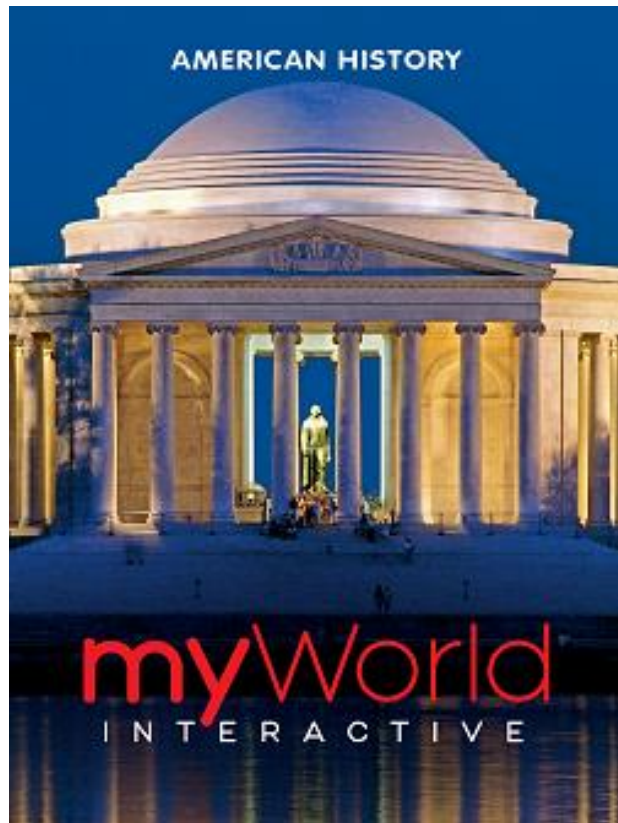


A Correlation of



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To the

**Illinois Learning Standards
for Social Science**

Grades 6-8

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Introduction

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

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

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

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Illinois Learning Standards for Social Science, 6-8	
Inquiry Skills	
Developing Questions and Planning Inquiries	
Constructing Essential Questions	
SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.	SE/TE: Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996; Quest, 6, 54, 132, 198, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; Analysis Skills: Frame Questions, 621; Lesson Check: Research Questions, 13, 272, 557, 660, 788, 1012; also see: Get Ready to Read: Guiding Questions (examples), 520, 813
Constructing Supporting Questions	
SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.	SE/TE: Lesson Check: Research Questions, 13, 272, 557, 660, 788, 1012; Analysis Skills: Frame Questions, 621; Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996; Quest, 6, 54, 132, 198, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; also see: Get Ready to Read: Guiding Questions (examples), 520, 813
Determining Helpful Sources	
SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.	SE/TE: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Find and Use Credible Sources, ELA 12–ELA 13; Analysis Skills: Compare Different Points of View, 164; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565; Lesson Check: Writing Workshop, 796; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; also see: Analyzing Primary Sources (examples), 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564; Primary Quote Citations (examples), 34, 56, 69, 79, 127, 141, 148, 156, 160, 164, 170, 179, 191, 209, 248, 272, 283, 294, 314, 354, 403, 454, 467, 473, 508, 532, 554, 581

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Evaluating Sources and Using Evidence	
Gathering and Evaluating Sources	
SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.	SE/TE: Analysis Skills: Distinguish Relevant from Irrelevant Information, 500; Distinguish Essential from Incidental Information, 565; Draw Sound Conclusions from Sources, 630; Lesson Check: Writing Workshop, 796; also see: Analyzing Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 66, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043; Primary Quote Citations (examples), 34, 56, 69, 79, 127, 141, 146, 148, 156, 160, 164, 170, 179, 191, 209, 248, 272, 283, 294, 314, 354, 403, 454, 467, 473, 508, 512, 532, 554, 581; Review and Assessment, 710–711
SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context.	SE/TE: Find and Use Credible Sources, ELA 12–ELA 13; Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382; Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565; Draw Sound Conclusions from Sources, 630; Lesson Check: Writing Workshop, 222, 279, 563, 629, 668, 678, 796; also see: Analyzing Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 66, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043; Review and Assessment, 710–711
SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other.	SE/TE: Find and Use Credible Sources, ELA 12–ELA 13; Lesson Check: Writing Workshop, 222, 279, 563, 629, 668, 678, 796; Stay Informed on Public Issues, 252; Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382; Assess Credibility of a Source, 512; Distinguish Relevant from Irrelevant Information, 500; Distinguish Essential from Incidental Information, 565; Review and Assessment, 331

