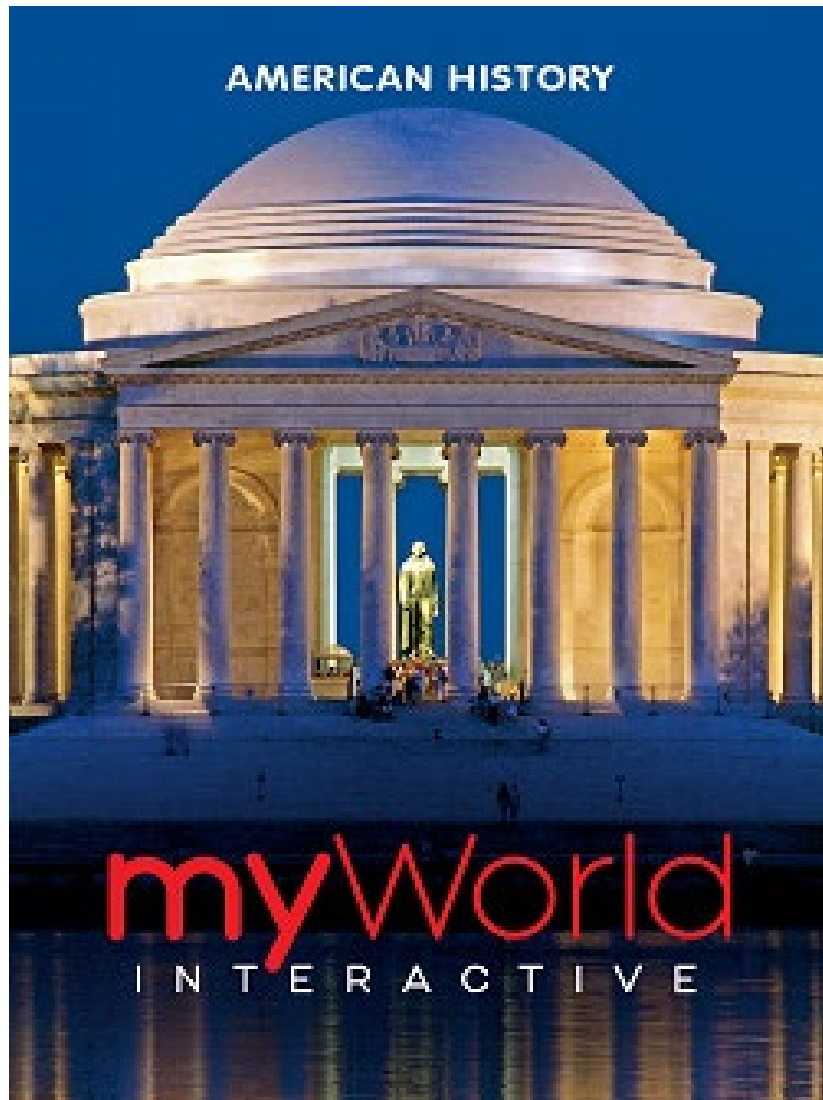


A Correlation of



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to the
**Wisconsin Standards
for Social Studies (2018)
Grades 6-8 (m)**

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Introduction

This document demonstrates how *myWorld American History*, meets the Wisconsin Standards for Social Studies Grade 6-8 (m). Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

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

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

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

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<p>Continued SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>	<p>Continued: Digital Resources: Topic 1: The Early Americas and European Exploration (Prehistory-1700)> Quest: Document-Based Writing: The Easter Mutiny>Ask Questions: Examining the Colonial Environment; Topic 2: European Colonization of North America (1500-1750)>Quest: Project: Examining the Colonial Environment> Ask Questions: Examining the Colonial Environment Topic 3: The Revolutionary Era (1750-1783)>Quest: Project: Choosing Sides> Ask Questions: Choosing Sides Topic 4: A Constitution for the United States (1776-Present)> Quest: Discussion: Senate Representation> Examine the Question: Senate Representation Topic 5: The Early Republic (1789-1825)>Quest: Project: Stay Out? Or Get Involved?>Ask Questions: Stay Out? Or Get Involved? Topic 6: The Age of Jackson and Westward Expansion (1824-1860)>Quest: Discussion: The Mexican-American War>Examine the Question: The Mexican-American War Topic 7: Society and Culture Before the Civil War (1820-1860)>Quest: Document-Based Writing: Slavery and Abolition>Ask Questions: Slavery and Abolition Topic 8: Sectionalism and Civil War (1820-1865)>Quest: Project: A Lincoln Website>Ask Questions: A Lincoln Website Topic 9: The Reconstruction Era (1865-1877)>Quest: Discussion: The End of Reconstruction>Examine the Questions: The End of Reconstruction Topic 10: Industrial and Economic Growth (1865-1914)>Quest: Discussion: High-Speed Rail>Examine the Question: High-Speed Rail Topic 11: The Progressive Era (1865-1920)>Quest: Document-Based Writing: Effects of Immigration>Ask Questions: Effects of Immigration</p>

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<p>Continued SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>	<p>Continued: Topic 12: Imperialism and World War I (1853-1919)>Quest: Discussion: Imperialism and Annexation>Examine the Questions: Imperialism and Annexation Topic 13: Prosperity and Depression (1919-1939)>Quest: Document-Based Writing: The Role of Government in the Economy>Ask Questions: The Role of Government in the Economy Topic 14: World War II (1935-1945)>Quest: Document-Based Writing: Dropping the Atomic Bomb>Ask Questions: Dropping the Atomic Bomb Topic 15: Postwar America (1945-1975)>Quest: Project: Reporting the Facts>Ask Questions: Reporting the Facts Topic 16: A Global Superpower Facing Change (1975-2000)>Quest: Document-Based Writing: Analyzing the Reagan Conservative Movement>Ask Questions: Analyzing the Reagan Conservative Movement Topic 17: Meeting New Challenges (1975-Present)>Quest: Document-Based Writing: Look Into the Future>Ask Questions: Look Into the Future 21st Century Skills Tutorials>Ask Questions>21st Century Skill: Ask Questions: Assessment; 21st Century Skills Tutorials>Analyze Primary and Secondary Sources>21st Century Skill: Analyze Primary and Secondary Sources: Assessment</p>

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SS.Inq2 Wisconsin students will gather and evaluate sources.	
SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry	
<p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p>	<p>SE/TE: Analyzing Primary Sources, 25, 65, 153, 216, 303, 348, 564, 661, 992, 1043; Topic 5 Review and Assessment, 330-331; Interactive: Identify Evidence, 500</p> <p>Digital Resources: Topic 1: The Early Americas and European Exploration (Prehistory-1700)> Quest: Document-Based Writing: The Easter Mutiny>Examine Primary Source: The Easter Mutiny; Quest Source 1-5 Topic 4: A Constitution for the United States (1776-Present)>Quest: Discussion: Senate Representation>Quest Source 1-3 Topic 6: The Age of Jackson and Westward Expansion (1824-1860)>Quest: Discussion: The Mexican-American War>Quest Source 1-4 Topic 7: Society and Culture Before the Civil War (1820-1860)>Quest: Document-Based Writing: Slavery and Abolition>Examine Primary Source: Slavery and Abolition; Quest Source 1-6 Topic 9: The Reconstruction Era (1865-1877)>Quest: Discussion: The End of Reconstruction>Quest Source 1-3 Topic 10: Industrial and Economic Growth (1865-1914)>Quest: Discussion: High-Speed Rail>Quest Source 1-4 Topic 11: The Progressive Era (1865-1920)>Quest: Document-Based Writing: Effects of Immigration>Examine Primary Source: Effects of Immigration; Quest Source 1-5 Topic 12: Imperialism and World War I (1853-1919)>Quest: Discussion: Imperialism and Annexation> Quest Source 1-4 Topic 13: Prosperity and Depression (1919-1939)>Quest: Document-Based Writing: The Role of Government in the Economy>Examine Primary Source: The Role of Government in the Economy; Quest Source 1-5 Topic 14: World War II (1935-1945)>Quest: Document-Based Writing: Dropping the Atomic Bomb> Examine Primary Source: Dropping the</p>

