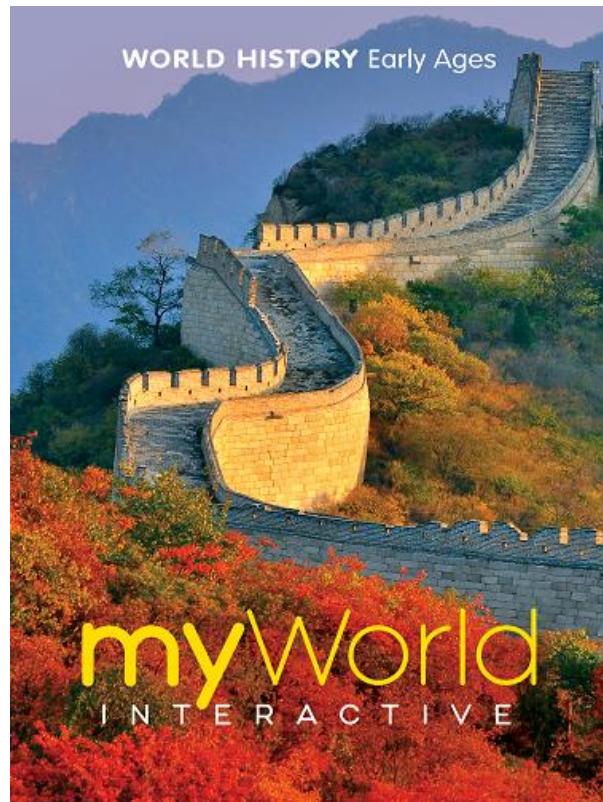


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Introduction

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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Table of Contents

Inquiry Skills

Developing Questions and Planning Inquiries 4

Evaluating Sources and Using Evidence..... 5

Communicating Conclusions and Taking Informed Action 7

Civics Standards 9

Geography Standards 13

Economics and Financial Literacy Standards 17

History Standards 21

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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, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666; Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670; Analysis Skills: Frame Questions, 121, 481; also see: Writing Workshop: Generate Questions to Focus Research, 496 TE only: Research Activities: Differentiate Instruction: Advanced (examples), 4, 8, 18, 23, 230, 245, 250, 259, 406, 421, 429
Constructing Supporting Questions	
SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.	SE/TE: Analysis Skills: Frame Questions, 121, 481; Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666; Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670; also see: Writing Workshop: Generate Questions to Focus Research, 496 TE only: Research Activities: Differentiate Instruction: Advanced (examples), 4, 8, 18, 23, 230, 245, 250, 259, 406, 421, 429
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, 250, 411; Distinguish Verifiable from Unverifiable Information, 114, 602; Distinguish Relevant from Irrelevant Information, 233, 663, 686; Assess Credibility of a Source, 163, 441; Distinguish Essential from Inessential Information, 14; Writing Workshop: Support Ideas with Evidence, 507; Find and Use Credible Sources, 521; Cite Sources, 528; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723;

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(Continued) SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.	(Continued) also see: 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; Primary Quote Citations (examples), 9, 36, 63, 79, 93, 118, 137, 175, 190, 224, 265, 303, 328, 366, 422, 454, 504, 545, 583, 615, 653, 683, 723
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: Assess Credibility of a Source, 163, 441; Distinguish Relevant from Irrelevant Information, 233, 663, 686; Distinguish Verifiable from Unverifiable Information, 114, 602; Draw Sound Conclusions from Sources, 202; also see: 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; Primary Quote Citations (examples), 9, 36, 63, 79, 93, 118, 137, 175, 190, 224, 265, 303, 328, 366, 422, 454, 504, 545, 583, 615, 653, 683, 723 Writing Workshop: Support Ideas with Evidence, 507; Find and Use Credible Sources, 521; Cite Sources, 528
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 Relevant from Irrelevant Information, 233, 663, 686; Distinguish Verifiable from Unverifiable Information, 114, 602; Draw Sound Conclusions from Sources, 202; also see: 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; also see: Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723