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Developing Claims and Using Evidence	
SS.IS.5.6-8.LC: Appropriately cite all sources utilized.	SE/TE: Avoiding Plagiarism & Formats for Citing Sources, ELA 13
SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.	SE/TE: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Analysis Skills: Distinguish Relevant from Irrelevant Information, 500; Distinguish Essential from Incidental Information, 565; Draw Sound Conclusions from Sources, 630; Lesson Check: Writing Workshop, 796; also see: Analyzing Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 66, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043
SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.	SE/TE: Writing Workshop (Argument): Claims, 203, 215; Use Credible Sources, 222; Clarify Relationships with Transition Words, 236; Shape Tone, 245; Write a Conclusion, 252; Write an Argumentative Essay, 255; Quest: Stay Out? Or Get Involved?, 260; The End of Reconstruction, 550; also see: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Analysis Skills: Distinguish Relevant from Irrelevant Information, 500; Distinguish Essential from Incidental Information, 565; Draw Sound Conclusions from Sources, 630
Communicating Conclusions and Taking Informed Action	
Communicating Conclusions	
SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.	SE/TE: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Find and Use Credible Sources, ELA 12–ELA 13; Analysis Skills: Distinguish Relevant from Irrelevant Information, 500; Distinguish Essential from Incidental Information, 565; Draw Sound Conclusions from Sources, 630; Writing Workshop (Argument): Claims, 203, 215; Use Credible Sources, 222; Clarify Relationships with Transition Words, 236; Shape Tone, 245; Write a Conclusion, 252; Write an Argumentative Essay, 255; Quest: Stay Out? Or Get Involved?, 260; The End of Reconstruction, 550

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SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.	SE/TE: Lesson Check: Writing Workshop (Explanatory Essay), 140, 152, 163, 176, 188, 191; also see: Write Informative or Explanatory Essays, ELA 10
SS.IS.6.6-8.MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.	SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716; Analysis Skills: Update an Interpretation, 450; Identify Central Issues and Problems, 679; Distinguish Real News from “Fake News,” 1014
Critiquing Conclusions	
SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).	SE/TE: Analysis Skills: Distinguish Fact and Opinion, 280; Update an Interpretation, 450; Conduct a Cost-Benefit Analysis, 669; Identify Central Issues and Problems, 679; also see: Analyzing Primary Sources (examples): Bartolomé de Las Casas, Historia Apologética, 65; William Bradford, Of Plymouth Plantation, 90; Thomas Paine, Common Sense, 177; Federalist and Antifederalist Writings, 223; Hamilton and Madison Disagree, 253; Tenskwatawa, The Prophet, Speech, 316; John Quincy Adams, Speech on Independence Day, 348; Frederick Douglass, “What the Black Man Wants”, 564
Taking Informed Action	
SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	SE/TE: Analyze Informational Text, ELA 1; Express Problems Clearly, 222, 379; Analysis Skills: Identify Central Issues and Problems, 679; also see: Recognize the Role of Chance, Oversight, and Error, 532; Analyze Sequence, Causation, and Correlation, 662; Conduct a Cost-Benefit Analysis, 669; Make a Difference, 915; Political Participation, 993; also see: How Did Economic Problems Lead to Change?, 202–203; Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Stay Out? Or Get Involved?, 260; U.S. Financial Problems, 1789–1791, 263; Foreign Goods Cause Domestic Problems, 319–320; Problems in Cities, 417