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<p>Continued SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry..</p>	<p>Continued Atomic Bomb; Quest Source 1-5 Topic 16: A Global Superpower Facing Change (1975-2000)>Quest: Document-Based Writing: Analyzing the Reagan Conservative Movement>Examine Primary Source: Analyzing the Reagan Conservative Movement; Quest Source 1-5 Topic 17: Meeting New Challenges (1975-Present)>Quest: Document-Based Writing: Look Into the Future>Examine Primary Source: Look Into the Future; Quest Source 1-4 21st Century Skills Tutorials>Analyze Primary and Secondary Sources>21st Century Skill: Analyze Primary and Secondary Sources: Assessment</p>
<p>SS.Inq2.b Evaluate sources</p>	
<p>SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p>	<p>SE/TE: Writing: Find and Use Credible Sources, ELA 12-ELA 13; Lesson Check, 279, 563, 629, 796; Primary Source, 512</p> <p>Digital Resources: Topic 1: The Early Americas and European Exploration (Prehistory-1700)> Quest: Document-Based Writing: The Easter Mutiny>Examine Primary Source: The Easter Mutiny; Quest Source 1-5 Topic 4: A Constitution for the United States (1776-Present)>Quest: Discussion: Senate Representation>Quest Source 1-3 Topic 6: The Age of Jackson and Westward Expansion (1824-1860)>Quest: Discussion: The Mexican-American War>Quest Source 1-4 Topic 7: Society and Culture Before the Civil War (1820-1860)>Quest: Document-Based Writing: Slavery and Abolition>Examine Primary Source: Slavery and Abolition; Quest Source 1-6 Topic 9: The Reconstruction Era (1865-1877)>Quest: Discussion: The End of Reconstruction>Quest Source 1-3 Topic 10: Industrial and Economic Growth (1865-1914)>Quest: Discussion: High-Speed Rail>Quest Source 1-4 Topic 11: The Progressive Era (1865-</p>

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<p>Continued SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p>	<p>Continued 1920>Quest: Document-Based Writing: Effects of Immigration>Examine Primary Source: Effects of Immigration; Quest Source 1-5 Topic 12: Imperialism and World War I (1853-1919)>Quest: Discussion: Imperialism and Annexation> Quest Source 1-4 Topic 13: Prosperity and Depression (1919-1939)>Quest: Document-Based Writing: The Role of Government in the Economy>Examine Primary Source: The Role of Government in the Economy; Quest Source 1-5 Topic 14: World War II (1935-1945)>Quest: Document-Based Writing: Dropping the Atomic Bomb> Examine Primary Source: Dropping the Atomic Bomb; Quest Source 1-5 Topic 16: A Global Superpower Facing Change (1975-2000)>Quest: Document-Based Writing: Analyzing the Reagan Conservative Movement>Examine Primary Source: Analyzing the Reagan Conservative Movement; Quest Source 1-5 Topic 17: Meeting New Challenges (1975-Present)>Quest: Document-Based Writing: Look Into the Future>Examine Primary Source: Look Into the Future; Quest Source 1-4</p>
<p>SS.Inq3 Wisconsin students will develop claims using evidence to support reasoning.</p>	
<p>SS.Inq3.a Develop claims to answer inquiry question</p>	
<p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p>	<p>SE/TE: Writing: Write an Argument, ELA 9; Lesson Check, 203, 209, 215, 236, 245, 597, 619, 629, 644; Topic 4 Review and Assessment, 254-255; Topic 10 Review and Assessment, 646-647</p> <p>Digital Resources: Topic 1: The Early Americas and European Exploration (Prehistory-1700)>Quest: Document-Based Writing: The Easter Mutiny>Quest Findings: The Easter Mutiny Topic 2: European Colonization of North America (1500-1750)>Quest: Project: Examining the Colonial Environment>Quest Findings: Examining the Colonial Environment Topic 3: The Revolutionary Era (1750-1783)>Quest: Project: Choosing Sides> Quest</p>

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<p>Continued SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p>	<p>Continued: Project: Reporting the Facts>Quest Findings: Reporting the Facts Topic 16: A Global Superpower Facing Change (1975-2000)>Quest: Document-Based Writing: Analyzing the Reagan Conservative Movement>Quest Findings: Analyzing the Reagan Conservative Movement Topic 17: Meeting New Challenges (1975-Present)>Quest: Document-Based Writing: Look Into the Future>Quest Findings: Look Into the Future 21st Century Skills Tutorials>Give an Effective Presentation>21st Century Skill: Give an Effective Presentation: Assessment</p>
<p>SS.Inq3.b Cite evidence from multiple sources to support claim</p>	
<p>SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p>	<p>SE/TE: Reading: Support Your Analyses with Evidence, ELA 6; Writing: Write an Argument, ELA 9; Lesson Check, 209, 222, 609, 629; Interactive: Identify Evidence, 500, 565 TE Only: Support Ideas with Evidence, 426 Digital Resources: Topic 1: The Early Americas and European Exploration (Prehistory-1700)>Quest: Document-Based Writing: The Easter Mutiny>Quest Findings: The Easter Mutiny Topic 2: European Colonization of North America (1500-1750)>Quest: Project: Examining the Colonial Environment>Quest Findings: Examining the Colonial Environment Topic 3: The Revolutionary Era (1750-1783)>Quest: Project: Choosing Sides> Quest Findings: Choosing Sides Topic 4: A Constitution for the United States (1776-Present)>Quest: Discussion: Senate Representation>Quest Findings: Senate Representation Topic 5: The Early Republic (1789-1825)>Quest: Project: Stay Out? Or Get Involved?>Quest Findings: Stay Out? Or Get Involved? Topic 6: The Age of Jackson and Westward Expansion (1824-1860)>Quest: Discussion: The Mexican-American War> Quest Findings: The Mexican-American War</p>