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SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other.	<p>SE/TE: Find and Use Credible Sources, ELA 12–ELA 13; Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114, 602; Assess Credibility of a Source, 163, 441; Distinguish Relevant from Irrelevant Information, 233, 663, 686; Distinguish Essential from Inessential Information, 14; Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670</p> <p>Writing Workshop: Generate Questions to Focus Research, 496; Support Ideas with Evidence, 507; Develop a Clear Thesis, 514; Find and Use Credible Sources, 521; Cite Sources, 528; Organize Your Essay, 536; Draft Your Essay, 543; Write a Research Paper, 545</p>
Developing Claims and Using Evidence	
SS.IS.5.6-8.LC: Appropriately cite all sources utilized.	<p>SE/TE: Avoiding Plagiarism & Formats for Citing Sources, ELA 13</p> <p>Writing Workshop: Generate Questions to Focus Research, 496; Support Ideas with Evidence, 507; Develop a Clear Thesis, 514; Find and Use Credible Sources, 521; Cite Sources, 528; Organize Your Essay, 536; Draft Your Essay, 543; Write a Research Paper, 545</p>
SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Analysis Skills: Distinguish Relevant from Irrelevant Information, 233, 663, 686; Distinguish Essential from Inessential Information, 14; Draw Sound Conclusions from Sources, 202; Writing Workshop: Generate Questions to Focus Research, 496; Support Ideas with Evidence, 507; Develop a Clear Thesis, 514; Find and Use Credible Sources, 521; Cite Sources, 528; Organize Your Essay, 536; Draft Your Essay, 543; Write a Research Paper, 545; also see: 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>

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SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.	SE/TE: Writing Workshop (Argument): Introduce Claims, 184; Support Claims, 188, 195; Use Credible Sources, 201; Clarify Shape Tone, 207; Write a Conclusion, 212; Write an Argumentative, 215; Writing Workshop: Gather Details, 315, 323; Use Credible Sources, 329; Introduce a Claim, 338; Support a Claim, 343; Distinguish Claims from Opposing Claims, 349; Shape Tone, 355; Write Arguments, 357; Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448; also see: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Write an Argument, ELA 9; Analysis Skills: Distinguish Relevant from Irrelevant Information, 233, 663, 686; Distinguish Essential from Inessential Information, 14; Draw Sound Conclusions from Sources, 202
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, 233, 663, 686; Distinguish Essential from Inessential Information, 14; Draw Sound Conclusions from Sources, 202; Writing Workshop (Argument): Introduce Claims, 184; Support Claims, 188, 195; Use Credible Sources, 201; Clarify Shape Tone, 207; Write a Conclusion, 212; Write an Argumentative, 215; Writing Workshop: Gather Details, 315, 323; Use Credible Sources, 329; Introduce a Claim, 338; Support a Claim, 343; Distinguish Claims from Opposing Claims, 349; Shape Tone, 355; Write Arguments, 357; also see: Write an Argument, ELA 9; Explain an Argument, 189; Quest: The Fall of Rome, 308

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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: Write Informative or Explanatory Essays, ELA 10; Writing Workshops (examples): Develop a Clear Thesis, 106; Support Thesis with Details, 113; Update Your Thesis, 120; Write an Explanatory Essay, 123; Consider Your Purpose, 226; Pick an Organizing Strategy, 231; Develop a Clear Thesis, 237; Support Thesis with Details, 256; Update Your Thesis, 243, 249; Draft Your Essay, 264; Revise, 271; Write an Explanatory Essay, 273; Writing Workshop: Generate Questions to Focus Research, 496; Support Ideas with Evidence, 507; Develop a Clear Thesis, 514; Find and Use Credible Sources, 521; Cite Sources, 528; Organize Your Essay, 536; Draft Your Essay, 543; Write a Research Paper, 545
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, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670; Writing Workshop, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723
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 from Opinion, 190, 497; Update an Interpretation, 265, 559; Conduct a Cost-Benefit Analysis, 350; Identify Central Issues and Problems, 317; also see: 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
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: Analysis Skills: Identify Central Issues and Problems, 317; How Did Hunter-Gatherers Live? 11; Lesson Check: Solve Problems, 195, 699; Recall, 215; Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670 TE only: Solve Problems, 60, 365, 677, 681, 690; Draw Conclusions, 286; Express Problems Clearly, 298, 346, 354, 416

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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: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: Become a Pharaoh-in-Training, 98; Democracy in Athens, 227–231; Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709; also see: Democracy in Athens, 227–231; Roman Government and Law, 337–338
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: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; Freedom vs. Security, 362; Document-Based Inquiry: Become a Pharaoh-in-Training, 98
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: Citizenship, 169; Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; Government of the Republic, 285–290; The Rise of the Roman Empire, 309–312; Roman Government and Law, 337–338; Organizing Roman Law, 355; also see: Magna Carta, 403, 416–417, 418, 419, 549
SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people’s lives.	SE/TE: The Right to Rule, 186; Governing the Zhou, 187; A Legalist Government, 199–200; Life and Teachings of Confucius, 192–194; Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; Government of the Republic, 285–290; The Rise of the Roman Empire, 309–312; Roman Government and Law, 337–338; Organizing Roman Law, 355; Feudalism and the Manor Economy, 377–382; Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709; Japanese Feudalism, 522–528; The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573; The Rise of Ghana in West Africa, 589–594; Mali and Songhai, 595–600

