Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Determine Author’s Point of View, 158, 196, 232, 257, 636, 758, 772, 782, 790; Identify/Recognize Points of View, 52, 665, 685, 873; Compare Viewpoints, 215, 237, 249, 294, 573; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Quest, 44, 362</p> <p>Active Journal: Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40; Letter to the People (Zhou Dynasty), 116; Perspectives on West African Kingdoms, 345</p> <p>Digital Sources 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>
<p>D2.His.5.6-8. Explain how and why perspectives of people have changed over time.</p>	<p>SE/TE: Analysis Skills: Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Determine Author’s Point of View, 158, 196, 232, 257, 636, 758, 772, 782, 790; Identify/Recognize Points of View, 52, 665, 685, 873; Compare Viewpoints, 215, 237, 249, 294, 573; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Quest, 44, 362</p> <p>Active Journal: Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40; Letter to the People (Zhou Dynasty), 116; Perspectives on West African Kingdoms, 345</p>

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	(Continued) Digital Sources 21 st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments
D2.His.6.6-8. Analyze how people’s perspectives influenced what information is available in the historical sources they created.	SE/TE: Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Quest, 44, 362; Analysis Skills: Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Determine Author’s Point of View, 158, 196, 232, 257, 636, 758, 772, 782, 790; Identify/Recognize Points of View, 52, 665, 685, 873; Compare Viewpoints, 215, 237, 249, 294, 573 Active Journal: Quick Activity: How Did Ancient Egyptians View the Pharaohs? (Analyze images), 66; Perspectives on West African Kingdoms, 345 Digital Sources 21 st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments
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Dimension 2, Historical Sources and Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation.</p>	<p>SE/TE: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Analyze Primary and Secondary Sources, ELA4; Support Your Analyses with Evidence, ELA6; Analysis Skills: Distinguish Essential from Inessential Information, 14; Construct a Timeline (use secondary sources), 91, 467; Distinguish Verifiable from Unverifiable Information, 114, 602; Frame Questions, 121, 481; Recognize the Role of Chance, Error, and Oversight, 530; Detect Historical Points of View, 141, 750; Quest: Become a Pharaoh-in-Training, 98; Writing Workshop: Use Credible Sources, 149, 201, 329, 367, 418, 466, 521, 640, 656, 699, 784 Active Journal: Writing Workshop: Research Paper, 100–101, 178–179, 254–255, 306–307, 376–377, 452–453</p> <p>Digital Resources 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, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Analysis Skills: Assess Credibility of a Source, 163, 441; Research Paper, 134, 140, 149, 157, 162, 167, 172, 175; Topic 7: Research Paper, 283, 290, 294, 300, 303; Topic 10: Write a Research Paper, 410, 418, 427, 433, 439, 443; Topic 12: Write a Research Paper, 496, 507, 514, 521, 528, 536, 543, 545; Topic 18: Write a Research Paper, 771, 778, 784, 791, 800, 806, 809 Active Journal: Writing Workshop: Research Paper, 100–101, 178–179, 254–255, 306–307, 376–377, 452–453</p>

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	<p>(Continued)</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>
<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, 163, 441; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Writing Workshop: Use Credible Sources, 149, 201, 329, 367, 418, 466, 521, 640, 656, 699, 784</p> <p>Active Journal: Quests: Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217, 282–289, 354–361, 408–415, 430–437, 456–463</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>
<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, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Quests: Document-Based Inquiry, 98, 180, 278, 488, 620, 728, 766</p> <p>Active Journal: Quests: Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217, 282–289, 354–361, 408–415, 430–437, 456–463</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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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, 163, 441; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Writing Workshop: Use Credible Sources, 149, 201, 329, 367, 418, 466, 521, 640, 656, 699, 784</p> <p>Active Journal: Quests: Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217, 282–289, 354–361, 408–415, 430–437, 456–463</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, 53, 537; Cause and Effect (Examples), 45, 68, 74, 130, 147, 172, 412, 416, 447, 761, 777, 820, 836, 843, 883, 899, 904</p> <p>Active Journal: Take Notes: Analyze Cause and Effect, 14, 19, 38, 48, 70, 94, 122, 138, 168, 190, 199, 251, 273, 300, 346, 362, 388, 421, 438, 445, 474</p> <p>Digital Resources 21st Century Skills Tutorials: Analyze Cause and Effect</p>