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<p>Continued SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p>	<p>Continued: Topic 7: Society and Culture Before the Civil War (1820-1860)>Quest: Document-Based Writing: Slavery and Abolition>Quest Findings: Slavery and Abolition Topic 8: Sectionalism and Civil War (1820-1865)>Quest: Project: A Lincoln Website>Quest Findings: A Lincoln Website Topic 9: The Reconstruction Era (1865-1877)>Quest: Discussion: The End of Reconstruction>Quest Findings: The End of Reconstruction Topic 10: Industrial and Economic Growth (1865-1914)>Quest: Discussion: High-Speed Rail>Quest Findings: High-Speed Rail Topic 11: The Progressive Era (1865-1920)>Quest: Document-Based Writing: Effects of Immigration>Quest Findings: Effects of Immigration Topic 12: Imperialism and World War I (1853-1919)>Quest: Discussion: Imperialism and Annexation>Quest Findings: Imperialism and Annexation Topic 13: Prosperity and Depression (1919-1939)>Quest: Document-Based Writing: The Role of Government in the Economy>Quest Findings: The Role of Government in the Economy Topic 14: World War II (1935-1945)>Quest: Document-Based Writing: Dropping the Atomic Bomb>Quest Findings: Dropping the Atomic Bomb Topic 15: Postwar America (1945-1975)>Quest: Project: Reporting the Facts>Quest Findings: Reporting the Facts Topic 16: A Global Superpower Facing Change (1975-2000)>Quest: Document-Based Writing: Analyzing the Reagan Conservative Movement>Quest Findings: Analyzing the Reagan Conservative Movement Topic 17: Meeting New Challenges (1975-Present)>Quest: Document-Based Writing: Look 21st Century Skills Tutorials>Support Ideas with Evidence>21st Century Skill: Support Ideas with Evidence: Assessment</p>

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SS.Inq3.c Elaborate how evidence supports claim	
<p>SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p>	<p>myWorld Interactive American History SE/TE: Reading: Evaluate Arguments, ELA 2; Reading: Support Your Analyses with Evidence, ELA 6</p> <p>Digital Resources: Topic 1: The Early Americas and European Exploration (Prehistory-1700)>Quest: Document-Based Writing: The Easter Mutiny>Quest Findings: The Easter Mutiny Topic 2: European Colonization of North America (1500-1750)>Quest: Project: Examining the Colonial Environment>Quest Findings: Examining the Colonial Environment Topic 3: The Revolutionary Era (1750-1783)>Quest: Project: Choosing Sides> Quest Findings: Choosing Sides Topic 4: A Constitution for the United States (1776-Present)>Quest: Discussion: Senate Representation>Quest Findings: Senate Representation Topic 5: The Early Republic (1789-1825)>Quest: Project: Stay Out? Or Get Involved?>Quest Findings: Stay Out? Or Get Involved? Topic 6: The Age of Jackson and Westward Expansion (1824-1860)>Quest: Discussion: The Mexican-American War> Quest Findings: The Mexican-American War Topic 7: Society and Culture Before the Civil War (1820-1860)>Quest: Document-Based Writing: Slavery and Abolition>Quest Findings: Slavery and Abolition Topic 8: Sectionalism and Civil War (1820-1865)>Quest: Project: A Lincoln Website>Quest Findings: A Lincoln Website Topic 9: The Reconstruction Era (1865-1877)>Quest: Discussion: The End of Reconstruction>Quest Findings: The End of Reconstruction Topic 10: Industrial and Economic Growth (1865-1914)>Quest: Discussion: High-Speed Rail>Quest Findings: High-Speed Rail Topic 11: The Progressive Era (1865-1920)>Quest: Document-Based Writing: Effects</p>

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<p>Continued SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p>	<p>Continued of Immigration>Quest Findings: Effects of Immigration Topic 12: Imperialism and World War I (1853-1919)>Quest: Discussion: Imperialism and Annexation>Quest Findings: Imperialism and Annexation Topic 13: Prosperity and Depression (1919-1939)>Quest: Document-Based Writing: The Role of Government in the Economy>Quest Findings: The Role of Government in the Economy Topic 14: World War II (1935-1945)>Quest: Document-Based Writing: Dropping the Atomic Bomb>Quest Findings: Dropping the Atomic Bomb Topic 15: Postwar America (1945-1975)>Quest: Project: Reporting the Facts>Quest Findings: Reporting the Facts Topic 16: A Global Superpower Facing Change (1975-2000)>Quest: Document-Based Writing: Analyzing the Reagan Conservative Movement>Quest Findings: Analyzing the Reagan Conservative Movement Topic 17: Meeting New Challenges (1975-Present)>Quest: Document-Based Writing: Look Into the Future>Quest Findings: Look Into the Future 21st Century Skills Tutorials>Support Ideas with Evidence>21st Century Skill: Support Ideas with Evidence: Assessment</p>

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SS.Inq4 Wisconsin students will communicate and critique conclusions.	
SS.Inq4.a Communicate conclusions	
<p>SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>	<p>SE/TE: Writing: Write Informative or Explanatory Essays, ELA 10; Writing: Write an Argument, ELA 9; Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Quest: Project-Based Learning Inquiry: A Lincoln Website, 478; Topic 8 Review and Assessment, 544-545; Lesson Check, 644, 708, 774; Topic 12 Review and Assessment, 776-777; Quest: Document-Based Writing Inquiry: Look Into the Future, 1000</p> <p>Digital Resources: Topic 1: The Early Americas and European Exploration (Prehistory-1700)>Quest: Document-Based Writing: The Easter Mutiny>Quest Findings: The Easter Mutiny Topic 2: European Colonization of North America (1500-1750)>Quest: Project: Examining the Colonial Environment>Quest Findings: Examining the Colonial Environment Topic 3: The Revolutionary Era (1750-1783)>Quest: Project: Choosing Sides> Quest Findings: Choosing Sides Topic 4: A Constitution for the United States (1776-Present)>Quest: Discussion: Senate Representation>Quest Findings: Senate Representation Topic 5: The Early Republic (1789-1825)>Quest: Project: Stay Out? Or Get Involved?>Quest Findings: Stay Out? Or Get Involved? Topic 6: The Age of Jackson and Westward Expansion (1824-1860)>Quest: Discussion: The Mexican-American War> Quest Findings: The Mexican-American War Topic 7: Society and Culture Before the Civil War (1820-1860)>Quest: Document-Based Writing: Slavery and Abolition>Quest Findings: Slavery and Abolition Topic 8: Sectionalism and Civil War (1820-1865)>Quest: Project: A Lincoln Website>Quest Findings: A Lincoln Website Topic 9: The Reconstruction Era (1865-1877)>Quest: Discussion: The End of</p>

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<p>Continued SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>	<p>Continued: Reconstruction>Quest Findings: The End of Reconstruction Topic 10: Industrial and Economic Growth (1865-1914)>Quest: Discussion: High-Speed Rail>Quest Findings: High-Speed Rail Topic 11: The Progressive Era (1865-1920)>Quest: Document-Based Writing: Effects of Immigration>Quest Findings: Effects of Immigration Topic 12: Imperialism and World War I (1853-1919)>Quest: Discussion: Imperialism and Annexation>Quest Findings: Imperialism and Annexation Topic 13: Prosperity and Depression (1919-1939)>Quest: Document-Based Writing: The Role of Government in the Economy>Quest Findings: The Role of Government in the Economy Topic 14: World War II (1935-1945)>Quest: Document-Based Writing: Dropping the Atomic Bomb>Quest Findings: Dropping the Atomic Bomb Topic 15: Postwar America (1945-1975)>Quest: Project: Reporting the Facts>Quest Findings: Reporting the Facts Topic 16: A Global Superpower Facing Change (1975-2000)>Quest: Document-Based Writing: Analyzing the Reagan Conservative Movement>Quest Findings: Analyzing the Reagan Conservative Movement Topic 17: Meeting New Challenges (1975-Present)>Quest: Document-Based Writing: Look Into the Future>Quest Findings: Look Into the Future 21st Century Skills Tutorials>Give an Effective Presentation>21st Century Skill: Give an Effective Presentation: Assessment 21st Century Skills Tutorials>Give an Effective Presentation>21st Century Skill: Give an Effective Presentation: Assessment</p>