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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: Citizenship, 169; Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; Government of the Republic, 285–290; The Rise of the Roman Empire, 309–312; Roman Government and Law, 337–338; Organizing Roman Law, 355; Feudalism and the Manor Economy, 377–382; Japanese Feudalism, 522–528; also see: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; Freedom vs. Security, 362; Document-Based Inquiry: Become a Pharaoh-in-Training, 98
SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	SE/TE: Written Laws, 50; Rule of Law, 57, 290, 417; Quest: Debate Punishments for Crimes, 44; The Significance of Hammurabi’s Code, 56–58; Assessment, 93; Democracy in Athens, 227–231; Roman Government and Law, 337–338; Justinian: Organizing Roman Law, 355; Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709
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: The Right to Rule, 186; Governing the Zhou, 187; A Legalist Government, 199–200; Life and Teachings of Confucius, 192–194; Primary Sources: Confucius, 196; Analysis Skills: Identify Sources of Continuity, 213; Assessment, 215; Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; Government of the Republic, 285–290; The Rise of the Roman Empire, 309–312; Roman Government and Law, 337–338; Organizing Roman Law, 355; Feudalism and the Manor Economy, 377–382; Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709; Japanese Feudalism, 522–528; The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573; The Rise of Ghana in West Africa, 589–594; Mali and Songhai, 595–600

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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: For supporting content please see: Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709
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: The Right to Rule, 186; Governing the Zhou, 187; A Legalist Government, 199–200; Life and Teachings of Confucius, 192–194; Primary Sources: Confucius, 196; Analysis Skills: Identify Sources of Continuity, 213; Assessment, 215; Experimenting with Forms of Government, 227–228; The World’s First Democracy, 229; Government of the Republic, 285–290; Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709; also see: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; Freedom vs. Security, 362; What Was the Impact of the Reformation?, 655-666
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: For supporting content please see: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; Freedom vs. Security, 362; also see: Governing the Zhou, 187; A Legalist Government, 199–200; Experimenting with Forms of Government, 227–228; The World’s First Democracy, 229; Lesson Check, 231; Government of the Republic, 285–290; Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709
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: Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709; also see: Roman Government and Law, 337–338; Common Law, 417

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SS.CV.4.6-8.MC: Critique deliberative processes used by a wide variety of groups in various settings.	SE/TE: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: Become a Pharaoh-in-Training, 98; Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709; also see: Democracy in Athens, 227–231; Roman Government and Law, 337–338
SS.CV.5.6-8. MC : Apply civic virtues and democratic principles in school and community settings.	SE/TE: For supporting content please see: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: Become a Pharaoh-in-Training, 98 TE only: Expanding, 117; Bridging, 288
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: Written Laws, 50; Rule of Law, 57, 290, 417; Quest: Debate Punishments for Crimes, 44; The Significance of Hammurabi’s Code, 56–58; Assessment, 93; Democracy in Athens, 227–231; Roman Government and Law, 337–338; Justinian: Organizing Roman Law, 355; Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709
SS.CV.6.6-8.MdC; Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	SE/TE: Quest: Debate Punishments for Crimes, 44; Become a Pharaoh-in-Training, 98; Evaluating a Leader’s Legacy, 180; Freedom vs. Security, 362; Lesson Check: Understand Effects, 167; Sequence, 656; Conduct a Cost-Benefit Analysis, 350
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).	SE/TE: Conduct a Cost-Benefit Analysis, 350; Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670; Lesson Check: Make Decisions, 573; also see: Consensus, 533; Democracy, 227–231, 236, 261, 282; Monarchs, 404, 409

