

**Kentucky Program of Studies – Social Studies – Eighth Grade  
Correlations to Wright Group/McGraw-Hill’s *American History 1***

<b>Standards</b>	<b><i>American History 1</i></b> Student and Annotated Teacher Editions
<p><b>Big Idea: Government and Civics</b> Academic Expectations</p> <p><b>2.14</b> Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p> <p><b>2.15</b> Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p><b>Student CD:</b> SE in PDF format, Interactive Chapter Activities, Presentation Builder, Interactive Timelines</p> <p><b>Teacher CD:</b> ATE in PDF format, Vocabulary and comprehension activities, Puzzles, Unit assessments, Presentation Builder</p>
<p><b>Enduring Knowledge – Understandings</b> <i>Students will understand that</i></p>	
<p>the American political system developed from a colonial base of representative democracy by the actions of people who envisioned an independent country and new purposes for the government.</p>	<p>Ch 8, pgs 126-128 Black lines 62-63</p>
<p>the United States government was formed to establish order, provide security and accomplish common goals.</p>	<p>Ch 9, pgs 139-140 Ch 10, pgs 157, 163-164 Black line 78</p>
<p>the fundamental values and principles (e.g., liberty, justice, individual human dignity, the rule of law) of American representative democracy as expressed in historical documents (e.g., the Declaration of Independence, the Constitution of the United States) are enduring and remain significant today.</p>	<p>Ch 8, pgs 127-128 Ch 9, pgs 139-140, 142-145, 147-150, 152 Ch 10, pgs 154-164 Black lines 65, 67, 70, 73-79</p>
<p>the Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. The Constitution is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens.</p>	<p>Ch 10, pgs 154-163 <i>Skill builder</i>, pg 167 Black lines 73, 75-76</p>
<p>as members of a democratic society, all citizens of the United States have certain rights and responsibilities, including civic participation.</p>	<p>Ch 7, pgs 114-116 Ch 10, pg 163 Ch 14, pgs 225-226, 231 Ch 15, pgs 240-241 Ch 16, pgs 250-252, 256 Ch 19, pg 305 Black lines 49, 110, 113, 121, 123, 145</p>

Standards	<b>American History 1</b> Student and Annotated Teacher Editions
<b>Skills and Concepts</b> <i>Students will</i>	
demonstrate an understanding (e.g., illustrate, write, model, projects, present) of the nature of government: <ul style="list-style-type: none"> <li>○ explain the role of government (e.g., establishing order, providing security, achieving common goals) in the United States prior to Reconstruction and make connections to how government influences culture, society and the economy</li> <li>○ describe how democratic governments in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing rules and laws (e.g., constitutions, laws, statutes)</li> <li>○ compare purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic)</li> </ul>	Ch 7, pg 112 Ch 9, pg 140 Ch 14, pg 222 <i>Lesson Extension, (ATE)- i.e. pgs 111, 140, 165, 209, 222, 250</i> <i>Stop and Think, i.e. pg 111</i> <i>Chapter Review, i.e. pgs 166, 198</i> <i>Skill builder, pg 113</i> Black lines 39, 50, 79, 151
investigate the Constitution of the United States: <ul style="list-style-type: none"> <li>○ examine ways the Constitution is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens</li> <li>○ explain the political process established by the U.S. Constitution and ways the Constitution separates power among the legislative, executive and judicial branches to prevent the concentration of political power and to establish a system of checks and balances</li> <li>○ analyze why the powers of the state and federal governments are sometimes shared and sometimes separated (federalism)</li> </ul>	Ch 10, pgs 154-160, 162-163, 166 <i>Skill builder, pg 167</i> Black lines 73, 75-76
make inferences about and among significant historical events and historical documents (e.g., the Declaration of Independence, the Constitution of the United States) to illustrate connections to democratic principles and guaranteed rights for all citizens	Ch 8, pg 127 Ch 9, pgs 139-140 Ch 10, pgs 162-164 Ch 14, pg 227 Ch 16, pgs 252-256 Unit 5, pgs 136-137 Black lines 69, 75-76, 110-111, 123, 126-127
explain pros and cons of how citizen responsibilities (e.g., participate in community activities, vote in elections) and duties (e.g., obey the law, pay taxes, serve on a jury, register for the military) impact the U.S. government's ability to function as a democracy	Ch 10, pg 163 Ch 11, pgs 181-182 Ch 16, pgs 250-252 <i>Table Extension, (ATE) pg 163</i> Black line 123
analyze information from a variety of print and non-print sources (e.g., books, documents, articles, interviews, Internet) to research answers to questions and explore issues	<i>Skill builder, pgs 19, 85, 167, 199, 261</i> <i>Lesson extension, (ATE) i.e. pgs 165, 172, 179, 210</i> <i>Chapter review, i.e. pgs 230, 308</i> <i>Novel connections (ATE) i.e. pgs 166, 184, 198, 214</i>

