

A Correlation of
myWorld Interactive American History
Survey Edition, ©2019



to the
Rhode Island Grade Span Expectations
(GSEs) for Social Studies 2012
Grades 7-8

**A Correlation of myWorld Interactive American History: Survey Edition, ©2019
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Introduction

This document demonstrates how *myWorld Interactive American History: Survey Edition, ©2019* meets the Rhode Island Grade Span Expectations (GSEs) for Social Studies: 2012 Grades 7–8. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

myWorld Interactive World Geography 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.
- **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 World Geography 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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C&G: Civics & Government	
C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	
C&G 1 (7–8)–1: Students demonstrate an understanding of origins, forms, and purposes of government by	
C&G 1 (7–8)–1.a: identifying and explaining the origins and basic functions of government	<p>SE/TE:</p> <p>How Did Colonists Improve Government?, 74–75 A New Pledge to Govern the Colony, 80–81 A Greater Say in Government, 83–84 What Did Americans Learn from the Roman Republic?, 210–211 How Did English Documents Influence the Framers?, 212 What American Traditions Did the Framers Draw On?, 213 The Influence of the Enlightenment, 214</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 3>Interactive Primary Sources: Mayflower Compact Topic 2>Lesson 7>Video: Colonial Government Topic 3>Lesson 4>Interactive Primary Sources: Declaration of Independence Topic 4>Lesson 4>Interactive Primary Sources: The Magna Carta</p>
C&G 1 (7–8)–1.b: comparing and contrasting different forms of government (e.g., dictatorship, democracy, theocracy, republic, monarchy)	<p>SE/TE:</p> <p>Ideas That Influenced the Constitution, 210–215 Analyze Images, 268 Primary Source, 277 Dictator, 388 Dictators Take Power in Italy and Germany, 849–850</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 7>Video: Colonial Government Topic 3>Lesson 4>Interactive Galleries: Interactive Declaration of Independence; Interactive Galleries: Thomas Paine’s <i>Common Sense</i> Topic 4>Lesson 3>Video: Roman and Enlightenment Influences on the Constitution</p>

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<p>C&G 1 (7–8)–1.c: explaining what happens when political structures do or do not meet the needs of people (e.g., democracy v. anarchy)</p>	<p>SE/TE: A Conflict Over States' Rights, 349–352 Enslaved African Americans, 438–439 Violence Over Slavery Breaks Out in the Senate, 493 Why Did Conservatives Resist Reform?, 568–569 How Did the Haymarket Riot Hurt Workers?, 633 Government by Crisis, 1037</p> <p>Realize Digital Resources: Topic 8>Lesson 2>Interactive Galleries: The Effects of The Kansas–Nebraska Act Topic 9>Lesson 4>Interactive Timelines: Oppression of African Americans</p>
<p>C&G 1 (7–8)–1.d: explaining how geography and economics influence the structure of government</p>	<p>SE/TE: Mercantilism and the English Colonies, 121–122 Economic Policy: of Hamilton, 274 Promoting a Free Market Economy, 287 Henry Clay Fights Sectionalism, 320–321 The Panic of 1837, 357 The American System, 371 Quest Document–Based Inquiry: The Role of Government in the Economy, 782 Roosevelt's New Deal, 821–832 American Recovery and Reinvestment Act, 1021</p> <p>Realize Digital Resources: Topic 2>Lesson 4>Interactive Galleries: The Economy of the Middle Colonies Topic 5>Lesson 1>Interactive Charts: A Controversial Tax Topic 6>Lesson 2>Introduction>Interactive Map: Tariffs and Trade</p>

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<p>C&G 1 (7–8)–2: Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by</p>	
<p>C&G 1 (7–8)–2.a: comparing and contrasting the key stages of development of the rule of law, as presented in various enduring/significant documents (e.g., Magna Carta, Preamble of U.S. Constitution, U.N. Rights of the Child, 'I Have A Dream' speech)</p>	<p>SE/TE:</p> <p>Quest Document–Based Writing Inquiry: Examining the Colonial Environment, 54</p> <p>Primary Source: Massachusetts Constitution of 1780, 198</p> <p>Rule of Law, 215, 289</p> <p>Primary Sources: Thomas Jefferson, Virginia Statute for Religious Freedom, 216</p> <p>Primary Sources: Federalist and Antifederalist Writings, 223</p> <p>First Comes the Preamble, 225–227</p> <p>Primary Sources: Martin Luther King, Jr., “I Have a Dream”, 928</p> <p>Constitution, 1048–1071</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 4>Interactive Primary Sources: The Magna Carta</p> <p>Topic 4>Lesson 5>Interactive Primary Sources: United States Constitution</p> <p>Topic 15>Lesson 4>Landmark Supreme Court Cases: <i>Brown v. Board of Education</i></p>

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<p>C&G 1 (7–8)–2.b: explaining why the rule of law is necessary to the role of government (e.g., debate/ Robert's Rules of Order, classroom procedures)</p>	<p>SE/TE: Quest Civic Discussion Inquiry: Senate Representation, 196 Quest Civic Discussion Inquiry: The Mexican–American War, 336 The Market Economy and the Industrial Revolution, 412–413 Quest Civic Discussion Inquiry: The End of Reconstruction, 550 Quest Civic Discussion Inquiry: High–Speed Rail, 586 Quest Civic Discussion Inquiry: Imperialism and Annexation, 716</p> <p>Realize Digital Resources: Topic 6>Lesson 2>Interactive Primary Sources: Debate Over Nullification Topic 8>Lesson 2>Interactive Primary Sources: “A House Divided,” Abraham Lincoln Topic 14>Lesson 3>Landmark Supreme Court Cases: <i>Korematsu v. United States</i></p>
<p>C&G 1 (7–8)–2.c: defining and identifying the nature of authority and sources of power</p>	<p>SE/TE: How Did Colonists Improve Government?, 74–75 A New Pledge to Govern the Colony, 80–81 A Greater Say in Government, 83–84 What Did Americans Learn from the Roman Republic?, 210–211 How Did English Documents Influence the Framers?, 212 Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216</p> <p>Realize Digital Resources: Topic 2>Lesson 3>Interactive Primary Sources: Mayflower Compact Topic 2>Lesson 7>Video: Colonial Government Topic 3>Lesson 4>Interactive Primary Sources: Declaration of Independence</p>

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C&G 2: The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.	
C&G 2 (7–8)–1: Students demonstrate an understanding of United States government (local, state, national) by	
C&G 2 (7–8)–1.a: identifying the functions of the three branches of government; and analyzing and describing the interrelationship among the branches (i.e., checks and balances/ cause and effect, separation of powers)	<p>SE/TE:</p> <p>Checks and Balances, 228 The Legislative Branch, 229–231 The Executive Branch, 232 The Judicial Branch, 233–235 Federalism, 242, 254, 275</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 5>Interactive Primary Sources: United States Constitution Topic 4>Lesson 5>Video: The Three Branches of Government</p>
C&G 2 (7–8)–1.b: explaining how and why power is divided and shared among the levels of government (federalism)	<p>SE/TE:</p> <p>Federalism, 228–229 The Question of States’ Rights, 242–243 Changing State Constitutions, 243–244 The States’ Obligations to Citizens, 244–245 Federalism, 275 States Challenge the Federal Government, 284–285 A Conflict Over States’ Rights, 349–352</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 4>Interactive Charts: Federalists Versus Antifederalists; Interactive Primary Sources: Anti–Federalist Papers; Interactive Primary Sources: The Federalist No. 10</p>
C&G 2 (7–8)–1.c: tracing the process of how an idea transforms into a bill and then becomes a law	<p>SE/TE:</p> <p>Analyze Charts: Separation of Powers, 228 The Legislative Branch—Congress, 229–230 Powers of Congress, 230–232</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 5>Video: The Three Branches of Government</p>

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<p>C&G 2 (7–8)–2: Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by</p>	
<p>C&G 2 (7–8)–2.a: explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions</p>	<p>SE/TE: Primary Sources: Thomas Paine, Common Sense, 177 How Did English Documents Influence the Framers?, 212 Primary Sources: Thomas Jefferson, Virginia Statute for Religious Freedom, 216 Primary Sources: Federalist and Antifederalist Writings, 223 Primary Sources: John Quincy Adams, Speech on Independence Day, 348</p> <p>Realize Digital Resources: Topic 4>Introduction>Video: James Madison, The Federalist Papers Topic 4>Lesson 4>Video: The Bill of Rights; Interactive Primary Sources: Anti–Federalist Papers; Interactive Primary Sources: The Federalist No. 10; Interactive Primary Sources: The Magna Carta Topic 4>Lesson 5>Interactive Primary Sources: United States Constitution</p>

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<p>C&G 2 (7–8)–2.b: using a variety of sources to identify and defend a position on a democratic principle (e.g., self–government in Declaration of Independence, women’s rights in Seneca Falls Declaration, Habeas Corpus in Laws of 12 Tables, freedom of religion in Washington’s letter to the Touro Synagogue)</p>	<p>SE/TE:</p> <p>Analyzing Primary Sources: William Bradford, Of Plymouth Plantation, 90</p> <p>Analyzing Primary Sources: Thomas Paine, Common Sense, 177</p> <p>Analyzing Primary Sources: Thomas Jefferson, Virginia Statute for Religious Freedom, 216</p> <p>Analyzing Primary Sources: Federalist and Antifederalist Writings, 223</p> <p>Analyzing Primary Sources: John Quincy Adams, Speech on Independence Day, 348</p> <p>Analyzing Primary Sources: Abraham Lincoln, Emancipation Proclamation, 531</p> <p>Analyzing Primary Sources: Frederick Douglass, “What the Black Man Wants”, 564</p> <p>Analyzing Primary Sources: Woodrow Wilson, The Fourteen Points, 775</p> <p>Analyzing Primary Sources: Martin Luther King, Jr., “I Have a Dream”, 928</p> <p>Analyzing Primary Sources: Nelson Mandela, “Glory and Hope”, 992</p> <p>Analyzing Primary Sources: Barack Obama, Second Inaugural Address, 1043</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 3>Interactive Primary Sources: Mayflower Compact</p> <p>Topic 3>Lesson 4>Interactive Primary Sources: Declaration of Independence</p> <p>Topic 6>Lesson 1>Interactive Primary Sources: Democracy in America</p>
<p>C&G 2 (7–8)–2.c: exhibiting and explaining what it means to be a responsible citizen in the state and nation</p>	<p>SE/TE:</p> <p>Quests Civic Discussion Inquiry: 196, 550, 586, 716</p> <p>Citizens’ Rights and Responsibilities, 247–252</p> <p>Realize Digital Resources:</p> <p>21st Century Skills Tutorials>Being an Informed Citizen; Political Participation; Voting; Serving on a Jury</p>