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Geography Standards	
Human-Environment Interaction: Place, Regions and Culture	
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.	SE/TE: Analysis Skills: Identify Physical and Cultural Features, 108, 380; Interpret Thematic Maps, 173, 574; Maps, 4, 5, 8, 17, 29, 39, 42, 43, 46, 61, 67, 73, 85, 93, 96, 97, 100, 108, 116, 123, 126, 127, 130, 132, 136, 148, 160, 169, 173, 175, 178, 179, 182, 186, 205, 215, 218, 219, 222, 235, 242, 246, 248, 269, 273, 276, 277, 280, 297, 303, 306, 307, 311, 314, 321, 342, 345, 357, 360, 361, 364, 378, 385, 389, 395, 399, 402, 403, 406, 413, 422, 430, 437, 443, 446, 447, 450, 460, 470, 483, 486, 487, 491, 499, 502, 506, 512, 517, 541, 544, 547, 548, 553, 561, 568, 574, 577, 583, 586, 587, 590, 599, 604, 615, 618, 622, 652, 665, 668, 669, 675, 684, 694, 697, 713, 716, 717, 723
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: Identify Physical and Cultural Features, 108, 380; Interpret Thematic Maps, 173, 574; Maps, 4, 5, 8, 17, 29, 39, 42, 43, 46, 61, 67, 73, 85, 93, 96, 97, 100, 108, 116, 123, 126, 127, 130, 132, 136, 148, 160, 169, 173, 175, 178, 179, 182, 186, 205, 215, 218, 219, 222, 235, 242, 246, 248, 269, 273, 276, 277, 280, 297, 303, 306, 307, 311, 314, 321, 342, 345, 357, 360, 361, 364, 378, 385, 389, 395, 399, 402, 403, 406, 413, 422, 430, 437, 443, 446, 447, 450, 460, 470, 483, 486, 487, 491, 499, 502, 506, 512, 517, 541, 544, 547, 548, 553, 561, 568, 574, 577, 583, 586, 587, 590, 599, 604, 615, 618, 622, 652, 665, 668, 669, 675, 684, 694, 697, 713, 716, 717, 723; also see: Charts, Graphs, Tables, and Infographics (examples), 18, 38, 53, 80, 103, 155, 193, 230, 293, 313, 387, 417, 456, 482, 510, 580, 596, 625, 661
SS.G.1.6-8.MC: Construct different representations to explain the spatial patterns of cultural and environmental characteristics.	SE/TE: Quest: Design a Village, 6; A Trip Through India, 128; Create Your Newsmagazine, 220; Be a Map-Maker, 550; Analysis Skills: Identify Physical and Cultural Features, 108, 380; Interpret Thematic Maps, 173, 574; Construct a Timeline, 91, 467

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Human Population	
<p>SS.G.2.6-8.LC: Explain how humans and their environment affect one another.</p>	<p>SE/TE: This standard is met throughout the program. Representative references include the following: Hunter-Gatherer Societies, 11–12; Humans Spread Out, 15–19; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Kush, 117; What Is the Indian Subcontinent? 129–130; Geography of China, 181–182; How Did Geography Shape the Greek World? 221–223; Italy’s Varied Geography, 279–280; The Geography of Europe, 363–364; The African Landscape, 589–590; How Did Geography Set Japan Apart? 516–517; Settlement and Geography of the Americas, 551–552; also see: Farming, 6, 14, 24, 25, 27–28, 29–31, 32, 38, 51, 76, 130, 137, 183, 188, 208, 210, 235, 240, 241, 384, 494, 495, 553, 555, 685, 706; Irrigation, 51, 113, 120, 131, 188; Roads, 63, 312; Aqueducts, 281, 313–314, 564</p>
<p>SS.G.2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.</p>	<p>SE/TE: This standard is met throughout the program. Representative references include the following: Hunter-Gatherer Societies, 11–12; Humans Spread Out, 15–19; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Kush, 117; What Is the Indian Subcontinent? 129–130; Geography of China, 181–182; How Did Geography Shape the Greek World? 221–223; Italy’s Varied Geography, 279–280; The Geography of Europe, 363–364; The African Landscape, 589–590; How Did Geography Set Japan Apart? 516–517; Settlement and Geography of the Americas, 551–552; also see: Map Skills: Region, 17, 29, 61, 67, 130, 182, 311, 321, 406, 430, 437, 450, 470, 491, 499, 503, 568, 583, 652, 684, 713, 723</p>