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SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.	SE/TE: Analysis Skills: Being an Informed Citizen, 26; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993; also see: Citizens’ Rights and Responsibilities, 247–252; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; The Labor Movement, 631–637; The Rise of Progressivism, 670–678; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935
SS.IS.8.6-8.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.	SE/TE: Analysis Skills: Being an Informed Citizen, 26; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993
Civics Standards	
Civic and Political Institutions	
SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).	SE/TE: Citizens’ Rights and Responsibilities, 247–252; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993
SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people’s lives.	SE/TE: A Two-Party System Develops, 273–279; New political parties, 341; Reform and Women’s Rights, 452–463; The Labor Movement, 631–637; NAACP, 693; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993

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SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.	SE/TE: Citizens’ Rights and Responsibilities, 247–252; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; The Labor Movement, 631–637; The Rise of Progressivism, 670–678; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698; Yellow Journalism, 705–706; Analyzing Primary Sources: Franklin D. Roosevelt, Fireside Chat on Banking, 833; Television, 912, 936–937; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; The Conservative Revolution, 963–972; also see: Analysis Skills: Being an Informed Citizen, 26; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993
SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	SE/TE: The Move Toward Independence, 165–176; Weak Confederation, 197–203; 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; Declaration of Independence, 1046–1047; United States Constitution, 1050–1071; also see: Analyzing Primary Sources: Constitution of the Iroquois, 25 Primary Source: Thomas Paine, Common Sense, 177; Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalist and Antifederalist Writings, 223; Abraham Lincoln, Emancipation Proclamation, 531; Woodrow Wilson, The Fourteen Points, 775

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SS.CV.2.6-8.MdC: Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.	SE/TE: A Weak Confederation, 197–203; 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
SS.CV.2.6-8.MC: Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.	SE/TE: Understanding the Constitution, 225–236; State Government, 242–245; What Responsibilities Do Local Governments Have?, 245; A Two–Party System Develops, 273–279; Why Did Critics Attack the New Deal?, 829–830; Debating the New Deal, 831–832; Analyzing Primary Sources: Franklin D. Roosevelt, Fireside Chat on Banking, 833; United States Constitution, 1050–1071
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	
SS.CV.3.6-8.LC; MdC; MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.	SE/TE: Abolitionism, 443–449; Reform and Women’s Rights, 452–463; The Labor Movement, 631–637; The Rise of Progressivism, 670–678; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993

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SS.CV.4.6-8.LC: Explain the connection between interests and perspectives civic virtues, and democratic principles when addressing issues in government and society.	SE/TE: Citizens’ Rights and Responsibilities, 247–252; also see: Analysis Skills: Being an Informed Citizen, 26; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; The Labor Movement, 631–637; The Rise of Progressivism, 670–678; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935
SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.	SE/TE: Ideas That Influenced the Constitution, 210–215; also see: Analyzing Primary Sources: Constitution of the Iroquois, 25; William Bradford, Of Plymouth Plantation, 90; Thomas Paine, Common Sense, 177; Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalist and Antifederalist Writings, 223; Drafting a Constitution, 204–209; Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; Declaration of Independence, 1046–1047; United States Constitution, 1050–1071
SS.CV.4.6-8.MC: Critique deliberative processes used by a wide variety of groups in various settings.	SE/TE: Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993; Distinguish Real News from “Fake News,” 1014; also see: Express Problems Clearly, 222, 379; Citizens’ Rights and Responsibilities, 247–252; Analysis Skills: Identify Central Issues and Problems, 679; Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716

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SS.CV.5.6-8. MC : Apply civic virtues and democratic principles in school and community settings.	SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993
Processes, Rules and Laws	
SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.	SE/TE: Analysis Skills: Being an Informed Citizen, 26; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993; Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716; also see: Federalism and Amendments, 237–246; Reform and Women’s Rights, 452–463; The Labor Movement, 631–637; Progress and Setbacks for Social Justice, 687–698; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; The Conservative Revolution, 963–972
SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	SE/TE: Regulations, 629, 632, 666, 674, 681–682, 683, 825, 827; Quest: Document–Based Writing Inquiry: Federal Reserve Act, 686; The Role of Government in the Economy, 782; also see: How Did Alexander Hamilton Deal with the National Debt?, 263–265; How Did Hamilton Create a Stable Economy?, 266; Bank of the United States, 275–276, 288; Second Bank of the United States, 322; The Bank War, 352–355; Speculation, 356; The Market Economy and the Industrial Revolution, 412–413; The Stock Market Soars, 786–787; Why Did Critics Attack the New Deal?, 829–830; Debating the New Deal, 831–832; Analyzing Primary Sources: Franklin D. Roosevelt, Fireside Chat on Banking, 833