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SS.Inq4.b Critique conclusions	
<p>SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p>	<p>SE/TE: Writing: Find and Use Credible Sources, ELA 12-ELA 13; Speaking and Listening: Discuss Your Ideas, ELA 15; Speaking and Listening: Effective Listening, 1; Assess Credibility of a Source, 512; Lesson Check, 796</p> <p>TE Only: Evaluate Arguments, 161, 222, 275, 364</p> <p>Digital Resources: Topic 1: The Early Americas and European Exploration (Prehistory-1700)>Quest: Document-Based Writing: The Easter Mutiny>Quest Findings: The Easter Mutiny Topic 2: European Colonization of North America (1500-1750)>Quest: Project: Examining the Colonial Environment>Quest Findings: Examining the Colonial Environment Topic 3: The Revolutionary Era (1750-1783)>Quest: Project: Choosing Sides> Quest Findings: Choosing Sides Topic 4: A Constitution for the United States (1776-Present)>Quest: Discussion: Senate Representation>Quest Findings: Senate Representation Topic 5: The Early Republic (1789-1825)>Quest: Project: Stay Out? Or Get Involved?>Quest Findings: Stay Out? Or Get Involved? Topic 6: The Age of Jackson and Westward Expansion (1824-1860)>Quest: Discussion: The Mexican-American War> Quest Findings: The Mexican-American War Topic 7: Society and Culture Before the Civil War (1820-1860)>Quest: Document-Based Writing: Slavery and Abolition>Quest Findings: Slavery and Abolition Topic 8: Sectionalism and Civil War (1820-1865)>Quest: Project: A Lincoln Website>Quest Findings: A Lincoln Website Topic 9: The Reconstruction Era (1865-1877)>Quest: Discussion: The End of Reconstruction>Quest Findings: The End of Reconstruction Topic 10: Industrial and Economic Growth (1865-1914)>Quest: Discussion: High-Speed</p>

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<p>Continued: SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p>	<p>Continued: Rail>Quest Findings: High-Speed Rail Topic 11: The Progressive Era (1865-1920)>Quest: Document-Based Writing: Effects of Immigration>Quest Findings: Effects of Immigration Topic 12: Imperialism and World War I (1853-1919)>Quest: Discussion: Imperialism and Annexation>Quest Findings: Imperialism and Annexation Topic 13: Prosperity and Depression (1919-1939)>Quest: Document-Based Writing: The Role of Government in the Economy>Quest Findings: The Role of Government in the Economy Topic 14: World War II (1935-1945)>Quest: Document-Based Writing: Dropping the Atomic Bomb>Quest Findings: Dropping the Atomic Bomb Topic 15: Postwar America (1945-1975)>Quest: Project: Reporting the Facts>Quest Findings: Reporting the Facts Topic 16: A Global Superpower Facing Change (1975-2000)>Quest: Document-Based Writing: Analyzing the Reagan Conservative Movement>Quest Findings: Analyzing the Reagan Conservative Movement Topic 17: Meeting New Challenges (1975-Present)>Quest: Document-Based Writing: Look Into the Future>Quest Findings: Look Into the Future 21st Century Skills Tutorials>Identify Bias>21st Century Skills: Identify Bias: Assessment; Evaluate Existing Arguments>21st Century Skills: Evaluate Existing Arguments: Assessment; Consider and Counter Opposing Arguments>21st Century Skills: Consider and Counter Opposing Arguments: Assessment</p>

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive American History ©2019
SS.Inq5 Wisconsin students will be civically engaged.	
SS.Inq5.a Civic engagement	
SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	<p>SE/TE: Analyze Images, 250; Responsible Citizenship, 251-252; Topic 4 Review and Assessment, 254-255</p> <p>Digital Resources: 21st Century Skill >Being an Informed Citizen>Assessment; Political Participation>Assessment; Serving on a Jury>Assessment; Voting>Assessment</p>
BH Behavioral Sciences	
SS.BH1 Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	
SS.BH1.a Individual cognition, perception, and behavior	
SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.	<p>SE/TE: Mound Builders, 15; Ways of Life in Africa, 34-35; How Was Society Organized in New Spain?, 61-62; The Rise of a National Culture, 795-796; Flapper Fashion, 798; A Renaissance in Harlem, 801-803</p> <p>Digital Resources: Social Studies Core Concepts>Culture Core Concepts>What Is Culture?; Families and Societies</p>
SS.BH1.b Personal identity and empathy	
SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.	<p>SE/TE: Maya Social Classes, 9-10; How Was Society Organized in New Spain?, 61-62; Colonial Social Classes, 110-113; What Was the Impact of a New Religious Movement?, 114-116; Settlers Build New Lives, 373; Life in a Wagon Train, 379-380; Religion Offers Hope, 441; What Form Did Early Opposition to Slavery Take?, 443-444; The Second Great Awakening and Its Causes, 453-454; Ranching Affects Settlement Patterns, 600-601; Division of Labor in Plains Indian Society, 612-613; How Did the Depression Affect Women?, 835-836</p>

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive American History ©2019
SS.BH2 Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).	
SS.BH2.a Relationship of people and groups	
SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.	<p>SE/TE: What Were the Cultural and Physical Characteristics of North America?, 16-21; Ways of Life in Africa, 34-35; How Was Society Organized in New Spain?, 61-62; The Rise of a National Culture, 795-796; Fun Fads, 797-798; A Renaissance in Harlem, 801-803; Rock-and-Roll, 912-913</p> <p>Digital Resources: Social Studies Core Concepts>Culture Core Concepts>What Is Culture?; Families and Societies</p>
SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).	<p>SE/TE: Ways of Life in Africa, 34-35; Why Did Europeans Fight Over North American Land?, 133-135; Conflict with France, 281-283; A History of Conflict and Prejudice, 360-362; Who Opposed the Abolitionists?, 448-449; Continuing Conflict Over Reconstruction, 558-559; The National Grange Supports Cooperation, 607; Dictators Take Power in Italy and Germany, 849-852; The United States Remains Isolated, 853-854; Cooperation Yields Results, 931-932; What Caused Conflict in the Middle East?, 989-991</p> <p>Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Conflict and Cooperation Topic 3>Lesson 2>Video: The Rights of the Colonists</p>
SS.BH2.b Cultural patterns	
SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.	<p>SE/TE: Trade, 17; African Trade and Cultures, 32; A Blend of Spanish and Indian Cultures, 61-62; Bridging Cultures, 658; The Rise of Jazz Music, 799</p> <p>Digital Resources: Social Studies Core Concepts>Culture Core Concepts>Families and Societies</p>