Standards	<b>American History 1</b> Student and Annotated Teacher Editions
<p><b>Big Idea: Cultures and Societies</b> Academic Expectations</p> <p><b>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</b></p> <p><b>2.16 Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.</b></p>	<p><b>Student CD:</b> SE in PDF format, Interactive Chapter Activities, Presentation Builder, Interactive Timelines</p> <p><b>Teacher CD:</b> ATE in PDF format, Vocabulary and comprehension activities, Puzzles, Unit assessments, Presentation Builder</p>
<p><b>Enduring Knowledge – Understandings</b> <i>Students will understand that</i></p>	
<p>culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society’s culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p>	<p>Ch 1, pg 7 <i>Stop and think</i>, (ATE) pg 7</p>
<p>cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs.</p>	<p>Ch 3, pg 45 Ch 4, pgs 59-65 Ch 13, pgs 206-209</p>
<p>interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.</p>	<p>Ch 5, pgs 81-83 Ch 6, pgs 88-89 Ch 7, pg 108 Ch 11, pgs 178-179 Ch 14, pgs 221, 227, 229 Ch 16, pgs 249-251, 253-260 Black lines 33, 37-38, 43, 46, 81, 105, 108, 111, 121-127</p>
<p>multiple factors contributed to the cultural diversity of the United States prior to Reconstruction; an understanding and appreciation of the diverse complexity of cultures is essential in our society.</p>	<p>Ch 4, pgs 55, 59-62, 64-65 Ch 6, pgs 90-91, 93-94 Ch 16, pgs 249-251 Black lines 27-28, 30, 44, 123</p>
<p><b>Skills and Concepts</b> <i>Students will</i></p>	
<p>demonstrate an understanding (e.g., speak, draw, write, sing, create) of the nature of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups in the United States prior to Reconstruction and explain how culture served to define specific groups and resulted in unique perspectives</p>	<p>Ch 1, pgs 15-17 Ch 6, <i>Stop and think</i>, pg 88 Ch 15, pgs 237, 244 <i>Extension</i>, (ATE) pgs 14, 16, 237, 244</p>
<p>investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in the United States prior to Reconstruction</p>	<p>Ch 6, pgs 89-91 Ch 15, pgs 232-246 Ch 17, pgs 262-277 Ch 19, pgs 294-309 Black lines 113-119, 130-132, 134-135, 139-140, 142, 145-151 Transparency 3</p>

Standards	<b>American History 1</b> Student and Annotated Teacher Editions
explain how communications between groups were influenced by cultural differences; explain how interactions influenced conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in the United States prior to Reconstruction	Ch 2, pg 32 Ch 3, pgs 38, 43-48, 50 Ch 5, pgs 81-83 Ch 6, pgs 88-89, 95 Ch 15, pgs 234-246 Ch 16, pgs 248-260 Ch 19, pgs 292-309 <i>Primary Source</i> , pgs 49, 52 <i>Skill builder</i> , pgs 51, 261 Black lines 10, 17, 19, 22-23, 25, 33, 37-38, 43, 46, 113-119, 121-127, 145-150 Transparencies 3, 11-12
describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction	Ch 11, pgs 177-184 Ch 14, pgs 218-219, 221-223 Ch 18, pgs 278-285 Black lines 108-109, 137, 139, 141-142
compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts)	<i>Classroom discussion</i> (ATE) i.e. pgs 19, 261, 325
<b>Big Idea: Economics</b> Academic Expectations <b>2.17</b> Students understand economic principles and are able to make economic decisions that have consequences in daily living.	<b>Student CD:</b> SE in PDF format, Interactive Chapter Activities, Presentation Builder, Interactive Timelines <b>Teacher CD:</b> ATE in PDF format, Vocabulary and comprehension activities, Puzzles, Unit assessments, Presentation Builder
<b>Enduring Knowledge – Understandings <i>Students will understand that</i></b>	
the basic economic problem confronting individuals, societies and government in the development of the United States prior to Reconstruction was scarcity; as a result of scarcity, economic choices and decisions were made.	Ch 4, pgs 53-55 Ch 5, pgs 71-72 Ch 6, pgs 93-94 Ch 7, pg 108 <i>Skill builder</i> , pg 67
the development of the American economic system, institutions and markets prior to Reconstruction helped individuals, groups and governments achieve their goals and impacted life in the United States.	Ch 14, pgs 216-228 <i>Skill builder</i> , pg 231 Black lines 105-111
the United States government and its policies played a major role in determining how the U.S. economy functioned prior to Reconstruction.	Ch 14, pgs 218-220, 228 Black lines 105-111 Transparency 14
individuals, businesses and the government of the U.S. prior to Reconstruction made economic decisions about the use of resources in the production, distribution and consumption of goods and services.	Ch 14, pgs 226-227 Ch 17, pg 263 Ch 18, pgs 278-285 Black lines 138-139, 142-143

