

A Correlation of
myWorld Interactive American History
©2019



to the
Washington State Learning Standards
for Social Studies 2019
Grade 8

**A Correlation of myWorld Interactive American History, Survey Edition, ©2019 to the
Washington State Learning Standards for Social Studies 2020, Grade 8**

Introduction

This document demonstrates how *myWorld Interactive Social Studies, American History, ©2019* meets the Washington State Learning Standards for Social Studies, Grade 8. 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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Washington State Learning Standards for Social Studies 2020, Grade 8	myWorld Interactive American History ©2019
SSS: Social Studies Skills	
The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.	
SSS1.6-8: Uses critical reasoning skills to analyze and evaluate claims.	
SSS1.6-8.1: Analyze positions and evidence supporting an issue or an event.	<p>SE/TE: Quest: Project–Based Learning Inquiry: Choosing Sides, 132 Analysis Skills: Compare Different Points of View, 164 Quest: Civic Discussion Inquiry: Senate Representation, 196 Argumentative Essay: Distinguish Claims From Opposing Claims, 215, 619 Argumentative Essay: Credible Sources, 222, 629 Quest: Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Analysis Skills: Distinguish Fact and Opinion, 280 Analysis Skills: Detect Historical Points of View, 291 Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 Quest: Document–Based Writing Inquiry: Dropping the Atomic Bomb, 848</p> <p>Digital Resources: Topic 4>Lesson 4>Interactive Primary Sources>Anti–Federalist Papers Topic 4>Lesson 4>Interactive Primary Sources>The Federalist No. 10 Topic 6>Lesson 2>Interactive Primary Sources>Debate Over Nullification Topic 8>Lesson 2>Interactive Primary Sources>“A House Divided,” Abraham Lincoln Topic 15>Lesson 4>Landmark Supreme Court Cases>Brown v. Board of Education 21st Century Skills Tutorials>Evaluate Existing Arguments</p>

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<p>SSS1.6-8.2: Evaluate the logic of reasons for a position on an issue or event.</p>	<p>SE/TE: Evaluate Arguments, ELA 2 Reading Check, 14 Primary Sources: Bartolomé de Las Casas, Historia Apologética, 65 Primary Sources: Thomas Paine, Common Sense, 177 Primary Sources: Federalist and Antifederalist Writings, 223 Primary Sources: Hamilton and Madison Disagree, 253 Analysis Skills: Assess Credibility of a Source, 512 Quest: Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 Primary Sources: Woodrow Wilson, The Fourteen Points, 775</p> <p>Digital Resources: Topic 4>Lesson 4>Interactive Primary Sources>The Federalist No. 78 Topic 5>Lesson 4>Landmark Supreme Court Cases>Marbury v. Madison Topic 6>Lesson 2>Interactive Primary Sources>Debate Over Nullification 21st Century Skills Tutorials>Consider and Counter Opposing Arguments</p>
<p>SSS2.6-8: Uses inquiry-based research.</p>	
<p>SSS2.6-8.1: Create and use research questions to guide inquiry on an issue or event.</p>	<p>SE/TE: Quest (Document–Based Writing Inquiry), 6, 54, 336, 408, 652, 782, 848, 962, 1000 Quest (Project–Based Learning Inquiry), 132, 260, 336, 478, 892 Topic 1: Research Paper, 13, 24, 38, 46, 49 Topic 5: Research Paper, 272, 279, 290, 302, 315, 328, 331 Topic 9: Research Paper, 557, 563, 572, 579, 581 Topic 11: Research Paper, 660, 668, 678, 686, 698, 711 Topic 13: Research Paper, 788, 796, 803, 812, 820, 832, 841, 843 Topic 17: Research Paper, 1012, 1022, 1032, 1042, 1045</p> <p>Digital Resources: 21st Century Skills Tutorials>Create a Research Hypothesis</p>

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<p>SSS2.6-8.2: Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.</p>	<p>SE/TE: Analysis Skills: Distinguish Verifiable from Unverifiable Information, 382 Analysis Skills: Assess Credibility of a Source, 512 Analysis Skills: Draw Sound Conclusions from Sources, 630 Analysis Skills: Distinguish Real News from “Fake News,” 1014 Also see: Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p>Digital Resources: 21st Century Skills Tutorials>Analyze Primary and Secondary Sources 21st Century Skills Tutorials>Evaluate Web Sites</p>
<p>SSS3.6-8: Deliberates public issues. SSS3.6-8.1: Engage in discussion, analyzing multiple view-points on public issues.</p>	<p>SE/TE: Discuss Your Ideas, ELA 15 Effective Listening, 1 Quest: Civic Discussion Inquiry: Senate Representation, 196 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>Continued: Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate</p>