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<p>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.</p>	<p>SE/TE: Economics: 32, 317; Black Death, 438–439; China, 188, 210, 211, 484, 487, 493–495; Islamic Civilization, 469, 470; Market Economy, 705; Roman Economy, 315; Greek Economy, 238–243; also see: Trade: Africa, 207; Arabian Peninsula, 450; Asia, 444; Byzantine Empire, 345; China, 188, 198, 205–207, 208, 209, 494–495, 503, 510, 514; City-State as Center of Trade, 47; City-States and Sea, 622; Coconut Oil, 606; Crusades Effect, 426–427 between culture, 605; Economy Based on Trade, 32; Egypt and Kush, 115–117, 118, 120; Europe, Medieval, 385–386, 426–427, 437; French Monarchy, 409; Ghana Empire, 593–594; Greece, 222, 223, 237, 238, 242, 243; India, 207; Ivory, 606; Maya Civilization, 555–556; Mercantilism and Wealth, 702; Muslim World, 469–470; Phoenician, 67; Rome, 281, 314–315, 332, 340, 342; Russia, 349; Spice, 672; Tortoiseshell, 606; Wool, 704</p>
Geographic Representations Human Environment Interaction Population	
<p>SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement.</p>	<p>SE/TE: This standard is met throughout the program. Representative references include the following: Hunter-Gatherer Societies, 11–12; Humans Spread Out, 15–19; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Kush, 117; What Is the Indian Subcontinent? 129–130; Geography of China, 181–182; How Did Geography Shape the Greek World? 221–223; Italy’s Varied Geography, 279–280; The Geography of Europe, 363–364; The African Landscape, 589–590; How Did Geography Set Japan Apart? 516–517; Settlement and Geography of the Americas, 551–552</p>
<p>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.</p>	<p>SE/TE: Transportation, 47, 198; Communication, 63, 374, 651; Writing Systems, 69, 70, 109–110, 119, 211, 243, 349, 509, 521, 540; City-State as Center of Trade, 47; City-States and Sea, 622; Crusades Effect, 426–427; Greece, 222, 223, 237, 238, 242, 243</p>

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<p>SS.G3.6-8.MC: Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.</p>	<p>SE/TE: Farming, 6, 14, 24, 25, 27–28, 29–31, 32, 38, 51, 76, 130, 137, 183, 188, 208, 210, 235, 240, 241, 384, 494, 495, 553, 555, 685, 706; Irrigation, 51, 113, 120, 131, 188; Urbanization, 487, 495; Trade: Africa, 207; Arabian Peninsula, 450; Asia, 444; Byzantine Empire, 345; China, 188, 198, 205–207, 208, 209, 494–495, 503, 510, 514; City-State as Center of Trade, 47; City-States and Sea, 622; Coconut Oil, 606; Crusades Effect, 426–427; Economy Based on Trade, 32; Egypt and Kush, 115–117, 118, 120; Europe, Medieval, 385–386, 426–427, 437; French Monarchy, 409; Ghana Empire, 593–594; Greece, 222, 223, 237, 238, 242, 243; India, 207; Ivory, 606; Maya Civilization, 555–556; Mercantilism and Wealth, 702–703; Muslim World, 469–470; Phoenician, 67; Rome, 281, 314–315, 332, 340, 342; Russia, 349</p>
Global Interconnections	
<p>SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world.</p>	<p>SE/TE: This standard is met throughout the program. Representative references include the following: Map Skills: Region, 17, 29, 61, 67, 130, 182, 311, 321, 406, 430, 437, 450, 470, 491, 499, 503, 568, 583, 652, 684, 713, 723; Analysis Skills: Interpret Thematic Maps, 173, 574; also see: Hunter-Gatherer Societies, 11–12; Humans Spread Out, 15–19; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Kush, 117; What Is the Indian Subcontinent? 129–130; Geography of China, 181–182; How Did Geography Shape the Greek World? 221–223; Italy’s Varied Geography, 279–280; The Geography of Europe, 363–364; The African Landscape, 589–590; How Did Geography Set Japan Apart? 516–517; Settlement and Geography of the Americas, 551–552</p>

