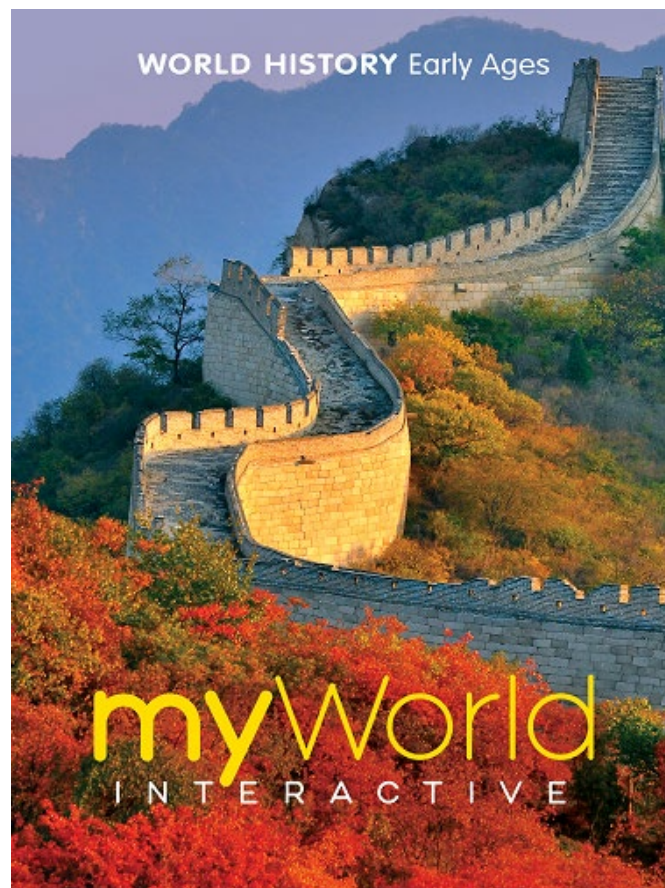


A Correlation of
myWorld Interactive World History
Early Ages ©2019



to the
Maryland Social Studies Standards and
Framework 2020
Grades 6-7

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Introduction

This document demonstrates how *myWorld Interactive Social Studies, World History Early Ages*, ©2019 meets the Maryland Social Studies Standards and Framework 2020, Grades 6-7 standards. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

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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Maryland Social Studies Standards and Framework 2020, Grades 6-7	myWorld Interactive World History Early Ages, ©2019
1.0: Civics	
Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens, and engage in political participation and contribute to the public process.	
1. The Foundations and Function of Government	
1.A.1: Examine the necessity and purpose of government in early world history	
<p>1.A.1.a: Identify and compare forms of government and various distributions of power, such as those found in ancient civilizations, dynastic China, absolute and constitutional monarchies</p>	<p>SE/TE: Organized Government, 35 How Did Sumerian Government Work?, 50-51 Rule of Law, 57, 290, 417 Quest: Debate Punishments for Crimes, 44 Governing the Zhou, 187 Democracy in Athens, 227–231 Oligarchy in Sparta, 234–237 Quest (Document-Based Inquiry): The Roman Influence, 278 Government of the Republic, 285–290 Roman Government and Law, 337–338 Feudalism and the Manor Economy, 377–382 Magna Carta, 403, 416–417, 418, 419, 549 King of France, 410 How Was Royal Power Limited in England?, 416-418 Primary Sources: The Magna Carta, 419 The Caliphs, 462-464 Ruling the Empire, 500 Mongol Rule in China, 501 Analyze Charts: Political Reform in Japan, 646 Feudalism in Japan, 525-526 Absolute Monarchy, 562 Theocracy, 645 Rulers Grow Stronger, 655 Experiments in Self-Government, 655-656</p> <p>Digital Content: Topic 2>Lesson 2>Lesson Video: Hammurabi's Code Topic 5>Lesson 2>Lesson Video: The Dynastic Cycle and the Mandate of Heaven Topic 6>Lesson 2>Interactive Gallery: Athenian Democracy Topic 7>Lesson 2>Interactive Simulation: The Roman Republic Topic 10>Lesson 2>Lesson Video: The Impact of Magna Carta on the Modern World Topic 10>Lesson 2>Interactive Primary Source: Magna Carta</p>

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<p>1.A.1.b: Summarize the positions taken on government by political philosophers from early civilizations through the Middle Ages</p>	<p>SE/TE: The Significance of Hammurabi’s Code, 56–58 Document-Based Inquiry: Evaluating a Leader’s Legacy, 180 A Legalist Government, 199–200 Primary Sources: Pericles, Funeral Oration, 232 Political Thinkers, 261 Discussion Inquiry: Freedom vs. Security, 362 Analysis Skills: Compare Different Points of View, 411 Primary Sources: The Magna Carta, 419 Guidelines for Government, 519 Machiavelli, 626 More’s Utopia, 627 Calvin’s “City of God”, 645</p> <p>Digital Content: Topic 2>Lesson 2>Interactive Biography: Hammurabi Topic 6>Lesson 7>Interactive Primary Source: Plato, The Republic Topic 5>Lesson 3>Lesson Video: How Confucius’s Life Shaped His View of Government Topic 10>Lesson 2>Interactive Primary Source: Magna Carta</p>
<p>1.A.2: Analyze the historic events, documents, and practices in early world history that are the foundations of political systems</p>	
<p>1.A.2.a: Examine and report on the roots of democratic principles in World History, such as Sumerian written law, Hammurabi’s Code, Greek city-states, Roman Republicanism, and the British Constitution (Magna Carta, English Bill of Rights)</p>	<p>SE/TE: The Significance of Hammurabi’s Code, 56-57 Analyze Diagrams: Purpose and Effects of Hammurabi’s Code, 57 Democracy in Athens, 227–231 Government of the Republic, 285–290 Roman Government and Law, 337–338 Magna Carta, 416–417, 418, 549 How Was Royal Power Limited in England?, 416-418 Primary Sources: The Magna Carta, 419 Experiments in Self-Government, 655-656</p> <p>Digital Content: Topic 2>Lesson 2>Interactive Primary Source: Code of Hammurabi Topic 6>Lesson 2>Interactive Gallery: Athenian Democracy Topic 7>Lesson 2>Interactive Simulation: The Roman Republic Topic 10>Lesson 2>Lesson Video: The Impact of Magna Carta on the Modern World</p>

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<p>1.A.2.b: Examine the decline of feudalism and the emergence of monarchies</p>	<p>SE/TE: Feudalism and the Manor Economy, 377–382 Lesson Check, 382 Freedom in the Air, 388 Visual Review, 398 Critical Thinking and Writing, 399 Analyze Primary Sources, 399 Comparing European and Japanese Feudalism, 526 Lesson Check, 528 Economic Life, 533 Visual Review, 544 Critical Thinking and Writing, 545</p> <p>Digital Content: Topic 10>Lesson 2>Interactive Timeline: Key Events in Medieval English History Topic 12>Lesson 5>Lesson Video: Structure and Values of Feudal Japan</p>
<p>1.A.3: Analyze the roles of institutions and governments in early world history regarding public policy and issues</p>	
<p>1.A.3.a: Describe the conflict between the church and the state in the formation and implementation of policy</p>	<p>SE/TE: Thomas Aquinas, 395 An Age of Confidence, 395-396 Primary Sources: Thomas Aquinas, Summa Theologica, 397 Quest (Project-Based Inquiry): Medieval Monarchs Face Conflict, 404 Why Did Pope Gregory and Henry IV Come into Conflict?, 407-409 Analysis Skills: Compare Different Points of View, 411 How Did Church and State Clash in England?, 415 Literacy and Censorship, 639-640 Calvin’s “City of God”, 645</p> <p>Digital Content: Topic 10>Lesson 1>Lesson Video: The Investiture Controversy Topic 15>Lesson 4>Interactive Timeline: The Reformation and Counter-Reformation Topic 15>Lesson 5>Interactive Primary Source: John Calvin, Institutes of the Christian Religion Topic 15>Lesson 6>Interactive 3D Model: The Heliocentric Universe Topic 15>Lesson 6>Interactive Biography: Galileo</p>

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<p>1.A.3.b: Analyze perspectives regarding issues in a feudal society, such as the church leaders v. lords of the manor, joining the Crusades, the growth of trade</p>	<p>SE/TE: The Plow and the Horse, 384 What Was the Three-Field System?, 384 Cistercians Advance Farming, 384 How Did Trade and Industry Increase?, 385-386 Guilds Protect Crafts, 387 Primary Source, Beverley Town Documents, 388 Freedom in the Air, 388 Lesson Check, 388 The Church and the Medieval Culture, 390–396 The Crusades, 420–427</p> <p>Digital Content: Topic 9>Lesson 4>Lesson Video: The Growth of Medieval Towns Topic 9>Lesson 4>Interactive Chart: Comparing Characteristics of Manor Life and Town Life Topic 10>Lesson 3>Interactive Simulation: Conflicts and Crusades Topic 10>Lesson 3>Lesson Video: Causes of the First Crusade</p>
<p>1.B: Individual and Group Participation in the Political System</p>	
<p>1.B.1: Analyze the methods used by individuals and groups to shape governmental policy and actions in early world history</p>	
<p>1.B.1.a: Compare methods used in early world history to change governments, such as coups, elections and revolts</p>	<p>SE/TE: The Helot Revolts, 235 Conquering Greece, 268 Who Were the Magistrates?, 288-289 Analyze Charts: The Race of Honors, 288 How Did the Romans Set an Example?, 290 Breaking the Rules, 298 Peasant’s Revolt, 439 Lesson Check, 439 Fall of the Tang, 491</p> <p>Digital Content: Topic 7>Lesson 4>Lesson Video: Why did the Roman Republic End?</p>

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<p>1.B.1.b: Examine the role of citizens in Greek city-states and the Roman Republic/Empire</p>	<p>SE/TE: What was the Polis?, 225 Politics in the Polis, 226 Lesson Check, 226 A Military Tactic Changes Government, 228 The World's First Democracy, 229 How Did Athenian Democracy Work?, 230 Direct and Representative Democracy: The Differences, 231 Primary Sources: Pericles, Funeral Oration, 232 Analyze Charts: Governments of Athens and Sparta, 237 Citizens and Noncitizens, 240 Assessment, 273 Quest (Document-Based Inquiry): The Roman Influence, 278 Founding the Republic, 282 Who Were the Citizens of Rome?, 287 What did the Assemblies and the Senate Do?, 287-288 Who Were the Magistrates?, 288-289 Analyze Charts: The Race of Honors, 288 How Did the Romans Set an Example?, 290 Visual Review: Roman Citizenship, 302</p> <p>Digital Content: Topic 6>Lesson 2>Lesson Video: The Athenian Concept of Citizenship Topic 6>Lesson 4>Lesson Video: Men, Women, and Children in Ancient Greece Topic 7>Lesson 2>Lesson Video: Citizenship in Rome</p>

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<p>1.B.1.c: Examine how religion shaped and influenced government policy</p>	<p>SE/TE: Thomas Aquinas, 395 An Age of Confidence, 395-396 Primary Sources: Thomas Aquinas, Summa Theologica, 397 Quest (Project-Based Inquiry): Medieval Monarchs Face Conflict, 404 Why Did Pope Gregory and Henry IV Come Into Conflict?, 407-409 Analysis Skills> Compare Different Points of View, 411 How Did Church and State Clash in England?, 415 Literacy and Censorship, 639-640 Calvin’s “City of God”, 645</p> <p>Digital Content: Topic 10>Lesson 1>Lesson Video: The Investiture Controversy Topic 15>Lesson 4>Interactive Timeline: The Reformation and Counter-Reformation Topic 15>Lesson 5>Interactive Primary Source: John Calvin, Institutes of the Christian Religion Topic 15>Lesson 6>Interactive 3D Model: The Heliocentric Universe Topic 15>Lesson 6>Interactive Biography: Galileo</p>

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<p>1.B.2: Analyze the importance of civic participation as a citizen of early world history</p>	
<p>1.B.2.a: Analyze the usefulness of various sources of information used to make political decisions</p>	<p>SE/TE: Primary Sources: Sun Tzu, The Art of War, 189 Primary Sources: Confucius, The Analects, 196 Direct and Representative Democracy: The Differences, 231 Primary Sources: Pericles, Funeral Oration, 232 Analyze Charts: Governments of Athens and Sparta, 237 Quest (Document-Based Inquiry): The Roman Influence, 278 Primary Sources: Livy, History of Rome, 284 Analyze Charts: The Race of Honors, 288 Visual Review: Roman Citizenship, 302 Primary Sources: Augustus, The Deeds of the Divine Augustus, 316 Primary Sources: Einhard, The Life of Charlemagne, 368 Analysis Skill: Compare Different Points of View, 411 Primary Sources: Ibn Khaldun, The Maqaddimah, 475</p> <p>Digital Content: Topic 5>Lesson 3>Interactive Primary Source: Confucius, Analects Topic 8>Lesson 1>Interactive Biography: Augustus Topic 9>Lesson 1>Interactive Biography: Charlemagne</p>
<p>1.B.2.b: Explain why common people did not have a voice in ancient civilizations</p>	<p>SE/TE: Social Classes, 36 Lesson Check, 37 Social Classes, 48 Analyze Diagrams, 48 How Did Sumerian Government Work? 50–51 Persia’s Government, 62–63 How Was Egyptian Society Organized? 103 Lesson Check: Compare and Contrast, 134 The Caste System, 138–140 A New Empire in India, 168–169 Zhou Society, 187–188 The Social Order, 208–209</p> <p>Digital Content: Topic 4>Lesson 2>Lesson Video: Caste System Topic 5>Lesson 2>Lesson Video: The Dynastic Cycle and the Mandate of Heaven Topic 6>Lesson 4>Lesson Video: Men, Women, and Children in Ancient Greece</p>