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SSS4.6-8: Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience.	
SSS4.6-8.1: Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.	<p>SE/TE: Quest (Project–Based Inquiry), 132, 260, 336, 478, 892 Find and Use Credible Sources, 38, 279, 563, 668, 678 Include Formatting and Graphics, 328 Cite Sources, 579, 832, 1032 Use Technology to Produce and Publish, 698, 841</p> <p>Digital Resources: 21st Century Skills Tutorials>Create a Research Hypothesis 21st Century Skills Tutorials>Avoid Plagiarism 21st Century Skills Tutorials>Analyze Primary and Secondary Sources 21st Century Skills Tutorials>Evaluate Web Sites 21st Century Skills Tutorials>Interpret Sources</p>
SSS4.6-8.2: Use appropriate format to cite sources within an essay, presentation, and reference page.	<p>SE/TE: Research Paper: Cite Sources, 579, 832, 1032 Find and Use Credible Sources, 38, 279, 563, 668, 678</p> <p>Digital Resources: 21st Century Skills Tutorials>Avoid Plagiarism</p>

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C: Civics	
The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, state, national, tribal, and international issues, and to demonstrate thoughtful, participatory citizenship.	
C1.6-8: Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.	
<p>C1.6-8.3: Explain key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness; the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty; and, the Bill of Rights, including due process and freedom of expression.</p>	<p>SE/TE: What Did Thomas Paine Say in <i>Common Sense</i>?, 167–168 Drafting the Declaration of Independence, 169 Adopting the Declaration of Independence, 169 The Declaration of Independence, 170–171 Primary Source: Thomas Paine, <i>Common Sense</i>, 177 Ideas That Influenced the Constitution, 210–215 Drafting a Constitution, 204–209 Federalists, Antifederalists, and the Bill of Rights, 217–222 Primary Source: Federalist and Antifederalist Writings, 223 Understanding the Constitution, 225–236 Federalism and Amendments, 237–246 Declaration of Independence, 1046–1047 United States Constitution, 1050–1071</p> <p>Digital Resources: Topic 3>Lesson 4>Interactive Primary Sources>Declaration of Independence Topic 4>Lesson 4>Interactive Primary Sources>The Federalist No. 39 Topic 4>Lesson 5>Interactive Primary Sources>United States Constitution Topic 4>Lesson 5>Lesson Video: The Three Branches of Government Topic 4>Lesson 6>Lesson Video: Amending the Constitution</p>

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<p>C1.6-8.4: Evaluate efforts to reduce discrepancies between key ideals and reality in the United States.</p>	<p>SE/TE: Landmark Supreme Court Cases, 288–290 A Broad Definition of “Necessary and Proper” 322 Abolitionism, 443–449 Reform and Women’s Rights, 452–463 Primary Sources: Frederick Douglass, “What the Black Man Wants”, 564 Progress and Setbacks for Social Justice, 687–698 The Civil Rights Movement, 916–927 Primary Sources: Martin Luther King, Jr., “I Have a Dream,” 928 The Struggle for Equal Rights Continues, 929–935</p> <p>Digital Resources: Topic 12>Lesson 5>Landmark Supreme Court Cases>Schenck v. United States 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>
<p>C2.6-8: Understands the purposes, organization, and function of governments, laws, and political systems.</p>	
<p>C2.6-8.3: Analyze the structure and powers of government at the national level.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196 Understanding the Constitution, 225–236 Federalism and Amendments, 237–246 Two–Party System Develops, 273–279 Landmark Supreme Court Cases, 288–290 How Did Supreme Court Decisions Expand Federal Power?, 321–323 United States Constitution, 1050–1071</p> <p>Digital Resources: Topic 4>Lesson 5>Lesson Video: The Three Branches of Government Topic 5>Lesson 1>Lesson Video: Securing the New Government</p>