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C&G 3: In a democratic society all people have certain rights and responsibilities.	
C&G 3 (7–8)–1: Students demonstrate an understanding of citizens' rights and responsibilities by	
C&G 3 (7–8)–1.a: defining and applying the concepts: 'civic' (adj.), 'civics' (n), 'civil,' 'citizen,' and 'rights'	<p>SE/TE:</p> <p>Quests: Civic Discussion Inquiry, 196, 550, 586, 716</p> <p>Citizens' Rights and Responsibilities, 247–252</p> <p>The Civil Rights Movement, 916–92</p> <p>The Struggle for Equal Rights Continues, 929–935</p> <p>Realize Digital Resources:</p> <p>Topic 15>Lesson 4>Video: The Civil Rights Movement</p> <p>Topic 15>Lesson 5>Video: Civil Rights Legislation</p>
C&G 3 (7–8)–1.b: evaluating and defending a position on issues involving individual rights (personal, economic, legal, or political rights reflected in the Bill of Rights)	<p>SE/TE:</p> <p>Quest Civic Discussion Inquiry: Senate Representation, 196</p> <p>Federalists, Antifederalists, and the Bill of Rights, 217–222</p> <p>Primary Source: Federalist and Antifederalist Writings, 223</p> <p>Quest Document–Based Writing Inquiry: Slavery and Abolition, 408</p> <p>Slave Codes, 439–440</p> <p>Reform and Women's Rights, 452–463</p> <p>Progress and Setbacks for Social Justice, 687–698</p> <p>The Civil Rights Movement, 916–928</p> <p>Primary Sources: Martin Luther King, Jr., "I Have a Dream", 928</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 4>Video: The Bill of Rights</p> <p>Topic 7>Lesson 5>Interactive Timelines: The Early Women's Rights Movement</p> <p>Topic 15>Lesson 4>Landmark Supreme Court Cases: <i>Brown v. Board of Education</i></p> <p>Topic 15>Lesson 4>Video: The Civil Rights Movement</p>

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<p>C&G 3 (7–8)–1.c: analyzing and defending a position on an issue involving civic responsibilities (personal, economic, legal or political rights)</p>	<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26 Why Have Additional Amendments Been Created?, 241 Responsible Citizenship, 251–252 What Did the Nineteenth Amendment Guarantee?, 688–689 An Equal Rights Amendment, 791 Analysis Skills: Political Participation, 993 Quests: Civic Discussion Inquiry: 196, 550, 586, 716</p> <p>Realize Digital Resources: Topic 4>Lesson 7>Video: Responsibilities of Citizenship 21st Century Skills Tutorials>Being an Informed Citizen; Political Participation; Voting; Serving on a Jury</p>
<p>C&G 3 (7–8)–1.d: providing examples that reflect conflicts between individual rights and the common good, within the context of civic responsibility</p>	<p>SE/TE: Defend the Nation, 252 The Draft Leads to Riots, 526–527 Worries Cause a Red Scare, 807 Eliminating Extremists, 808 Recall, 843 Al Qaeda Attacks the United States, 1002–1003</p> <p>Realize Digital Resources: Topic 4>Lesson 7>Video: Responsibilities of Citizenship Topic 17>Lesson 1>Video: Responding to Terrorism</p>

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C&G 3 (7–8)–2: Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by	
C&G 3 (7–8)–2.a: identifying an issue, proposing solutions, and developing an action plan to resolve the issue	<p>SE/TE: Express Problems Clearly, 222, 379, 572, 597, 820 Quest Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Analysis Skills: Identify Central Issues and Problems, 679 Analysis Skills: Recognize the Role of Chance, Oversight, and Error, 532 Quest Civic Discussion Inquiry: High–Speed Rail, 586</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Solve Problems</p>
C&G 3 (7–8)–2.b: identifying and explaining how an action taken by an individual or a group impacts the rights of others	<p>SE/TE: Abolitionism, 443–449 Reform and Women’s Rights, 452–463 Chief Joseph Resists Further Settlement, 616–617 The Labor Movement, 631–637 Progress and Setbacks for Social Justice, 687–698 Inequality at Work, 933</p> <p>Realize Digital Resources: Topic 7>Lesson 5>Interactive Primary Sources: “Ain’t I a Woman,” Sojourner Truth; Interactive Primary Sources: Declaration of Sentiments and Resolutions</p>

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<p>C&G 3 (7–8)–2.c: identifying the impact of an historic court case</p>	<p>SE/TE:</p> <p>Marbury v. Madison, 235, 288–290 Fletcher v. Peck, 290 How Did Supreme Court Decisions Expand Federal Power?, 321–323 Debate Over Nullification, 351 McCulloch v. Maryland, 354–355 Johnson v. M’Intosh (1823), 363 Cherokee Nation v. Georgia (1831), 363 Worcester v. Georgia Decision Is Ignored, 363–364 The Supreme Court Rules on Dred Scott v. Sandford, 493–494 Lesson Check, 499 Topic 8 Assessment, 545 Plessy v. Ferguson, 577 Brown v. Board of Education of Topeka (1954), 918, 920 Loving v. Virginia (1967), 920</p> <p>Realize Digital Resources:</p> <p>Topic 5>Lesson 4>Landmark Supreme Court Cases: Marbury v. Madison Topic 5>Lesson 6>Landmark Supreme Court Cases: Gibbons v. Ogden; McCulloch v. Maryland Topic 8>Lesson 2>Landmark Supreme Court Cases: Dred Scott v. Sandford Topic 14>Lesson 3>Landmark Supreme Court Cases: Korematsu v. United States Topic 15>Lesson 4>Landmark Supreme Court Cases: Brown v. Board of Education Topic 17>Lesson 5>Landmark Supreme Court Cases: National Federation v. Sebelius</p>

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C&G 4: People engage in political processes in a variety of ways.	
C&G 4 (7–8)–1: Students demonstrate an understanding of political systems and political processes by	
<p>C&G 4 (7–8)–1.a: explaining how various factors affect how leaders are selected or elected through an election process (e.g., election process, public agenda, special interest groups, and media)</p>	<p>SE/TE: Electoral College, 232–233 Choosing Washington’s Successor, 279 Why Was the Presidential Election of 1800 Important?, 285–286 The Election of 1824 Leads to a “Bargain,” 339–341 Why Did Abraham Lincoln Win the Election of 1860?, 501–502 A Disputed Election Leads to the End of Reconstruction, 575 Roosevelt Wins a Third Term, 860 Television Helps Kennedy Win, 936–937 The Bush Era, 1033–1034</p> <p>Realize Digital Resources: Topic 17>Lesson 5>Video: An Historic Election and Domestic Challenges 21st Century Skills Tutorials>Political Participation; Voting</p>
<p>C&G 4 (7–8)–1.b: describing how and why individuals identify themselves politically (e.g., Federalist, Anti-federalist, suffragette, pacifist, nationalists, socialists)</p>	<p>SE/TE: Two-Party System Develops, 273–279 Whig Party, 341–343 Democratic Party, 342–343 Party Caucuses and Conventions, 357 A Reaction Against Immigrants, 428–429 Free-Soil Party, 481–482 The Republican Party Forms, 494–495 Constitutional Union Party, 501 What Was Populism?, 608–609 Bull Moose Party, 685</p> <p>Realize Digital Resources: Topic 5>Lesson 2>Video: The Origin of Political Parties Topic 6>Lesson 1>Interactive Charts: Political Parties in the Age of Jackson</p>

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<p>C&G 4 (7–8)–1.c: evaluating the strengths and weaknesses of various political systems (e.g., dictatorship, oligarchy, monarchy, democracy, theocracy)</p>	<p>SE/TE: Ideas That Influenced the Constitution, 210–215 Analyze Images, 268 Primary Source, 277 Dictator, 388 Dictators Take Power in Italy and Germany, 849–850</p> <p>Realize Digital Resources: Topic 2>Lesson 7>Video: Colonial Government Topic 3>Lesson 4>Interactive Galleries: Interactive Declaration of Independence; Thomas Paine’s <i>Common Sense</i> Topic 4>Lesson 3>Video: Roman and Enlightenment Influences on the Constitution</p>
<p>C&G 4 (7–8)–1.d: examining how elections are/can be vehicles of change</p>	<p>SE/TE: A Moderate Takes Office, 908–909 The Bush Era, 1033–1035 Obama’s Presidency, 1036–1037 What Happened During the 2016 Election?, 1040–1041 Primary Sources: Barack Obama, Second Inaugural Address, 1043</p> <p>Realize Digital Resources: Topic 15>Lesson 7>Video: The Nixon Administration Topic 17>Lesson 5>Video: An Historic Election and Domestic Challenges</p>