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D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.	<p>SE/TE: Analysis Skills: Distinguish Cause and Effect, 53, 537; Cause and Effect (Examples), 45, 68, 74, 130, 147, 172, 412, 416, 447, 761, 777, 820, 836, 843, 883, 899, 904</p> <p>Active Journal: Take Notes: Analyze Cause and Effect, 14, 19, 38, 48, 70, 94, 122, 138, 168, 190, 199, 251, 273, 300, 346, 362, 388, 421, 438, 445, 474</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Cause and Effect</p>
D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past.	<p>SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215; Topic 8: Write Arguments, 315, 329, 332, 338, 343, 349, 355, 357; Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 480, 483; Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723; Topic 17: Write an Argument, 737, 743, 749, 757, 761</p> <p>Active Journal: Writing Workshop: Argument, 126–127, 206–207, 278–279, 404–405, 426–427</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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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, 250, 411, 807; Detect Historical Points of View, 141, 750; Distinguish Essential from Inessential Information, 14; Distinguish Fact from Opinion, 190, 497; Distinguish Relevant from Irrelevant Information, 233, 663, 686; Distinguish Verifiable from Unverifiable Information, 114, 602; Identify Central Issues and Problems, 317</p> <p>Active Journal: Quests: Discussion Inquiry, 28–35, 182–189, 380–387</p> <p><u>Digital Resources</u> 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, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Analysis Skills: Assess Credibility of a Source, 163, 441; Primary Sources (examples), 13, 52, 107, 158, 189, 232, 257, 284, 316, 330, 368, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 679, 738, 758, 772, 792, 820, 841; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Writing Workshop: Use Credible Sources, 149, 201, 329, 367, 418, 466, 521, 640, 656, 699, 784</p> <p>Active Journal: Quick Activity: Contrasting Primary Sources, 144; Quests: Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217, 282–289, 354–361, 408–415, 430–437, 456–463</p>

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C3 Grades 6-8 Standards	
	<p>(Continued)</p> <p><u>Digital Resources</u> 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: Use Credible Sources, 149, 201, 329, 367, 418, 466, 521, 640, 656, 699, 784; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Analysis Skills: Assess Credibility of a Source, 163, 441; Primary Sources (examples), 13, 52, 107, 158, 189, 232, 257, 284, 316, 330, 368, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 679, 738, 758, 772, 792, 820, 841; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875</p> <p>Active Journal: Quests: Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217, 282–289, 354–361, 408–415, 430–437, 456–463</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Avoid Plagiarism; Evaluate Web Sites; Distinguish Between Fact and Opinion</p>

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Dimension 3, Developing Claims and Using Evidence	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p>	<p>SE/TE: Quests, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814; Topic 3: Explanatory Essay, 106, 113, 120, 123; Topic 4: Research Paper, 134, 140, 149, 157, 162, 167, 172, 175; Topic 6: Write an Explanatory Essay, 226, 231, 237, 243, 249, 256, 264, 271, 273; Topic 7: Research Paper, 283, 290, 294, 300, 303; Topic 10: Write a Research Paper, 410, 418, 427, 433, 439, 443; Topic 13: Write an Explanatory Essay, 557, 565, 573, 581, 583; Topic 12: Write a Research Paper, 496, 507, 514, 521, 528, 536, 543, 545; Topic 14: Write an Explanatory Essay, 594, 600, 606, 611, 615; Topic 15: Write an Explanatory Essay, 628, 645, 640, 648, 656, 662, 665; Topic 18: Write a Research Paper, 771, 778, 784, 791, 800, 806, 809</p> <p>Active Journal: Writing Workshop: Explanatory Essay, 72–73, 156–157, 328–329, 350–351; Research Paper, 100–101, 178–179, 254–255, 306–307, 376–377, 452–453</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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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; Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215; Topic 8: Write Arguments, 315, 329, 332, 338, 343, 349, 355, 357; Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 480, 483; Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723; Topic 17: Write an Argument, 737, 743, 749, 757, 761</p> <p>Active Journal: Writing Workshop: Argument, 126–127, 206–207, 278–279, 404–405, 426–427</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; Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215; Topic 8: Write Arguments, 315, 329, 332, 338, 343, 349, 355, 357; Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 480, 483; Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723; Topic 17: Write an Argument, 737, 743, 749, 757, 761</p> <p>Active Journal: Writing Workshop: Argument, 126–127, 206–207, 278–279, 404–405, 426–427</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; Explanatory Essay, 106, 113, 120, 123; Research Paper, 134, 140, 149, 157, 162, 167, 172, 175; Write an Explanatory Essay, 226, 231, 237, 243, 249, 256, 264, 271, 273; Research Paper, 283, 290, 294, 300, 303; Write a Research Paper, 410, 418, 427, 433, 439, 443; Write an Explanatory Essay, 557, 565, 573, 581, 583; Write a Research Paper, 496, 507, 514, 521, 528, 536, 543, 545; Write an Explanatory Essay, 594, 600, 606, 611, 615; Write an Explanatory Essay, 628, 645, 640, 648, 656, 662, 665; Write a Research Paper, 771, 778, 784, 791, 800, 806, 809</p> <p>Active Journal: Writing Workshop: Explanatory Essay, 72–73, 156–157, 328–329, 350–351; Research Paper, 100–101, 178–179, 254–255, 306–307, 376–377, 452–453</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>