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<p>C2.6-8.4: Use knowledge of the function of government to analyze and address a political issue.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196 Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255 Topic 10: Argumentative Essay, 597, 609, 619, 629, 637, 644, 647 Quest: Document–Based Writing Inquiry: The Role of Government in the Economy, 782 Analysis Skills: Political Participation, 993</p> <p>Digital Resources: 21st Century Skills Tutorials: Political Participation</p>
<p>C2.6-8.5: Evaluate the effectiveness of the system of checks and balances in the United States based on an event.</p>	<p>SE/TE: Checks and Balances, 228 The Legislative Branch, 229–231 The Executive Branch, 232 The Judicial Branch, 233–235 Reading Check, 236 Visual Review, 254 Critical Thinking and Writing, 255 Analyze Images: Impeaching the President, 972</p>
<p>C2.6-8.6: Demonstrate that the U.S. government includes concepts of both a democracy and a republic.</p>	<p>SE/TE: What Did Americans Learn from the Roman Republic?, 210–211 Popular Sovereignty, 227 Limited Government, 228 Republicanism, 229 Understanding the Constitution, 225–236 Also see: Virginia Statute for Religious Freedom, 216 Federalist and Antifederalist Writings, 223 Federalism and Amendments, 237–246</p> <p>Digital Resources: Topic 4>Lesson 3>Lesson Video: Roman and Enlightenment Influences on the Constitution</p>

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C3.6-8: Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.	
C3.6-8.5: Identify early examples of foreign policy between the United States and other nations.	<p>SE/TE: XYZ Affair, 281–282 Adams’s Foreign Policy Divides the Federalists, 282–283 What Were the Alien and Sedition Acts?, 283–285 Louisiana Purchase, 292–295 A Ban on Trade, 301–302 Madison and the War of 1812, 304–315 Protection Against Foreign Competition, 319 Foreign Goods Cause Domestic Problems, 319–320 The Regional Impacts of Tariffs, 320 Jackson Invades Spanish Florida, 325 What Did the Monroe Doctrine State?, 325–326 Critical Thinking and Writing, 331</p> <p>Digital Resources: Topic 5>Lesson 5>Lesson Video: The War of 1812 Topic 5>Lesson 6>Lesson Video: Strength After the War</p>
C2.6-8.3: Analyze the structure and powers of government at the national level.	<p>SE/TE: <i>This standard is met throughout the program. Representative lessons include the following:</i> Madison and the War of 1812, 304–315 Protection Against Foreign Competition, 319 Jackson Invades Spanish Florida, 325 What Did the Monroe Doctrine State?, 325–326 Critical Thinking and Writing, 331 War and Empire, 727–735 Primary Source: Theodore Roosevelt, The Rough Riders, 736 U.S. Power in Latin America, 737–743 A European War, 744–751 Entering the War, 752–760 Wilson and Isolationism, 768–774 Primary Source: Woodrow Wilson, The Fourteen Points, 775 Korea and Other Postwar Conflicts, 899–906 Entering World War II, 855–864 Détente, 952–953 The End of the Cold War, 973–979 Terrorism and an Unstable World, 1001–1012 A Global Economy, 1015–1022</p>

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<p>Continued: C2.6-8.3: Analyze the structure and powers of government at the national level.</p>	<p>Continued: Digital Resources: Topic 12>Lesson 3>Lesson Video: The “Big Stick” in Latin America Topic 15>Lesson 1>Lesson Video: The Early Years of the Cold War Topic 15>Lesson 2>Lesson Video: The Korean War Topic 16>Lesson 2>Lesson Video: The Cold War Ends in Berlin</p>
<p>C4.6-8: Understands civic involvement.</p>	
<p>C4.6-8.4: Analyze how a claim on an issue attempts to balance individual rights and the common good.</p>	<p>SE/TE: Analyze Charts: Foundations of American Democracy, 124 Civic Good and Republicanism, 211 Individual Rights, 229 Upholding Individual Rights, 240 Analysis Skills: Identify Sources of Continuity, 246 Civic Virtue, Citizenship, and Democratic Values, 249–250 Analysis Skills: Draw Sound Conclusions from Sources (Distribution of wealth and the common good), 630 Other Americans Face Discrimination, 871–872 USA Patriot Act, 1003, 1036</p>
<p>C4.6-8.5: Employ strategies for civic involvement that address a national issue.</p>	<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26 Quest: Civic Discussion Inquiry: Senate Representation, 196 Analysis Skills: Distinguish Real News from “Fake News,” 1014 Quest: Project–Based Learning Inquiry: Reporting the Facts, 892 Quest: Document–Based Writing Inquiry: Analyzing the Reagan Conservative Movement, 962 Analysis Skills: Political Participation, 993 Quest: Document–Based Writing Inquiry: Look into the Future, 1000</p> <p>Digital Resources: 21st Century Skills Tutorials: Being an Informed Citizen 21st Century Skills Tutorials: Political Participation</p>