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive American History ©2019
SS.BH3 Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	
SS.BH3.a Social Interactions	
SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.	SE/TE: How Did the Proclamation of 1793 Fuel Resentment?, 143-144; How Did Mercantilism Affect Taxation and Cause Resentment?, 144-145; Why Did the Stamp Act Anger Colonists?, 145-147; Leaders Emerge in the Struggle with Britain, 149-150; A Decisive Win Brings the War to a Close, 185-187; War Breaks Out, 746-747; What Were the Cost of the War?, 766-767; What Caused the Montgomery Bus Boycott?, 919-922; What Caused a World Economic Crisis?, 1018-1020
SS.BH4 Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.	
SS.BH4.a Progression of technology	
SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.	SE/TE: Chinese Trade and Technology, 35-36; Technology Speeds Transportation, 371-372; New Inventions, 418-420; The Horrors of War, 524-525; How Did Communication Technology Change?, 638-640; Refrigeration, 641; New Discoveries, 1023-1024; The Biotech Revolution, 1028-1029; The Internet, 1030; Digital Security, 1031-1032 Digital Resources: Social Studies Core Concepts>Culture Core Concepts>Science and Technology Topic 7>Lesson 1>Video: The Spread of Industrialization; Interactive Timeline: New Inventions Improve Life
Econ Economics	
SS.Econ1 Wisconsin students use economic reasoning to understand issues.	
SS.Econ1.a Choices and Decision-Making	
SS.Econ1.a.m.i Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations.	TE Only: Curriculum Connection: Economics, 293 Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive American History ©2019
SS.Econ1.a.m.ii Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.	<p>SE/TE: Spain Authorizes a Colony in Texas, 386; New Ways to Produce Goods, 410-411; Geography Skills, 599; Americans Debate Over Trusts, 627-628; Push Factors, 654; Daily Life for Americans, 817; Civilians Pitch In, 867-868</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics</p>
SS.Econ1.b Incentives	
SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.	<p>SE/TE: Dollar Diplomacy, 741 TE Only: Support Ideas with Examples, 592</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics</p>
SS.Econ2 Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	
SS.Econ2.a Consumers, Producers, and Markets	
SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets.	<p>SE/TE: Interpret Economic Performance, 359; New Ways to Produce Goods, 410-411; Rebuilding the South’s Economy, 571; Pushing for Regulations, 683; A New Pastime, 701; How Did the Economy Perform Under President Coolidge?, 785-787; An Energy Crisis, 965; What Caused a World Economic Process?, 1018-1019 TE Only: History Background, 356</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics</p>
SS.Econ2.a.m.ii Provide examples of how individuals and households are both consumers and producers.	<p>SE/TE: A New Pastime, 701</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics</p>

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive American History ©2019
SS.Econ2.b Supply, Demand, and Competition	
SS.Econ2.b.m.i Investigate the relationship between supply and demand.	<p>SE/TE: New Ways to Produce Goods, 410-411; The Role of Market Forces, 413-414; Rebuilding the South’s Economy, 571; Economic Challenges, 606</p> <p>TE Only: History Background, 356; Identify Cause and Effect, 636</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics</p>
SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.	<p>SE/TE: How Did Hamilton Create a Stable Economy?, 266; Protection Against Foreign Competition, 319; The Regional Impact of Tariffs, 320; Broad Powers Over Interstate Trade, 322-323; How Did Railroads Deal With Competition?, 595-597; Corporations and Banks, 625; Promoting Competition, 674</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economic Process</p>
SS.Econ2.c Firm/Business Behavior and Costs of Production	
SS.Econ2.c.m.i Categorize factors of production and how they are combined to make goods and deliver services.	<p>SE/TE: New Ways to Produce Goods, 410-411; Factories Spread, 412; Daily Life in Factory Towns, 414-417</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economic Basics</p>
SS.Econ2.c.m.ii Evaluate how profits influence sellers in markets.	<p>SE/TE: The Role of Market Forces, 413-414; Owners Look for New Ways to Make Profits, 595-596</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economic Process</p>

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive American History ©2019
SS.Econ3 Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	
SS.Econ3.a Economic Indicators	
SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.	<p>SE/TE: A Weak Wartime Economy, 528; Taxation and Inflation, 529; What Was Populism?, 608; The Jobless, 817; African Americans Face Hard Times, 837; Addressing Economic Issues, 907-908; Analyze Graphs, 926, 1020; The Economy Suffers, 950; What Challenges Did Russia and Eastern Europe Face?, 986</p> <p>Digital Resources: Topic 13>Lesson 5>Interactive Gallery: The Impact of the Great Depression</p>
SS.Econ3.b Money	
SS.Econ3.b.m.i Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).	<p>For related content, please see: SE/TE: Concerns Over Debt and Currency, 200; How Did Hamilton Create a Stable Economy?, 266; Analyze Images, 355; A Weak Wartime Economy, 528</p>
SS.Econ3.b.m.ii Assess how interest rates influence borrowing and investing.	<p>SE/TE: Increasing the Government’s Role in the Economy, 685-686; Production Increases, 785-786; President Carter’s Administration, 963-964; A Crash and Economy, 1015-1016; What Caused a World Economic Crisis?, 1018-1020</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Money Management</p>
SS.Econ3.c Economic Fluctuations and Business Cycles	
SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.	<p>SE/TE: Interpret Economic Performance, 359; Analyze Graphs, 786, 831; Analyze Images, 968; Analyze Visuals, 1009</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economic Development</p>

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive American History ©2019
SS.Econ4 Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	
SS.Econ4.a Economic Systems and Allocation of Resources	
SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).	<p>SE/TE: The Market Economy and the Industrial Revolution, 412-413; What Reforms Were Made in China?, 984</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economic Systems</p>
SS.Econ4.b Institutions	
SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.	<p>SE/TE: The Market Economy and the Industrial Revolution?, 412-413; What Led to the Rise of Corporations and Banks?, 624-625; How Did Rockefeller Take Control of the Oil Industry?, 626-627; Americans Debate Over Trusts, 627-629; Why Did Workers Organize Unions?, 632-634; Labor Faces Challenges, 635-637; Government Regulation of Business, 674; Industry, 757; Labor Faces Losses, 806; Causes of the Great Depression, 815-816; Strengthening Unions, 828; What Caused a World Economic Crisis?, 1018-1020</p> <p>Digital Resources: Topic 6>Lesson 2>Interactive Chart: Disagreements Over the Bank</p>
SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).	<p>SE/TE: Labor Organizations and Strikes, 426; Arguments Against Trusts, 628-629; The Knights of Labor, 632-633; A New Union Forms, 633-634; Women in the Workplace, 634-635; Topic 10 Review and Assessment, 646-647; What Did the Government Do to Help?, 666; The Power of Big Business, 673-674; How Did Muckrakers Push for Reforms?, 675-676; Strengthening Unions, 828; Fighting a War Abroad and Discrimination at Home, 869-870</p>