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<p>SS.CV.6.6-8.MC: Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196, The End of Reconstruction, 550, High-Speed Rail, 586, Imperialism and Annexation, 716; Citizens' Rights and Responsibilities, 247-252; also see: Analysis Skills: Being an Informed Citizen, 26; Compare Different Points of View, 164; Distinguish Fact and Opinion, 280; Detect Historical Points of View, 291; Interpret Economic Performance, 359; Distinguish Verifiable from Unverifiable Information, 382; Update an Interpretation, 450; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Recognize the Role of Chance, Oversight, and Error, 532; Distinguish Essential from Incidental Information, 565; Draw Sound Conclusions from Sources, 630; Conduct a Cost-Benefit Analysis, 669; Identify Central Issues and Problems, 679; Political Participation, 993</p>
<p>Geography Standards</p>	
<p>Human-Environment Interaction: Place, Regions and Culture</p>	
<p>SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc.) to explain the relationships between the locations (places and regions) and changes in their environment.</p>	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; Geography Skills: Maps, 4, 30, 49, 60, 87, 101, 123, 130, 140, 160, 186, 191, 199, 258, 270, 305, 313, 331, 343, 365, 377, 384, 395, 403, 423, 447, 476, 490, 507, 521, 545, 549, 581, 584, 599, 647, 650, 659, 664, 689, 711, 714, 720, 723, 732, 738, 741, 747, 763, 772, 777, 780, 810, 827, 835, 843, 846, 857, 859, 876, 878, 887, 890, 895, 896, 900, 903, 912, 939, 943, 957, 960, 989, 995, 998, 1005, 1010, 1045</p>

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SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.	SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Economic Performance, 359; Interpret Thematic Maps, 573; Analyze Graphs, 45, 88, 285, 301c, 321, 462, 482, 485, 498, 508, 524, 527, 542, 562, 578, 596, 607, 636, 658, 685, 695, 697, 705, 721, 745, 753, 755, 767, 785, 786, 790, 793, 802, 812, 815, 831, 884, 902, 910, 926, 950, 1004, 1019, 1031, 1034; Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548; Maps (examples), 4, 30, 49, 60, 87, 101, 123, 130, 140, 160, 186, 191, 199, 258, 270, 305, 313, 331, 343, 365, 377, 384, 395, 403, 423, 447, 476, 490, 507, 521, 895, 896, 900, 903, 912, 939, 943, 957, 960, 989, 995
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SS.G.2.6-8.LC: Explain how humans and their environment affect one another.	SE/TE: Columbian Exchange, 44–46; Industrial Revolution, 409–420; Settling Oregon Country, 375–381; King Cotton and Life in the South, 431–442; Railroads, 422–424, 805; Mining, Railroads, and the Economy, 587–597; Western Agriculture, 598–609; Dust Bowl, 834–835; Environmental Challenges, 1024–1027
SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.	SE/TE: Cultures of North America, 14–24; Spanish Colonization and New Spain, 55–64; 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; Shays' Rebellion, 203; Conflict with American Indians, 360–367; Westward Movement, 368–374; Settling Oregon Country, 375–381; New Spain and Independence for Texas, 383–391; Manifest Destiny in California and the Southwest, 392–401; King Cotton and Life in the South, 431–442; Reconstruction and Southern Society, 566–572; Mining, Railroads, and the Economy, 587–597; Western Agriculture, 598–609; Urbanization, 663–668; Regional Conflicts, 981–991