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E: Economics	
The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.	
E1.6-8: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.	
<p>E1.6-8.3: Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.</p>	<p>SE/TE: <i>This standard is met throughout the program. Representative lessons include the following:</i> Promoting a Free Market Economy, 287 The Market Economy and the Industrial Revolution, 412–413 Quest: Civic Discussion Inquiry: High-Speed Rail, 586 Mining, Railroads, and the Economy, 587–597 Industry and Corporations, 622–629 Analysis Skills: Conduct a Cost–Benefit Analysis, 669 The Role of Government in the Economy, 782 Prosperity in the 1920s, 785 The Stock Market Soars, 786–787 Analyzing Primary Sources: Franklin D. Roosevelt, Fireside Chat on Banking, 833 Quest: Document–Based Writing Inquiry: Analyzing the Reagan Conservative Movement, 962 North American Free Trade Agreement (NAFTA), 970–971, 1017, 1041 What Caused a World Economic Crisis?, 1018–1020 A Weak Recovery, 1020–1022</p> <p>Digital Resources: Topic 3>Lesson 2>Lesson Video: Taxation and Mercantilism Topic 10>Lesson 1>Lesson Video: Mining, Expansion and Growth Topic 10>Lesson 4>Lesson Video: Big Business</p>

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E2.6-8: Understands how economic systems function.	
E2.6-8.5: Analyze how the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States in the past or present.	SE/TE: New Ways to Produce Goods, 410–411 Reading Check, 411 Rebuilding the South’s Economy (laws of supply and demand), 571 Also see: Producer Price Index (PPI), 359 The Market Economy and the Industrial Revolution, 412–413 Crop prices, 607, 609 NAFTA, 970–971, 1017, 1041 OPEC, 990 Embargo, 301
E2.6-8.6: Analyze how the forces of supply and demand have affected international trade in the United States in the past or present.	SE/TE: Mercantilism, 121 Economic Policy: of Hamilton, 274 A Ban on Trade, 301–302 Tariff of 1816, 320 Tariff of Abominations, 350–351 The Role of Market Forces, 413–414 Tariff of 1833, 483 North American Free Trade Agreement (NAFTA), 970–971, 1017, 1041 OPEC, 990 A Global Economy, 1015–1022

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E3.6-8: Understands the government’s role in the economy.	
<p>E3.6-8.3: Analyze the influence of the U.S. government’s taxation, creation of currency, and tariffs in the past or present.</p>	<p>SE/TE: Concerns Over Debt and Currency, 200 Tariffs, 263, 266, 342, 677 A New Tax Leads to Rebellion, 266–268 A Broad Definition of “Necessary and Proper”, 322 Analyze Images, 355 Tariff of 1816, 320 Tariff of Abominations, 350–351 The Role of Market Forces, 413–414 Tariff of 1833, 483 A Weak Wartime Economy, 528 Taxation and Inflation, 529 Taxation and Voting Rights, 570 Increasing the Government’s Role in the Economy, 685 Quest: Document–Based Writing Inquiry: The Role of Government in the Economy, 782 Primary Sources: Franklin D. Roosevelt, Fireside Chat on Banking, 865 Analyze Images: Reaganomics, 968</p> <p>Digital Resources: Topic 3>Lesson 2>Lesson Video: Taxation and Mercantilism 21st Century Skills Tutorials: Paying Taxes</p>
E4.6-8: Understands the economic issues and problems that all societies face.	
<p>E4.6-8.5: Analyze the distribution of wealth and sustainability of resources in the United States.</p>	<p>SE/TE: A Crash and Recovery, 1015–1016 The Recession of 2001, 1016 What Caused a World Economic Crisis, 1018–1020 Unemployment, 2007–2009, 1020 American Recovery and Reinvestment Act, 1021 Environmental Challenges, 1024–1027 Also see: Poverty in the South, 571–572 Industry and Corporations, 622–629 Quest: Document–Based Writing Inquiry: Analyzing the Reagan Conservative Movement, 962</p> <p>Digital Resources: Topic 17>Lesson 3>Lesson Video: The Global Financial Crisis of 2008</p>