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SS.Econ4.c Role of Government	
SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.	SE/TE: The Regional Impact of Tariffs, 320; How Did FDR Fight the Depression?, 823-824; Reforming the Economic System, 827; Criticism of Social Security, 829; Criticism of the New Deal, 831; President Carter’s Administration, 963-964; Reagan’s Economic Program, 967; Bush’s Economic Troubles, 968; Standing Tall, 1034
SS.Econ4.d Impact of Government Interventions	
SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.	SE/TE: Pursuing Peace, 788; The Experiment Ends, 790; Criticism of the New Deal, 831; What Were the Challenges of Obama’s First Term?, 1036-1037
SS.Econ5 Wisconsin students will assess economic interdependence of regions and countries through trade.	
SS.Econ5.a Specialization, Trade, and Interdependence	
SS.Econ5.a.m.i Summarize the role of specialization on trade and cost of goods/services.	SE/TE: New Ways to Produce Goods, 410-411; What Were the Effects of Technological Developments?, 424; Cars Become Affordable, 793
SS.Econ5.a.m.ii Identify examples of U.S. exports and imports.	SE/TE: Analyze Charts, 63, 107; Analyze Graphs, 85
Geog Geography	
SS.Geog1 Wisconsin students will use geographic tools and ways of thinking to analyze the world.	
SS.Geog1.a Tools of Geography	
SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).	SE/TE: Geography Skills, 8, 42, 68, 73, 92, 101, 295, 305, 912, 1005, 1010; Topic 1 Review and Assessment, 48-49; Topic 3 Review and Assessment, 190-191; Topic 6 Review and Assessment, 402-403; Topic 10 Review and Assessment, 646-647; Topic 14 Review and Assessment, 886-887 Digital Resources: Topic 1>Lesson 3>Interactive Map: Routes of Exploration and Trade

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive American History ©2019
SS.Geog1.a.m.ii Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).	<p>SE/TE: Geography Skills, 42, 720, 903; Australia, New Zealand & Oceania: Political-Physical, 1086</p> <p>Digital Resources: Social Studies Core Concepts>Geography Core Concepts>Ways to Show Earth’s Surface</p>
SS.Geog1.b Spatial Thinking (map interpretation)	
SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.	<p>SE/TE: Reading: Analyze Visuals, ELA 3; Geography Skills, 8, 42, 101, 122; 144, 146, 160, 175, 185, 187, 199, 233, 270, 295, 296, 298, 305, 313, 324, 343, 361, 365, 369, 370, 377, 379, 384, 390, 395, 396, 857, 859, 876, 878, 895, 897, 900, 903, 912, 943, 989, 1010; Topic 2 Review and Assessment, 126-127; Interactive: Topic Map, 258-259, 334-335, 548-549, 846-847, 998-999; Analyze Images, 265; Interactive: Read Special-Purpose Maps, 573; Topic 13 Review and Assessment, 842-843</p> <p>Digital Resources: Topic 6>Lesson 4>Interactive Map: The Erie Canal</p>
SS.Geog1.c Mental Mapping/Maps from Memory	
SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.	<p>For related content, please see: SE/TE: Identify Physical and Cultural Features, 141; Interpret Thematic Maps, 573</p> <p>Digital Resources: 21st Century Skills>Create Charts and Maps>Assessment</p>
SS.Geog1.c.m.ii Compare mental maps shaped by individual perceptions of people, places, regions, and environments.	<p>For related content, please see: SE/TE: Identify Physical and Cultural Features, 141; Interpret Thematic Maps, 573</p> <p>Digital Resources: 21st Century Skills>Create Charts and Maps>Assessment</p>

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive American History ©2019
SS.Geog2 Wisconsin students will analyze human movement and population patterns.	
SS.Geog2.a Population and Place	
SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.	SE/TE: Adapting to and Modifying Environments, 8; The Impact of Columbus’s Voyages, 42; American Indian Influences on Europe, Africa, and Asia, 45-46; Interaction With American Indians and the Environment, 71-72; Changing the Country, 373-374; How Did Cities Expand?, 417; Geography Skills, 810, 912; The Great Migration, 811
SS.Geog2.a.m.ii Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).	SE/TE: Geography Skills, 16; Quest: Project-Based Learning Inquiry: Examining the Colonial Environment, 54 TE Only: Identify Patterns, 98; Infer, 601
SS.Geog2.b Reasons People Move	
SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.	SE/TE: Explore the Essential Question, 50; From Ireland and Germany, 427-428; Freedmen Leave the South, 577-578; Why Did People Immigrate?, 653-654; African American Migration, 664; International Migration, 759; Geography Skills, 810; The Great Migration, 811; Moving South, 911
SS.Geog2.c Impact of Movement	
SS.Geog2.c.m.i Use regions in the world to analyze the role of population shifts in why places change over time.	SE/TE: Immigration and Domestic Migration, 664; A Changing Mosaic, 1038-1039; Interactive: America's Changing Demographics, 1041
SS.Geog2.c.m.ii Evaluate the impact of migration on the place of origin and the place of settlement.	SE/TE: A Blend of Spanish and Indian Cultures, 61-62; Slater Emigrates to the United States, 411; How Did Ethnic Minorities Fare in the North?, 427-428; Bridging Cultures, 658; Why Did Cities Expand?, 663-664
SS.Geog2.d Urbanization	
SS.Geog2.d.m.i Investigate the impact of rural decline and the growth of cities on a place.	SE/TE: How Did Cities Expand?, 417-418; Railroads Encourage Urban and Rural Growth, 591-592; Why Did Cities Expand?, 663-664; How Did Status Define City Neighborhoods?, 665; Effects of Rapid Urbanization, 666-667

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive American History ©2019
SS.Geog2.d.m.ii Analyze patterns of urbanization around the world.	SE/TE: How Did Cities Expand?, 417-418; A Network of Railroads, 423-424; Railroads Encourage Urban and Rural Growth, 591-592; Why Did Cities Expand?, 663-664; Urban Migration, 758-759
SS.Geog3 Wisconsin students will examine the impacts of global interconnections and relationships.	
SS.Geog3.a Distribution of Resources	
SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.	SE/TE: Cultures of the Arctic and Subarctic Regions, 17-18; Topic 1 Review and Assessment, 48-49; Quick Activity, 399; Ranching Affects Settlement Patterns, 600-601 TE Only: Draw Conclusions, 88; Identify Patterns, 98
SS.Geog3.b Networks	
SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.	SE/TE: Geography Skills, 122, 659, 664, 720, 723, 810
SS.Geog3.b.m.ii Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).	SE/TE: What Were Yankee Clippers?, 424; Creating a National Railroad Network, 592-595; The Wright Brothers Take to the Skies, 644; How Did the Automobile Change America?, 792-794; The Internet, 1030; Topic 17 Review and Assessment, 1044-1045
SS.Geog4 Wisconsin students will evaluate the relationship between identity and place.	
SS.Geog4.a Characteristics of Place	
SS.Geog4.a.m.i Explain how place-based identities can change places over time.	SE/TE: Trade, 17; Spanish Influences, 599; Analyze Images, 702
SS.Geog4.a.m.ii Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.	SE/TE: A History of Conflict and Prejudice, 360-362; A Reaction Against Immigrants, 428-429; Chinese Exclusion, 659-660; Japanese American Relocation Camps, 871; Why Did Discrimination Continue?, 916-917 TE Only: Make Generalizations, 812