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<p>C&G 4 (7–8)–1.e: recognizing multiple perspectives on historical or current controversial issues</p>	<p>SE/TE:</p> <p>Quest Project–Based Learning Inquiry: Choosing Sides, 132</p> <p>Analysis Skills: Compare Different Points of View, 164</p> <p>Quest Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260</p> <p>Analysis Skills: Detect Historical Points of View, 291</p> <p>Quest Document–Based Writing Inquiry: Slavery and Abolition, 408</p> <p>Analysis Skills: Assess Credibility of a Source, 512</p> <p>Quest Document–Based Writing Inquiry: Dropping the Atomic Bomb, 848</p> <p>Analysis Skills: Distinguish Real News from “Fake News,” 1014</p> <p>Realize Digital Resources:</p> <p>Topic 7>Lesson 4>Interactive Charts: Opposing Views on Slavery</p> <p>Topic 13>Lesson 1>Interactive Charts: Points of View on Foreign Affairs in the 1920s</p> <p>Topic 15>Lesson 6>Interactive Charts: Hawks and Doves</p>

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C&G 4 (7–8)–2: Students demonstrate their participation in political processes by	
C&G 4 (7–8)–2.a: expressing and defending an informed opinion and presenting their opinion to an audience beyond the classroom (e.g., political cartoon, letter, speech, emailing Congressional membership)	<p>SE/TE:</p> <p>Topic 4: Writing Workshop: Write an Argumentative Essay, 203, 209, 222, 236, 245, 252, 255</p> <p>Quest Civic Discussion Inquiry: The Mexican–American War, 336</p> <p>Quest Civic Discussion Inquiry: The End of Reconstruction, 550</p> <p>Quest Civic Discussion Inquiry: High–Speed Rail, 586</p> <p>Topic 10: Writing Workshop: Write an Argumentative Essay, 597, 609, 629, 637, 644, 647</p> <p>Quest Civic Discussion Inquiry: Imperialism and Annexation, 716</p> <p>Writing Workshop: Distinguish Claims from Opposing Claims, 215, 619</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>
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<p>C&G 4 (7–8)–2.c: engaging in the political process (e.g., mock elections)</p>	<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26 Why Have Additional Amendments Been Created?, 241 Responsible Citizenship, 251–252 What Did the Nineteenth Amendment Guarantee?, 688–689 An Equal Rights Amendment, 791 Analysis Skills: Political Participation, 993 Quests: Civic Discussion Inquiry: 196, 550, 586, 716</p> <p>Realize Digital Resources: Topic 4>Lesson 7>Video: Responsibilities of Citizenship 21st Century Skills Tutorials>Being an Informed Citizen; Political Participation; Voting; Serving on a Jury</p>
<p>C&G 4 (7–8)–3: Students participate in a civil society by</p>	
<p>C&G 4 (7–8)–3.a: demonstrating an understanding and empathy for the opinions of others (e.g., listening to and asking relevant questions, considering alternative perspectives, voicing alternative points of view, recognizing bias)</p>	<p>SE/TE: Analysis Skills: Compare Different Points of View, 164 Analysis Skills: Detect Historical Points of View, 291 Quest Civic Discussion Inquiry: The Mexican–American War, 336 Quest Civic Discussion Inquiry: The End of Reconstruction, 550 Quest Civic Discussion Inquiry: High–Speed Rail, 586 Analysis Skills: Frame Questions, 621 Quest Civic Discussion Inquiry: Imperialism and Annexation, 716</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Work in Teams; Participate in a Discussion or Debate</p>

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<p>C&G 4 (7–8)–3.b: demonstrating the ability to compromise (e.g., offering solutions, persisting to resolve issues)</p>	<p>SE/TE: Quest Project–Based Learning Inquiry: Choosing Sides, 132 Quest Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Reaching a Compromise, 265 Quest Document–Based Writing Inquiry: Slavery and Abolition, 408</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Work in Teams; Participate in a Discussion or Debate</p>
<p>C&G 4 (7–8)–3.c: recognizing the cause(s) and effect(s) of taking a civil action</p>	<p>SE/TE: Abolitionism, 443–449 Reform and Women’s Rights, 452–463 Chief Joseph Resists Further Settlement, 616–617 The Labor Movement, 631–637 Progress and Setbacks for Social Justice, 687–698 Inequality at Work, 933</p> <p>Realize Digital Resources: Topic 7>Lesson 5>Interactive Primary Sources: “Ain’t I a Woman,” Sojourner Truth; Interactive Primary Sources: Declaration of Sentiments and Resolutions</p>

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<p>C&G 4 (7–8)–3.d: utilizing a variety of reliable sources to develop an informed opinion</p>	<p>SE/TE: Explain an Argument, 72, 73, 176, 302, 403, 442, 488, 609, 647, 843, 864, 882, 933, 1024, 1042 Quest Civic Discussion Inquiry: The Mexican–American War, 336 Quest Civic Discussion Inquiry: The End of Reconstruction, 550 Quest Civic Discussion Inquiry: High–Speed Rail, 586 Quest Civic Discussion Inquiry: Imperialism and Annexation, 716</p> <p>Realize Digital Resources: Topic 6>Lesson 2>Interactive Primary Sources: Debate Over Nullification Topic 14>Lesson 2>Interactive Charts: United States Debates Going to War 21st Century Skills Tutorials> Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>

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<p>C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</p>	
<p>C&G 5 (7–8)–1: Students demonstrate an understanding of the many ways Earth's people are interconnected by</p>	
<p>C&G 5 (7–8)–1.a: tracing and explaining social, technological, geographical, economical, and cultural connections for a given society of people (e.g., trade, transportation, communication)</p>	<p>SE/TE:</p> <p>Technology Speeds Transportation, 371–372 Movement Changes the West and the Nation, 373–374 A Network of Railroads, 423–424 Mining, Railroads, and the Economy, 587–597 How Did the Automobile Change America?, 792–794 Expanding Trade, 970–971 Increasing Global Trade, 1017</p> <p>Realize Digital Resources:</p> <p>Topic 6>Lesson 2>Introduction>Interactive Map: Tariffs and Trade Topic 10>Lesson 1>Introduction>Interactive Map: The Transcontinental Railroad Topic 10>Lesson 2>Video: The Cattle Boom and the Homestead Act; Introduction>Interactive Map: Cattle Trails</p>
<p>C&G 5 (7–8)–1.b: identifying, describing, and explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected (e.g., World Bank, UN, NATO, European Union)</p>	<p>SE/TE:</p> <p>The United Nations, 897 North Atlantic Treaty Organization (NATO), 897, 1012 Expanding Trade, 970–971 Promoting Democracy in Eastern Europe, 977–978 Increasing Global Trade, 1017 Growing Financial Ties, 1018</p> <p>Realize Digital Resources:</p> <p>Topic 15>Lesson 1>Introduction>Interactive Map: Early Cold War Alliances Topic 16>Lesson 3>Video: The United States in the Post–Cold War World</p>

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C&G 5 (7–8)–2: Students demonstrate an understanding of the benefits and challenges of an interconnected world by	
C&G 5 (7–8)–2.a: identifying and discussing factors that lead to the breakdown of order among societies and the resulting consequences (e.g., abolition of slavery, terrorism, Fall of Roman Empire, civil war)	<p>SE/TE: Quest Document–Based Writing Inquiry: Slavery and Abolition, 408 Abolitionism, 443–449 Reform and Women’s Rights, 452–463 The Civil War, 474–545 Terrorism and an Unstable World, 1001–1012</p> <p>Realize Digital Resources: Topic 7>Lesson 4>Interactive Charts: Opposing Views on Slavery Topic 8>Lesson 5>Video: The Emancipation Proclamation Topic 17>Lesson 1>Video: Responding to Terrorism</p>
C&G 5 (7–8)–2.b: considering competing interests on issues that benefit some people and cause other people to suffer (e.g., slavery, whaling, oil exploration)	<p>SE/TE: Quest Document–Based Writing Inquiry: Slavery and Abolition, 408 How Did Ethnic Minorities Fare in the North?, 427–428 Immigrants Enrich the Nation, 428 Primary Sources: Frederick Douglass, “What the Black Man Wants”, 564 The Civil Rights Movement, 916–927</p> <p>Realize Digital Resources: Topic 5>Lesson 5>Introduction>Interactive Map: Indian Lands Lost by 1810 Topic 9>Lesson 4>Landmark Supreme Court Cases: <i>Plessy v. Ferguson</i> Topic 11>Lesson 1>Video: An Immigrant Story</p>

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C&G 5 (7–8)–3: Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by	
C&G 5 (7–8)–3.a: making predictions as to the effects of personal consumer, environmental, communication, and eventual political choices (e.g., hybrid cars, local v. imported)	<p>SE/TE:</p> <p>Analysis Skills: Being an Informed Citizen, 26 Analysis Skills: Detect Changing Patterns, 421 Analysis Skills: Analyze Sequence, Causation, and Correlation, 662 Analysis Skills: Conduct a Cost–Benefit Analysis, 669 Quest Document–Based Writing Inquiry: Look Into the Future, 1000</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Being an Informed Citizen; Political Participation</p>
C&G 5 (7–8)–3.b: summarizing a significant situation; proposing and defending actions to be taken or not taken (e.g., pollution, consumption, conservation)	<p>SE/TE:</p> <p>Express Problems Clearly, 222, 379, 572, 597, 820 Quest Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Analysis Skills: Recognize the Role of Chance, Oversight, and Error, 532 Quest Civic Discussion Inquiry: High–Speed Rail, 586 Analysis Skills: Identify Central Issues and Problems, 679</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Solve Problems</p>

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HP: Historical Perspectives/Rhode Island History	
HP 1: History is an account of human activities that is interpretive in nature.	
HP 1 (7–8)–1: Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by	
<p>HP 1 (7–8)–1.a: identifying appropriate sources and using evidence to substantiate specific accounts of human activity</p>	<p>SE/TE:</p> <p>Primary Sources: Christopher Columbus, Diary, 47</p> <p>Detect Historical Points of View, 291</p> <p>Assess Credibility of a Source, 512</p> <p>Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p>Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 661, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043</p> <p>Realize Digital Resources:</p> <p>Topic 6>Lesson 1>Interactive Primary Sources: Alexis de Tocqueville</p> <p>Topic 7>Lesson 5>Interactive Primary Sources: Declaration of Sentiments and Resolutions</p> <p>Topic 8>Lesson 1>Interactive Primary Sources: Uncle Tom’s Cabin, Harriet Beecher Stowe</p> <p>Topic 8>Lesson 3>Interactive Primary Sources: First Inaugural Address, Abraham Lincoln</p> <p>Topic 8>Lesson 6>Interactive Primary Sources: Second Inaugural Address, Abraham Lincoln</p> <p>Topic 17>Lesson 5>Landmark Supreme Court Cases: <i>National Federation v. Sebelius</i></p>