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<p>E4.6-8.6: Explain the costs and benefits of trade policies to individuals, businesses, and society in the United States.</p>	<p>SE/TE: A Ban on Trade, 301–302 Tariff of 1816, 320 Tariff of Abominations, 350–351 The Role of Market Forces, 413–414 Tariff of 1833, 483 North American Free Trade Agreement (NAFTA), 970–971, 1017, 1041 Increasing Global Trade, 1017</p>
<p>G: Geography The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement, and demonstrating knowledge of how geographic features and human cultures impact environment.</p>	
<p>G1.6-8: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.</p>	
<p>G1.6-8.5: Explain and analyze physical and cultural characteristics of places and regions in the United States.</p>	<p>SE/TE: <i>This standard is met throughout the program. Representative lessons include the following:</i> Cultures of North America, 14–24 How Did Two Regions Develop Differently?, 103–106 The New England Colonies, 78–89 The Middle Colonies, 91–99 The Southern Colonies, 100–109 Analysis Skills: Identifying Physical and Cultural Features, 141 Westward Movement, 368–374 Settling Oregon Country, 375–381 New Spain and Independence for Texas, 383–391 Manifest Destiny in California and the Southwest, 392–401 King Cotton and Life in the South, 431–442 Reconstruction and Southern Society, 566–572 Mining, Railroads, and the Economy, 587–597 Western Agriculture, 598–609</p> <p>TE only: Interactive: Native American Culture Regions of North America, 17</p>

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<p>Continued: G1.6-8.5: Explain and analyze physical and cultural characteristics of places and regions in the United States.</p>	<p>Continued: Digital Resources: Topic 2>Lesson 4>Lesson Video: The Middle Colonies Topic 2>Lesson 5>Lesson Video: The Southern Colonies Topic 6>Lesson 2>Lesson Video: North vs South in the Age of Jackson Topic 9>Lesson 3>Lesson Video: New Forces in Southern Politics Topic 13>Lesson 3>Lesson Video: Harlem in the 1920s</p>
<p>G1.6-8.6: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p>	<p>SE/TE: <i>This standard is met throughout the program. Representative lessons include the following:</i> Quest: Document–Based Writing Inquiry: Examining the Colonial Environment, 54 The Triangular Trade, 123 Analysis Skills: Identifying Physical and Cultural Features, 141 Westward Movement in Defiance of the Proclamation of, 1763, 144 Westward Movement in Defiance of the Proclamation of, 1763, 144 Agriculture in the South, 1860 435 Analysis Skills: Interpret Thematic Maps, 573 Civil War in the East, 1862–1863, 515 Quest: Civic Discussion Inquiry: High–Speed Rail, 586 The Great Migration, 1910–1940, 810 Tennessee Valley Authority Dams Built, 1933–1939, 827 The Dust Bowl, 835</p> <p>Digital Resources: Topic 6>Lesson 5>Lesson Video: Why Oregon Country? Topic 10>Lesson 1>Lesson Video: Mining, Expansion and Growth Topic 11>Lesson 2>Lesson Video: Life in Cities</p>

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G2.6-8: Understands human interaction with the environment.	
<p>G2.6-8.6: Analyze how the environment has affected people and how people have affected the environment in the United States in the past or present.</p>	<p>SE/TE: The Industrial Revolution, 409–420 Railroads, 423–424 The South’s Cotton Kingdom, 431–432 Reliance on Plantation Agriculture, 433–435 Quest: Civic Discussion Inquiry: High–Speed Rail, 586 Mining, Railroads, and the Economy, 587–597 Industry and Corporations, 622–629 Dust Bowl, 834–835 Quest: Document–Based Writing Inquiry: Dropping the Atomic Bomb, 848 Analyze Diagrams: Nuclear Fuel Cycle, 1008 Responding to Environmental Challenges, 1024–1027 Analyze Charts: Genetically Modified Foods, 1028 The Biotech Revolution, 1028</p> <p>Digital Resources: Topic 7>Lesson 1>Lesson Video: The Spread of Industrialization Topic 7>Lesson 2>Lesson Video: Cotton Shapes the South Topic 10>Lesson 1>Lesson Video: Mining, Expansion and Growth Topic 10>Lesson 2>Lesson Video: The Cattle Boom and the Homestead Act</p>

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<p>G2.6-8.7: Explain cultural diffusion in the United States from the past or in the present.</p>	<p>SE/TE: Diffusion, 17 Spanish Colonization and New Spain, 55–64 The First French, Dutch, and English Colonies, 66–77 Analysis Skills: Identifying Physical and Cultural Features, 141 Why Did Americans Move West? 368–370 Heading into the West, 370–372 Movement Changes the West and the Nation, 373–374 New Mexico Territory and California, 383–384 Mormons Settle the Mexican Cession, 397 Immigrants Enrich the Nation, 428 A Reaction Against Immigrants, 428–429 Effects of Immigration, 652 Harlem Renaissance, 801–804 Immigration Brings Changes and Challenges, 1038 A Changing Mosaic, 1038–1039</p> <p>Digital Resources: Topic 2>Lesson 6>Lesson Video: Colonial Cultural Achievements Topic 11>Lesson 1>Lesson Video: An Immigrant Story</p>
<p>G2.6-8.8: Explain and analyze migration as a catalyst for the growth of the United States in the past or present.</p>	<p>SE/TE: Southern American Indians on the Trail of Tears, 365–367 Westward Movement, 368–374 Heading into the West, 370–372 Movement Changes the West and the Nation, 373–374 Settling Oregon Country, 375–381 New Mexico Territory and California, 383–384 Manifest Destiny in California and the Southwest, 392–401 Urban Migration, 758–759 Analyze Graphs: The Harlem Renaissance, 802 Geography Skills: The Great Migration, 810 The Great Migration, 811</p> <p>Digital Resources: Topic 6>Lesson 3>Lesson Video: The Trail of Tears Topic 6>Lesson 4>Lesson Video: The Journey West</p>