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SS.Geog4.a.m.iii Describe students’ perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).	For related content, please see: SE/TE: Interactive: Compare Viewpoints, 164; Quest Connections, 177; Quest: Document-Based Writing Inquiry, 408; Quest: Project-Based Learning Inquiry: Reporting the Facts, 892; Interactive: Compare Four Presidents, 970; Quest: Document-Based Writing Inquiry: Look Into the Future, 1000 TE Only: Recognize Cultural and Experiential Backgrounds, 3
SS.Geog5 Wisconsin students will evaluate the relationship between humans and the environment.	
SS.Geog5.a Human Environment Interaction	
SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.	SE/TE: Problems in Cities, 417-418; Midwestern Steel Mills, 623; Progress on Cleaner Energy, 1026-1027; The Biotech Revolution, 1028-1029 Digital Resources: Topic 17>Lesson 3>Interactive Gallery: Advances in Energy Technology
SS.Geog5.b Interdependence	
SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.	SE/TE: Trade, 17; African Trade and Cultures, 32-35; How Did the Columbian Exchange Affect the Rest of the World?, 44-46; Trade Rivalries in the Region, 71; Mercantilism and the English Colonies, 121-123; An Era of Trade, 299; Trade in Sea Otter Fur, 377-378; How Did Expansion Lead to Trade With Japan?, 717-718; A Worldwide Rivalry for Chinese Trade, 725-726
SS.Geog5.b.m.ii Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.	SE/TE: Lesson Check, 89; Why Did Europeans Fight Over North American Land?, 133-135; Broken Promises, 613 TE Only: History Background, 15

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Hist History	
SS.Hist1 Wisconsin students will use historical evidence for determining cause and effect.	
SS.Hist1.a Cause	
SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.	<p>SE/TE: Reading Check, 72, 140, 147, 152, 1035; Interactive: Analyze Cause and Effect, 224; Geography Skills, 599; Topic 11 Review and Assessment, 710-711; Analyze Images, 759; Topic 12 Review and Assessment, 776-777; Interactive: Cold War-Cause and Effect, 894; Lesson Check, 913; Analyze Charts, 978; Topic 17 Review and Assessment, 1044-1045</p> <p>Digital Resources: 21st Century Skills>Analyze Cause and Effect>Assessment</p>
SS.Hist1.b Effect	
SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.	<p>SE/TE: Reading Check, 8, 125, 201, 414, 519, 1032; Lesson Check, 64, 358; Interactive: Analyze Cause and Effect, 224; Geography Skills, 599; Analyze Images, 605; Topic 13 Review and Assessment, 842-843; Interactive: Cold War-Cause and Effect, 894; Topic 15 Review and Assessment, 956-957; Analyze Charts, 978</p> <p>Digital Resources: 21st Century Skills>Analyze Cause and Effect>Assessment</p>
SS.Hist2 Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	
SS.Hist2.a Patterns stay the same over a period of time	
SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.	<p>SE/TE: Interactive: Identify Trends, 246, Analyzing Primary Sources, 451; A New American Art Style, 465-466</p> <p>TE Only: Explain Historical Continuity, 88, 107, 827, 942; Identify Patterns, 290</p>

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SS.Hist2.b Patterns change over a period of time	
SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.	SE/TE: Interactive: Identify Trends, 421; Analyze Images, 702; The Female Readership, 706; Geography Skills, 903 TE Only: Identify Patterns, 290
SS.Hist2.c Contextualization	
SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.	For related content, please see: SE/TE: Identify Sources of Continuity, 246; Detect Historical Points of View, 291; Detect Changing Patterns, 421
SS.Hist3 Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	
SS.Hist3.a Connections	
SS.Hist3.a.m Compare events from United States or world history to a current issue or event.	For related content, please see: SE/TE: Lesson Check, 24, 430, 487, 579, 609, 686, 774, 841; Analyze Images, 94, 252, 414, 456, 555, 609, 657, 694, 792, 817; Analyze Charts, 98, 510, 561; Interactive: Lives of Free and Enslaved African Americans, 439; Quick Activity, 460; Topic 7 Review and Assessment, 472-473; Analyze Graphs, 508, 767, 786; Topic 8 Review and Assessment, 544-545; Quest Connections, 733; Topic 12 Review and Assessment, 776-777; Interactive: Turning Points in U.S. History, 1042 TE Only: Differentiated Instruction, 892; Assess, 1014
SS.Hist3.b Perspective	
SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.	SE/TE: Compare Different Points of View, 164; Analyze Images, 252; Quest: Project-Based Learning Inquiry: Reporting the Facts, 892; Quest: Document-Based Writing Inquiry: Look into the Future, 1000
SS.Hist3.c Current Implications	
SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.	SE/TE: Quest: Document-Based Writing Inquiry: Look into the Future, 1000

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SS.Hist4 Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author’s point of view (Historical Methodology).	
SS.Hist4.a Historical Context	
SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.	SE/TE: Reading: Analyze Primary and Secondary Sources, ELA 4-ELA 5; Detect Historical Points of View, 291
SS.Hist4.b Intended Audience	
SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.	SE/TE: Writing: Find and Use Credible Sources, ELA 12-ELA 13; Identify Central Issues and Problems, 679
SS.Hist4.c Purpose	
SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.	SE/TE: Reading: Analyze Primary and Secondary Sources, ELA 4-ELA 5; Writing: Find and Use Credible Sources, ELA 12-ELA 13; Analyzing Primary Sources, 153, 448, 464, 531, 775, 992 TE Only: Determine Author’s Purpose, 308, 326, 851, 895
SS.Hist4.d Point of View (POV)	
SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.	SE/TE: Reading: Analyze Primary and Secondary Sources, ELA 4-ELA 5; Analyzing Primary Sources, 153, 348, 464, 564, 736, 775, 804, 992
PS Political Science	
SS.PS1 Wisconsin students will identify and analyze democratic principles and ideals.	
SS.PS1.a Values & Principles of American Constitutional Democracy	
SS.PS1.a.m.i Investigate the components of responsible citizenship.	SE/TE: Civic Virtue, Citizenship, and Democratic Values, 249-250; Responsible Citizenship, 251-252; Topic 4 Review and Assessment, 254-255 Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Citizenship
SS.PS1.a.m.ii Summarize the importance of rule of law.	SE/TE: Obey Laws and Rules, 251 Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Political Structures

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SS.PS1.b Origins & Foundation of the Government of the United States	
SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.	SE/TE: Critical Thinking, 119, 151, 297, 469, 529, 537, 592, 675, 692, 803, 836, 869, 931, 969, 1041; Analyze Images, 215, 222, 341, 387; 693, 927, 1040, 1042; Watch NBC Learn, 129; Interactive: Important People of the American Revolution, 149; Analyzing Primary Sources, 153, 316; Early Heroes, 172-173; Interactive: Early American Leaders, 275; Clay Supports Active Government, 319; Alexis de Tocqueville, 338; Andrew Jackson Growing Up, 344; The Contributions of Lucretia Mott and Elizabeth Cady Stanton, 459; Lincoln's Early Career, 496; Lincoln Becomes a Leader, 497; Who Was Mother Jones?, 634; Who Was Jane Addams?, 667-668; Beginnings in the West, 687-688; Woman's Christian Temperance Union Forms, 691; Successes Despite Discrimination, 693-694; Mark Twain, 707-708; Interactive: Woodrow Wilson, 769
SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.	SE/TE: The Declaration of Independence, 170-171; Primary Source, 198; Analyzing Primary Sources, 216; What Fundamental Liberties Does the Bill of Rights Ensure?, 238-240; Why Have Additional Amendments Been Created?, 241; State Government, 242-245; The Thirteenth Amendment Changes Life in the United States, 556; The Fourteenth Amendment, 560; The Fifteenth Amendment, 563; Amending the Constitution, 677-678 TE Only: History Background, 759
SS.PS1.b.m.iii Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.	For related content, please see: SE/TE: Seven Basic Principles, 227-229; What Fundamental Liberties Does the Bill of Rights Ensure?, 238-240; Why Have Additional Amendments Been Created?, 241; State Government, 242-245