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1.C: Protecting Rights and Maintaining Order	
1.C.1: Analyze the individual rights and responsibilities in an ancient world civilization	
1.C.1.a: Describe the importance of citizenship in ancient Rome and Greece	<p>SE/TE: What was the Polis?, 225 Politics in the Polis, 226 Lesson Check, 226 The World's First Democracy, 229 How Did Athenian Democracy Work?, 230 Direct and Representative Democracy: The Differences, 231 Primary Sources: Pericles, Funeral Oration, 232 Analyze Charts: Governments of Athens and Sparta, 237 Citizens and Noncitizens, 240 Assessment, 273 Quest (Document-Based Inquiry): The Roman Influence, 278 Founding the Republic, 282 Who Were the Citizens of Rome?, 287 What did the Assemblies and the Senate Do?, 287-288 Who Were the Magistrates?, 288-289 Analyze Charts: The Race of Honors, 288 How Did the Romans Set an Example?, 290 Visual Review: Roman Citizenship, 302</p> <p>Digital Content: Topic 6>Lesson 2>Lesson Video: The Athenian Concept of Citizenship Topic 6>Lesson 4>Lesson Video: Men, Women, and Children in Ancient Greece Topic 7>Lesson 2>Lesson Video: Citizenship in Rome</p>
1.C.1.b: Describe the significance of Hammurabi's Code and how it defined rights of citizens	<p>SE/TE: The Significance of Hammurabi's Code, 56–57 Analyze Diagrams: Purpose and Effects of Hammurabi's Code, 57 Legacy of Sumer, 58 Lesson Check, 58 Political Order in the Empire, 60 Analyze Primary Sources, 93</p> <p>Digital Content: Topic 2>Lesson 2>Interactive Primary Source: Code of Hammurabi Topic 2>Lesson 2>Lesson Video: Hammurabi's Code</p>

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<p align="center">Maryland Social Studies Standards and Framework 2020, Grades 6-7</p>	<p align="center">myWorld Interactive World History Early Ages, ©2019</p>
<p>1.C.2: Evaluate how ancient governments around the world protected or failed to protect the rights of individuals and groups</p>	
<p>1.C.2.a: Explain how the Roman Republic and the rule of the Senate affected individuals and groups</p>	<p>SE/TE: Quest (Document-Based Inquiry): The Roman Influence, 278 The Roman Kings (the Senate), 282 Founding the Republic, 282 Analyze Charts: Three Branches of Roman Government, 286 How Do Checks and Balances Work?, 286 Who Were the Citizens of Rome?, 287 What did the Assemblies and the Senate Do?, 287-288 Who Were the Magistrates?, 288-289 Analyze Charts: The Race of Honors, 288 How Did the Romans Set an Example?, 290 Visual Review: Roman Citizenship, 302</p> <p>Digital Content: Topic 7>Lesson 2>Interactive Simulation: The Roman Republic Topic 7>Lesson 4>Lesson Video: Why did the Roman Republic End?</p>

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<p align="center">Maryland Social Studies Standards and Framework 2020, Grades 6-7</p>	<p align="center">myWorld Interactive World History Early Ages, ©2019</p>
<p>1.C.2.b: Compare power and authority of rulers in Ancient Egypt, India, Persia and China v. the protection of citizens in Greek city-states</p>	<p>SE/TE: Persia’s Government and Religion, 62-63 Quest (Document-Based Inquiry): Become a Pharaoh-in-Training, 98 The Political Order In Egypt, 102 Analyze Diagrams: Egypt’s Social Pyramid, 103 Great Rulers, 105-106 How Did Chandragupta Rule an Empire?, 161-162 Quest (Document-Based Inquiry): Evaluating a Leader’s Legacy, 180 How Did the Shang Government Rule?, 183 The Right to Rule (Mandate of Heaven), 186 Governing the Zhou, 187 Harsh Laws, 200 Thought Control, 201 The World’s First Democracy, 229 How Did Athenian Democracy Work?, 230 Direct and Representative Democracy: The Differences, 231 Citizens and Noncitizens, 240 Assessment, 273</p> <p>Digital Content: Topic 2>Lesson 3>Lesson Video: The Assyrian and Persian Empires Topic 3>Lesson 1>Lesson Video: Pharaohs of Ancient Egypt Topic 4>Lesson 5>Lesson Video: Chandraputra Maurya’s Rule Topic 5>Lesson 2>Lesson Video: The Dynastic Cycle and the Mandate of Heaven Topic 6>Lesson 2>Interactive Gallery: Athenian Democracy</p>
<p>1.C.2.c: Examine the balance between providing for the common good of the manor v. the rights of the individual serf</p>	<p>SE/TE: How Did Feudal Society Provide Protection?, 379-380 Analyze Charts: Feudalism in Medieval Europe, 379 What Peasants and Serfs Did, 381 How Manors Were Managed, 382</p> <p>Digital Content: Topic 9>Lesson 4>Interactive Chart: Comparing Characteristics of Manor Life and Town Life</p>

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<p>2.0: Peoples Of The Nations And World</p>	
<p>Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.</p>	
<p>2.A: Elements of Culture</p>	
<p>2.A.1: Describe characteristics that historians use to organize people into cultures</p>	
<p>2.A.1.a: Describe how location and environment influenced early world cultures</p>	<p>SE/TE: 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</p> <p>Digital Content: Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent Topic 4>Lesson 1>Lesson Video: Indus Valley Achievements Topic 5>Lesson 1>Lesson Video: The Influence of Geography on China Topic 6>Lesson 1>Lesson Video: Impact of Geography on Early Greece</p>

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<p>2.A.1.b: Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history</p>	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see the following:</i> Achievements of Egyptian Civilization, 109–113 Quest (Project-Based Inquiry): A Trip Through India, 128 Quest (Project-Based Inquiry): The Influence of Ancient Greece, 220 Quest (Document-Based Inquiry): The Roman Influence, 278 Roman Culture and Its Legacy, 331–338 The Church and Medieval Culture, 390–396 Achievements of Islamic Civilization, 468–474 Japanese Society and Culture, 531–536 African Traditions, 607–611</p> <p>Digital Content: Topic 3>Lesson 2>Lesson Video: The Legacy of Ancient Egypt Topic 4>Lesson 3>Interactive 3D Model: Hindu Temple Topic 6>Lesson 6>Interactive Gallery: Art and Architecture of Ancient Greece Topic 7>Lesson 3>Interactive 3D Model: Roman Villa Topic 11>Lesson 4>Interactive 3D Model: The Dome of the Rock</p>

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<p>2.A.1.c: Describe the social, political, and religious character of societies in early world history</p>	<p>SE/TE: <i>This standard covers many sections of the program. For representative examples, please see the following:</i> Developing Complex Cultures, 21–26 Civilization Emerges in Mesopotamia, 45–51 Beliefs of Judaism, 77–82 Egypt Under the Pharaohs, 99–106 Origins and Beliefs of Hinduism, 142–149 Origins and Beliefs of Buddhism, 151–157 Asoka’s Rule, 164–167 Chinese Belief Systems, 191–195 Ancient Greek Learning, 258–264 Primary Sources: Augustus, The Deeds of the Divine Augustus, 316 Conflicts Between Popes and Monarchs, 405–410</p> <p>Digital Content: Topic 2>Lesson 2>Lesson Video: Hammurabi’s Code Topic 2>Lesson 7>Interactive Gallery: Origins of Judaism Topic 3>Lesson 1>Interactive Gallery: Egyptian Religion Topic 4>Lesson 3>Lesson Video: Hindu Traditions and Practices Topic 5>Lesson 3>Interactive Chart: Confucianism and Daoism</p>

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2.B: Cultural Diffusion	
2.B.1: Explain how cultural diffusion influenced the development of cultures	
2.B.1.a: Identify cultural groups within a region in early world history	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see the following:</i> The Phoenicians, 66–70 Early History of the Jewish People, 83-90 Analysis Skill: Identify Physical and Cultural Features, 108 The Indus Valley Civilization, 129-134 Alexander and the Hellenistic World, 266–271 Identify Physical and Cultural Features, 389 Origins of Islam, 449–452 Emergence of Japan, 516–521 Japanese Society and Culture, 531–536 Mali and Songhai, 595–600 Analysis Skill: Distinguish Relevant from Irrelevant Information, 686</p> <p>Digital Content: Topic 2>Topic Map>Interactive Map: Early Civilizations of the Fertile Crescent Topic 4>Lesson 4>Interactive Map: The Origins and Spread of Buddhism Topic 6>Lesson 4>Interactive Map: Expansion and Trade in the Greek World Topic 11>Lesson 3>Interactive Map: Spread of Islam</p>

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<p>2.B.1.b: Describe factors that resulted in cultural diffusion, such as trade, conflict and migration</p>	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see the following:</i> Humans Spread Out, 15-19 Cultural Diffusion, 69 Lesson Check, 70 Assessment, 93 Exchanges of Ideas, 207 Alexander and the Hellenistic World, 266–271 A Multicultural Empire, 331 Government Spreads Culture, 332-333 The Army Shares Culture, 333 Christianity Spreads, 370–375 Expansion of the Muslim World, 459–466 What Was the Columbian Exchange?, 700-702</p> <p>Digital Content: Topic 1>Lesson 2>Interactive Map: Migrations of <i>Homo sapiens</i> Topic 6>Lesson 8>Lesson Video: Cultural Exchange in the Hellenistic Age Topic 9>Lesson 2>Lesson Video: The Spread of Christianity to Northern Europe</p>
<p>2.B.1.c: Describe interactions that promoted or failed to promote relationships between groups, civilizations, empires, and nations</p>	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see the following:</i> The Unification of China, 197–201 Why Were Athens and Sparta Rivals? 247–248 The Peloponnesian War, 248–249 Revival of Towns and Trade, 383–388 Conflicts Between Popes and Monarchs, 405–410 The Crusades, 420–427 Primary Sources: Ibn Battuta, Travels in Asia and Africa, 1325–1354, 601 Reformation and Reaction, 641–648 Voyages of Discovery, 671–678 Impact of Global Trade, 700–706</p> <p>Digital Content: Topic 6>Lesson 3>Interactive Illustration: Comparing Sparta and Athens Topic 10>Lesson 3>Interactive Simulation: Conflicts and Crusades Topic 10>Lesson 3>Lesson Video: Causes of the First Crusade</p>

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<p>2.B.2: Analyze how increased diversity in early world history resulted from immigration, settlement patterns and economic development</p>	
<p>2.B.2.a: Examine the practices and beliefs of world religions and philosophies including monotheism and polytheism</p>	
<p>2.B.2.b: Describe the impact of various religions on a civilization, such as its effect on political, economic and social systems</p>	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see the following:</i> Origins of Judaism, 71–75 Beliefs of Judaism, 77–82 Origins and Beliefs of Hinduism, 142–149 Primary Sources: The Ramayana, 150 Origins and Beliefs of Buddhism, 151–157 Beliefs of Christianity, 325–329 Byzantine Religion and Culture, 351–355 Christianity Spreads, 370–375 The Church and Medieval Culture, 390–396 Beliefs of Islam, 453 Primary Sources: The Sunnah, 458 Expansion of the Muslim World, 459–466 African Traditions, 607–611 Legacy of the Protestant Reformation, 651–656</p> <p>Digital Content: Topic 2>Lesson 6>Lesson Video: The Central Beliefs of Judaism Topic 2>Lesson 7>Interactive Gallery: Origins of Judaism Topic 4>Lesson 3>Lesson Video: Hindu Traditions and Practices Topic 8>Lesson 2>Lesson Video: Reasons for the Spread of Christianity Topic 11>Lesson 2>Interactive Gallery: The Five Pillars of Islam</p>

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2.C: Conflict and Compromise	
2.C.1: Analyze factors that affected relationships in early world history	
<p>2.C.1.a: Examine the causes and effects of social, economic, and political conflict such as the Crusades</p>	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see the following:</i> The Unification of China, 197–201 Why Were Athens and Sparta Rivals? 247–248 The Peloponnesian War, 248–249 Revival of Towns and Trade, 383–388 Conflicts Between Popes and Monarchs, 405–410 The Crusades, 420–427 Primary Sources: Ibn Battuta, Travels in Asia and Africa, 1325–1354, 601 Reformation and Reaction, 641–648 Voyages of Discovery, 671–678 Impact of Global Trade, 700–706</p> <p>Digital Content: Topic 10>Lesson 3>Interactive Simulation: Conflicts and Crusades Topic 10>Lesson 3>Lesson Video: Causes of the First Crusade</p>

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<p>2.C.1.b: Describe the impact of trade and migration on the exchange of ideas and beliefs</p>	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see the following:</i> City-State as Center of Trade, 47 Phoenician Traders, 67 What Was the Diaspora? 86–87 Trade in the Nile Valley, 116–117 Kush’s Links to Africa and the World, 120 Indus Valley: Trade, 132 A Major Trade Route, 206–207 Trade and the Roman Economy, 314–315 Byzantine Empire: Location and Trade, 345 Revival of Towns and Trade, 383 Expansion of the Muslim World, 459–466 How Did Cities and Trade Grow? 468–470 How Did Trade Fuel Prosperity? 494–495 Revival of Trade, 503 Settlement and Geography of the Americas, 551–552 Voyages of Discovery, 671–678 Impact of Global Trade, 700–706 Analysis Skill: Interpret Economic Performance, 707</p> <p>Digital Content: Topic 2>Lesson 7>Lesson Video: Israel and the Jewish Diaspora Topic 3>Lesson 3>Lesson Video: Trade Between Egypt and Kush Topic 8>Lesson 1>Lesson Video: Trade in the Roman Empire Topic 14>Topic Map>Interactive Map: Trans-Saharan Trade</p>

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3.0: Geography	
Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.	
3.A: Using Geographic Tools	
3.A.1: Use geographic tools to locate places and describe the human and physical characteristics in early world history	
3.A.1.a: Use maps to compare geographic locations of civilizations from world history to:	
Mesopotamia	<p>SE/TE: <i>See the following maps, assignments, and Geography Skills activities:</i> The Fertile Crescent and its Neighbors, 43 Fertile Crescent 3000 BCE, 46 Lands of the Hebrew Bible, About 1700–1200s BCE, 73 Analyze Maps, 93</p> <p>Digital Content: Topic 1>Lesson 5>Interactive Map: River Valley Civilizations Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent</p>
Africa including Egypt, Nubia/Kush and sub-Saharan Africa	<p>SE/TE: <i>See the following maps, assignments, and Geography Skills activities:</i> Introduction Ancient Egypt and Kush (3000 BCE–600 BCE), 96 Introduction Ancient Egypt, 97 The Nile River Valley, 100 Valley of the Kings, 108 Trade Routes of Egypt and Kush, 116 Assessment Ancient Egypt and Kush, 123 Axum and Kush, 604 Assessment: West African Empires, 615</p> <p>Digital Content: Topic 1>Lesson 5>Interactive Map: River Valley Civilizations Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent</p>