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SS.G2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.	SE/TE: Spanish Colonization and New Spain, 55–64; 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; Mercantilism, 121–122, 154–155; Growing Resentment Against Britain, 142–152; How Did Alexander Hamilton Deal with the National Debt?, 263–265; How Did Hamilton Create a Stable Economy?, 266; Bank of the United States, 275–276, 288; Second Bank of the United States, 322; The Bank War, 352–355; Speculation, 356; The Market Economy and the Industrial Revolution, 412–413; King Cotton and Life in the South, 431–442; Railroads, 422–424, 805; Mining, Railroads, and the Economy, 587–597; Western Agriculture, 598–609; Regulations, 629, 632, 666, 674, 681–682, 683, 825, 827; Quest: Document–Based Writing Inquiry: Federal Reserve Act, 686; Expansion in the Pacific, 717–726; War and Empire, 727–735; U.S. Power in Latin America, 737–743; The Role of Government in the Economy, 782; The Stock Market Soars, 786–787; Why Did Critics Attack the New Deal?, 829–830; Debating the New Deal, 831–832; Analyzing Primary Sources: Franklin D. Roosevelt, Fireside Chat on Banking, 833
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SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement.	SE/TE: Columbian Exchange, 44–46; Migration, 573, 578, 664, 758–759, 810, 811, 911, 912; Immigration, 652, 653–654, 657, 659–660, 664, 710, 809, 695–697
SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.	SE/TE: European Exploration in the Americas, 39–46; Industrial Revolution, 409–420; Railroads, 422–424, 805; Mining, Railroads, and the Economy, 587–597; New Technologies, 638–644; Primary Source: Quotations from Thomas Edison, 645; Advances in Science and Technology, 1023–1032

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SS.G3.6-8.MC: Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	SE/TE: Columbian Exchange, 44–46; Industrial Revolution, 409–420; Settling Oregon Country, 375–381; King Cotton and Life in the South, 431–442; Railroads, 422–424, 805; Mining, Railroads, and the Economy, 587–597; Western Agriculture, 598–609; Dust Bowl, 834–835; Environmental Challenges, 1024–1027
Global Interconnections	
SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world.	SE/TE: Cultures of North America, 14–24; Spanish Colonization and New Spain, 55–64; 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; Conflict with American Indians, 360–367; Westward Movement, 368–374; Settling Oregon Country, 375–381; New Spain and Independence for Texas, 383–391; Manifest Destiny in California and the Southwest, 392–401; King Cotton and Life in the South, 431–442; Reconstruction and Southern Society, 566–572; Mining, Railroads, and the Economy, 587–597; Western Agriculture, 598–609; Urbanization, 663–668; Regional Conflicts, 981–991
SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.	SE/TE: Spanish Colonization and New Spain, 55–64; 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; Expansion in the Pacific, 717–726; War and Empire, 727–735; U.S. Power in Latin America, 737–743; also see: Population, 372, 508; Demographic changes, 373, 1038–1039, 1042; Migration, 573, 578, 664, 758–759, 810, 811, 911, 912; Immigration, 652, 653–654, 657, 659–660, 664, 710, 809, 695–697

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SS.G.4.6-8.MC: Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.	SE/TE: Columbian Exchange, 44–46; The South’s Cotton Kingdom, 431–432; Reliance on Plantation Agriculture, 433–435; Mining, Railroads, and the Economy, 587–597; Western Agriculture, 598–609; Expansion in the Pacific, 717–726; War and Empire, 727–735; U.S. Power in Latin America, 737–743; North American Free Trade Agreement (NAFTA), 970–971, 1017, 1041; A Global Economy, 1015–1022
Economics and Financial Literacy Standards	
Economic Decision Making	
SS.EC.1.6-8.LC: Explain how economic decisions affect the well-being of individuals, businesses and society.	SE/TE: How Did Alexander Hamilton Deal with the National Debt?, 263–265; How Did Hamilton Create a Stable Economy?, 266; Bank of the United States, 275–276, 288; Second Bank of the United States, 322; The Bank War, 352–355; Speculation, 356; The Market Economy and the Industrial Revolution, 412–413; Regulations, 629, 632, 666, 674, 681–682, 683, 825, 827; Quest: Document–Based Writing Inquiry: Federal Reserve Act, 686; The Role of Government in the Economy, 782; The Stock Market Soars, 786–787; Why Did Critics Attack the New Deal?, 829–830; Debating the New Deal, 831–832; Analyzing Primary Sources: Franklin D. Roosevelt, Fireside Chat on Banking, 833
SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.	SE/TE: Analysis Skills: Conduct a Cost–Benefit Analysis, 669; Identify Central Issues and Problems, 679; also see: How Did Alexander Hamilton Deal with the National Debt?, 263–265; How Did Hamilton Create a Stable Economy?, 266; Speculation, 356; The Market Economy and the Industrial Revolution, 412–413; The Role of Government in the Economy, 782; The Stock Market Soars, 786–787; Why Did Critics Attack the New Deal?, 829–830; Debating the New Deal, 831–832; Analyzing Primary Sources: Franklin D. Roosevelt, Fireside Chat on Banking, 833; What Caused a World Economic Crisis?, 1018–1020; A Weak Recovery, 1020–1022