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<p>HP 1 (7–8)–1.b: drawing inferences from Rhode Island History about the larger context of history (e.g., Opening of Japan, Separation of Church and State, Industrialism)</p>	<p>SE/TE: Get Ready to Read, 55, 78, 91, 133, 409, 422, 443, 452, 465, 479, 489, 501, 717 Analysis Skills: Relate Events in Time, 189 Analysis Skills: Identify Sources of Continuity, 246 Analysis Skills: Detect Changing Patterns, 421 Analysis Skills: Analyze Sequence, Causation, and Correlation, 662</p> <p>Realize Digital Resources: Topic 17>Lesson 4>Interactive Charts: Turning Points in U.S. History Topic 17>Lesson 5>Video: An Historic Election and Domestic Challenges</p>
<p>HP 1 (7–8)–1.c: asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness</p>	<p>SE/TE: Topic 1: Generate Question to Focus Research, 13 Topic 5: Generate Questions to Focus Research, 272 Topic 9: Generate Questions to Focus Research, 557 Analysis Skills: Frame Questions, 621 Topic 13: Generate Questions to Focus Research, 788 Topic 17: Generate Questions to Focus Research, 1012 Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996 Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Analyze Primary and Secondary Sources; Ask Questions; Evaluate Web Sites</p>

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<p>HP 1 (7–8)–2: Students interpret history as a series of connected events with multiple cause–effect relationships, by</p>	
<p>HP 1 (7–8)–2.a: investigating and analyzing historical and visual data in order to draw connections between a series of events</p>	<p>SE/TE: Analysis Skills: Construct a Timeline, 329 Analysis Skills: Interpret Economic Performance, 359 Analysis Skills: Detect Changing Patterns, 421 Analysis Skills: Interpret Thematic Maps, 573 Timelines, 4, 52, 130, 194, 220, 348, 351, 406, 476, 505, 548, 584, 650, 714, 746, 780, 808, 816, 861, 905, 977, 982, 998 Charts and Graphs (examples), 17, 48, 98, 124, 152, 173, 201, 208, 235, 251, 274, 278, 321, 359, 271, 291, 453, 462, 508, 510, 527, 562, 596, 617, 634, 683, 697, 721, 753, 769, 786, 812, 824, 856, 884, 902, 910, 920, 968, 978, 1008, 1019, 1026 Analyze Political Cartoon (examples), 146, 147, 231, 236, 282, 347, 495, 557, 595, 608, 671, 719, 774, 942, 1032</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons</p>

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<p>HP 1 (7–8)–2.b: developing, expanding, and supporting an historical thesis, based on a series of events</p>	<p>SE/TE: Analysis Skills: Frame Questions, 621 Quest Document–Based Writing Inquiry: Effects of Immigration, 652 Quest Document–Based Writing Inquiry: The Role of Government in the Economy, 782 Quest Project–Based Learning Inquiry: Reporting the Facts, 892 Quest Document–Based Writing Inquiry: Analyzing the Reagan Conservative Movement, 962 Quest Document–Based Writing Inquiry: Look Into the Future, 1000 Writing Workshop: Generate Questions to Focus Research, 13, 272, 557, 788, 1012</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Develop a Clear Thesis; Create a Research Hypothesis</p>
<p>HP 2: History is a chronicle of human activities, diverse people, and the societies they form.</p>	
<p>HP 2 (7–8)–1: Students connect the past with the present by</p>	
<p>HP 2 (7–8)–1.a: determining the cause(s) and effect(s) of specific historical events that impact RI today</p>	<p>For related materials see: SE/TE: Analysis Skill: Distinguish Real News from “Fake News”, 1014 A Crash and Recovery, 1015–1016 A Weak Recovery, 1020–1022 Challenges at Home, 1032–1042</p> <p>Realize Digital Resources: Topic 17>Lesson 3>Video: The Global Financial Crisis of 2008 Topic 17>Lesson 4>Interactive Charts: Turning Points in U.S. History Topic 17>Lesson 5>Video: An Historic Election and Domestic Challenges</p>

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<p>HP 2 (7–8)–1.b: analyzing the impact of RI's ethnic development on local, state, and national history</p>	<p>For related materials see:</p> <p>SE/TE:</p> <p>A New Relationship Between Religion and Government, 84–85</p> <p>A Woman's Voice Calls for Religious Freedom, 85–86</p> <p>King Phillip's War, 87</p> <p>How Did Two Regions Develop Differently?, 103–106</p> <p>A Vote to Ratify After Long Debates, 220</p> <p>The First American Mill, 411</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 3>Video: Religious Freedom in New England</p> <p>Topic 11>Lesson 1>Video: An Immigrant Story</p> <p>Topic 17>Lesson 4>Interactive Graphs: America's Changing Demographics</p>
<p>HP 2 (7–8)–1.c: analyzing and evaluating how national and world events have impacted RI and how RI has impacted world events</p>	<p>For related materials see:</p> <p>SE/TE:</p> <p>Terrorism and an Unstable World, 1001–1012</p> <p>A Global Economy, 1015–1022</p> <p>A Weak Recovery, 1020–1022</p> <p>Challenges at Home, 1032–1042</p> <p>Realize Digital Resources:</p> <p>Topic 17>Lesson 3>Video: The Global Financial Crisis of 2008</p> <p>Topic 17>Lesson 4>Interactive Charts: Turning Points in U.S. History</p> <p>Topic 17>Lesson 5>Video: An Historic Election and Domestic Challenges</p>

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HP 2 (7–8)–2: Students chronicle events and conditions by	
HP 2 (7–8)–2.a: identifying key events and people of a particular historical era or time period (e.g., centuries, BCE, 'The Sixties')	<p>SE/TE: Analysis Skills: Relate Events in Time, 189 Analysis Skills: Identify Sources of Continuity, 246 Analysis Skills: Construct a Timeline, 329 Timelines, 4, 52, 130, 194, 220, 348, 351, 406, 476, 505, 548, 584, 650, 714, 746, 780, 808, 816, 861, 905, 977, 982, 998</p> <p>Realize Digital Resources: Topic 3>Lesson 5>Interactive Timelines: Foreign Aid Plays a Role Topic 6>Lesson 2>Interactive Timelines: Choosing a Presidential Candidate Topic 7>Lesson 1>Interactive Timelines: New Inventions Improve Life</p>

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<p>HP 2 (7–8)–2.b: correlating key events to develop an understanding of the historical perspective of the time period in which they occurred (e.g., Jacksonian Democracy and Dorr’s Rebellion, water power and steam power, WWII and women at work)</p>	<p>SE/TE:</p> <p>Quest Document–Based Writing Inquiry: Examining the Colonial Environment, 54 Primary Sources: John and Abigail Adams, Letters, 153 Analysis Skills: Compare Different Points of View, 164 Quest Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Primary Sources: William Clark and Meriwether Lewis, Journals, 303 Analysis Skills: Assess Credibility of a Source, 512 Primary Sources: Frederick Douglass, “What the Black Man Wants”, 564 Primary Sources: Willa Cather, My Antonia, 661 Quest Document–Based Writing Inquiry: Analyzing the Reagan Conservative Movement, 962</p> <p>Realize Digital Resources:</p> <p>Topic 6>Topic Video: Narcissa Whitman and the Journey West Topic 7>Introduction>Video: Lucy Larcom, Weaving Opportunity Topic 7>Lesson 3>Interactive Charts: Different Ways of Life in the South; Lives of Free and Enslaved African Americans</p>

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HP 2 (7–8)–3: Students show understanding of change over time by	
<p>HP 2 (7–8)–3.a: establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative</p>	<p>SE/TE: Analysis Skills: Relate Events in Time, 189 Analysis Skills: Distinguish Cause and Effect, 224 Analysis Skills: Identify Sources of Continuity, 246 Analysis Skills: Construct a Timeline, 329 Timelines, 4, 52, 130, 194, 220, 348, 351, 406, 476, 505, 548, 584, 650, 714, 746, 780, 808, 816, 861, 905, 977, 982, 998 Literacy Skill: Identify Cause and Effect, 39, 337, 392, 465, 489 Identify Cause and Effect, 239, 255, 265, 268, 277, 284, 290, 293, 300, 308, 312, 318, 321, 325, 327, 373, 387, 388</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Identify Trends; Analyze Cause and Effect</p>
HP 3: The study of history helps us understand the present and shape the future.	
HP 3 (7–8)–1: Students demonstrate an understanding of how the past frames the present by	
<p>HP 3 (7–8)–1.a: analyzing and reporting on a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future</p>	<p>SE/TE: Reform and Women’s Rights, 452–463 Progress and Setbacks for Social Justice, 687–698 The Civil Rights Movement, 916–92 Why Did Other Minorities Fight for Equality?, 929–933 Gay and Lesbian Rights Movement, 934–935</p> <p>Realize Digital Resources: Topic 10>Lesson 5>Video: The Labor Movement; Interactive Galleries: New Opportunities for Women Topic 11>Lesson 5>Interactive Timelines: African American Reform Movement, 1895–1915 Topic 15>Lesson 4>Video: The Civil Rights Movement</p>