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<p>Indus River Valley</p>	<p>SE/TE: <i>See the following maps, assignments, and Geography Skills activities:</i> Introduction The Indian Subcontinent, 127 Indian Subcontinent: Physical Geography, 130 Indus Trade Routes, 132 Indo-Aryan Migration, 136 Spread of Hinduism, 148 Assessment Ancient India, 175</p> <p>Digital Content: Topic 4>Lesson 1>Lesson Video: Indus Valley Achievements</p>
<p>Northern China</p>	<p>SE/TE: <i>See the following maps, assignments, and Geography Skills activities:</i> Introduction Early Civilizations of China (1700 BCE–220 CE), 178 Introduction Civilizations of Ancient China, 179 China: Physical Geography, 182 Shang and Zhou Civilizations, 186 Assessment: Zhou Civilization, 215</p> <p>Digital Content: Topic 5>Lesson 1>Lesson Video: The Influence of Geography on China</p>
<p>Greeks and Romans</p>	<p>SE/TE: <i>See the following maps, assignments, and Geography Skills activities:</i> Introduction Ancient Greece (2000 BCE–300 BCE), 218 Introduction The World of Ancient Greece, 219 Geography of Ancient Greece, 222 Trade Routes of Ancient Greece, 242 Introduction Roman Republic (800–30 BCE), 276 Introduction Expansion of Rome, to 44 BCE, 277 Italy: Physical, 280 Assessment Roman Republic, 303 Introduction The Roman and Byzantine Empires (30 BCE–1453 CE), 306 Introduction Expansion of the Roman Empire, to 118 CE, 307 Roman Empire in 118 CE, 311 Roman Trade Routes, 314</p> <p>Digital Content: Topic 6>Lesson 1>Lesson Video: Impact of Geography on Early Greece Topic 7>Lesson 1>Interactive Map: Growth of the Roman Republic, 500 bce to 44 bce</p>

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<p>Mesoamerican, such as the Incas, Mayans and Aztecs</p>	<p>SE/TE: <i>See the following maps, assignments, and Geography Skills activities:</i> Introduction Civilizations of the Americas (Prehistory – 1533 CE), 547 Introduction Civilizations of the Olmec, Maya, Aztec, and Inca, 548 The Olmec and Maya Civilizations, 553 The Aztec Empire, 561 Civilizations of the Andes, 568 Incan Roads, 574 Native American Culture Areas, 577 Assessment: Olmec and Maya Civilizations, 583</p> <p>Digital Content: Topic 13>Lesson 3>Interactive Map: Growth of the Inca Empire Topic 13>Topic Map>Interactive Map: Mesoamerican and South American Geography and Empires</p>

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<p>3.A.b: Use photographs and thematic maps, to identify and describe physical and human characteristics of early civilizations</p>	<p>SE/TE: <i>See the following maps, assignments, and Geography Skills activities:</i> Introduction The Fertile Crescent and its Neighbors, 43 Fertile Crescent 3000 BCE, 46 Assyrian and Persian Empires, 934–300 BCE, 61 Lands of the Hebrew Bible, About 1700–1200s BCE, 73 Israel Under King David, 966 BCE, 85 Israel and Judah, 900–722 BCE, 85 Assessment: Peoples of the Fertile Crescent, 93 Introduction Ancient Egypt and Kush (3000 BCE–600 BCE), 96 Introduction Ancient Egypt, 97 The Nile River Valley, 100 Valley of the Kings, 108 Introduction Early Civilizations of India (3100 BCE–540 CE), 126 Indus Trade Routes, 132 Indo-Aryan Migration, 136 Maurya Empire, 160 Gupta Empire, 169 Introduction Early Civilizations of China (1700 BCE–220 CE), 178 Introduction Civilizations of Ancient China, 179</p> <p>Digital Content: Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent Topic 2>Lesson 5>Interactive Map: The Exodus in Jewish Tradition Topic 4>Lesson 2>Interactive Illustration: Vedic Era Gods Topic 5>Lesson 5>Interactive Map: Ancient Chinese Dynasties</p>

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3.B: Geographic Characteristics of Places and Regions	
3.B.1: Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilizations in world history	
3.B.1.A: Identify and describe physical characteristics that influenced human settlement	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see the following:</i> Hunter-Gatherer Societies, 11–12 Why Did People Start to Farm? 24–26 Geography of Mesopotamia, 45–46 The Nile River Valley, 99–100 Analysis Skills: Identify Physical and Cultural Features, 108, 389 Indo-Aryan Migrations, 136, 141 Geography of China, 181 The Geography of Europe, 363–364 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</p> <p>Digital Content: Topic 1>Topic Video: Çatalhöyük: Life in an Ancient Settlement Topic 3>Topic Map>Interactive Map: The Ancient Nile Valley Topic 4>Lesson 5>Interactive Gallery: Village Life in India Topic 12>Lesson 4>Interactive Map: Geography of Japan</p>

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<p>3.B.1.B: Explain how physical characteristics of a place influenced human activities, such as agriculture, transportation, art and architecture and economic activity in the ancient world</p>	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see the following:</i> Why Did People Start to Farm? 24–26 How Was Agriculture Important in Mesopotamia, 45–47 Agricultural Techniques Create a Surplus, 101 Analysis Skills: Identify Physical and Cultural Features, 108, 389 Roman Architecture, 312–313 Explanatory Essay (Compare impact of geography on Mayan, Aztec, and Incan agriculture), 328–329 Architecture and Influence, 474 Settlement and Geography of the Americas, 551–552 Voyages of Discovery, 671–678</p> <p>Digital Content: Topic 1>Lesson 3>Lesson Video: The Agricultural Revolution Topic 1>Lesson 4>Lesson Video: Effects of the Agricultural Revolution Topic 6>Lesson 6>Interactive Gallery: Art and Architecture of Ancient Greece Topic 13>Lesson 4>Interactive Map: Native American Architecture</p>
<p>3.B.1.C: Explain how human perceptions of and interactions with the environment changed over time in due to technologies, such as road building, dam construction, and agricultural improvements</p>	<p>SE/TE: Irrigation, 34 Farming the Land, 46–47 Sumerian Achievements, 51 Persian Roads, 63 Agricultural Techniques Create a Surplus, 101 Analysis Skills: Identify Physical and Cultural Features, 108 Farming, 131 Dikes and Dams, 183 City of Scholars, 271 Roman Roads 283, 313 Aqueducts Transport Water, 313</p> <p>Digital Content: Topic 1>Lesson 4>Lesson Video: Effects of the Agricultural Revolution Topic 7>Lesson 3>Interactive 3D Model: Roman Villa Topic 8>Lesson 4>Interactive 3D Model: Pantheon</p>

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3.C: Movement of People, Goods and Ideas	
3.C.1: Describe and analyze population growth, migration and settlement patterns in early world history	
<p>3.C.1.A: Identify reasons why people migrate, such as economic opportunity, climate, and political reasons</p>	<p>SE/TE: Humans Spread Out, 15–19 What Was the Diaspora? 86–87 Indo-Aryan Migrations, 136, 141 Greek Colonization, 241 How Did Rome Expand? 283 The Hijrah, 452 The Song Dynasty Shifts South, 493</p> <p>Digital Content: Topic 1>Lesson 2>Interactive Map: Migrations of <i>Homo sapiens</i> Topic 8>Lesson 1>Lesson Video: Trade in the Roman Empire Topic 11>Lesson 3>Interactive Map: Spread of Islam</p>
<p>3.C.1.B: Explain how the development of transportation and communication networks influenced the movement of people, goods and ideas from place to place, such as trade routes in Africa, Asia and Europe, and the spread of Islam</p>	<p>SE/TE: Transportation, 47, 198 Communication, 63, 374, 651 Writing Systems, 69, 70, 109–110, 119, 211, 243, 349, 509, 521, 540 Trade in the Nile Valley, 116–117 Indus Valley: Trade, 132 Economy and Technology, 188 The Silk Road, 205–207 Geography Skills: The Silk Road, 205 Analyze Diagrams: The Silk Road in the Han Dynasty, 206 How Did Cities and Trade Grow? 468–470 Gold-Salt Trade, 593 Exchanges at Mali, 596 Analyze Diagrams: Sites of Encounter: Mali, 596 Trading States of East Africa, 603–606 Impact of Global Trade, 700–706</p> <p>Digital Content: Topic 2>Lesson 4>Lesson Video: The Alphabet Topic 3>Lesson 3>Lesson Video: Trade Between Egypt and Kush Topic 14>Lesson 3>Interactive Primary Source: Ibn Battuta, Travels Topic 14>Topic Map>Interactive Map: Trans-Saharan Trade</p>

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<p>3.C.1.C: Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction</p>	<p>SE/TE: 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, 383–388 The Crusades, 420–427 Expansion of the Muslim World, 459–466 How Did Cities and Trade Grow? 468–470 Trading States of East Africa, 603–606</p> <p>Digital Content: Topic 2>Lesson 7>Lesson Video: Israel and the Jewish Diaspora Topic 4>Lesson 4>Interactive Map: The Origins and Spread of Buddhism Topic 10>Lesson 3>Interactive Simulation: Conflicts and Crusades Topic 11>Lesson 3>Interactive Map: Spread of Islam</p>
<p>3.D: Modifying and Adapting to the Environment</p>	
<p>3.D.1: Analyze why and how people modify their natural environment and the impact of those modifications</p>	
<p>3.D.1.A: Describe ways people modified their environment to meet their needs, such as cultivating lands, building roads, dams, and aqueducts</p>	<p>SE/TE: Irrigation, 34 Farming the Land, 46–47 Sumerian Achievements, 51 Persian Roads, 63 Agricultural Techniques Create a Surplus, 101 Analysis Skills: Identify Physical and Cultural Features, 108 Farming, 131 Dikes and Dams, 183 City of Scholars, 271 Roman Roads 283, 312–313 Aqueducts Transport Water, 313</p> <p>Digital Content: Topic 1>Lesson 4>Lesson Video: Effects of the Agricultural Revolution Topic 7>Lesson 3>Interactive 3D Model: Roman Villa Topic 8>Lesson 4>Interactive 3D Model: Pantheon</p>

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<p>3.D.1.B: Analyze how people in early world history perceived and reacted to environmental concerns, such as flooding, drought, and depletion of natural resources and evaluate the consequences of those actions</p>	<p>SE/TE: Geography of Mesopotamia (flooding and irrigation), 45–46 Egypt: Floods and the Black Land, 100 How Did Egyptian Civilization Develop? 101 Drought and the Tang Dynasty, 491 The Yamato Clan Triumphs (Flooding rice fields), 518 Drought and the Maya, 556 Assessment, 583</p> <p>Digital Content: Topic 1>Lesson 5>Interactive Map: River Valley Civilizations Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent Topic 5>Lesson 1>Lesson Video: The Influence of Geography on China</p>
<p>4.0: Economics</p>	
<p>Students will evaluate decision making of individuals, businesses, governments, and societies to allocate resources; consider the cost benefits and the interaction of buyers and sellers in a global market; and develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p>	
<p>4.A: Scarcity and Economic Decision-making</p>	
<p>4.A.1: Explain that people made choices because resources relative to economic wants to goods and services in the context of early world history</p>	
<p>4.A.1.A: Identify opportunity cost of economic decisions made by individuals and groups such as the decision to engage in trade</p>	<p>SE/TE: Trade in the Nile Valley, 116–117 Kush’s Links to Africa and the World, 120 How Did Trade Fuel Prosperity? 494–495 Interpret Economic Performance (Mercantilism), 707</p> <p>TE only: Active Classroom, 116; Advanced (opportunity Cost), 707</p> <p>Digital Content: Topic 1>Lesson 1>Interactive Simulations: Ancient Egypt and Kush</p>

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<p>4.A.2: Analyze how scarce economic resources were used to satisfy economic wants in early world history</p>	
<p>4.A.2.A: Identify ways people have used resources to meet economic wants such as domesticating agriculture</p>	<p>SE/TE: How Did Humans Adapt to Varied Environments? 18–19 When Did People Start to Farm? 24–26 Where Did Farming Begin and How Did It Spread, 27–28 How Did Farming Change Human Culture? 29–31</p> <p>Digital Content: Topic 1>Lesson 3>Lesson Video: The Agricultural Revolution Topic 1>Lesson 4>Lesson Video: Effects of the Agricultural Revolution</p>
<p>4.A.2.B: Describe how available resources affected specialization and trade</p>	<p>SE/TE: <i>Opportunities to address this objective may be found with the following:</i> How Did Cities Become Centers of Wealth? 32 Job Specialization, 36 Sumerian Achievements, 51 Phoenician: Farming and Manufacturing, 67 Phoenician Traders, 67 The Silk Road, 205–207 Trade and the Roman Economy, 314–315 How Did Trade Fuel Prosperity? 494–495 Mayan Traders, 555 Natural Resources, 591</p> <p>Digital Content: Topic 3>Lesson 3>Lesson Video: Trade Between Egypt and Kush Topic 6>Lesson 4>Interactive Map: Expansion and Trade in the Greek World Topic 8>Lesson 1>Lesson Video: Trade in the Roman Empire Topic 14>Topic Map>Interactive Map: Trans-Saharan Trade</p>