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SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.	SE/TE: Hunter-Gatherer Societies, 11–12; Humans Spread Out, 15–19; New Ways of Life, 27–32; Migration, 17–18, 136, 140, 241, 410, 452, 493, 701; Population Growth, 384–385; also see: Farming, 6, 14, 24, 25, 27–28, 29–31, 32, 38, 51, 76, 130, 137, 183, 188, 208, 210, 235, 240, 241, 384, 494, 495, 553, 555, 685, 706; Irrigation, 51, 113, 120, 131, 188; Urbanization, 487, 495
SS.G.4.6-8.MC: Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.	SE/TE: Trade: Africa, 207; Arabian Peninsula, 450; Asia, 444; Byzantine Empire, 345; China, 188, 198, 205–207, 208, 209, 494–495, 503, 510, 514; City-State as Center of Trade, 47; City-States and Sea, 622; Coconut Oil, 606; Crusades Effect, 426–427 Economy Based on Trade, 32; Egypt and Kush, 115–117, 118, 120; Europe, Medieval, 385–386, 426–427, 437; French Monarchy, 409; Ghana Empire, 593–594; Greece, 222, 223, 237, 238, 242, 243; India, 207; Ivory, 606; Maya Civilization, 555–556; Mercantilism and Wealth, 702–703; Muslim World, 469–470; Phoenician, 67; Rome, 281, 314–315, 332, 340, 342; Russia, 349; Spice, 672; Tortoiseshell, 606; Wool, 704
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: Job Specialization, 36; City States of Sumer: Trade, 47; Phoenician Traders, 67; How Did Phoenicians Use the Sea? 68–69; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Kush’s Links to Africa and the World, 120; Indus Valley: Trade, 132; Economy and Technology, 188; A Major Trade Route, 206–207; The Greek Economy, 241–242; What Was the <i>Pax Romana</i> ? 311; Trade and the Roman Economy, 314–315; Byzantine Empire: Location and Trade, 345; Revival of Towns and Trade, 383; Analysis Skill: Identify Physical and Cultural Features, 389; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503;

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To the Illinois Learning Standards for Social Science, Grades 6-8

Illinois Learning Standards for Social Science	Interactive Social Studies World History Early Ages, © 2019
(Continued) SS.EC.1.6-8.LC: Explain how economic decisions affect the well-being of individuals, businesses and society.	(Continued) Voyages of Discovery, 671–678; The Spanish Empire, 687–692; The Portuguese Empire, 693–699; Impact of Global Trade, 700–706; Analysis Skill: Interpret Economic Performance, 707
SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.	SE/TE: Trade in the Nile Valley, 116–117; Kush’s Links to Africa and the World, 120; Indus Valley: Trade, 132; Economy and Technology, 188; A Major Trade Route, 206–207; Revival of Towns and Trade, 383; Analysis Skill: Identify Physical and Cultural Features, 389; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503; Voyages of Discovery, 671–678; The Spanish Empire, 687–692; The Portuguese Empire, 693–699; Impact of Global Trade, 700–706; Analysis Skill: Interpret Economic Performance, 707; An Atlantic Trade Network, 718
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: Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350; also see: Free Market, 703, 705; Mercantilism and Wealth, 702–703
Exchange and Markets	
SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.	SE/TE: What New Tools Did People Make? 26; Chinese Inventions, 212; How Did the Printing Press Revolutionize Society? 638–639; What New Tools Aided Exploration? 677–678; Free Market, 703, 705; Mercantilism and Wealth, 702–703 <u>Digital Resources:</u> Core Concepts: Economic
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: Craft Guilds, 387–388; Medieval Market, 386; Free Market, 703, 705; Mercantilism and Wealth, 702–703 <u>Digital Resources:</u> Core Concepts: Economic

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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.	<p>SE/TE: Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350; Impact of Mercantilism, 703; A Commercial Revolution in Europe, 703–705; An Atlantic Trade Network, 718; Assessment: Understand Effects, 723</p> <p><u>Digital Resources:</u> Core Concepts: Economic</p>
The National and Global Economy	
SS.EC.3.6-8.LC: Explain why standards of living increase as productivity improves.	<p>SE/TE: Analysis Skills: Interpret Economic Performance, 295, 707; Colonial Life, 709–711; Medieval Market, 386; Mercantilism and Wealth, 702–703</p> <p><u>Digital Resources:</u> Core Concepts: Economics</p>
SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.	<p>SE/TE: For supporting content please see: Trade, 32, 47, 115–117, 118, 120, 188, 198, 205–207, 208, 209, 222, 223, 237, 238, 242, 243, 281, 314–315, 332, 340, 342, 345, 385–386, 426–427, 437, 444, 450, 469–470, 494–495, 503, 510, 514, 555–556, 593–594, 605, 606, 622, 702–703, 704</p> <p><u>Digital Resources:</u> Core Concepts: Economics</p>