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<p>HP 3 (7–8)–1.b: evaluating alternative courses of action, (keeping in mind the context of the time), ethical considerations, and the interest of those affected by the decision, and determining the long– and short–term consequences (e.g., Post WWII use of Narragansett Bay – tourism vs. oil refinery)</p>	<p>SE/TE:</p> <p>Quest Project–Based Learning Inquiry: Choosing Sides, 132</p> <p>Analysis Skills: Recognize the Role of Chance, Oversight, and Error, 532</p> <p>Quest Civic Discussion Inquiry: High–Speed Rail, 586</p> <p>Analysis Skills: Analyze Sequence, Causation, and Correlation, 662</p> <p>Analysis Skills: Conduct a Cost–Benefit Analysis, 669</p> <p>Quest Document–Based Writing Inquiry: Dropping the Atomic Bomb, 848</p> <p>Quest Document–Based Writing Inquiry: Look Into the Future, 1000</p> <p>Realize Digital Resources:</p> <p>Topic 13>Lesson 1>Interactive Charts: Points of View on Foreign Affairs in the 1920s</p> <p>Topic 15>Lesson 4>Interactive Galleries: Nonviolent Strategies in the Civil Rights Movement</p> <p>Topic 17>Lesson 4>Interactive Charts: Turning Points in U.S. History</p>
<p>HP 3 (7–8)–2: Students make personal connections in an historical context (e.g., source–to–source, source–to–self, source–to–world) by</p>	
<p>HP 3 (7–8)–2.a: recognizing and reflecting on how the similarities of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?)</p>	<p>SE/TE:</p> <p>Analysis Skills: Relate Events in Time, 189</p> <p>Quest Document–Based Writing Inquiry: Examining the Colonial Environment, 54</p> <p>Unalienable Human Rights, 170</p> <p>What American Traditions Did the Framers Draw On?, 213</p> <p>Citizens’ Rights and Responsibilities, 247–252</p> <p>Analysis Skills: Distinguish Real News from “Fake News,” 1014</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 7>Video: Responsibilities of Citizenship</p>

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<p>HP 3 (7–8)–2.b: recognizing and reflecting on how the differences of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?)</p>	<p>SE/TE: Who Settled the Carolinas and Georgia?, 101–102 The Carolinas Develop Differently, 102 Liberties Are Restricted, 125 Identify Cause and Effect, 127 The Intolerable Acts Draw Other Colonies into the Struggle, 158 Belief in Freedom, 182 Fighting for Independence at Sea and in the South, 183–184 A Vote to Ratify After Long Debates, 220–221 Efforts to Make Peace, 362 Update an Interpretation, 450 How Did Americans Take Sides?, 506–507</p> <p>Realize Digital Resources: Topic 2>Lesson 5>Video: The Southern Colonies; Interactive Illustrations: A Southern Colonial Plantation Topic 4>Lesson 4>Interactive Charts: Federalists Versus Antifederalists</p>

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<p>HP 3 (7–8)–2.c: comparing and contrasting the cultural influences that shape individuals and historical events (e.g., Conversion of Quakers from slave holders to abolitionists, emergence of mill villages, Gordon Trial)</p>	<p>SE/TE: Who Settled the Carolinas and Georgia?, 101–102 The Carolinas Develop Differently, 102 Liberties Are Restricted, 125 Identify Cause and Effect, 127 The Intolerable Acts Draw Other Colonies into the Struggle, 158 Belief in Freedom, 182 Fighting for Independence at Sea and in the South, 183–184 A Vote to Ratify After Long Debates, 220–221 Efforts to Make Peace, 362 Update an Interpretation, 450 How Did Americans Take Sides?, 506–507</p> <p>Realize Digital Resources: Topic 2>Lesson 5>Video: The Southern Colonies; Interactive Illustrations: A Southern Colonial Plantation Topic 4>Lesson 4>Interactive Charts: Federalists Versus Antifederalists</p>

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Rhode Island Grade Span Expectations (GSEs) for Social Studies 2012, Grades 7–8	myWorld Interactive American History Survey Edition, ©2019
HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.	
HP 4 (7–8)–1: Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by	
<p>HP 4 (7–8)–1.a: citing specific evidence to explain how geographic factors impacted a civilization's adaptation, development or decline (e.g., Fertile Crescent, China, Westward Expansion).</p>	<p>SE/TE:</p> <p>Tobacco Crops Help, 74</p> <p>What Hardships Did Colonists Face in Plymouth?, 82</p> <p>The Environment Influences Economic Activity, 88–89</p> <p>A Thriving Economy, 97</p> <p>Tidewater Plantations on the Coast, 103–105</p> <p>Analyze Charts: Economics of the Colonial Regions, 107</p> <p>Analysis Skills: Identifying Physical and Cultural Features, 141</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 2>Video: France, the Netherlands and the Fur Trade</p> <p>Topic 2>Lesson 4>Interactive Galleries: The Economy of the Middle Colonies</p> <p>Topic 2>Lesson 5>Interactive Illustrations: A Southern Colonial Plantation</p>

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<p>HP 4 (7–8)–1.b: citing specific evidence from a society/civilization to explain how shared events affect how individuals and societies adapt and change (e.g., language, religion, or customs).</p>	<p>SE/TE:</p> <p>What Were the Cultural and Physical Characteristics of North America?, 16–21 Primary Sources: Constitution of the Iroquois, 25 Which New Colonies Formed Over Religious Differences?, 84–86 Why Did Americans Move West? 368–370 Settling Oregon Country, 375–381 New Mexico Territory and California, 383–384 Mormons Settle the Mexican Cession, 397 How Did Ethnic Minorities Fare in the North?, 427–428 Immigrants Enrich the Nation, 428 Primary Sources: Frederick Douglass, “What the Black Man Wants”, 564 The Civil Rights Movement, 916–927</p> <p>Realize Digital Resources:</p> <p>Topic 10>Introduction>Interactive Map: New States in the West Topic 10>Lesson 1>Interactive Galleries: Boomtowns and Ghost Towns Topic 10>Lesson 2>Video: The Cattle Boom and the Homestead Act Topic 11>Lesson 1>Video: An Immigrant Story</p>

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HP 4 (7–8)–2: Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by	
HP 4 (7–8)–2.a: identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion.	<p>SE/TE: Industrialization and Immigration, 422–430 Mining, Railroads, and the Economy, 587–597 Western Agriculture, 598–609 Industry and Corporations, 622–629 Primary Source, 645</p> <p>Realize Digital Resources: Topic 6>Lesson 4>Interactive Galleries: New Technology: The Steamboat Topic 7>Lesson 3>Interactive 3D Models: The Cotton Gin Topic 10>Lesson 1>Video: Mining, Expansion and Growth</p>
HP 4 (7–8)–2.b: explaining the impact of interactions.	<p>SE/TE: Spanish Colonization and New Spain, 55–64 Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65 The First French, Dutch, and English Colonies, 66–77 Analysis Skills: Identifying Physical and Cultural Features, 141 Conflict Over Land, 142–143 Movement Changes the West and the Nation, 373–374 Quest The Mexican–American War, 336 Imperialism and Annexation, 716</p> <p>Realize Digital Resources: Topic 2>Lesson 1>Introduction>Interactive Map: Spanish Explorers and Settlements in North America Topic 2>Lesson 7>Introduction>Interactive Map: The Triangular Trade Topic 10>Lesson 3>Introduction>Interactive Map: Native American Losses, 1850–1890 Topic 17>Lesson 4>Interactive Graphs: America’s Changing Demographics</p>

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<p>HP 4 (7–8)–2.c: describing how inventions and technological improvements (e.g., irrigation systems, road construction, science) relate to settlement, population growth, and success of a civilization/ country/ nation.</p>	<p>SE/TE: Technology Speeds Transportation, 371–372 The Industrial Revolution, 409–420 How Did Railroads Advance the Market Revolution?, 424–425 New Technologies, 638–644; Primary Source: Quotations from Thomas Edison, 645 How Did the Automobile Change America?, 792–794 Primary Source, 645 Advances in Science and Technology, 1023–1032</p> <p>Realize Digital Resources: Topic 10>Lesson 1>Introduction>Interactive Map: The Transcontinental Railroad Topic 10>Lesson 6>Video: A Surge of Invention; Interactive Charts: Inventions Improve Daily Life</p>
<p>HP 5: Human societies and cultures develop and change in response to human needs and wants.</p>	
<p>HP 5 (7–8)–1: Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by</p>	
<p>HP 5 (7–8)–1.a: identifying how movement (e.g., ideas, people, technology) impacts cultural diversity.</p>	<p>SE/TE: The First French, Dutch, and English Colonies, 66–77 Why Did Americans Move West? 368–370 Heading into the West, 370–372 Movement Changes the West and the Nation, 373–374 Heading into the West, 370–372 Settling Oregon Country, 375–381 New Mexico Territory and California, 383–384 Mormons Settle the Mexican Cession, 397 Industrialization and Immigration, 422–430</p> <p>Realize Digital Resources: Topic 6>Lesson 6>Introduction>Interactive Map: The Settlement of Texas Topic 11>Lesson 1>Video: An Immigrant Story; Interactive Charts: Issues Facing Immigrants</p>

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<p>HP 5 (7–8)–1.b: applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context.</p>	<p>SE/TE:</p> <p>Movement Changes the West and the Nation, 373 Map: African American Migration, 1866–1877, 573 Quest Document-Based Writing Inquiry: Effects of Immigration, 652 Immigration, 653–654 Why Did People Immigrate?, 657 Why Did Nativists Oppose Immigration?, 659–660 Immigration and Domestic Migration, 664 African American Migration, 664 The Mexican American Experience, 694–695 The Government Restricts Asian Immigration, 695–697 Urban Migration, 758–759 Immigration Quotas, 809 Hispanics Immigrate, 809 The Great Migration, 811 Map: Migration to the Sunbelt, 1950s, 912 Immigration Brings Changes and Challenges, 1038–1039</p> <p>Realize Digital Resources:</p> <p>Topic 11>Lesson 1>Interactive Charts: Immigration, 1870–1910 Topic 13>Lesson 4>Interactive Graphs: Limiting Immigration Topic 17>Lesson 4>Interactive Graphs: America’s Changing Demographics</p>