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<p>4.A.3: Analyze how technological changes affected consumption and production in early world history</p> <p>4.A.3.A: Give examples of how technology changed consumption and provided greater access to goods and services</p>	<p>SE/TE: How Did Cities Become Centers of Wealth?, 32 Job Specialization, 36 Phoenician: Farming and Manufacturing, 67 Industry Flourishes, 385 China: Expanding Industries, 495 Quest: Learning Through the Ages, 620 How Did the Printing Press Revolutionize Society? 638–639 Analyze Images: The Revolution in Printing, 639 Reading Check, 640 Analysis Skills: Analyze Sequence, Causation, and Correlation, 650 Review and Assessment, 664–665</p> <p>Digital Content: Topic 5>Lesson 6>Lesson Video: The Economy of China Under the Han Topic 12>Lesson 3>Lesson Video: Technology of China</p>
<p>4.A.3.B: Examine why technology has changed production such as the development of the printing press</p>	<p>SE/TE: Quest: Learning Through the Ages, 620 How Did the Printing Press Revolutionize Society? 638–639 Analyze Images: The Revolution in Printing, 639 Reading Check, 640 Analysis Skills: Analyze Sequence, Causation, and Correlation, 650 Review and Assessment, 664–665</p> <p>Digital Content: Topic 15>Lesson 3>Interactive Gallery: The Printing Press Topic 15>Lesson 3>Lesson Video: The Printing Revolution</p>

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<p>4.A.4: Examine how specialization, interdependence and trade affected the production of goods and services in early world history</p>	
<p>4.A.4.A: Analyze examples of regional specialization that resulted from economic resources, such as silk production, bronze casting and terraced farming</p>	<p>SE/TE: Sumerian Achievements, 51 Phoenician: Farming and Manufacturing, 67 Phoenician Traders, 67 Bronze Metalworking, 184 Industry Flourishes, 385 Han Society: Economic Life, 210 Han Lacquer, 211 China: Expanding Industries, 495 Andean Agriculture, 568</p> <p>Digital Content: Topic 5>Lesson 6>Interactive Gallery: Silk Making in Ancient China</p>
<p>4.A.4.B: Describe the effects of agricultural surplus and job specialization on the emergence of early towns and cities in various parts of the world</p>	<p>SE/TE: How Did Farming Begin and How Did It Spread? 27–29 How Did Farming Change Human Culture? 29–31 Job Specialization, 36 Lesson Check, 37 Review and Assessment, 39</p> <p>Digital Content: Topic 1>Lesson 4>Lesson Video: Effects of the Agricultural Revolution Topic 1>Topic Video: Çatalhöyük: Life in an Ancient Settlement</p>
<p>4.A.4.C: Identify African and Eurasian trade routes to explain how surplus goods and regional specialization resulted in economic interdependence</p>	<p>SE/TE: The Silk Road, 205–207 Geography Skills: The Silk Road, 205 Analyze Diagrams: The Silk Road in the Han Dynasty, 206 Lesson Check, 207 Gold-Salt Trade, 593 Exchanges at Mali, 596 Analyze Diagrams: Sites of Encounter: Mali, 596 Trading States of East Africa, 603–606 Impact of Global Trade, 700–706</p> <p>Digital Content: Topic 14>Topic Map>Interactive Map: Trans-Saharan Trade</p>

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4.B: Economic Systems and the Role of Government in the Economy	
4.B.1: Describe the types of economic systems in early world societies	
<p>4.B.1.A: Describe how various early world societies answer the basic question of what, how, and for whom to produce</p>	<p>SE/TE: Agricultural Techniques Create a Surplus, 101 Trade in the Nile Valley, 116–117 Indus Valley: Trade, 132 Economy and Technology, 188 Industry, 210 Controlling Production and Prices, 210–211 The Greek Economy, 241–242 Analysis Skills: Interpret Economic Performance, 295 Trade and the Roman Economy, 314–315 Analysis Skills: Conduct a Cost-Benefit Analysis, 350</p> <p>Digital Content: Topic 1>Lesson 4>Lesson Video: Effects of the Agricultural Revolution Topic 5>Lesson 6>Lesson Video: The Economy of China Under the Han Topic 6>Lesson 4>Interactive Map: Expansion and Trade in the Greek World Topic 12>Lesson 1>Lesson Video: China’s Economic Revolution</p>
<p>4.B.1.B: Describe examples of tradition in economies such as the economic roles of men and women in tribal societies</p>	<p>SE/TE: Did Farming Change Social Organization? 31 Han Society, 208–209 Roles of Men and Women, 461 Society in West African Empires, 607–609</p> <p>Digital Content: Topic 14>Lesson 4>Lesson Video: Family Life and Social Structure in Africa</p>
<p>4.B.1.C: Describe examples of command in economies, such as the feudal system</p>	<p>SE/TE: Quest: Freedom vs. Security? 362 Feudalism and the Manor Economy, 377 A Violent Time, 377–378 Analyze Charts: Feudalism in Medieval Europe, 379 How Did Feudal Society Provide Protection? 379–380 How Did Medieval Manors Work? 380–382 Review and Assessment, 398–399</p> <p>Digital Content: Topic 9>Lesson 4>Interactive Chart: Comparing Characteristics of Manor Life and Town Life Topic 12>Lesson 5>Interactive Chart: Feudal Society in Japan</p>

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<p>4.B.2: Describe the transition from feudalism and the manor system to the development of early towns</p> <p>4.B.2.A: Explain how the growth and management of towns, guilds, and the banking system were affected by technology and agriculture</p>	<p>SE/TE: Revival of Towns and Trade, 383–388 Analyze Diagrams: Craft Guilds of Paris, 387 Florence: Heart of the Renaissance (Banking), 624</p> <p>TE only: History Background: Origins of Modern Banking, 625</p> <p>Digital Content: Topic 9>Lesson 4>Lesson Video: The Growth of Medieval Towns Topic 9>Lesson 4>Interactive Chart: Comparing Characteristics of Manor Life and Town Life</p>
<p>4.B.2.B: Analyze how the guild system addressed changes in the economy, such as dictating price and production</p>	<p>SE/TE: Guilds Protect Crafts, 387–388 Analyze Diagrams: Craft Guilds of Paris, 387</p> <p>TE only: Identify Main Ideas, 386</p> <p>Digital Content: Topic 9>Lesson 4>Interactive Chart: Comparing Characteristics of Manor Life and Town Life</p>
<p>4.B.3: Describe the importance of medium of exchange in early world history</p> <p>4.B.3.A: Explain how societies used mediums of exchange to facilitate trade and help their economies grow</p>	<p>SE/TE: Money Economy, 495 Currency, 63, 198, 208, 242–243, 315, 503, 593</p> <p>Digital Content: Topic 9>Lesson 4>Lesson Video: The Growth of Medieval Towns</p>

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5.0: History	
Students will evaluate why and how events occurred; locate and assess a variety of sources; engage in historical inquiry involving acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past and its connection to the present; and analyze how individuals and societies have changes over time in Maryland, the United States, and the world. Examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the World.	
5.A: Individuals and Societies Change Over Time	
5.A.1: Analyze how the rise of the earliest communities led to the emergence of agricultural societies	
<p>5.A.1.A: Describe characteristics and innovations of hunting and gathering societies, such as nomadic lifestyles, inventors of tools, adaptation to animal migration and vegetation cycles and the shift from food gathering to food-producing activities</p>	<p>SE/TE: Quest: Design a Village, 6 How Did Hunter-Gathers Live? 11–12 Analysis Skills, 14 What Was Later Stone Age Peoples Like? 15–16 What Do We Know About Early Human Migration? 17–18 How Did Humans Adapt to Varied Environments? 18–19 When Did People Start to Farm? 24–26 Where Did Farming Begin and How Did It Spread, 27–28 How Did Farming Change Human Culture? 29–31</p> <p>Digital Content: Topic 1>Lesson 1>Lesson Video: How Hunter-Gatherers Lived Topic 1>Lesson 2>Lesson Video: Learning to Live in New Environments Topic 1>Lesson 2>Interactive Map: Migrations of <i>Homo sapiens</i> Topic 1>Lesson 3>Interactive Gallery: Paleolithic Cave Art Topic 1>Lesson 3>Lesson Video: The Agricultural Revolution Topic 1>Lesson 4>Lesson Video: Effects of the Agricultural Revolution</p>
<p>5.A.1.B: Explain how and why towns and cities grew from early human settlements, including the need for security and government</p>	<p>SE/TE: How Did Farming Change Human Culture? 29–31 How Did the First Cities Begin? 31–32 How Did Cities Lead to Civilizations? 33–34 What are the Features of Civilizations? 34–37 Review and Assessment, 38–39</p> <p>Digital Content: Topic 1>Lesson 4>Lesson Video: Effects of the Agricultural Revolution Topic 1>Topic Video: Çatalhöyük: Life in an Ancient Settlement</p>

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<p>5.A.2: Examine the emergence, growth and decline of empires in the Americas</p> <p>5.A.2.A: Describe and trace the development of political and social structures of the Incas, Mayans and Aztecs</p>	<p>SE/TE: Civilizations of the Americas, 546–547 Civilizations of the Americas Timeline, 548–549 The Maya, 551–557 Primary Sources: The <i>Popol Vuh</i>, 558 Analysis Skills: 559 The Aztecs, 560–565 Primary Sources: The <i>Florentine Codex</i>, 566 Review and Assessment, 582–583</p> <p>Digital Content: Topic 13>Lesson 1>Interactive Gallery: Mayan Learning Topic 13>Lesson 1>Lesson Video: Development of Cities in Mesoamerica Topic 13>Lesson 2>Lesson Video: The Growth of the Aztec Empire Topic 13>Lesson 3>Interactive Map: Growth of the Inca Empire Topic 13>Topic Map>Interactive Map: Mesoamerican and South American Geography and Empires Topic 13>Topic Video: Farming in Ancient Empires</p>
<p>5.B: Emergence, Expansion and Changes in Nations and Empires</p> <p>5.B.1: Analyze how civilizations emerged in the river valley areas</p>	
<p>5.B.1.A: Describe the characteristics of a civilization, such as social hierarchy, government, writing system, specialization in an area of trade and the establishment of cities</p>	<p>SE/TE: How Did Cities Lead to Civilizations? 33–34 What are the Features of Civilizations? 34–37 Review and Assessment, 38–39</p> <p>Digital Content: Topic 1>Lesson 5>Lesson Video: What Makes a Civilization?</p>

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<p>5.B.1.B: Compare major cultural, political and economic achievements of river valley civilizations, such as the Tigris and Euphrates River Valley, the Huang River Valley, the Indus River Valley and the Nile River Valley including Egypt, Nubia and Kush</p>	<p>SE/TE: Civilization Emerges in Mesopotamia, 45–51 Primary Sources: Contracts in Ancient Mesopotamia, 52 Analysis Skill: Distinguish Cause and Effect, 53 Lesson 1 Egypt Under the Pharaohs, 99–106 How Did Kush Develop? 117 Compare and Contrast, 123 The Indus Valley Civilization, 129–134 Compare and Contrast, 134 The Huang Valley, 181–184</p> <p>TE only: Compare and Contrast, 115, 117, 119</p> <p>Digital Content: Topic 1>Lesson 5>Interactive Map: River Valley Civilizations Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent Topic 4>Lesson 1>Lesson Video: Indus Valley Achievements</p>

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<p>5.B.2: Analyze the emergence and enduring influence of Aegean civilizations</p> <p>5.B.2.A: Describe the major cultural achievements of the Greek civilization, such as art, science, political systems, and philosophy across time</p>	<p>SE/TE: Greek Religion and Mythology, 251–254 Art in Ancient Greece, 254–256 Primary Source: Homer, the <i>Odyssey</i>, 257 Greek Philosophy, 258–260 How Did History and Politics Shape Greece? 260–261 Science and Technology, 261–262 A Golden Age for Mathematics and Medicine, 263–264 What was the impact of Hellenistic Learning? 270–271 Review and Assessment, 272–273</p> <p>Digital Content: Topic 6>Lesson 2>Interactive Gallery: Athenian Democracy Topic 6>Lesson 6>Interactive Gallery: Art and Architecture of Ancient Greece Topic 6>Lesson 6>Interactive Primary Source: Euripides, <i>Medea</i> Topic 6>Lesson 7>Interactive Primary Source: Aristotle, <i>Politics</i> Topic 6>Lesson 7>Interactive Primary Source: Plato, <i>The Republic</i> Topic 6>Lesson 6>Lesson Video: Greek Mythology Topic 6>Lesson 7>Interactive Chart: Greek Philosophers Topic 6>Lesson 7>Lesson Video: Socrates and Plato Topic 6>Lesson 8>Lesson Video: Cultural Exchange in the Hellenistic Age</p>

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<p>5.B.2.B: Explain the emergence, rise and decline of the Greek city-states</p>	<p>SE/TE: How Did Geography Shape the Greek World? 221–223 Who Influenced the Early Greeks? 223–224 The Trojan War, 224 Emergence of City-States, 225–226 Democracy in Athens, 227–231 Oligarch in Sparta, 234–237 The Greek Economy, 241–243 The Persian Wars, 244–246 Why Were Athens and Sparta Rivals? 247 The Peloponnesian War, 248–249 What Fueled Macedonia’s Rise? 266–268 Alexander on the March, 268–270 Review and Assessment, 272–273</p> <p>Digital Content: Topic 6>Topic Video: Pericles and The Golden Age of Athens Topic 6>Lesson 4>Interactive Map: Expansion and Trade in the Greek World Topic 6>Lesson 5>Lesson Video: Causes and Effects of the Persian Wars Topic 6>Lesson 8>Interactive Gallery: Alexander the Great’s Conquests and Contributions</p>
<p>5.B.3: Analyze the emergence, expansion and decline of the Roman Empire</p> <p>5.B.3.A: Describe the major achievements of the Roman Era, such as legal, artistic, architectural, technological, and literary</p>	<p>SE/TE: Quest: The Roman Influence, 278 Primary Sources: Livy, <i>History of Rome</i>, 279 Government of the Republic, 285–290 Society in the Republic, 291–294 Review and Assessment, 303 Primary Sources: <i>The Deeds of the Divine Augustus</i>, 316 Roman Culture and Its Legacy, 331–338</p> <p>Digital Content: Topic 7>Lesson 3>Interactive 3D Model: Roman Villa Topic 7>Topic Video: Cicero and the Roman Republic Topic 8>Lesson 4>Interactive 3D Model: Pantheon</p>