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SS.EC.1.6-8.MC: Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	SE/TE: What Caused a World Economic Crisis?, 1018–1020; A Weak Recovery, 1020–1022; Responding to Environmental Challenges, 1024–1028; Deficit, 1034; Economic Issues, 1037
Exchange and Markets	
SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.	SE/TE: Industrial Revolution, 409–420; Railroads, 422–424, 805; Mining, Railroads, and the Economy, 587–597; Entrepreneurs, 622, 1018; New Technologies, 638–644; Primary Source: Quotations from Thomas Edison, 645; Analyze Images, 792; Advances in Science and Technology, 1023–1032
SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	SE/TE: Quest: Document–Based Writing Inquiry: Federal Reserve Act, 686; The Role of Government in the Economy, 782; also see: How Did Alexander Hamilton Deal with the National Debt?, 263–265; How Did Hamilton Create a Stable Economy?, 266; Bank of the United States, 275–276, 288; Second Bank of the United States, 322; The Bank War, 352–355; Speculation, 356; The Market Economy and the Industrial Revolution, 412–413; The Stock Market Soars, 786–787; Why Did Critics Attack the New Deal?, 829–830; Debating the New Deal, 831–832; Analyzing Primary Sources: Franklin D. Roosevelt, Fireside Chat on Banking, 833; North American Free Trade Agreement (NAFTA), 970–971, 1017, 1041; What Caused a World Economic Crisis?, 1018–1020; A Weak Recovery, 1020–1022
SS.EC.2.6-8.MC: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.	SE/TE: Law of supply and demand, lower prices, 571; also see: Producer Price Index (PPI), 359; How did the Industrial Revolution affect the forces of supply and demand?, 411; Crop prices, 607, 609

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The National and Global Economy	
SS.EC.3.6-8.LC: Explain why standards of living increase as productivity improves.	SE/TE: Standard of living, 910; also see: Industrial Revolution, 409–420; Railroads, 422–424, 805; Mining, Railroads, and the Economy, 587–597; New Technologies, 638–644; Primary Source: Quotations from Thomas Edison, 645; Advances in Science and Technology, 1023–1032
SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.	SE/TE: Stamp Act, 145–147; Embargo Act, 301–302, 319; Tariff of 1816, 320; Tariffs, 263, 266, 342, 677; Tariff of Abominations, 350–351; American System of, 371; Tariff of 1833, 483; North American Free Trade Agreement (NAFTA), 970–971, 1017, 1041
SS.EC.3.6-8.MC: Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.	SE/TE: Analysis Skills: Interpret Economic Performance, 359; Prosperity in the 1920s, 785; The Great Depression, 815; The New Deal, 831; Unemployment, 926; Reaganomics, 968; Unemployment, 2007–2009, 1020; Federal Deficits and Spending, 1034; Graph of Unemployment Data, 912
Financial Literacy	
SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.	SE/TE: Artisans and untrained workers, 426; Analyze images, 463; GI Bill of Rights, 907–908, 913; also see: Apprenticeships, 116–117; Public education, 244, 245, 456–457, 704–705, 756; Education in Progressive era, 704–705; Reforms in education, 456–458, 677 <i>Digital Resources:</i> Core Concepts: Economics; Personal Finance
SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	SE/TE: Access to credit, 413; Installment Buying, 786 <i>Digital Resources:</i> Core Concepts: Economics; Personal Finance