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<p>HP 5 (7–8)–2: Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by</p>	
<p>HP 5 (7–8)–2.a: comparing and contrasting how cultural expectations impact people's behavior and role in different communities/ societies (e.g., student protocols in 1800 vs. today).</p>	<p>SE/TE: Native American Culture Regions of North America, 17 Which New Colonies Formed Over Religious Differences?, 84–86 Colonial Social Classes, 110–113 Analysis Skills: Identifying Physical and Cultural Features, 141 Primary Sources: Thomas Jefferson, Virginia Statue of Religious Freedom, 216 Education, 327 Immigrants Enrich the Nation, 428 Quest Document–Based Writing Inquiry: Effects of Immigration, 652 Immigration Brings Changes and Challenges, 1038</p> <p>Realize Digital Resources: Topic 2>Lesson 3>Video: Religious Freedom in New England Topic 10>Lesson 5>Video: The Labor Movement Topic 11>Lesson 1>Video: An Immigrant Story</p> <p>Realize Digital Resources: Topic 2>Lesson 1>Interactive Charts: Social Classes in New Spain Topic 2>Lesson 3>Video: Religious Freedom in New England</p>

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<p>HP 5 (7–8)–2.b: using an historical context, describe how diversity contributes to cultural diffusion, acculturation, or assimilation (e.g., 'Melting Pot').</p>	<p>SE/TE: The Effects of Migration to California, 400–401 Industrialization and Immigration, 422–430 Quest Document–Based Writing Inquiry: Effects of Immigration, 652 Immigration Brings Changes and Challenges, 1038</p> <p>Realize Digital Resources: Topic 6>Lesson 7>Introduction>Interactive Map: The Growth of the West to 1860 Topic 7>Lesson 3>Interactive Charts: Lives of Free and Enslaved African Americans Topic 11>Lesson 1>Video: An Immigrant Story; Interactive Charts: Immigration, 1870–1910 Topic 17>Lesson 4>Interactive Graphs: America’s Changing Demographics</p>
<p>HP 5 (7–8)–2.c: describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation (e.g., settlement, conflicts, transportation, climate change, commerce).</p>	<p>SE/TE: The Environment Influences Economic Activity, 88–89 Mercantilism and the English Colonies, 121–122 Mercantilist System, 154–155 King Cotton and Life in the South, 431–442 What Changes Did the Age of Steam Power Bring?, 422–424 Mining, Railroads, and the Economy, 587–597 Western Agriculture, 598–609</p> <p>Realize Digital Resources: Topic 7>Lesson 2>Video: Cotton Shapes the South Topic 10>Lesson 2>Video: The Cattle Boom and the Homestead Act Topic 11>Lesson 2>Interactive 3D Models: Living in a Tenement</p>

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HP 5 (7–8)–3: Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by	
HP 5 (7–8)–3.a: describing how and why various factors impact an individual or a group's perspective of events.	<p>SE/TE:</p> <p>Quest Project–Based Learning Inquiry: Choosing Sides, 132</p> <p>Analysis Skills: Compare Different Points of View, 164</p> <p>Quest Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260</p> <p>Analysis Skills: Detect Historical Points of View, 291</p> <p>Quest Document–Based Writing Inquiry: Slavery and Abolition, 408</p> <p>Analysis Skills: Assess Credibility of a Source, 512</p> <p>Quest Document–Based Writing Inquiry: Dropping the Atomic Bomb, 848</p> <p>Analysis Skills: Distinguish Real News from “Fake News,” 1014</p> <p>Realize Digital Resources:</p> <p>Topic 7>Lesson 4>Interactive Charts: Opposing Views on Slavery</p> <p>Topic 13>Lesson 1>Interactive Charts: Points of View on Foreign Affairs in the 1920s</p> <p>Topic 15>Lesson 6>Interactive Charts: Hawks and Doves</p>

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<p>HP 5 (7–8)–3.b: explaining and analyzing how changing perspectives impact history using primary documents as evidence.</p>	<p>SE/TE:</p> <p>Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65</p> <p>Primary Sources: Federalist and Antifederalist Writings, 223</p> <p>Analysis Skills: Detect Historical Points of View, 291</p> <p>Primary Sources: Tenskwatawa, <i>The Prophet</i>, Speech, 316</p> <p>Analysis Skills: Update an Interpretation, 450</p> <p>Primary Sources: Frederick Douglass, “What the Black Man Wants”, 564</p> <p>Primary Sources: Chief Joseph, “I Will Fight No More, Forever”, 620</p> <p>Primary Sources: Franklin D. Roosevelt, “Day of Infamy” Speech, 865</p> <p>Primary Sources: Jean Faulk, <i>Memories of Growing Up During World War I</i>, 873</p> <p>Analysis Skills: Distinguish Real News from “Fake News,” 1014</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 4>Interactive Primary Sources: Anti–Federalist Papers; The Federalist No. 10</p> <p>Topic 8>Lesson 2>Interactive Primary Sources: “A House Divided,” Abraham Lincoln</p> <p>Topic 15>Lesson 6>Interactive Charts: Hawks and Doves</p>

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G: Geography	
G 1: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.	
G 1 (7–8)–1: Students understand maps, globes, and other geographic tools and technologies by	
G 1 (7–8)–1.a: identifying and utilizing a variety of maps for different purposes.	<p>SE/TE: Analysis Skills: Interpret Thematic Maps, 573 Maps (examples), 4, 30, 49, 60, 87, 101, 123, 130, 140, 160, 186, 191, 199, 258, 270, 305, 313, 331, 343, 365, 377, 384, 395, 403, 423, 447, 476, 490, 507, 521, 895, 896, 900, 903, 912, 939, 943, 957, 960, 989, 995</p> <p>Realize Digital Resources: Topic 12>Lesson 6>Introduction>Interactive Map: Key Battles Fought by Americans in World War I Topic 16>Introduction>Interactive Map: The Break Up of the Soviet Empire 21st Century Skills Tutorials>Read Physical Maps; Read Special Purpose Maps; Use Parts of a Map</p>
G 1 (7–8)–1.b: utilizing technology to access geographic databases such as GPS and Geographic Information Systems (GIS).	<p>For related materials see: SE/TE: A Networked World, 1029 The Mobile Revolution, 1031 Digital Security, 1031–1032</p> <p>Realize Digital Resources: Topic 17>Lesson 4>Video: The Digital Revolution</p>

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<p>G 1 (7–8)–1.c: analyzing charts and graphs to interpret geographical information.</p>	<p>SE/TE: Analyze Graphs, 85, 88, 182, 263, 264, 301, 321, 462, 482, 485, 498, 508, 524, 527, 542, 562, 578, 596, 607, 634, 636, 658, 685, 695, 697, 705, 721, 745, 753, 755, 767, 785, 786, 790, 793, 802, 812, 815, 831, 884, 902, 910, 950, 953, 1004, 1019, 1020 Analyze Charts, 98, 1038 Analyze Images, 201, 364 Analyze Data, 251, 434</p> <p>Realize Digital Resources: Topic 11>Lesson 1>Interactive Charts: Immigration, 1870–1910 Topic 15>Lesson 1>Interactive Charts: Cold War–Cause and Effect 21st Century Skills Tutorials>Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons; Read Charts, Graphs, and Tables</p>
<p>G 1 (7–8)–2: Students interpret the characteristics and features of maps by</p>	
<p>G 1 (7–8)–2.a: analyzing multiple maps (e.g., physical, political, historical) to draw inferences about the development of societies.</p>	<p>SE/TE: Analysis Skills: Interpret Thematic Maps, 573 Maps (examples), 4, 30, 49, 60, 87, 101, 123, 130, 140, 160, 186, 191, 199, 258, 270, 305, 313, 331, 343, 365, 377, 384, 395, 403, 423, 447, 476, 490, 507, 521, 895, 896, 900, 903, 912, 939, 943, 957, 960, 989, 995</p> <p>Realize Digital Resources: Topic 12>Lesson 6>Introduction>Interactive Map: Key Battles Fought by Americans in World War I Topic 16>Introduction>Interactive Map: The Break Up of the Soviet Empire 21st Century Skills Tutorials>Read Physical Maps; Read Special Purpose Maps; Use Parts of a Map</p>

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G 2: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.	
G 2 (7–8)–1: Students understand the physical and human characteristics of places by	
G 2 (7–8)–1.a: explaining and/or connecting how and why the geographical features influenced population settlement and development of cultures (e.g., customs, language, religion, and organization).	<p>SE/TE:</p> <p>What Were the Cultural and Physical Characteristics of North America?, 16–21</p> <p>What Hardships Did Colonists Face in Plymouth?, 82</p> <p>The Environment Influences Economic Activity, 88–89</p> <p>A Thriving Economy, 97</p> <p>Tidewater Plantations on the Coast, 103–105</p> <p>Analyze Charts: Economics of the Colonial Regions, 107</p> <p>Analysis Skills: Identifying Physical and Cultural Features, 141</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 2>Video: France, the Netherlands and the Fur Trade</p> <p>Topic 2>Lesson 4>Interactive Galleries: The Economy of the Middle Colonies</p> <p>Topic 2>Lesson 5>Interactive Illustrations: A Southern Colonial Plantation</p>
G 2 (7–8)–1.b: analyzing and explaining how and why physical and human characteristics of places and regions change over time by citing specific example(s).	<p>SE/TE:</p> <p>Why Did Americans Move West? 368–370</p> <p>Settling Oregon Country, 375–381</p> <p>New Mexico Territory and California, 383–384</p> <p>Mormons Settle the Mexican Cession, 397</p> <p>Realize Digital Resources:</p> <p>Topic 10>Introduction>Interactive Topic Map: New States in the West</p> <p>Topic 10>Lesson 1>Interactive Galleries: Boomtowns and Ghost Towns</p> <p>Topic 10>Lesson 2>Video: The Cattle Boom and the Homestead Act</p>