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<p>5.B.3.B: Explain the transition from Roman Republic to Roman Empire including the social structure, significance of citizenship and the development of political institutions</p>	<p>SE/TE: The Republic Struggles, 296 Conflict with Carthage, 296–297 What Were Rome’s Growing Pains? 297–298 How Did Rome Change from Republic to Empire? 298–300 Analysis Skills, 301 The Rise of the Roman Empire, 309–312</p> <p>Digital Content: Topic 7>Topic Map>Interactive Map: The Developing Roman Republic Topic 7>Lesson 4>Lesson Video: Why did the Roman Republic End? Topic 7>Lesson 4>Interactive Gallery: Who Was Julius Caesar? Topic 8>Lesson 1>Interactive Timeline: Roman Rulers Who Made History Topic 8>Lesson 1>Lesson Video: Trade in the Roman Empire</p>
<p>5.B.3.C: Summarize the factors that led to the decline of the Roman Empire</p>	<p>SE/TE: Quest: Discussion Inquiry: The Fall of Rome, 308 The Decline of the Roman Empire, 339 Why Did the Pax Romana End? 339–340 What Was the Imperial Crisis? 340–341 The Late Empire, 341–342 The West Collapses, 342–343 Review and Assessment, 356–357</p> <p>Digital Content: Topic 8>Lesson 5>Lesson Video: Why Did the Roman Empire End?</p>
<p>5.B.4: Compare the dynasties and empires in ancient China</p>	
<p>5.B.4.A: Describe the causes and consequences of the unification of China under early imperial dynasties, such as the Shang, Zhou, Qin, Han and Tang</p>	<p>SE/TE: The Shang Dynasty, 183–184 Rise and Fall of the Zhou, 185–187 The Unification of China, 197 Unit Under the Qin, 197–199 Rule of the First Emperor, 199–201 Analysis Skills, 202 The Han Dynasty Expands, 203–207 Review and Assessment, 214–215 What Was the Tang Dynasty? 489–490 Lesson Check, 496</p> <p>Digital Content: Topic 5>Lesson 4>Biography: Shi Huangdi Topic 5>Lesson 4>Interactive Gallery: Terra Cotta Army of Shi Huangdi Topic 5>Lesson 5>Interactive Map: Ancient Chinese Dynasties</p>

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<p>5.B.4.B: Explain the major traditions, customs and beliefs of Confucianism and Taoism in the context of early Chinese imperial dynasties</p>	<p>SE/TE: Zhou Society, 187–188 Primary Sources: Sun Tzu, <i>The Art of War</i>, 189 Chinese Belief Systems, 191 Spiritual Traditions, 191–192 Life and Teachings of Confucius, 192–194 Birth of Daoism, 194–195 Primary Sources: Confucius, <i>The Analects</i>, 196 Han Society and Achievements, 208–212 Review and Assessment, 214–215 Daoism, 512 Confucianism, 513</p> <p>Digital Content: Topic 5>Lesson 3>Interactive Biography: Confucius Topic 5>Lesson 3>Interactive Chart: Confucianism and Daoism Topic 5>Lesson 3>Interactive Primary Source: Confucius, Analects Topic 5>Lesson 3>Interactive Primary Source: Laozi, The Dao de Jing</p>
<p>5.B.4.C: Analyze China’s cultural, political and economic influence on Japan, Korea, and countries in Southeast Asia</p>	<p>SE/TE: Emergence of Japan, 516–520 Japanese Feudalism, 522–528 The Silla Unite Korea, 539–540 Koryo Culture, 540–541 How Did Indian and Chinese Culture Spread? 542–543</p> <p>Digital Content: Topic 12>Lesson 2>Lesson Video: The Growth and Importance of the Mongol Empire Topic 12>Lesson 5>Interactive Chart: Feudal Society in Japan Topic 12>Lesson 7>Lesson Video: Korea’s Role as a Cultural Bridge</p>

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<p>5.B.5: Analyze the emergence, growth and decline of African Empires</p> <p>5.B.5.A: Describe the contributions of major African monarchies, cities, and trade networks, such as Ghana, Mali and Songhai</p>	<p>SE/TE: African Civilizations, 584–587 Quest: Create an Oral History, 588 The Rise of Ghana in West Africa, 589–594 Mali and Songhai, 595–601 Primary Sources: Ibn Battuta, <i>Travels in Asia and Africa, 1325–1354</i>, 601 Trading States of East Africa, 603–606 African Traditions, 607–611 Primary Sources: Djibril Tamsir Niane, <i>Sundiata: An Epic of Old Mali</i>, 612 Review and Assessment, 614–615</p> <p>Digital Content: Topic 14>Lesson 2>Interactive Chart: Comparing Ghana, Mali, Songhai Topic 14>Lesson 3>Interactive Gallery: Architecture of the African Kingdoms</p>
<p>5.B.5.B: Analyze the cultural and economic impact of African regional and worldwide trade routes</p>	<p>SE/TE: Gold-Salt Trade, 593 Exchanges at Mali, 596 What Was Mali Like at Its Peak? 596–598 Primary Sources: Ibn Battuta, <i>Travels in Asia and Africa, 1325–1354</i>, 601 Trading States of East Africa, 603–606 African Traditions, 607–611 Primary Sources: Djibril Tamsir Niane, <i>Sundiata: An Epic of Old Mali</i>, 612 Review and Assessment, 614–615</p> <p>Digital Content: Topic 14>Lesson 3>Interactive Primary Source: Ibn Battuta, Travels Topic 14>Topic Map>Interactive Map: Trans-Saharan Trade</p>
<p>5.B.5.C: Summarize the factors that led to the decline of the African empires</p>	<p>SE/TE: Why Did Ghana Decline? 594 Triumph of Sundista, 595 How Did the Songhai Empire Overtake Mali? 598–600</p> <p>Digital Content: Topic 14>Lesson 2>Interactive Chart: Comparing Ghana, Mali, Songhai</p>

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5C. Conflict between Ideas and Institutions	
5.C.1. Analyze the effect of interactions between civilizations in early world history	
5.C.1.a. Describe how interactions promoted or failed to promote development, such as the Fertile Crescent Empire, Greek city-states, and Latin Empires	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see:</i> The First Empires, 54–58 The Assyrian and Persian Empires, 59–64 The Phoenicians, 66–70 The Unification of China, 197–201 The Han Dynasty Expands, 203–207 The Early Years of Greek Civilization, 221–226 Warfare in Ancient Greece, 244–259 Alexander and the Hellenistic World, 266–271 The People of Italy, 282 How Did Rome Expand? 283 What Were Rome’s Growing Pains? 297–298 The Roman Empire Begins, 309–315</p> <p>Digital Content: Topic 2>Lesson 2>Interactive Chart: Akkadian and Babylonian Empires Topic 3>Lesson 3>Lesson Video: Trade Between Egypt and Kush Topic 6>Lesson 4>Interactive Map: Expansion and Trade in the Greek World</p>
5.C.1.b. Analyze the causes of the rise and fall, expansion and contraction of political entities and nation-states	<p>SE/TE: <i>This standard is met throughout the program. For representative examples, please see:</i> The First Empires, 54–58 The Assyrian and Persian Empires, 59–64 The Maurya Empire Begins, 159–162 The Gupta Empire, 168–172 The Han Dynasty Expands, 203–207 Warfare in Ancient Greece, 244–259 Alexander and the Hellenistic World, 266–271 The Roman Republic Rises, 279–283 The Republic Struggles, 296–300 Quest: The Fall of Rome, 308 The Roman Empire Begins, 309–315 Decline of the Roman Empire, 339–343 The Byzantine Empire Rises, 344–349</p> <p>Digital Content: Topic 2>Lesson 3>Lesson Video: The Assyrian and Persian Empires Topic 4>Lesson 7>Interactive Gallery: The Gupta Empire Topic 8>Lesson 5>Interactive Map: Invasions of the Roman Empire Topic 8>Lesson 6>Lesson Video: The Byzantine Empire’s Place in History</p>

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5.C.2. Analyze the major traditions, customs, and beliefs of Hinduism and Buddhism and their expansion throughout Asia	
5.C.2.a. Describe the major traditions, customs and beliefs of Buddhism	<p>SE/TE: Origins and Beliefs of Buddhism, 151 The Life of the Buddha, 151–153 What Are Buddhist Beliefs? 154–156 How Did Buddhism Spread? 156–157 Primary Sources: The Life or Legend of Gaudama, 158 Buddhism Expands, 166 Review and Assessment, 174–175</p> <p>Digital Content: Topic 4>Lesson 4>Interactive Map: The Origins and Spread of Buddhism Topic 4>Lesson 4>Lesson Video: Teachings and Spread of Buddhism</p>
5.C.2.b. Explain the major traditions, customs and beliefs of Hinduism and its political and social impact on India	<p>SE/TE: Origins and Beliefs of Hinduism, 142 What Are the Roots of Hinduism, 142–143 How Did Classical Hinduism Develop? 143–145 What Are Hindus’ Beliefs About God? 145 What Do Hindus Believe About Life? 146–147 What is the Impact of Hinduism? 147–149 Primary Sources: The Ramayana, 150 Review and Assessment, 174–175</p> <p>Digital Content: Topic 4>Lesson 3>Interactive 3D Model: Hindu Temple Topic 4>Lesson 3>Interactive Primary Source: The Bhagavad-Gita Topic 4>Lesson 3>Lesson Video: Hindu Traditions and Practices</p>
5.C.3. Analyze the emergence and expansion of Islamic civilization	
5.C.3.a. Analyze the major traditions, customs, and beliefs of Islam	<p>SE/TE: Origins of Islam, 449–452 Beliefs of Islam, 453–457 Primary Sources: <i>The Sunnah</i>, 458 Achievements of Islamic Civilization, 468–474 Review and Assessment, 482–483</p> <p>Digital Content: Topic 11>Lesson 2>Lesson Video: The Five Pillars of Islam Topic 11>Lesson 3>Interactive Map: Spread of Islam Topic 11>Lesson 4>Lesson Video: Importance and Preservation of Learning in the Muslim World</p>

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<p>5.C.3.b. Describe causes and consequences of the expansion of Islam into other regions, such as Southwest Asia, Southeast Asia, North Africa, Europe and India</p>	<p>SE/TE: Expansion of the Muslim World, 459 How Did Islam Spread? 459–461 What Was Society Like in the Arab Muslim World? 461–462 The Caliphs, 462–464 Two Non-Arab Muslim Empires, 465–466 Analysis Skill: Construct a Timeline, 467 Trade Expands, 469 Geography Skills: Trade Routes in Muslim Lands, 470</p> <p>Digital Content: Topic 11>Lesson 3>Interactive Map: Spread of Islam Topic 11>Topic Map>Interactive Map: Locations of Muslim Empires and Dynasties Topic 14>Lesson 2>Lesson Video: The Influence of Islam in West Africa</p>
<p>5.C.4. Analyze the changes in the European society during the Middle Ages</p>	
<p>5.C.4.a. Analyze the major traditions, customs, and beliefs of Christianity</p>	<p>SE/TE: Origins of Christianity, 318 What Was Judea Like Under Roman Rule? 318–319 Jesus’ Life and Teachings, 319–321 How Did Christianity Spread? 321–322 Christianity and the Empire, 323 Beliefs of Christianity, 325 The Christian Bible, 325–326 What Do Christians Believe About God? 327–329 Practicing Christianity, 328–329 Primary Sources: <i>The Gospel of Matthew, The Sermon on the Mount</i>, 330 Review and Assessment, 356–357</p> <p>Digital Content: Topic 8>Lesson 2>Lesson Video: Reasons for the Spread of Christianity Topic 8>Lesson 2>Interactive Gallery: Early Christian Symbols Topic 8>Lesson 3>Interactive Gallery: Christianity Today</p>

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<p>5.C.4.b. Explain the origins and consequences of the Black Death during the 14th century, such as a population decrease, a decline in trade, the elimination of the social order and the decline of religious power</p>	<p>SE/TE: What Was the Black Death? 436–438 Geography Skills: Origins and Spread of the Black Death, 437 Analyze Graphs: The Population of England, 438 What Were the Effects of the Black Death? 438–439 Primary Sources: Giovanni Boccaccio, <i>The Decameron</i>, 440 Review and Assessment, 442–443</p> <p>Digital Content: Topic 10>Lesson 5>Interactive Map: The Black Death</p>
<p>5.C.4.c. Analyze the characteristics of the development and decline of feudalism and the emergence of monarchies</p>	<p>SE/TE: Quest: Freedom vs. Security? 362 Feudalism and the Manor Economy, 377 A Violent Time, 377–378 Analyze Charts: Feudalism in Medieval Europe, 379 How Did Feudal Society Provide Protection? 379–380 How Did Medieval Manors Work? 380–382 Review and Assessment, 398–399 Conflicts Between Popes and Monarchs, 405–410 England Takes Shape, 412–418</p> <p>Digital Content: Topic 9>Lesson 4>Lesson Video: The Growth of Medieval Towns Topic 9>Lesson 4>Interactive Chart: Comparing Characteristics of Manor Life and Town Life Topic 10>Lesson 2>Lesson Video: The Impact of Magna Carta on the Modern World Topic 10>Lesson 2>Interactive Primary Source: Magna Carta Topic 10>Lesson 2>Interactive Timeline: Key Events in Medieval English History</p>