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G3.6-8: Understands the geographic context of global issues and events.	
<p>G3.6-8.3: Explain how learning about the geography of the United States helps us understand global issues such as diversity, trade, and sustainability.</p>	<p>SE/TE: North American Free Trade Agreement (NAFTA), 970–971, 1017, 1041 OPEC, 990 Quest: Document–Based Writing Inquiry: Look Into the Future, 1000 A Global Economy, 1015–1022 Responding to Environmental Challenges, 1024–1027 Analyze Charts: Genetically Modified Foods, 1028 The Biotech Revolution, 1028 Immigration Brings Changes and Challenges, 1038 A Changing Mosaic, 1038–1039</p> <p>Digital Resources: Topic 17>Lesson 2>Lesson Video: Global Challenges</p>

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H: History	
The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington state, tribal, United States, and world history in order to evaluate how history shapes the present and future.	
H1.6-8: Understands historical chronology.	
H1.6-8.6: Explain how themes and developments help to define eras in United States history from 1763 to 1877, including:	
H1.6-8.6.a: Fighting for independence (1763-1783)	<p>SE/TE: Quest: Project Inquiry: Choosing Sides, 132 Analysis Skill: Identifying Physical and Cultural Features.141 Growing Resentment Against Britain, 142–152 Primary Source: John and Abigail Adams, Letters, 153 Taking Up Arms, 154–163 Analysis Skill: Compare Different Points of View, 164 The Move Toward Independence, 165–176 Primary Source: Thomas Paine, <i>Common Sense</i>, 177 Winning Independence, 178–188 Analysis Skill: Relate Events in Time, 189 Review and Assessment, 190–191</p> <p>Digital Resources: Topic 3>Lesson 4>Lesson Video: The Declaration of Independence Topic 3>Lesson 5>Lesson Video: Winning Independence Topic 4>Lesson 2>Lesson Video: The Constitutional Convention</p>

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<p>H1.6-8.6.b: Establishing the new nation (1781-1815)</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196 A Weak Confederation, 197–203 Drafting a Constitution, 204–209 Ideas That Influenced the Constitution, 210–215 Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216 Federalists, Antifederalists, and the Bill of Rights, 217–222 Primary Source: Federalist and Antifederalist Writings, 223 Analysis Skill: Distinguish Cause and Effect, 224 Understanding the Constitution, 225–236 Federalism and Amendments, 237–245 Analysis Skill: Identify Sources of Continuity, 246 Citizens’ Rights and Responsibilities, 247–252 Primary Source: Hamilton and Madison Disagree, 253 Review and Assessment, 254–255 Washington’s Presidency, 261–272 A Two–Party System Develops, 273–279 Analysis Skill: Distinguish Fact from Opinion, 280 Presidents Adams and Jefferson, 281–290 Analysis Skill: Detect Historical Points of View, 291 A Changing Nation, 292–302 Primary Source: William Clark and Meriwether Lewis, Journals, 303 Madison and the War of 1812, 304–315 Primary Source: Tenskwatawa, The Prophet, Speech, 316 Monroe’s Presidency and Everyday Life, 317–328 Analysis Skill: Construct a Timeline, 329 Review and Assessment, 330–331</p> <p>Digital Resources: Topic 5>Lesson 1>Lesson Video: Securing the New Government Topic 5>Lesson 3>Lesson Video: John Adams's Presidency Topic 5>Lesson 4>Lesson Video: Jefferson's Presidency Topic 5>Lesson 5>Lesson Video: The War of 1812</p>