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G 2 (7–8)–2: Students distinguish between regions and places by	
G 2 (7–8)–2.a: analyzing and explaining the geographical influences that shape regions and places.	<p>SE/TE: How Did Two Regions Develop Differently?, 103–106 The Slave Trade Expands, 107–109 Colonial Social Classes, 110–113 The Cherokee, 366 Industrialization and Immigration, 422–430 How Did Workers Respond to Challenges?, 425–427 Immigrants Enrich the Nation, 428 Quest Document–Based Writing Inquiry: Effects of Immigration, 652 A Continuing Crusade for Equality, 923</p> <p>Realize Digital Resources: Topic 2>Lesson 3>Video: Religious Freedom in New England Topic 10>Introduction>Interactive Map: New States in the West Topic 11>Lesson 1>Video: An Immigrant Story</p>

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G 2 (7–8)–3: Students understand different perspectives that individuals/ groups have by	
<p>G 2 (7–8)–3.a: analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently (e.g., urban vs. rural).</p>	<p>SE/TE: Why Did Americans Move West? 368–370 Settling Oregon Country, 375–381 New Mexico Territory and California, 383–384 Mormons Settle the Mexican Cession, 397 How Did Western Expansion Increase Tensions?, 480–481 Map: African American Migration, 1866–1877, 573 Freedmen Leave the South, 577–578 Urbanization, 663–668 Urban Migration, 759 The Great Migration, 811</p> <p>Realize Digital Resources: Topic 6>Lesson 7>Introduction>Interactive Map: The Growth of the West to 1860 Topic 7>Lesson 3>Interactive Charts: Lives of Free and Enslaved African Americans Topic 11>Lesson 1>Interactive Charts: Immigration, 1870–1910</p>

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G 2 (7–8)–4: Students understand how geography contributes to how regions are defined / identified by	
G 2 (7–8)–4.a: understanding the difference between formal, vernacular, and functional regions.	<p>SE/TE:</p> <p>The First French, Dutch, and English Colonies, 66–77</p> <p>The New England Colonies, 78–90</p> <p>The Middle Colonies, 91–99</p> <p>How Did Two Regions Develop Differently?, 103–106</p> <p>The Southern Colonies, 100–109</p> <p>Mexico Territory and California, 383–384</p> <p>King Cotton and Life in the South, 431–442</p> <p>Realize Digital Resources:</p> <p>Topic 1>Lesson 2>Introduction>Interactive Map: Native American Culture Regions of North America</p> <p>Topic 1>Lesson 2>Video: Native American Culture Regions of North America</p> <p>Topic 2>Lesson 4>Interactive Galleries: The Economy of the Middle Colonies</p>

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<p>G 2 (7–8)–4.b: categorizing and evaluating a variety of factors (e.g., culture, immigration) of a defined region.</p>	<p>SE/TE:</p> <p>Analysis Skills: Identifying Physical and Cultural Features, 141</p> <p>Movement Changes the West and the Nation, 373</p> <p>Map: African American Migration, 1866–1877, 573</p> <p>Quest Document-Based Writing Inquiry: Effects of Immigration, 652</p> <p>Immigration, 653–654</p> <p>Why Did People Immigrate?, 657</p> <p>Why Did Nativists Oppose Immigration?, 659–660</p> <p>Immigration and Domestic Migration, 664</p> <p>African American Migration, 664</p> <p>The Mexican American Experience, 694–695</p> <p>The Government Restricts Asian Immigration, 695–697</p> <p>Urban Migration, 758–759</p> <p>Immigration Quotas, 809</p> <p>Hispanics Immigrate, 809</p> <p>The Great Migration, 811</p> <p>Map: Migration to the Sunbelt, 1950s, 912</p> <p>Immigration Brings Changes and Challenges, 1038–1039</p> <p>Realize Digital Resources:</p> <p>Topic 6>Lesson 3>Introduction>Interactive Map: Selected Native American Groups, 1820</p> <p>Topic 11>Lesson 1>Interactive Charts: Immigration, 1870–1910</p> <p>Topic 17>Lesson 4>Interactive Graphs: America’s Changing Demographics</p>

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G 3: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	
G 3 (7–8)–1: Students understand why people do/do not migrate by	
G 3 (7–8)–1.a: analyzing how migration affects a population.	<p>SE/TE:</p> <p>Why Did Americans Move West? 368–370 New Mexico Territory and California, 383–384 Mormons Settle the Mexican Cession, 397 Movement Changes the West and the Nation, 373 Map: African American Migration, 1866–1877, 573 Quest Document-Based Writing Inquiry: Effects of Immigration, 652 Immigration, 653–654 Why Did People Immigrate?, 657 Why Did Nativists Oppose Immigration?, 659–660 Immigration and Domestic Migration, 664 African American Migration, 664 The Mexican American Expérience, 694–695 The Government Restricts Asian Immigration, 695–697 Urban Migration, 758–759 Immigration Quotas, 809 Hispanics Immigrate, 809 The Great Migration, 811 Map: Migration to the Sunbelt, 1950s, 912 Immigration Brings Changes and Challenges, 1038–1039 Interactive: America's Changing Demographics, 1041</p> <p>Realize Digital Resources:</p> <p>Topic 6>Lesson 7>Introduction>Interactive Map: The Growth of the West to 1860 Topic 10>Introduction>Interactive Map: New States in the West Topic 10>Lesson 1>Interactive Galleries: Boomtowns and Ghost Towns Topic 10>Lesson 2>Video: The Cattle Boom and the Homestead Act</p>

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G 3 (7–8)–2: Students understand the interrelationships of geography with resources by	
G 3 (7–8)–2.a: analyzing how the abundance, depletion, use, and distribution of geographical resources impact the expansion and demise of societies/ civilizations.	<p>SE/TE: The Colonists Face Difficulties, 74 King Cotton and Life in the South, 431–442 Mining, Railroads, and the Economy, 587–597 Western Agriculture, 598–609 Dust Bowl, 834–835 Environmental Challenges, 1024–1027</p> <p>Realize Digital Resources: Topic 7>Lesson 2>Video: Cotton Shapes the South Topic 10>Lesson 1>Video: Mining, Expansion and Growth Topic 10>Lesson 2>Introduction>Interactive Map: Cattle Trails</p>
G 3 (7–8)–3: Students understand how geography influences human settlement, cooperation or conflict by	
G 3 (7–8)–3.a: using evidence to build a logical argument in support or in opposition to expansion of human settlement.	<p>SE/TE: Quest Civic Discussion Inquiry: The Mexican–American War, 336 Writing Workshop: Write Arguments, 597, 609, 619, 629, 637, 644, 647 Quest Civic Discussion Inquiry: Imperialism and Annexation, 716</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Write an Essay</p>

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G 4: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.	
G 4 (7–8)–1: Students explain how humans depend on their environment by	
G 4 (7–8)–1.a: analyzing how human dependence on the environment impacts political, economic and social decisions.	<p>SE/TE:</p> <p>Quest Document–Based Writing Inquiry: Examining the Colonial Environment, 54 Tobacco Crops Help, 74 What Hardships Did Colonists Face in Plymouth?, 82 The Environment Influences Economic Activity, 88–89 Analyze Charts: Economics of the Colonial Regions, 107 Analysis Skills: Identifying Physical and Cultural Features, 141 Where Were Factories Built?, 412</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 2>Video: France, the Netherlands and the Fur Trade Topic 2>Lesson 4>Interactive Galleries: The Economy of the Middle Colonies Topic 2>Lesson 5>Interactive Illustrations: A Southern Colonial Plantation</p>
G 4 (7–8)–2: Students explain how humans react or adapt to an ever–changing physical environment by	
G 4 (7–8)–2.a: analyzing the impact of human reactions to environmental changes and identifying and providing alternate solutions with supporting evidence.	<p>SE/TE:</p> <p>The Colonists Face Difficulties, 74 King Cotton and Life in the South, 431–442 Mining, Railroads, and the Economy, 587–597 Western Agriculture, 598–609 Dust Bowl, 834–835 Environmental Challenges, 1024–1027</p> <p>Realize Digital Resources:</p> <p>Topic 7>Lesson 2>Video: Cotton Shapes the South Topic 10>Lesson 1>Video: Mining, Expansion and Growth Topic 10>Lesson 2>Introduction>Interactive Map: Cattle Trails</p>

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G 4 (7–8)–3: Students explain how human actions modify the physical environment by	
G 4 (7–8)–3.a: making predictions and drawing conclusions about the impact that human actions have on the physical environment.	<p>SE/TE: New Discoveries, 1023–1024 Responding to Environmental Challenges, 1024 What Is the Environmental Movement?, 1024–1025 The Issue of Climate Change, 1025–1026 Progress on Cleaner Energy, 1026–1027 Critical Thinking and Writing, 1032</p> <p>Realize Digital Resources: Topic 17>Lesson 3>Interactive 3D Models: The World Today Topic 17>Lesson 3>Interactive Galleries: Technology in the 21st Century</p>
E: Economics	
E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.	
E 1 (7–8)–1: Students demonstrate an understanding of basic economic concepts by	
E 1 (7–8)–1.a: explaining the relationship between resources and industry.	<p>SE/TE: The Environment Influences Economic Activity, 88–89 Mercantilism and the English Colonies, 121–122 Mercantilist System, 154–155 King Cotton and Life in the South, 431–442 Steam Power Bring?, 422–424 Mining, Railroads, and the Economy, 587–597 Western Agriculture, 598–609</p> <p>Realize Digital Resources: Topic 7>Lesson 2>Video: Cotton Shapes the South Topic 10>Lesson 2>Video: The Cattle Boom and the Homestead Act Topic 11>Lesson 2>Interactive 3D Models: Living in a Tenement</p>