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<p>5.C.4.d. Describe the causes, consequences and cultural diffusion that resulted from the Crusades, such as the increase in Mediterranean trade and the exchange of knowledge and ideas</p>	<p>SE/TE: The Crusades, 420 The First Crusade, 421–422 Second and Third Crusades, 422–423 The Fourth and Later Crusades, 424 How Did Religious Persecutions Arise? 425–426 What Were the Effects of the Crusades? 426–427 The Reconquista, 428 Spain Under Muslim Rule, 428–429 What Was the Reconquista? 430–433 Review and Assessment, 462–463</p> <p>Digital Content: Topic 10>Lesson 3>Interactive Simulation: Conflicts and Crusades Topic 10>Lesson 3>Lesson Video: Causes of the First Crusade Topic 10>Lesson 4>Lesson Video: Interaction of Christians, Muslims, and Jews in Muslim Spain</p>
<p>6.0 Content Standard: Skills and Processes – Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.</p>	
<p>Developing Questions & Planning Inquiries: “The development of compelling and supporting questions is a sophisticated intellectual activity (C3, 2013, 24).” Over time, the responsibility for identifying compelling and supporting questions should shift from teacher to student. By 6th grade, the expectation for student ownership of the compelling and supporting questions should start to increase. By 12th grade, the students should be constructing their own compelling and supporting questions for inquiry. To plan an inquiry, students will determine the sources needed to help answer the compelling and supporting questions. They will determine the kinds of sources that will help in answering compelling and supporting questions. They will assess the multiple points of view represented in an argument or explanation, the types of sources available, and the potential use of sources.</p>	
<p>A. Constructing Compelling Questions</p>	
<p>1. Identify a disciplinary topic that reflects a key idea in the field</p>	<p>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</p> <p>Digital Content: 21st Century Skills Tutorials: Write an Essay 21st Century Skills Tutorials: Create a Research Hypothesis</p>

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<p>2. Identify possible questions for inquiry into the key idea</p>	<p>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 Writing Workshop: Generate Questions to Focus Research, 496</p> <p>Digital Content: 21st Century Skills Tutorials: Develop a Clear Thesis 21st Century Skills Tutorials: Create a Research Hypothesis</p>
<p>3. Analyze key disciplinary concepts and ideas associated with the compelling questions</p>	<p>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 Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666</p> <p>Digital Content: 21st Century Skills Tutorials: Develop a Clear Thesis 21st Century Skills Tutorials: Create a Research Hypothesis</p>
<p>B. Constructing Supporting Questions</p>	
<p>1. Construct supporting questions that connect with the compelling 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 Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670 Analysis Skills: Frame Questions, 121, 481 Writing Workshop: Generate Questions to Focus Research, 496</p> <p>Digital Content: 21st Century Skills Tutorials: Develop a Clear Thesis 21st Century Skills Tutorials: Create a Research Hypothesis</p>

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<p>2. Analyze the extent to which the supporting questions drive the inquiry</p>	<p>SE/TE: Quest: Ask Questions, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670</p> <p>Digital Content: 21st Century Skills Tutorials: Develop a Clear Thesis 21st Century Skills Tutorials: Create a Research Hypothesis</p>
<p>3. Analyze key disciplinary concepts and ideas associated with the supporting questions</p>	<p>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 Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666</p> <p>Digital Content: 21st Century Skills Tutorials: Develop a Clear Thesis 21st Century Skills Tutorials: Create a Research Hypothesis</p>
<p>C. Determining Helpful Sources</p>	
<p>1. Analyze sources that will be helpful in answering the compelling or supporting questions</p>	<p>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 - Inessential Information, 14 Workshop: Support Ideas with Evidence, 507 Find and Use Credible Sources, 521 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</p> <p>Digital Content: 21st Century Skills Tutorials: Interpret Sources 21st Century Skills Tutorials: Analyze Primary and Secondary Sources</p>

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<p>2. Compare experts' interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions</p>	<p>SE/TE: Analysis Skills: Compare Different Points of View, 250, 411 Analysis Skills: Detect Historical Points of View, 141 Lesson Check: Compare Viewpoints, 237, 249, 294, 573, 685 Analysis Skills: Update an Interpretation, 265</p> <p>Digital Content: 21st Century Skills Tutorials: Develop a Clear Thesis 21st Century Skills Tutorials: Create a Research Hypothesis</p>
<p>Applying Disciplinary Concepts & Tools: This section focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content prescribed in the state curriculum. It is divided into four sections – Civics (previously named Political Science in the state curriculum), Geography, Economics, and History.</p>	
<p>Civics: Civics teaches the principles of government such as adherence to the social contract, consent of the governed, limited government, legitimate authority, federalism, and separation of powers that are meant to guide official institutions. It also teaches the virtues that allow individuals to analyze multiple perspectives, follow rules, and use the deliberative process when individuals engage in political participation and contribute to the public process.</p>	
<p>A. Civic and Political Institutions Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified.</p>	
<p>B. Participation and Political Deliberation</p>	
<p>1. Apply civic dispositions and skills when working with others</p>	<p>SE/TE: Speaking-Listening: Discuss Your Ideas, ELA 15 Speaking- Listening: Effective Listening, ELA 17 Quest: Discussion Inquiry Debate Punishments for Crimes, 44 Quest: Discussion Inquiry The Fall of Rome, 308 Quest: Discussion Freedom vs. Security, 362 Quest: Discussion Inquiry: Colonizing Planets, 670</p> <p>Digital Content: 21st Century Skills Tutorials: Participate in a Discussion or Debate 21st Century Skills Tutorials: Work in Teams 21st Century Skills Tutorials: Political Participation 21st Century Skills Tutorials: Being an Informed Citizen 21st Century Skills Tutorials: Serving on a Jury</p>

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<p>2. Apply civic dispositions and skills when participating in school, community settings</p>	<p>SE/TE: Speaking and Listening: Give an Effective Presentation, ELA 16 Quest: Project-Based Inquiry, 6, 128, 220, 404, 448, 550, 588 Quest: Discussion Inquiry, 44, 308, 362, 670</p> <p>Digital Content: 21st Century Skills Tutorials: Participate in a Discussion or Debate 21st Century Skills Tutorials: Work in Teams</p>
<p>3. Identify and apply the appropriate deliberative processes for various settings.</p>	<p>SE/TE: Speaking and Listening: Discuss Your Ideas, ELA 15 Speaking and Listening: Effective Listening, ELA 17 Quest: Ask Questions & Discuss, 44, 362 Quest: Ask Questions & Prepare Your Position, 308, 670</p> <p>Digital Content: 21st Century Skills Tutorials: Participate in a Discussion or Debate 21st Century Skills Tutorials: Work in Teams 21st Century Skills Tutorials: Being an Informed Citizen 21st Century Skills Tutorials: Serving on a Jury</p>
<p>4. Explain the relevance of personal interests and perspectives, civic skills, and democratic principles when people address issues and problems in government and civil society</p>	<p>SE/TE: Quest: Discussion Inquiry Debate Punishments for Crimes, 44 Quest: Discussion Inquiry Freedom vs. Security, 362 Also see: The World’s First Democracy, 229 How Did Athenian Democracy Work?, 230 Direct and Representative Democracy: The Differences, 231 How Did the Romans Set an Example?, 290 Visual Review: Roman Citizenship, 302 Magna Carta, 403, 416–417, 418, 419, 549 Mayflower Compact, 709</p> <p>Digital Content: 21st Century Skills Tutorials: Political Participation 21st Century Skills Tutorials: Being an Informed Citizen 21st Century Skills Tutorials: Participate in a Discussion or Debate 21st Century Skills Tutorials: Work in Teams 21st Century Skills Tutorials: Serving on a Jury</p>

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<p>C. Processes, Rules, & Laws Disciplinary concepts are addressed in Standard 1.0, State Curriculum except in areas where gaps were identified</p>	
<p>Economics: Effective economic decision making requires that students have a keen understanding of the ways in which individuals, business, government, and societies make decisions to allocate human capital, physical capital and natural resources among alternative uses.</p>	
<p>A. Economic Decision Making</p>	
<p>1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time</p>	<p>SE/TE: <i>Opportunities to address this objective may be found with the following:</i> Analysis Skills: Interpret Economic Performance, 295, 707 Analysis Skills: Conduct a Cost-Benefit Analysis, 350 Free Market, 703, 705 Mercantilism and Wealth, 702–703</p> <p>Digital Content: 21st Century Skills Tutorials: Make Decisions</p>
<p>2. Plan and predict the financial outcomes in an applied decision-making process</p>	<p>SE/TE: <i>Opportunities to address this objective may be found with the following:</i> Analysis Skills: Interpret Economic Performance, 295, 707 Analysis Skills: Conduct a Cost-Benefit Analysis, 350 Also see: Medieval Market, 386 Free Market, 703, 705</p> <p>Digital Content: 21st Century Skills Tutorials: Make Decisions</p>
<p>B. Exchange and Markets</p>	
<p>1. Compare at least three markets that sell similar goods and services and determine which offers the best value</p>	<p>SE/TE: <i>Opportunities to address this objective may be found with the following:</i> Feudalism and the Manor Economy, 377–382 Mercantilism and Wealth, 702–703 Free Market, 703, 705</p> <p>Digital Content: Topic 12>Lesson 1>Lesson Video: China’s Economic Revolution Topic 16>Lesson 5>Lesson Video: The Commercial Revolution in Europe</p>

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C. The National Economy	
1. Use appropriate data to evaluate economic indicators such as, unemployment, inflation, total production, income and economic growth in the economy	<p>SE/TE: <i>Opportunities to address this objective may be found with the following:</i> Analysis Skills: Interpret Economic Performance, 295, 707 Analysis Skills: Conduct a Cost-Benefit Analysis, 350</p> <p>Digital Content: Social Studies Core Concepts: Economics</p>
D. The Global Economy	
1. Investigate how social and cultural decisions affect the ecology and economy	<p>SE/TE: <i>Opportunities to address this objective may be found with the following:</i> Trading States of East Africa, 603–606 Impact of Global Trade, 700–706 Colonial Rivalries in North America, 708–714 Interpret Economic Performance, 707</p> <p>Digital Content: Topic 3>Lesson 3>Lesson Video: Trade Between Egypt and Kush Topic 16>Lesson 6>Lesson Video: The Rivalry Between France and England Topic 16>Lesson 7>Interactive Map: Triangular Trade Routes</p>
<p>Geography: Geographic inquiry helps people understand and appreciate their own place in the world. It fosters curiosity about earth’s wide diversity of environments and cultures. Geographic reasoning rests on understanding the earth’s physical and human features, including the locations of places and regions, the distribution of landforms and water bodies, and historic changes in political boundaries, economic activities, and geographic representation. It requires using spatial and environmental perspectives to analyze geographic issues and problems by using geographic representations. With some teacher guidance,</p>	
A. Geographic Representations	
Spatial Views of the World	
1. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics	<p>SE/TE: Quest: Be a Map-Maker, 550 Analysis Skills: Interpret Thematic Maps, 173, 574</p> <p>Digital Content: 21st Century Skills Tutorials: Read Physical Maps 21st Century Skills Tutorials: Read Political Maps 21st Century Skills Tutorials: Read Special Purpose Maps</p>

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<p>2. 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: Identify Physical and Cultural Features, 108, 380 Analysis Skills: Interpret Thematic Maps, 173, 574 Maps (examples), 4, 5, 8, 17, 29, 39, 42, 43, 46, 61, 67, 73, 132, 179, 182, 311, 361, 364, 378, 385, 403, 406, 675, 684, 694, 697, 713, 716, 717, 723</p> <p>Digital Content: 21st Century Skills Tutorials: Read Physical Maps 21st Century Skills Tutorials: Read Political Maps 21st Century Skills Tutorials: Read Special Purpose Maps Topic 1>Lesson 2>Interactive Map: Migrations of <i>Homo sapiens</i> Topic 2>Topic Map>Interactive Map: Early Civilizations of the Fertile Crescent Topic 6>Lesson 4>Interactive Map: Expansion and Trade in the Greek World Topic 7>Lesson 1>Interactive Map: Growth of the Roman Republic, 500 bce to 44 bce</p>
<p>3. Use paper based or electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics</p>	<p>SE/TE: <i>Opportunities to address this objective may be found with the following:</i> Quest: Design a Village, 6 Quest: A Trip Through India, 128 Quest: Be a Map-Maker, 550 Analysis Skills: Identify Physical and Cultural Features, 108, 389 Interpret Thematic Maps, 173, 574</p> <p>Digital Content: 21st Century Skills Tutorials: Read Physical Maps 21st Century Skills Tutorials: Read Political Maps 21st Century Skills Tutorials: Read Special Purpose Maps Topic 8>Lesson 5>Interactive Map: Invasions of the Roman Empire Topic 10>Lesson 5>Interactive Map: Black Death Topic 10>Topic Map>Interactive Map: Cities of Medieval Christendom Topic 13>Lesson 3>Interactive Map: Growth of the Inca Empire</p>

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D. Global Interconnections: Changing Spatial Patterns	
History: Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations.	
A. Change, Continuity, and Context	
1. Analyze connections among events and developments in broader historical contexts	<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 Analyze Timeline, 7, 20, 166 Sequence, 72, 74, 257, 619, 679 Identify Cause and Effect (Examples), 45, 68, 74, 130, 147, 172, 412, 416, 447 Identify Patterns, 110, 112, 396, 405, 410, 503</p> <p>Digital Content: 21st Century Skills Tutorials: Analyze Cause and Effect</p>
2. Classify series of historical events and developments as examples of change and/or continuity	<p>SE/TE: Analysis Skills: Identify Sources of Continuity, 213, 613 Analyze Sequence, Causation, and Correlation, 301, 650 Detect Changing Patterns, 324, 369 Analyze Timeline, 7, 20, 166 Sequence, 72, 74, 257, 619, 679 Identify Patterns, 110, 112, 396, 405, 410, 503</p> <p>Digital Content: 21st Century Skills Tutorials: Sequence Topic 2>Lesson 4>Interactive Timeline: Development of the Modern Latin Alphabet Topic 8>Lesson 1>Interactive Timeline: Roman Rulers Who Made History</p>

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<p>3. 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 Analysis Skills: Compare Different Points of View, 250, 411 Detect Historical Points of View, 141 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 Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p> <p>Digital Content: Topic 7>Lesson 4>Interactive Biography: Julius Caesar Topic 8>Lesson 5>Interactive Biography: Constantine Topic 12>Lesson 2>Interactive Biography: Ghengis Khan Topic 15>Lesson 6>Interactive Biography: Nicholas Copernicus 21st Century Skills Tutorials: Compare Viewpoints</p>