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<p>H1.6-8.6.c: Slavery, expansion, removal, and reform (1801-1850)</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: The Mexican–American War, 336 Jackson Wins the Presidency, 337–347 Primary Source: John Quincy Adams, Speech on Independence Day, 348 Political Conflict and Economic Crisis, 349–358 Analysis Skill: Interpret Economic Performance, 359 Conflict with American Indians, 360–367 Westward Movement, 368–374 Settling Oregon Country, 375–381 Analysis Skill: Distinguish Verifiable from Unverifiable Information, 382 New Spain and Independence for Texas, 383–391 Manifest Destiny in California and the Southwest, 392–401 Review and Assessment, 402–403 Quest: Document–Based Inquiry: Slavery and Abolition, 408 The Industrial Revolution, 409–420 Analysis Skill: Detect Changing Patterns, 421 Industrialization and Immigration, 422–430 King Cotton and Life in the South, 431–442 Abolitionism, 443–449 Analysis Skill: Update an Interpretation, 450 Primary Source: McGuffey Readers, 451 Reform and Women’s Rights, 452–463 Primary Source: James Fenimore Cooper, “The Chainbearer”, 464 Arts and Literature, 465 Review and Assessment, 472–473</p> <p>Digital Resources: Topic 6>Lesson 3>Lesson Video: The Trail of Tears Topic 6>Lesson 4>Lesson Video: The Journey West Topic 6>Lesson 7>Lesson Video: Manifest Destiny Topic 8>Lesson 2>Lesson Video: Bleeding Kansas Topic 8>Lesson 3>Lesson Video: Southern States React</p>

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<p>H1.6-8.6.d: Civil War and Reconstruction (1850-1877)</p>	<p>SE/TE: Quest: Project Inquiry: A Lincoln Website, 478 Conflicts and Compromises, 479 Primary Source: Harriet Beecher Stowe, Uncle Tom’s Cabin, 488 Growing Tensions, 489 Analysis Skill: Distinguish Relevant from Irrelevant Information, 500 Division and the Outbreak of War, 501–511 Analysis Skill: Assess Credibility of a Source, 512 The Course of War, 513–519 Emancipation and Life in Wartime, 520–530 Primary Source: Emancipation Proclamation, Abraham Lincoln, 531 Analysis Skill: Recognize the Role of Chance, Error, and Oversight, 532 The War’s End, 533–543 Review and Assessment, 544–545 Quest: Civic Discussion Inquiry: The End of Reconstruction, 550 Early Reconstruction, 551–557 Radical Reconstruction, 558–563 Primary Source: Frederick Douglass, “What the Black Man Wants”, 564 Analysis Skill: Distinguish Essential from Incidental Information, 565 Reconstruction and Southern Society, 566–572 Analysis Skill: Interpret Thematic Maps, 573 The Aftermath of Reconstruction, 574–579 Review and Assessment, 580–581</p> <p>Digital Resources: Topic 8>Lesson 3>Lesson Video: Southern States React Topic 8>Lesson 4>Lesson Video: Strategies for War Topic 8>Lesson 5>Lesson Video: The Emancipation Proclamation Topic 8>Lesson 6>Lesson Video: The Civil War Ends</p>

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H2.6-8: Understands and analyzes causal factors that have shaped major events in history.	
H2.6-8.5: Explain and analyze how individuals and movements have shaped United States history (1763-1877).	<p>SE/TE: <i>This standard is met throughout the program. Representative lessons include the following:</i> Primary Sources: Tenskwatawa, The Prophet, Speech, 316 Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 Abolitionism, 443–449 Reform and Women’s Rights, 452–463 Primary Sources: Harriet Beecher Stowe, Uncle Tom’s Cabin 488 Primary Sources: Frederick Douglass, “What the Black Man Wants”, 564</p> <p>Digital Resources: Topic 7>Lesson 4>Lesson Video: Abolitionism Topic 7>Lesson 6>Lesson Video: American Artists, American Themes Topic 10>Lesson 5>Lesson Video: The Labor Movement</p>
H2.6-8.6: Explain and analyze how cultures and cultural and ethnic groups have contributed to United States history (1763-1877).	<p>SE/TE: <i>This standard is met throughout the program. Representative lessons include the following:</i> African Americans in the War, 181–182 American Indians Choose Sides, 183–184 Conflict with American Indians, 360–367 Mormons Settle the Mexican Cession, 397 How Did Ethnic Minorities Fare in the North? 427–428 Immigrants Enrich the Nation, 428 African American Abolitionists, 445–446 African Americans Fight for the Union, 523–524 Effects of Immigration, 652 How Were American Indians Treated During the Progressive Era?, 697–698</p> <p>Digital Resources: Topic 11>Lesson 1>Lesson Video: An Immigrant Story Topic 11>Lesson 1>Lesson Video: An Immigrant Story</p>