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<p>SS.EC.3.6-8.MC: Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.</p>	<p>SE/TE: Farming, costs and benefits of, 28–29; Job Specialization, 36; City States of Sumer: Trade, 47; Phoenician Traders, 67; How Did Phoenicians Use the Sea? 68–69; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Kush’s Links to Africa and the World, 120; Indus Valley: Trade, 132; Economy and Technology, 188; A Major Trade Route, 206–207; The Greek Economy, 241–242; What Was the <i>Pax Romana</i>? 311; Trade and the Roman Economy, 314–315; Byzantine Empire: Location and Trade, 345; Revival of Towns and Trade, 383; Analysis Skill: Identify Physical and Cultural Features, 389; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503; Voyages of Discovery, 671–678; The Spanish Empire, 687–692; The Portuguese Empire, 693–699; Impact of Global Trade, 700–706; Analysis Skill: Interpret Economic Performance, 707</p> <p><u>Digital Resources:</u> Core Concepts: Economics</p>
Financial Literacy	
<p>SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.</p>	<p>SE/TE: For supporting content please see: Craft Guilds, 387–388; Medieval Market, 386; Free Market, 703, 705; Mercantilism and Wealth, 702–703</p> <p><u>Digital Resources:</u> Core Concepts: Economics</p>
<p>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.</p>	<p>SE/TE: For supporting content please see: Medieval Market, 386; Free Market, 703, 705; Mercantilism and Wealth, 702–703</p> <p><u>Digital Resources:</u> Core Concepts: Economics</p>

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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: For supporting content please see: Craft Guilds, 387–388; Medieval Market, 386; Free Market, 703, 705; Mercantilism and Wealth, 702–703 <u>Digital Resources:</u> Core Concepts: Economics
SS.EC.FL.2.6-8.LC: Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.	SE/TE: For supporting content please see: Merchants and Bankers, 623; Medieval Market, 386; Free Market, 703, 705; Mercantilism and Wealth, 702–703 <u>Digital Resources:</u> Core Concepts: Economics
SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.	SE/TE: For supporting content please see: Merchants and Bankers, 623; Medieval Market, 386; Free Market, 703, 705; Mercantilism and Wealth, 702–703 <u>Digital Resources:</u> Core Concepts: Economics
SS.EC.FL.2.6-8.MC: Analyze the relationship between financial risks and protection, insurance and costs.	SE/TE: For supporting content please see: Merchants and Bankers, 623; Medieval Market, 386; Mercantilism and Wealth, 702–703 <u>Digital Resources:</u> Core Concepts: Economics
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, 213, 613; Distinguish Cause and Effect, 53, 537; also see: Analysis Skills: Relate Events in Time, 15, 376; Construct a Timeline, 91, 467; Detect Changing Patterns, 324, 369; Update an Interpretation, 265, 559; Analyze Sequence, Causation, and Correlation, 301, 650; Identify Cause and Effect (examples), 12, 15, 26, 31, 39, 56, 67, 70, 93, 134, 166, 212, 223, 338

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SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.	SE/TE: Analysis Skills: Relate Events in Time, 15, 376; Distinguish Cause and Effect, 53, 537; Identify Sources of Continuity, 213, 613; Construct a Timeline, 91, 467; Detect Changing Patterns, 324, 369; Update an Interpretation, 265, 559; Analyze Sequence, Causation, and Correlation, 301, 650; also see: Identify Cause and Effect (examples), 12, 15, 26, 31, 39, 56, 67, 70, 93, 134, 166, 212, 223, 338
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: Analysis Skills: Frame Questions, 121, 481; Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666; Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448; also see: Writing Workshop: Generate Questions to Focus Research, 496; Support Ideas with Evidence, 507; Develop a Clear Thesis, 514; Find and Use Credible Sources, 521; Cite Sources, 528; Organize Your Essay, 536; Draft Your Essay, 543; Write a Research Paper, 545 TE only: Research Activities: Differentiate Instruction: Advanced (examples), 4, 8, 18, 23, 230, 245, 250, 259, 406, 421, 429
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, 250, 411; Relate Events in Time, 15, 376; Identify Sources of Continuity, 213, 613; Detect Historical Points of View, 141; Detect Changing Patterns, 324, 369; Assess Credibility of a Source, 163, 441; Draw Sound Conclusions from Sources, 202; Update an Interpretation, 265, 559; Quick Activity, 598; Core Concept: Citizenship, 215; Lesson Check: Compare Viewpoints, 237, 249, 294, 573, 685

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SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.	SE/TE: Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448; Analysis Skills: Compare Different Points of View, 250, 411; Detect Historical Points of View, 141; Assess Credibility of a Source, 163, 441; also see: Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723; 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
SS.H.2.6-8.MC: Analyze how people's perspectives influenced what information is available in the historical sources they created.	SE/TE: Find and Use Credible Sources, ELA 12–ELA 13; Assess Credibility of a Source, 163, 441; Distinguish Relevant from Irrelevant Information, 233, 663, 686; Distinguish Verifiable from Unverifiable Information, 114, 602; Draw Sound Conclusions from Sources, 202; Update an Interpretation, 265; Quick Activity, 598; 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; Primary Quote Citations (examples), 9, 36, 63, 79, 93, 118, 137, 175, 190, 224, 265, 303, 328, 366, 422, 454, 504, 545, 583, 615, 653, 683, 723; also see: Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723