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<p>B. Perspectives</p> <p>1. Analyze multiple factors that influenced the perspectives of people during different historical eras</p>	<p>SE/TE:</p> <p>Quest (Document-Based Inquiry): Become a Pharaoh-in-Training, 98 Analysis Skills: Detect Historical Points of View, 141 Analysis Skills: Assess Credibility of a Source, 163 Quest (Document-Based Inquiry): Evaluating a Leader’s Legacy, 180 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Update an Interpretation, 265 Quest (Project-Based Inquiry): Medieval Monarchs Face Conflict, 404 Analysis Skills: Compare Different Points of View, 411 Analysis Skills: Assess Credibility of a Source, 441 Analysis Skills: Update an Interpretation, 559 Quest (Project-Based Inquiry): Create an Oral History, 588 Quest (Document-Based Inquiry): Learning Through the Ages, 620</p> <p>Digital Content:</p> <p>21st Century Skills Tutorials: Compare Viewpoints 21st Century Skills Tutorials: Analyze Political Cartoons 21st Century Skills Tutorials: Analyze Primary and Secondary Sources Topic 5>Lesson 3>Interactive Primary Source: Confucius, Analects Topic 5>Lesson 3>Interactive Primary Source: Laozi, The Dao de Jing Topic 6>Lesson 7>Interactive Primary Source: Aristotle, Politics Topic 6>Lesson 7>Interactive Primary Source: Plato, The Republic</p>

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<p>2. Explain how and why perspectives of people have changed over time</p>	<p>SE/TE: 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, 612, 636, 649, 679 Analysis Skills: Relate Events in Time, 15 Analysis Skills: Detect Historical Points of View, 141 Analysis Skills: Draw Sound Conclusions from Sources, 202 Analysis Skills: Detect Changing Patterns, 369 Analysis Skills: Assess Credibility of a Source, 441 Quest (Project-Based Inquiry): Create an Oral History, 588</p> <p>Digital Content: 21st Century Skills Tutorials: Compare Viewpoints 21st Century Skills Tutorials: Analyze Political Cartoons 21st Century Skills Tutorials: Analyze Primary and Secondary Sources</p>
<p>3. Analyze how people’s perspectives influenced what information is available in the historical sources they created</p>	<p>SE/TE: Topic 4: Research Paper: Find and Use Credible Sources, 149 Analysis Skills: Assess Credibility of a Source, 163 Topic 5: Write an Argument: Use Credible Sources, 201 Topic 9: Write Narratives: Credible Sources, 367 Topic 10: Write a Research Paper: Find and Use Credible Sources, 418 Analysis Skills: Assess Credibility of a Source, 441 Analysis Skills: Update an Interpretation, 559 Topic 15: Write an Explanatory Essay: Find and Use Credible Sources, 640, 656 Topic 16: Write an Argument: Use Credible Sources, 699 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</p> <p>Digital Content: 21st Century Skills Tutorials: Compare Viewpoints 21st Century Skills Tutorials: Analyze Political Cartoons 21st Century Skills Tutorials: Analyze Primary and Secondary Sources</p>

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<p>C. Historical Sources & Evidence</p> <p>1. Classify the kinds of historical sources used in a secondary interpretation</p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4 Support Your Analyses with Evidence, ELA 6 Topic 4: Research Paper, 134, 140, 149, 157, 162, 167, 172, 175 Analysis Skills: Update an Interpretation, 265 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 Analysis Skills: Update an Interpretation, 559</p> <p>Digital Content: 21st Century Skills Tutorials: Analyze Images 21st Century Skills Tutorials: Analyze Media Content 21st Century Skills Tutorials: Analyze Political Cartoons 21st Century Skills Tutorials: Analyze Primary and Secondary Sources</p>

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<p>2. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources</p>	<p>SE/TE: Analysis Skills: Detect Historical Points of View, 141 Topic 4: Research Paper: Find and Use Credible Sources, 149 Analysis Skills: Assess Credibility of a Source, 163 Topic 5: Write an Argument: Use Credible Sources, 201 Analysis Skills: Draw Sound Conclusions from Sources, 202 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Update an Interpretation, 265 Topic 8: Write Arguments: Distinguish Claims from Opposing Claims, 349 Analysis Skills: Compare Different Points of View, 411 Topic 10: Write a Research Paper: Find and Use Credible Sources, 418 Analysis Skills: Assess Credibility of a Source, 441 Topic 12: Write a Research Paper: Find and Use Credible Sources, 521 Analysis Skills: Update an Interpretation, 559</p> <p>Digital Content: Topic 10>Lesson 2>Interactive Primary Source: Magna Carta Topic 13>Lesson 4>Interactive Primary Source: The Iroquois Constitution</p>

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<p>3. 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: Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114 Analysis Skills: Detect Historical Points of View, 141 Topic 4: Research Paper: Cite Sources, 162 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Compare Different Points of View, 411 Topic 10: Write a Research Paper: Cite Sources, 433 Analysis Skills: Assess Credibility of a Source, 441 Topic 12: Write a Research Paper: Cite Sources, 528</p> <p>Digital Content: 21st Century Skills Tutorials: Identify Evidence Topic 13>Lesson 4>Interactive Primary Source: The Iroquois Constitution Topic 16>Lesson 2>Interactive Primary Source: las Casas, Destruction of the Indies</p>
<p>4. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources</p>	<p>SE/TE: Quest (Project-Based Inquiry), 6, 128, 220, 404, 448, 550, 588 Quest: Discussion Inquiry, 44, 308, 362, 670 Quest: Document-Based Inquiry, 98, 180, 278, 488, 620 Topic 4: 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</p> <p>Digital Content: 21st Century Skills Tutorials: Write an Essay 21st Century Skills Tutorials: Avoid Plagiarism</p>

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<p>5. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience and purpose</p>	<p>SE/TE: Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114 Analysis Skills: Detect Historical Points of View, 141 Topic 4: Research Paper: Find and Use Credible Sources, 149 Topic 4: Research Paper: Cite Sources, 162 Analysis Skills: Assess Credibility of a Source, 163 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Compare Different Points of View, 411 Topic 10: Write a Research Paper: Find and Use Credible Sources, 418 Topic 10: Write a Research Paper: Cite Sources, 433 Analysis Skills: Assess Credibility of a Source, 441 Topic 12: Write a Research Paper: Find and Use Credible Sources, 521 Topic 12: Write a Research Paper: Cite Sources, 528</p> <p>Digital Content: 21st Century Skills Tutorials: Identify Bias 21st Century Skills Tutorials: Identify Evidence 21st Century Skills Tutorials: Evaluate Web Sites 21st Century Skills Tutorials: Support Ideas with Evidence</p>
<p>D. Causation & Argumentation</p>	
<p>1. Explain multiple causes and effects of events and developments in the past</p>	<p>SE/TE: Analysis Skills: Relate Events in Time, 15 Analysis Skills: Construct a Timeline, 91 Analysis Skills: Distinguish Cause and Effect, 53, 537 Identify Cause and Effect (examples), 12, 15, 26, 31, 39, 56, 67, 70, 93, 134, 166, 212, 223, 338 Analysis Skills: Analyze Sequence, Causation, and Correlation, 301 Analysis Skills: Analyze Sequence, Causation, and Correlation, 650</p> <p>Digital Content: 21st Century Skills Tutorials: Analyze Cause and Effect</p>

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<p>2. Evaluate the relative influence of various causes of events and developments in the past</p>	<p>SE/TE: Identify Cause and Effect (examples), 12, 15, 26, 31, 39, 56, 67, 70, 93, 134, 166, 212, 223, 338 Analysis Skills: Distinguish Cause and Effect, 53, 537 Quest (Project-Based Inquiry): The Influence of Ancient Greece, 220 Quest (Document-Based Inquiry): The Roman Influence, 278 Quest (Discussion Inquiry): The Fall of Rome, 308 Quest (Document-Based Inquiry): A Strong Influence, 488</p> <p>Digital Content: 21st Century Skills Tutorials: Analyze Cause and Effect</p>
<p>3. Organize applicable evidence into a coherent argument about the past</p>	<p>SE/TE: Quest (Discussion Inquiry): Debate Punishments for Crimes, 44 Quest (Document-Based Inquiry): Evaluating a Leader’s Legacy, 180 Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215 Topic 8: Write Arguments, 315, 332, 329, 338, 343, 349, 355, 357 Quest (Discussion Inquiry): Freedom vs. Security, 362 Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 482, 483 Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723</p> <p>Digital Content: 21st Century Skills Tutorials: Consider and Counter Opposing Arguments</p>

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<p>4. Compare the central arguments in secondary works of history on related topics in multiple media</p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4 Support Your Analyses with Evidence, ELA 6 Topic 4: Research Paper, 134, 140, 149, 157, 162, 167, 172, 175 Analysis Skills: Update an Interpretation, 265 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 Analysis Skills: Update an Interpretation, 559</p> <p>Digital Content: 21st Century Skills Tutorials: Consider and Counter Opposing Arguments</p>
<p>Evaluating Sources & Using Evidence: “Evaluating sources and using evidence includes a sophisticated set of skills, even the youngest children understand the need to give reasons for their ideas. As they progress through the grades, students learn more advanced approaches related to these skills.” (C 3, 2013, 53)</p>	
<p>A. Evaluating Sources</p>	
<p>1. Gather multiple sources that may be relevant to the task</p>	<p>SE/TE: Quest (Project-Based Inquiry), 6, 128, 220, 404, 448, 550, 588 Quest: Discussion Inquiry, 44, 308, 362, 670 Quest: Document-Based Inquiry, 98, 180, 278, 488, 620 Topic 4: 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</p> <p>Digital Content: 21st Century Skills Tutorials: Write an Essay</p>

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<p>2. - 3. Evaluate the credibility of the sources by considering the authority, the origin, type, context, and corroborative value of each source</p>	<p>SE/TE: Analysis Skills: Detect Historical Points of View, 141 Topic 4: Research Paper: Find and Use Credible Sources, 149 Analysis Skills: Assess Credibility of a Source, 163 Topic 5: Write an Argument: Use Credible Sources, 201 Analysis Skills: Draw Sound Conclusions from Sources, 202 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Update an Interpretation, 265 Topic 8: Write Arguments: Distinguish Claims from Opposing Claims, 349 Analysis Skills: Compare Different Points of View, 411 Topic 10: Write a Research Paper: Find and Use Credible Sources, 418 Analysis Skills: Assess Credibility of a Source, 441 Topic 12: Write a Research Paper: Find and Use Credible Sources, 521 Analysis Skills: Update an Interpretation, 559</p> <p>Digital Content: 21st Century Skills Tutorials: Evaluate Existing Arguments 21st Century Skills Tutorials: Identify Bias Topic 6>Lesson 5>Interactive Primary Source: Herodotus, The Persian Wars Topic 11>Lesson 6>Interactive Primary Source: Guru Granth Sahib Topic 16>Lesson 2>Interactive Primary Source: las Casas, Destruction of the Indies Topic 16>Lesson 7>Interactive Primary Source: Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano</p>

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<p>4. Identify credible, relevant information contained in the sources</p>	<p>SE/TE: Topic 4: Research Paper: Find and Use Credible Sources, 149 Analysis Skills: Assess Credibility of a Source, 163 Topic 5: Write an Argument: Use Credible Sources, 201 Analysis Skills: Distinguish Relevant from Irrelevant Information, 233 Topic 10: Write a Research Paper: Find and Use Credible Sources, 418 Analysis Skills: Credibility of a Source, 441 Topic 12: Write a Research Paper: Find and Use Credible Sources, 521 Analysis Skills: Distinguish Relevant from Irrelevant Information, 663 Analysis Skills: Distinguish Relevant from Irrelevant Information, 686</p> <p>Digital Content: 21st Century Skills Tutorials: Evaluate Web Sites 21st Century Skills Tutorials: Identify Bias 21st Century Skills Tutorials: Identify Evidence 21st Century Skills Tutorials: Support Ideas with Evidence Topic 6>Lesson 5>Interactive Primary Source: Herodotus, The Persian Wars Topic 16>Lesson 2>Interactive Primary Source: las Casas, Destruction of the Indies</p>
<p>B. Developing Claims & Using Forms</p>	
<p>1. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations</p>	<p>SE/TE: Quest (Discussion Inquiry): Debate Punishments for Crimes, 44 Quest (Document-Based Inquiry): Evaluating a Leader’s Legacy, 180 Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215 Topic 8: Write Arguments, 315, 332, 329, 338, 343, 349, 355, 357 Quest (Discussion Inquiry): Freedom vs. Security, 362 Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 482, 483 Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723</p> <p>Digital Content: 21st Century Skills Tutorials: Consider and Counter Opposing Arguments 21st Century Skills Tutorials: Evaluate Existing Arguments</p>

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<p>2. Develop claims and counter claims while pointing out the strengths and limitations of both</p>	<p>SE/TE: Topic 5: Write an Argument: Introduce Claims, 184; Support Claims, 188, 195 Topic 8: Write Arguments: Introduce a Claim, 338; Support a Claim, 343; Distinguish Claims from Opposing Claims, 349 Topic 11: Write an Argumentative Essay: Introduce Claims, 452; Support Claims, 457; Distinguish Claims from Opposing Claims, 474 Topic 16: Write an Argument: Introduce Claims, 678; Support Claims, 685; Distinguish Claims from Opposing Claims, 692; Use Credible Sources, 699</p> <p>Digital Content: 21st Century Skills Tutorials: Consider and Counter Opposing Arguments 21st Century Skills Tutorials: Evaluate Existing Arguments 21st Century Skills Tutorials: Evaluate Web Sites</p>
<p align="center">Connections to Maryland College and Career Ready Standards (MDCCRS)</p>	
<p>Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).</p>	<p>SE/TE: Analysis Skills: Distinguish Essential from Inessential Information, 14 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114, 602 Analysis Skills: Draw Sound Conclusions from Sources, 202 Analysis Skills: Identify Central Issues and Problems, 317 Analysis Skills: Distinguish Relevant from Irrelevant Information, 233, 663, 686 Reading Check & Lesson Check: Main Idea (examples), 23, 26, 32, 37, 58, 62, 64, 75, 93, 106, 130, 156, 162, 175, 212, 232, 239, 284, 286, 297, 312, 323, 329, 340, 354, 388, 396, 423, 443, 470, 496, 514, 564, 594, 640, 665 Summarize, 12, 13, 29, 39, 64, 70, 79, 82, 113, 140, 172, 184, 212, 215, 281, 300, 315, 322, 355, 393, 399, 414, 443, 457, 566, 594, 624, 699, 720;</p> <p>Digital Content: 21st Century Skills Tutorials: Draw Conclusions 21st Century Skills Tutorials: Draw Inferences 21st Century Skills Tutorials: Summarize</p>