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SS.EC.FL.1.6-8.MC: Describe the connection between credit, credit options, and interest and credit history.	SE/TE: Access to credit, 413; Installment Buying, 786 <i>Digital Resources:</i> Core Concepts: Economics; Personal Finance
SS.EC.FL.2.6-8.LC: Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.	SE/TE: How Did Alexander Hamilton Deal with the National Debt?, 263–265; How Did Hamilton Create a Stable Economy?, 266; Bank of the United States, 275–276, 288; Second Bank of the United States, 322; The Bank War, 352–355; Speculation, 356; The Market Economy and the Industrial Revolution, 412–413; The Stock Market Soars, 786–787 <i>Digital Resources:</i> Core Concepts: Economics; Personal Finance
SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.	SE/TE: The Market Economy and the Industrial Revolution, 412–413; The Role of Market Forces, 413–414; What Led to the Rise of Corporations and Banks, 624–625 <i>Digital Resources:</i> Core Concepts: Economics; Personal Finance
SS.EC.FL.2.6-8.MC: Analyze the relationship between financial risks and protection, insurance and costs.	SE/TE: The Role of Market Forces, 413–414; What Led to the Rise of Corporations and Banks, 624–625 <i>Digital Resources:</i> Core Concepts: Economics; Personal Finance

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History Standards	
Change, Continuity, and Context	
SS.H.16-8.LC: Classify series of historical events and developments as examples of change and/or continuity.	SE/TE: Analysis Skills: Identify Sources of Continuity, 246; also see: Analysis Skills: Relate Events in Time, 189; Distinguish Cause and Effect, 224; Construct a Timeline, 329; Detect Changing Patterns, 421; Update an Interpretation, 450; Analyze Sequence, Causation, and Correlation, 662; also see: Literacy Skill: Identify Cause and Effect, 39, 337, 392, 465, 489; Identify Cause and Effect, 239, 255, 265, 268, 277, 284, 290, 293, 300, 308, 312, 318, 321, 325, 327, 373, 387, 388
SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.	SE/TE: Analysis Skills: Relate Events in Time, 189; Distinguish Cause and Effect, 224; Identify Sources of Continuity, 246; Construct a Timeline, 329; Detect Changing Patterns, 421; Update an Interpretation, 450; Analyze Sequence, Causation, and Correlation, 662; also see: Literacy Skill: Identify Cause and Effect, 39, 337, 392, 465, 489; Identify Cause and Effect, 239, 255, 265, 268, 277, 284, 290, 293, 300, 308, 312, 318, 321, 325, 327, 373, 387, 388
SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant..	SE/TE: Lesson Check: Research Questions, 13, 272, 557, 660, 788, 1012; Analysis Skills: Frame Questions, 621; Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996; Quest, 6, 54, 132, 198, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; also see: Get Ready to Read: Guiding Questions (examples), 520, 813

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Perspectives	
SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.	SE/TE: Analysis Skills: Compare Different Points of View, 164; Relate Events in Time, 189; Identify Sources of Continuity, 246; Detect Historical Points of View, 291; Detect Changing Patterns, 421; Assess Credibility of a Source, 512; Draw Sound Conclusions from Sources, 630; Distinguish Real News from “Fake News,” 1014; also see: Reform and Women’s Rights, 452–463; The Labor Movement, 631–637; Progress and Setbacks for Social Justice, 687–698; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; The Conservative Revolution, 963–972
SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.	SE/TE: Quest: Document–Based Writing Inquiry: The Easter Mutiny, 6; Examining the Colonial Environment, 54; The Mexican–American war, 336; Slavery and Abolition, 408; 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; Assess Credibility of a Source, 512; Distinguish Real News from “Fake News,” 1014; also see: Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 66, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043