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SS.PS2 Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	
SS.PS2.a Civil Rights and Civil Liberties	
SS.PS2.a.m.i Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights.	<p>SE/TE: Seven Basic Principles, 227-229; What Fundamental Liberties Does the Bill of Rights Ensure?, 238-240; Why Have Additional Amendments Been Created?, 241</p> <p>Digital Resources: Topic 4>Lesson 6>Interactive Gallery: The First Amendment</p>
SS.PS2.a.m.ii Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.	<p>SE/TE: The Thirteenth Amendment Changes Life in the United States, 556; The Fourteenth Amendment, 560; The Fifteenth Amendment, 563; Jim Crow Laws Separate Whites and African Americans, 577; Prohibition, 789-790; Equal Educational Opportunities, 918; A Legal Victory, 930</p> <p>TE Only: History Background, 759</p>
SS.PS2.a.m.iii Predict how collective action movements work to extend equal rights to groups and individuals.	<p>SE/TE: What Caused the Montgomery Bus Boycott?, 919-922; A Continuing Crusade for Equality, 923-927; Why Did Other Minorities Fight For Equality?, 929-932; The Women’s and Gay Rights Movements, 933-935</p> <p>Digital Resources: Topic 15>Lesson 4>Video: The Civil Rights Movement</p>
SS.PS2.b Fundamentals of Citizenship	
SS.PS2.b.m.i Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws).	<p>SE/TE: Responsible Citizenship, 251-252; Topic 4 Review and Assessment, 254-255</p> <p>Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Citizenship; 21st Century Skills>Serving on a Jury>Assessment; Taxes>Assessment; Voting>Assessment</p>

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<p>SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).</p>	<p>For related content, please see: SE/TE: An American Identity Develops, 152; What Did Americans Learn From the Roman Republic?, 210-211; What American Traditions Did the Framers Draw On?, 213; The Influence of the Enlightenment, 214-215; The Market Economy and the Industrial Revolution, 412-413; Reagan’s Economic Program, 967</p> <p>Digital Resources: 21st Century Skills>Synthesize>Assessment</p>
<p>SS.PS2.c Asserting and Reaffirming of Human Rights</p>	
<p>SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.</p>	<p>SE/TE: Southern American Indians on the Trail of Tears, 365-367; Enslaved African Americans, 438-439; The Supreme Court Rules on Dred Scott v. Sandford, 493-494; The Fourteenth Amendment, 560; Mixed Results for Legislative Reform, 570; Jim Crow Laws Separate Whites and African Americans, 577; Broken Promises, 613-615; Women in the Workplace, 634-635; Chinese Exclusion, 659-660; Analyze Images, 694, 817; How Did Other Americans Weather the Depression?, 838-839; Other Americans Face Discrimination, 871-872; What Caused the Montgomery Bus Boycott?, 919-922; Why Did Other Minorities Fight for Equality?, 929-932; The Women’s and Gay Rights Movements, 933-935</p> <p>Digital Resources: 21st Century Skills>Compare and Contrast>Assessment</p>

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SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.	SE/TE: Women Organize, 427; What Was Life Like for African Americans in the South?, 437-439; The Impact of the Temperance Movement, 455-456; Interactive: The Early Women's Rights Movement, 459; Women Struggle for Justice, 460-461; New Employment Opportunities for Women, 462-463; What New Opportunities Opened Up for Women?, 689-690; The Woman's Christian Temperance Union Forms, 691; Successes Despite Discrimination, 693-694; Mutual Aid, 695; Analyze Graphs, 705; Topic 11 Review and Assessment, 710-711; African Americans Fight Segregation, 916-917; Some Call for Separation, 925-926; Getting Results, 926-927; Why Did Other Minorities Fight for Equality?, 929-932; The Women's and Gay Rights Movements, 933-935
SS.PS3 Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.	
SS.PS3.a Political Participation	
SS.PS3.a.m.i Assess voter participation in elections.	SE/TE: Analyze Charts, 278, 949; The Candidates, 339-340; Analyze Graphs, 482, 685
SS.PS3.a.m.ii Explain their role in government at the local, state, tribal, and federal levels.	SE/TE: Civic Virtue, Citizenship, and Democratic Values, 249-250; Responsible Citizenship, 251-252
SS.PS3.b Linkage Institutions	
SS.PS3.b.m.i Analyze the role of various types of media in elections and functions of government.	SE/TE: Analyze Images, 242; Newspapers Influence Public Opinion, 278; A Moderate Takes Office, 908-909; The Islamic State, 1006 TE Only: History Background, 759 Digital Resources: 21 st Century Skills>Analyze Media Content>Assessment; Analyze Political Cartoons>Assessment

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SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.	SE/TE: Vote, 251; Analyze Charts, 278, 949; Lesson Check, 279; The Candidates, 339-340; Origin of New Political Parties, 341; Who Supported the Whigs and Democrats?, 342-343; Analyze Images, 358; Analyze Graphs, 482, 685; The Election of 1948, 908
SS.PS3.b.m.iii Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).	SE/TE: Northerners Against Abolition, 448; Biography: Leland Stanford, 592; Amending the Constitution, 677-678; Political Participation, 993 TE Only: Active Classroom, 351; Support Ideas with Examples, 463 Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Citizenship; 21 st Century Skills>Summarize>Assessment
SS.PS3.c Power in Government	
SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.	SE/TE: Seven Basic Principles, 227-229; The Legislative Branch-Congress, 229-232; The Executive Branch-The President, 232-233; The Judicial Branch-The Supreme Court, 233-235; What System Exists to Prevent the Abuse of Power?, 235-236; State Government, 242-245
SS.PS3.d Public Policy	
SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.	SE/TE: Analyze Charts, 228; Powers of Congress, 230; The Committee System, 231-232
SS.PS4 Wisconsin students will develop and employ skills for civic literacy.	
SS.PS4.a Argumentation	
SS.PS4.a.m Assemble an argument utilizing multiple sources of information.	SE/TE: Writing: Write an Argument, ELA 9; Topic 4 Review and Assessment, 254-255; Quest: Civic Discussion Inquiry: The End of Reconstruction, 550; Topic 10 Review and Assessment, 646-647; Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716 Digital Resources: 21 st Century Skills>Support Ideas with Evidence>Assessment

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SS.PS4.b Compromise, Diplomacy, and Consensus Building	
SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).	<p>SE/TE: Dollar Diplomacy, 741; Lesson Check, 743; Interactive: Shifting Alliances in Europe, 977; Peace in Northern Ireland, 988</p> <p>Digital Resources: 21st Century Skills>Work in Teams>Assessment</p>