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<p>Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources (MDCCR Anchor Standard R.7).</p>	<p>SE/TE: Quest (Project-Based Inquiry): Design a Village, 6 Analysis Skills: Construct a Timeline, 91, 467 Analysis Skills: Interpret Thematic Maps, 173, 574 Analysis Skills: Interpret Economic Performance, 295, 707 Quest (Project-Based Inquiry): Be a Map-Maker, 550 Also see: Maps (examples), 127, 306, 311, 321, 361, 378, 399, 406, 430, 446, 460, 697, 713, 723, 726, 741, 765, 783, 853; Timelines, 136, 218, 276, 306, 360, 376, 548, 618, 681; Charts and Graphs (examples), 38, 288, 313, 353, 369, 387, 417, 438, 463, 501, 520, 563</p> <p>Digital Content: Create Charts and Maps Read Charts, Graphs, and Tables Read Physical Maps Read Political Maps Read Special Purpose Maps Topic 2>Lesson 2>Interactive Chart: Akkadian and Babylonian Empires Topic 9>Lesson 4>Interactive Chart: Comparing Characteristics of Manor Life and Town Life Topic 10>Lesson 2>Interactive Timeline: Key Events in Medieval English History Topic 16>Lesson 2>Interactive Timeline: Spanish Exploration and Conquest of the Americas</p>

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<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and fluency of the evidence (MDCCR Anchor Standard R.8).</p>	<p>SE/TE: Analysis Skills: Detect Historical Points of View, 141 Analysis Skills: Assess Credibility of a Source, 163 Analysis Skills: Distinguish Fact from Opinion, 190 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Update an Interpretation, 265 Topic 8: Write Arguments: Distinguish Claims from Opposing Claims, 349 Primary Sources Thomas Aquinas, Summa Theologica, 397 Analysis Skills: Compare Different Points of View, 411 Primary Sources: The Magna Carta, 419 Analysis Skills: Distinguish Fact and Opinion, 497 Primary Sources: Zhu Xi, Neo-Confucianist Thought, 515 Analysis Skills: Update an Interpretation, 559 Primary Sources: Martin Luther, Preface, 649</p> <p>Digital Content: 21st Century Skills Tutorials: Compare Viewpoints</p>
<p>With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).</p>	<p>SE/TE: Quest: Document-Based Inquiry, 98, 180, 278, 488, 620 Analysis Skills: Draw Sound Conclusions from Sources, 202 Analysis Skills: Update an Interpretation, 265 Analysis Skills: Compare Different Points of View, 411 Analysis Skills: Update an Interpretation, 559 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, 601, 612, 636, 649, 679 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</p> <p>Digital Content: Topic 4>Lesson 3>Interactive Primary Source: The Bhagavad-Gita Topic 10>Lesson 2>Interactive Primary Source: Magna Carta Topic 12>Lesson 6>Interactive Primary Source: Murasaki Shikibu, The Tale of Genji</p>

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<p>Communicating and Critiquing Conclusions & Taking Informed Action: “Communicating conclusions involves students formalizing their arguments and explanations. This can take the form of essays, reports, and multimedia presentations which offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students’ primary audience will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.” (C3, 2013, 60) Critiquing claims demands students to evaluate the sources, how the evidence is used, and the structure and/or form the arguments or explanations take. The critiquing of arguments and explanations deepens students’ understanding of concepts and tools in the disciplines and helps students strengthen their conclusions.</p> <p>To take informed action, students use disciplinary knowledge, skills, and perspectives to analyze problems involved in public issues; deliberate with other people about how to define and address issues; after assessing options for action, take constructive, independent, and collaborative action; and then reflect on their actions. (C3, 2013, 62)</p>	
<p>A. Communicating Conclusions</p>	
<p>1. Construct arguments using claims and evidence from multiple sources, while acknowledging the counterclaims strength and limitations of the arguments</p>	<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</p> <p>Digital Content: 21st Century Skills Tutorials: Consider and Counter Opposing Arguments 21st Century Skills Tutorials: Evaluate Existing Arguments</p>
<p>2. Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations</p>	<p>SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8; Write Informative or Explanatory Essays, ELA 10 Topic 3: Explanatory Essay, 106, 113, 120, 123 Topic 6: Write an Explanatory Essay, 226, 231, 237, 243, 249, 256, 264, 271, 273 Topic 13: Write an Explanatory Essay, 557, 565, 573, 581, 583 Topic 14: Write an Explanatory Essay, 594, 600, 606, 611, 615 Topic 15: Write an Explanatory Essay, 628, 645, 640, 648, 656, 662, 665</p> <p>Digital Content: 21st Century Skills Tutorials: Write an Essay</p>

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<p>3. 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)</p>	<p>SE/TE: Quest (Discussion Inquiry): Debate Punishments for Crimes, 44 Quest (Discussion Inquiry): The Fall of Rome, 308 Quest (Discussion Inquiry): Freedom vs. Security, 362 Quest (Discussion Inquiry): Colonizing Planets, 670</p> <p>Digital Content: 21st Century Skills Tutorials: Consider and Counter Opposing Arguments Topic 8>Lesson 5>Interactive Map: Invasions of the Roman Empire</p>
<p>B. Critiquing Conclusions</p>	
<p>1.Critique arguments for credibility</p>	<p>SE/TE: Topic 4: Research Paper: Find and Use Credible Sources, 149 Analysis Skills: Assess Credibility of a Source, 163 Topic 5: Write an Argument: Use Credible Sources, 201 Analysis Skills: Distinguish Relevant from Irrelevant Information, 233 Topic 10: Write a Research Paper: Find and Use Credible Sources, 418 Analysis Skills: Assess Credibility of a Source, 441 Topic 12: Write a Research Paper: Find and Use Credible Sources, 521 Analysis Skills: Distinguish Relevant from Irrelevant Information, 663 Analysis Skills: Distinguish Relevant from Irrelevant Information, 686</p> <p>Digital Content: 21st Century Skills Tutorials: Consider and Counter Opposing Arguments 21st Century Skills Tutorials: Evaluate Existing Arguments</p>

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<p>2. Critique the structure of explanations.</p>	<p>SE/TE: Analysis Skills: Distinguish Essential from Inessential Information, 14 Topic 6: Write an Explanatory Essay: Pick an Organizing Strategy, 231 Analysis Skills: Distinguish Relevant from Irrelevant Information, 233 Topic 13: Write an Explanatory Essay: Clarify Relationships with Transition Words, 581 Topic 15: Write an Explanatory Essay: Pick an Organizing Strategy, 662 Analysis Skills: Distinguish Relevant from Irrelevant Information, 663 Analysis Skills: Distinguish Relevant from Irrelevant Information, 686</p> <p>Digital Content: 21st Century Skills Tutorials: Write an Essay</p>
<p>C. Taking Informed Action</p>	
<p>1. Draw on multiple lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and cause, and the challenges and opportunities faced by those trying to address the problem</p>	<p>SE/TE: Analysis Skills: Recognize the Role of Chance, Error, and Oversight, 65 Lesson Check: Solve Problems, 195, 699 Analysis Skills: Analyze Sequence, Causation, and Correlation, 301 Quest (Discussion Inquiry): The Fall of Rome, 308 Analysis Skills: Identify Central Issues and Problems, 317 Analysis Skills: Conduct a Cost-Benefit Analysis, 350 Quest (Project-Based Inquiry): Medieval Monarchs Face Conflict, 404 Analysis Skills: Recognize the Role of Chance, Error, and Oversight, 530 Analysis Skills: Analyze Sequence, Causation, and Correlation, 650</p> <p>TE only: Solve Problems, 60, 365, 677, 681, 690</p> <p>Digital Content: 21st Century Skills Tutorials: Solve Problems 21st Century Skills Tutorials: Compare Viewpoints 21st Century Skills Tutorials: Compromise</p>

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<p>2. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible strategies and potential outcomes</p>	<p>SE/TE: Quest: Discussion Inquiry Debate Punishments for Crimes, 44 Quest: Discussion Inquiry Freedom vs. Security, 362 Also see: The World’s First Democracy, 229 How Did Athenian Democracy Work?, 230 Direct and Representative Democracy: The Differences, 231 How Did the Romans Set an Example?, 290 Visual Review: Roman Citizenship, 302 Magna Carta, 403, 416–417, 418, 419, 549 Mayflower Compact, 709</p> <p>Digital Content: Topic 6>Lesson 2>Interactive Gallery: Athenian Democracy Topic 10>Lesson 2>Lesson Video: The Impact of Magna Carta on the Modern World Topic 10>Lesson 2>Interactive Primary Source: Magna Carta</p>
<p>3. 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: Speaking and Listening: Discuss Your Ideas, ELA 15 Speaking and Listening: Effective Listening, ELA 17 Quest: Ask Questions & Discuss, 44, 362 Quest: Ask Questions & Prepare Your Position, 308, 670</p> <p>Digital Content: 21st Century Skills Tutorials: Voting 21st Century Skills Tutorials: Work in Teams</p>

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Connections to Maryland College and Career Ready Standards (MDCCRS)	
<p>Read closely to determine what the text says explicitly and to make logical inferences from it (MDCCR Anchor Standard R.1).</p>	<p>SE/TE: Analysis Skills: Distinguish Essential from Inessential Information, 14 Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114, 602 Analysis Skills: Draw Sound Conclusions from Sources, 202 Analysis Skills: Identify Central Issues and Problems, 317 Analysis Skills: Distinguish Relevant from Irrelevant Information, 233, 663, 686 Reading Check & Lesson Check: Main Idea (examples), 23, 26, 32, 37, 58, 62, 64, 75, 93, 106, 130, 156, 162, 175, 212, 232, 239, 284, 286, 297, 312, 323, 329, 340, 354, 388, 396, 423, 443, 470, 496, 514, 564, 594, 640, 665 Summarize, 12, 13, 29, 39, 64, 70, 79, 82, 113, 140, 172, 184, 212, 215, 281, 300, 315, 322, 355, 393, 399, 414, 443, 457, 566, 594, 624, 699, 720;</p> <p>Digital Content: 21st Century Skills Tutorials: Summarize 21st Century Skills Tutorials: Identify Main Ideas and Details</p>
<p>Integrate and evaluate content presented graphically, visually, orally, and multimodally as well as in words within and across print and digital sources (MDCCR Anchor Standard R.7).</p>	<p>SE/TE: Quest (Project-Based Inquiry): Design a Village, 6 Analysis Skills: Construct a Timeline, 91, 467 Analysis Skills: Interpret Thematic Maps, 173, 574 Analysis Skills: Interpret Economic Performance, 295, 707 Quest (Project-Based Inquiry): Map-Maker, 550 Also see: Maps (examples), 127, 306, 311, 321, 361, 378, 399, 406, 430, 446, 460, 697, 713, 723, 726, 741, 765, 783, 853; Timelines, 136, 218, 276, 306, 360, 376, 548, 618, 681; Charts and Graphs (examples), 38, 288, 313, 353, 369, 387, 417, 438, 463, 501, 520, 563</p> <p>Digital Content: 21st Century Skills Tutorials: Read Charts, Graphs, and Tables 21st Century Skills Tutorials: Read Physical Maps 21st Century Skills Tutorials: Read Political Maps 21st Century Skills Tutorials: Read Special Purpose Maps Topic 10>Lesson 5>Interactive Map: Black Death Topic 16>Lesson 7>Interactive Map: Triangular Trade Routes</p>

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<p>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and fluency of the evidence (MDCCR Anchor Standard R.8).</p>	<p>SE/TE: Analysis Skills: Detect Historical Points of View, 141 Analysis Skills: Assess Credibility of a Source, 163 Analysis Skills: Distinguish Fact from Opinion, 190 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Update an Interpretation, 265 Topic 8: Write Arguments: Distinguish Claims from Opposing Claims, 349 Primary Sources Thomas Aquinas, Summa Theologica, 397 Analysis Skills: Compare Different Points of View, 411 Primary Sources: The Magna Carta, 419 Analysis Skills: Distinguish Fact and Opinion, 497 Primary Sources: Zhu Xi, Neo-Confucianist Thought, 515 Analysis Skills: Update an Interpretation, 559 Primary Sources: Martin Luther, Preface, 649</p> <p>Digital Content: 21st Century Skills Tutorials: Consider and Counter Opposing Arguments 21st Century Skills Tutorials: Evaluate Existing Arguments</p>
<p>With teacher guidance, the students will select, read, and comprehend informational text that reflects grade level complexity (MDCCR Anchor Standard R.10).</p>	<p>SE/TE: Quest: Document-Based Inquiry, 98, 180, 278, 488, 620 Analysis Skills: Draw Sound Conclusions from Sources, 202 Analysis Skills: Update an Interpretation, 265 Analysis Skills: Compare Different Points of View, 411 Analysis Skills: Update an Interpretation, 559 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, , 601, 612, 636, 649, 679 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</p> <p>Digital Content: 21st Century Skills Tutorials: Draw Conclusions 21st Century Skills Tutorials: Draw Inferences</p>

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<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (MDCCR Anchor Standard W.1.).</p>	<p>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 Write an Argument, ELA 9 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 Explain an Argument, 189 Quest: The Fall of Rome, 308</p> <p>Digital Content: 21st Century Skills Tutorials: Consider and Counter Opposing Arguments</p>
<p>Prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly and persuasively. (MDCCR Anchor Standard SL 1.).</p>	<p>SE/TE: Speaking and Listening: Discuss Your Ideas, ELA 15 Speaking and Listening: Effective Listening, ELA 17 Quest: Ask Questions & Discuss, 44, 362 Quest: Ask Questions & Prepare Your Position, 308, 670</p> <p>Digital Content: 21st Century Skills Tutorials: Give an Effective Presentation 21st Century Skills Tutorials: Work in Teams</p>

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