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<p>E 1 (7–8)–1.b: explaining the relationship between the producers in an real–world and historical context.</p>	<p>SE/TE: The Industrial Revolution, 409–420 Quest Civic Discussion Inquiry: High–Speed Rail, 586 Mining, Railroads, and the Economy, 587–597 Industry and Corporations, 622–629 New Technologies, 638–644 How Did the Automobile Change America?, 792–794 NAFTA, 970–971</p> <p>Realize Digital Resources: Topic 7>Lesson 1>Video: The Spread of Industrialization Topic 7>Lesson 3>Interactive 3D Models: The Cotton Gin Topic 10>Lesson 1>Video: Mining, Expansion and Growth</p>
<p>E 1 (7–8)–1.c: researching and analyzing the impact of surplus, subsistence, and scarcity.</p>	<p>SE/TE: Life in the Colonial Tidewater and Backcountry, 106 Spain Authorizes a Colony in Texas, 386 Quest Document–Based Writing Inquiry, 408 New Ways to Produce Goods, 410–411 Lesson Check, 420 Geography Skills, 599 Americans Debate Over Trusts, 627–629</p> <p>Realize Digital Resources: Topic 2>Lesson 4>Interactive Galleries: The Economy of the Middle Colonies Topic 7>Introduction>Interactive Map: Two Different Economies</p>

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<p>E 1 (7–8)–2: Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by</p>	
<p>E 1 (7–8)–2.a: explaining the pros and cons of consumer and producer choices.</p>	<p>SE/TE: Analysis Skills: Interpret Economic Performance, 359 Analyze Charts: The Square Deal, 683 Production Increases, 785–786 Analyze Graphs: Prosperity in the 1920s, 785 A Wartime Economy, 867 What Was Life Like in the 1950s?, 910 Analyze Graphs: Inflation, 1945–1975, 950</p> <p>Realize Digital Resources: Topic 7>Introduction>Interactive Map: Two Different Economies Topic 13>Lesson 1>Interactive Charts: Economic Expansion in the 1920s Topic 17>Lesson 2>Interactive Charts: Economic Challenges in the 2000s–Causes and Effects</p>
<p>E 1 (7–8)–2.b: describing how a society's definition or determination of value affects distribution of wealth and consumer choices.</p>	<p>SE/TE: Concerns Over Debt and Currency, 200 Analysis Skills: Interpret Economic Performance, 359 Analyze Graphs: Prosperity in the 1920s, 785 What Was Life Like in the 1950s?, 910 A Crash and Recovery, 1015–1016 Questions of Fraud, 1016–1017 Growing Financial Ties, 1018 Analyze Graphs: Stock Fluctuations, 2000–2017, 1019 A Paper Recovery, 1021</p> <p>Realize Digital Resources: Topic 13>Lesson 1>Interactive Charts: Economic Expansion in the 1920s Topic 17>Lesson 3>Video: The Global Financial Crisis of 2008</p>

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<p>E 1 (7–8)–3: Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by</p>	
<p>E 1 (7–8)–3.a: explaining the relationship between availability, distribution, and allocation of goods and services.</p>	<p>SE/TE: Farmers Demand Fair Treatment, 203 Hamilton’s Plan, 264 How Did Hamilton Create a Stable Economy?, 266 Promoting a Free Market Economy, 287 An Era of Trade, 299 A Ban on Trade, 301 Foreign Goods Cause Domestic Problems, 319 Broad Powers Over Interstate Trade, 322–323 Analyze Charts: Benefits of the American System, 371</p> <p>Realize Digital Resources: Topic 6>Lesson 2>Introduction>Interactive Map: Tariffs and Trade Topic 6>Lesson 2>Interactive Primary Sources: Debate Over Nullification</p>
<p>E 1 (7–8)–3.b: explaining how scarcity impacts the organization of society and development of civilization.</p>	<p>SE/TE: Hamilton’s Plan, 264 New Ways to Produce Goods, 410–411 Lesson Check, 420 Americans Debate Over Trusts, 627</p>

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<p>E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.</p>	
<p>E 2 (7–8)–1: Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by</p>	
<p>E 2 (7–8)–1.a: explaining how and why incentives (price, advertising, supply, or need) affect how buyers and sellers interact to determine market value.</p>	<p>SE/TE:</p> <p>Hamilton’s Plan, 264 Trade in Sea Otter Fur, 377–378 New Ways to Produce Goods, 410–411 The Market Economy and the Industrial Revolution, 412–413 Reliance on Plantation Agriculture, 433 Railroads Encourage Economic Growth, 590 The Standard Oil Empire, 626 “Horseless Carriages” Catch On, 643 Production Increases, 785–786</p> <p>Realize Digital Resources:</p> <p>Topic 3>Lesson 2>Video: Taxation and Mercantilism Topic 2>Lesson 5>Interactive Illustrations: A Southern Colonial Plantation Topic 10>Lesson 6>Interactive Timelines: American Inventors That Changed Society</p>

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<p>E 2 (7–8)–1.b: comparing and contrasting different market systems by having students explain the role of the buyers and sellers in those systems.</p>	<p>SE/TE: Analysis Skills: Interpret Economic Performance, 359 The Market Economy and the Industrial Revolution, 412–413 The Role of Market Forces, 413–414 The Stock Market Soars, 786–787 Analyze Graphs: Prosperity in the 1920s, 785 What Was Life Like in the 1950s?, 910 Analyze Graphs: Stock Fluctuations, 2000–2017, 1019 A Paper Recovery, 1021</p> <p>Realize Digital Resources: Topic 13>Lesson 1>Interactive Charts: Economic Expansion in the 1920s Topic 17>Lesson 3>Video: The Global Financial Crisis of 2008</p>
<p>E 2 (7–8)–1.c: predicting the impact of incentives, like advertising, on the way producers and consumers exchange goods.</p>	<p>SE/TE: “Horseless Carriages” Catch On, 643 Production Increases, 785–786 Draw Conclusions, 788 Analyze Images, 794 Rising Standards of Living, 424</p> <p>Realize Digital Resources: Topic 13>Lesson 1>Interactive Charts: Economic Expansion in the 1920s Topic 13>Lesson 3>Interactive Galleries: American Culture in the 1920s</p>

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E 2 (7–8)–2: Students analyze how Innovations and technology affects the exchange of goods and services by	
E 2 (7–8) –2.a: describing how inventions, innovations, and technology stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services.	<p>SE/TE:</p> <p>Technology Speeds Transportation, 371–372 The Industrial Revolution, 409–420 How Did Railroads Advance the Market Revolution?, 424–425 New Inventions Improve Rail Travel, 594 New Technologies, 638–644 Primary Source: Quotations from Thomas Edison, 645 How Did the Automobile Change America?, 792–794 Advances in Science and Technology, 1023–1032</p> <p>Realize Digital Resources:</p> <p>Topic 10>Lesson 1>Introduction>Interactive Map: The Transcontinental Railroad Topic 10>Lesson 6>Video: A Surge of Invention; Interactive Charts: Inventions Improve Daily Life</p>
E 2 (7–8) –2.b: explaining how innovations and technology positively or negatively impact industries, economies, cultures, and innovations.	<p>SE/TE:</p> <p>Industrialization and Immigration, 422–430 Mining, Railroads, and the Economy, 587–597 Western Agriculture, 598–609 Industry and Corporations, 622–629 Primary Source, 645</p> <p>Realize Digital Resources:</p> <p>Topic 6>Lesson 4>Interactive Galleries: New Technology: The Steamboat Topic 7>Lesson 3>Interactive 3D Models: The Cotton Gin Topic 10>Lesson 1>Video: Mining, Expansion and Growth</p>

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E 3: Individuals, institutions and governments have roles in economic systems.	
E 3 (7–8)–1: Students demonstrate an understanding of the interdependence created by economic decisions by	
E 3 (7–8)–1.a: explaining the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).	<p>SE/TE:</p> <p>Mercantilism and the English Colonies, 121–122 Mercantilist System, 154–155 The Market Economy and the Industrial Revolution, 412–413 Railroads Encourage Economic Growth, 590 The Standard Oil Empire, 626 Production Increases, 785–786 NAFTA, 970–971 A Global Economy, 1015–1022</p> <p>Realize Digital Resources:</p> <p>Topic 2>Lesson 4>Interactive Galleries: The Economy of the Middle Colonies Topic 6>Lesson 2>Introduction>Interactive Map: Tariffs and Trade</p>
E 3 (7–8)–2: Students demonstrate an understanding of the role of government in a global economy by	
E 3 (7–8)–2.a: explaining how government succeeds or fails to provide support in a market economy.	<p>SE/TE:</p> <p>Americans Debate Over Trusts, 627–628 Arguments Against Trusts, 628–629 Government Regulation of Business, 674 Why Did Critics Attack the New Deal?, 829–830 The Economy Suffers, 950 Reagan’s Economic Program, 967 Bush’s Economic Troubles, 968 Economic Issues, 1037</p> <p>Realize Digital Resources:</p> <p>Topic 10>Lesson 4>Interactive Charts: Advantages and Disadvantages of Big Business Topic 11>Lesson 3>Interactive Timelines: Government Reforms in the Progressive Era Topic 17>Lesson 3>Video: The Global Financial Crisis of 2008</p>

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<p>E 3 (7–8)–2.b: identifying and evaluating the benefits and cost of alternative public policies and assess who enjoys the benefits and bears the cost.</p>	<p>SE/TE:</p> <p>Analysis Skills: Interpret Economic Performance, 359</p> <p>Analysis Skills: Conduct a Cost-Benefit Analysis, 669</p> <p>A Deepening Depression, 819</p> <p>Debating the New Deal, 831–832</p> <p>Reagan’s Economic Program, 967</p> <p>Improvements and Setbacks, 970</p> <p>Clinton and the Conservatives, 971</p> <p>Realize Digital Resources:</p> <p>Topic 13>Lesson 6>Video: Roosevelt’s New Deal; Interactive Map: New Deal Programs</p> <p>Topic 17>Lesson 2>Interactive Charts: Economic Challenges in the 2000s–Causes and Effects</p>

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