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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>SE/TE: Quests: Document-Based Inquiry, 98, 180, 278, 488, 620, 728, 766; Primary Sources, 13, 52, 76, 107, 150, 158, 189, 196, 232, 257, 284, 316, 330, 368, 397, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 649, 679</p> <p>Active Journal: Quests: Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217, 282–289, 354–361, 408–415, 430–437, 456–463</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; Identify Evidence; Identify Main Ideas and Details; Organize Your Ideas; Sequence; Synthesize; Write an Essay</p>
Dimension 4, Critiquing Conclusions	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
D4.4.6-8. Critique arguments for credibility.	<p>SE/TE: Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Distinguish Essential from Inessential Information, 14; Distinguish Fact from Opinion, 190, 497; Distinguish Relevant from Irrelevant Information, 233, 663, 686; Distinguish Verifiable from Unverifiable Information, 114, 602; Identify Central Issues and Problems, 317</p> <p>Active Journal: Quests: Discussion Inquiry, 28–35, 182–189, 380–387; Take Notes: Analyze Text Structure, 195, 227, 304, 323, 395, 448</p> <p>Digital Resources 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>D4.5.6-8. Critique the structure of explanations.</p>	<p>SE/TE: Analysis Skills: Analyze Sequence, Causation, and Correlation, 301, 650; Assess Credibility of a Source, 163, 441; Detect Changing Patterns, 324, 369; Distinguish Relevant from Irrelevant Information, 233, 663, 686; Distinguish Verifiable from Unverifiable Information, 114, 602; Draw Sound Conclusions from Sources, 202, 759; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875</p> <p>Active Journal: Quests: Support Ideas with Evidence, 120, 145, 244; Take Notes: Analyze Text Structure, 195, 227, 304, 323, 395, 448</p> <p><u>Digital Resources</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>

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Dimension 4, Taking Informed Action	
INDIVIDUALLY AND WITH OTHERS, STUDENTS...	
<p>D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p>	<p>SE/TE: Analysis Skills: Identify Central Issues and Problems, 317; New Nations Emerge, 842–847; The Arab Spring and After, 852–853; The Struggle for Human Rights, 860–862; Protecting the Environment, 871–873; Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766; Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750</p> <p>Active Journal: Quick Activity: The Power of Invention, 45 (voting); Discussion Inquiry, 28–35, 182–189, 380–387; Topic 19: Lesson 8, 480–481; Quest: The Right to Rule, 408–415</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>

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<p>D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.</p>	<p>SE/TE: Analysis Skills: Identify Central Issues and Problems, 317; Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766; Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; also see: New Nations Emerge, 842–847; The Arab Spring and After, 852–853; The Struggle for Human Rights, 860–862; Protecting the Environment, 871–873</p> <p>Active Journal: Quick Activity: The Power of Invention, 45 (voting); Discussion Inquiry, 28–35, 182–189, 380–387; Topic 19: Lesson 8, 480–481</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>
<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: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766; Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Distinguish Verifiable from Unverifiable Information, 602; Distinguish Relevant from Irrelevant Information, 233, 663, 686</p> <p>Active Journal: Quick Activity: The Power of Invention, 45 (voting); Discussion Inquiry, 28–35, 182–189, 380–387</p>

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C3 Grades 6-8 Standards	
	<p>(Continued)</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>