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Historical Sources and Evidence	
SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation.	SE/TE: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Analysis Skills: Update an Interpretation, 265; Assess Credibility of a Source, 163, 441; Recognize the Role of Chance, Error, and Oversight, 65, 530; Frame Questions, 121, 481; Analyze Sequence, Causation, and Correlation, 301, 650; Conduct a Cost-Benefit Analysis, 350; Identify Central Issues and Problems, 317; also see: Quest: Project-Based Learning Inquiry: Design a Village, 6; Quest: Document-Based Writing Inquiry: Become a Pharaoh in Training, 98; Evaluating a Leader’s Legacy, 180; The Roman Influence, 278; A Strong Influence, 488; Learning Through the Ages, 620; Discussion Inquiry: Debate Punishments for Crimes, 44; Freedom vs. Security, 362; Project-Based Inquiry” The Influence of Ancient Greece, 220; Medieval Monarchs Face Conflict, 404
SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	SE/TE: Evaluate Arguments, ELA 2; Support Your Analysis with Evidence, ELA 6; Find and Use Credible Sources, ELA 12–ELA 13; Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114, 663, 686; Detect Historical Points of View, 141; Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411; Update an Interpretation, 265; Support Ideas with Evidence, 90, 140, 157, 348, 353, 427, 507, 565, 648; also see: Analyzing 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; also see: Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723

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<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: Distinguish Verifiable from Unverifiable Information, 114, 663, 686; Detect Historical Points of View, 141; Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411; Update an Interpretation, 265; Quick Activity, 598; 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; Primary Quote Citations (examples), 9, 36, 63, 79, 93, 118, 137, 175, 190, 224, 265, 303, 328, 366, 422, 454, 504, 545, 583, 615, 653, 683, 723; also see: Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p>
Causation and Argumentation	
<p>SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.</p>	<p>SE/TE: Analysis Skills: Distinguish Cause and Effect, 53, 537; also see: Analysis Skills: Relate Events in Time, 15, 376; Construct a Timeline, 91, 467; Recognize the Role of Chance, Oversight, and Error, 65, 530; Analyze Sequence, Causation, and Correlation, 301, 650; Identify Central Issues and Problems, 317; Identify Cause and Effect (examples), 12, 15, 26, 31, 39, 56, 67, 70, 93, 134, 166, 212, 223, 338</p>
<p>SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.</p>	<p>SE/TE: Analysis Skills: Update an Interpretation, 265, 559; Assess Credibility of a Source, 163, 441; Recognize the Role of Chance, Error, and Oversight, 65, 530; Frame Questions, 121, 481; Analyze Sequence, Causation, and Correlation, 301, 650; Conduct a Cost-Benefit Analysis, 350; Identify Central Issues and Problems, 317; also see: Quest: Project-Based Learning Inquiry: A Lincoln Website, 478; Reporting the Facts, 892; Quest: Document-Based Inquiry: Become a Pharaoh in Training, 98; Evaluating a Leader’s Legacy, 180; The Roman Influence, 278; A Strong Influence, 488; Learning Through the Ages, 620;</p>

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(Continued) SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.	(Continued) also see: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Find and Use Credible Sources, ELA 12
SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.	SE/TE: Writing Workshop (Argument): Introduce Claims, 184; Support Claims, 188, 195; Use Credible Sources, 201; Clarify Shape Tone, 207; Write a Conclusion, 212; Write an Argumentative, 215; Writing Workshop: Gather Details, 315, 323; Use Credible Sources, 329; Introduce a Claim, 338; Support a Claim, 343; Distinguish Claims from Opposing Claims, 349; Shape Tone, 355; Write Arguments, 357; also see: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Write an Argument, ELA 9; Explain an Argument, 189; Quest: The Fall of Rome, 308; Analysis Skills: Distinguish Relevant from Irrelevant Information, 233, 663, 6860; Distinguish Verifiable from Unverifiable Information, 114, 602; Distinguish Essential from Inessential Information, 14; Draw Sound Conclusions from Sources, 202; Frame Questions, 121, 481; Analyze Sequence, Causation, and Correlation, 301, 650; Conduct a Cost-Benefit Analysis, 350; Identify Central Issues and Problems, 317