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<p>H2.6-8.7: Explain and analyze how technology and ideas have impacted United States history (1763-1877).</p>	<p>SE/TE: What Did Thomas Paine Say in <i>Common Sense?</i>, 167–168 Primary Source: Thomas Paine, <i>Common Sense</i>, 177 Federalists, Antifederalists, and the Bill of Rights, 217–222 Understanding the Constitution, 225–236 Manifest Destiny, 392–394 The Industrial Revolution, 409–420 Railroads, 423–424 The South’s Cotton Kingdom, 431–432 Reliance on Plantation Agriculture, 433–435 Quest: Civic Discussion Inquiry: High–Speed Rail, 586 Mining, Railroads, and the Economy, 587–597</p> <p>Digital Resources: Topic 7>Lesson 1>Lesson Video: The Spread of Industrialization Topic 7>Lesson 2>Lesson Video: Cotton Shapes the South Topic 10>Lesson 1>Lesson Video: Mining, Expansion and Growth Topic 10>Lesson 2>Lesson Video: The Cattle Boom and the Homestead Act</p>
<p>H3.6-8: Understands that there are multiple perspectives and interpretations of historical events.</p>	
<p>H3.6-8.4: Analyze and interpret historical materials from a variety of perspectives in United States history (1763-1877).</p>	<p>SE/TE: Quest: Project–Based Learning Inquiry: Choosing Sides, 132 Analysis Skills: Compare Different Points of View, 164 Quest: Civic Discussion Inquiry: Senate Representation, 196 Argumentative Essay: Distinguish Claims From Opposing Claims, 215, 619 Argumentative Essay: Credible Sources, 222, 629 Quest: Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Analysis Skills: Distinguish Fact and Opinion, 280 Analysis Skills: Detect Historical Points of View, 291 Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 Quest: Document–Based Writing Inquiry: Dropping the Atomic Bomb, 848</p>

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<p>Continued: H3.6-8.4: Analyze and interpret historical materials from a variety of perspectives in United States history (1763-1877).</p>	<p>Continued: Digital Resources: Topic 4>Lesson 4>Interactive Primary Sources>Anti-Federalist Papers Topic 4>Lesson 4>Interactive Primary Sources>The Federalist No. 10 Topic 6>Lesson 2>Interactive Primary Sources>Debate Over Nullification Topic 8>Lesson 2>Interactive Primary Sources>“A House Divided,” Abraham Lincoln Topic 15>Lesson 4>Landmark Supreme Court Cases>Brown v. Board of Education 21st Century Skills Tutorials>Evaluate Existing Arguments</p>
<p>H3.6-8.5: Analyze multiple causal factors to create positions on major events in United States history (1763-1877).</p>	<p>SE/TE: <i>This standard is met throughout the program. Representative lessons include the following:</i> Major Events Leading to the Declaration of Independence, 190 Cause and Effect of Adding the Bill of Rights to the Constitution in 1791, 223 The Roots of American Industrialism, 321 Quest: Civic Discussion Inquiry: The Mexican–American War, 336 Why Did Americans Move West? 368–370 Causes of the Mexican–American War, 394 Effects of the Compromise of 1850, 485 Major Events Leading to War, 544 Causes and Effects of Reconstruction, 580</p> <p>Digital Resources: Topic 6>Lesson 5>Lesson Video: Why Oregon Country? Topic 7>Lesson 1>Lesson Video: The Spread of Industrialization Topic 8>Lesson 3>Lesson Video: Southern States React</p>

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<p>H4.6-8: Understands how historical events inform analysis of contemporary issues and events.</p>	
<p>H4.6-8.3: Analyze how a historical event in United States history helps us to understand contemporary issues and events.</p>	<p>SE/TE: Quest: Document–Based Writing Inquiry: Look Into the Future, 1000 Terrorism and an Unstable World, 1001–1012 Analysis Skills: Distinguish Real News from “Fake News,” 1014 A Crash and Recovery, 1015–1016 Increasing Global Trade, 1017 What Caused a World Economic Crisis?, 1018–1020 A Weak Recovery, 1020–1022 What Is the Environmental Movement?, 1024–1025 The Internet, 1030 The Mobile Revolution, 1031–1032 The Bush Era, 1033–1035 Obama’s Presidency, 1036–1037 How Has Society Changed?, 1038–1039</p> <p>Digital Resources: Topic 17>Lesson 1>Lesson Video: Responding to Terrorism Topic 17>Lesson 2>Lesson Video: Global Challenges</p>

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