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<p>SS.H.2.6-8.MC: Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p>	<p>SE/TE: Find and Use Credible Sources, ELA 12–ELA 13; Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382; Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565; Draw Sound Conclusions from Sources, 630; Distinguish Real News from “Fake News,” 1014; Lesson Check: Writing Workshop, 796; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; also see: Analyzing Primary Sources (examples), 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564; Primary Quote Citations (examples), 34, 56, 69, 79, 127, 141, 148, 156, 160, 164, 170, 179, 191, 209, 248, 272, 283, 294, 314, 354, 403, 454, 467, 473, 508, 532, 554, 581</p>
<p>Historical Sources and Evidence</p>	
<p>SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation.</p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Analysis Skills: Update an Interpretation, 450; Assess Credibility of a Source, 512; Recognize the Role of Chance, Oversight, and Error, 532; Frame Questions, 621; Analyze Sequence, Causation, and Correlation, 662; Conduct a Cost–Benefit Analysis, 669; Identify Central Issues and Problems, 679; also see: Quest: Project–Based Learning Inquiry: A Lincoln Website, 478; Reporting the Facts, 892; Quest: Document–Based Writing Inquiry: The Role of Government in the Economy, 782; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000</p>

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<p>SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p>	<p>SE/TE: Find and Use Credible Sources, ELA 12–ELA 13; Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382; Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565; Draw Sound Conclusions from Sources, 630; Distinguish Real News from “Fake News,” 1014; Lesson Check: Writing Workshop, 222, 279, 563, 629, 668, 678, 796; also see: Analyzing Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 66, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043; Review and Assessment, 710–711</p>
<p>SS.H.3.6-8.MC: Analyze how people’s perspectives influenced what information is available in historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.</p>	<p>Analysis Skills: Compare Different Points of View, 164; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565; Draw Sound Conclusions from Sources, 630; Distinguish Real News from “Fake News,” 1014; Lesson Check: Writing Workshop, 796; Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 66, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043; also see: Review and Assessment: Analyze Primary Sources (examples), 49, 127, 191, 255, 331, 403, 473, 545, 581</p>

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Causation and Argumentation	
SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.	SE/TE: Analysis Skills: Distinguish Cause and Effect, 224; also see: Analysis Skills: Relate Events in Time, 189; Distinguish Cause and Effect, 224; Recognize the Role of Chance, Oversight, and Error, 532; Analyze Sequence, Causation, and Correlation, 662; Conduct a Cost-Benefit Analysis, 669; Identify Central Issues and Problems, 679; Literacy Skill: Identify Cause and Effect, 39, 337, 392, 465, 489; Identify Cause and Effect, 239, 255, 265, 268, 277, 284, 290, 293, 300, 308, 312, 318, 321, 325, 327, 373, 387, 388; The Effects of Migration to California, 400-401; Causes and Effects of Reconstruction, 553-554
SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.	SE/TE: Analysis Skills: Update an Interpretation, 450; Assess Credibility of a Source, 512; Recognize the Role of Chance, Oversight, and Error, 532; Frame Questions, 621; Analyze Sequence, Causation, and Correlation, 662; Conduct a Cost-Benefit Analysis, 669; Identify Central Issues and Problems, 679; also see: Quest: Project-Based Learning Inquiry: A Lincoln Website, 478; Reporting the Facts, 892; Quest: Document-Based Writing Inquiry: The Role of Government in the Economy, 782; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000

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<p>SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.</p>	<p>SE/TE: Writing Workshop (Argument): Claims, 203, 215; Use Credible Sources, 222; Clarify Relationships with Transition Words, 236; Shape Tone, 245; Write a Conclusion, 252; Write an Argumentative Essay, 255; Quest: Stay Out? Or Get Involved?, 260; The End of Reconstruction, 550; also see: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Analysis Skills: Distinguish Relevant from Irrelevant Information, 500; Distinguish Essential from Incidental Information, 565; Draw Sound Conclusions from Sources, 630; Frame Questions, 621; Analyze Sequence, Causation, and Correlation, 662; Conduct a Cost–Benefit Analysis, 669; Identify Central Issues and Problems, 679</p>