Standards	<b>American History 1</b> Student and Annotated Teacher Editions
<b>Skills and Concepts <i>Students will</i></b>	
demonstrate an understanding of the nature of limited resources and scarcity in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., news media, news magazines, textbook, Internet): <ul style="list-style-type: none"> <li>○ explain how scarcity required individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)</li> <li>○ describe how goods and services were exchanged and how supply and demand and competition determined prices</li> <li>○ analyze cause-effect relationships among financial decisions by individuals and groups and historical events</li> </ul>	Ch 9, pgs 140, 143-145 Ch 13, pgs 204-205, 212 Ch 14, pgs 217-218 Ch 20, pg 318 <i>Extension, (ATE)</i> pg 204 <i>Map extension (ATE)</i> pgs 205, 212 <i>Skill builder</i> , pgs 215, 325 Black lines 65, 67, 70, 158
investigate the production and distribution of goods and services in the United States prior to Reconstruction: <ul style="list-style-type: none"> <li>○ examine ways in which basic economic questions about the production, distribution and consumption of goods and services were addressed</li> <li>○ explain how resources were used to produce goods and services and how profit motivated individuals and groups to take risks in producing goods and services</li> <li>○ analyze how new knowledge, technology/tools and specialization influenced productivity of goods and services</li> <li>○ analyze interdependence of economic activities among individuals and groups in the United States prior to Reconstruction</li> </ul>	Ch 6, pgs 97-98 Ch 8, pg 126 Ch 10, pg 157 Ch 12, pgs 192-194, 198 Ch 13, pgs 200-215 Ch 14, pgs 217-218, 220, 226-227 Ch 15, pgs 235-237 Ch 17, pgs 266-267, 270-271 Ch 20, pg 318 <i>Skill builder</i> , pgs 67, 215, 247, 277, 325 <i>Timeline</i> , Unit 2, pgs 36-37 Black lines 29, 89, 92, 94, 110, 116-118, 129, 131-134, 158
<b>Big Idea: Geography</b> Academic Expectations <b>2.18</b> Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.	<b>Student CD:</b> SE in PDF format, Interactive Chapter Activities, Presentation Builder, Interactive Timelines <b>Teacher CD:</b> ATE in PDF format, Vocabulary and comprehension activities, Puzzles, Unit assessments, Presentation Builder
<b>Enduring Knowledge – Understandings</b> <i>Students will understand that</i>	
use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs, databases) and mental maps helps to interpret information, analyze patterns and spatial data, and understand geographic issues encountered in the United States prior to Reconstruction.	Ch 6, pg 99 Ch 12, pg 196 Ch 13, pg 212 Ch 18, pg 280 Ch 20, pgs 312, 314, 321, 323 Unit <i>Collage</i> , pgs 3, 37, 69, 103, 137, 169, 201, 233, 263, 293 <i>Skill builder</i> pgs 35, 67, 85, 101, 135, 215, 247, 277, 290, 309, 325 Black lines 141, 157 Transparencies 2-4, 6, 8-12

Standards	<b>American History 1</b> Student and Annotated Teacher Editions
<p>patterns emerge as humans move, settle, and interact on Earth’s surface and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict in the United States prior to Reconstruction.</p>	<p>Ch 1, pgs 6, 10-13, 15-18                      Ch 20, pg 312  <i>Primary source</i>, pg 14  <i>Skill builder</i> pg 19                      Black lines 2-6, 157                      Transparency 3-4, 6, 9-11</p>
<p>regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.</p>	<p>Ch 1, pg 12                      Ch 6, pg 89                      Ch 7, pg 109                      Ch 8, pg 133                      Ch 9, pg 142                      Ch 13, pg 212                      Black lines 5, 101                      Transparency 1, 6, 10</p>
<p>people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in the United States prior to Reconstruction.</p>	<p>Ch 4, pgs 52-57, 59-60, 62, 66                      Ch 5, pgs 71-74                      Ch 6, pgs 86-88, 93-94  <i>Primary source</i>, pg 58  <i>Skill builder</i> pgs 67, 101                      Black lines 26, 29-30, 36-38, 44-46                      Transparency 7</p>
<p><b>Skills and Concepts</b> <i>Students will</i></p>	
<p>demonstrate an understanding of patterns on Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models):</p> <ul style="list-style-type: none"> <li>o locate, in absolute or relative terms, landforms and bodies of water</li> <li>o locate, interpret patterns on Earth’s surface, and explain how different physical factors (e.g., rivers, mountains, seacoasts) impacted where human activities were located in the United States prior to Reconstruction</li> </ul>	<p>Ch 1, pgs 5, 10, 12, 17                      Ch 2, pg 22                      Ch 12, pg 196  <i>Skill builder</i> pgs 19, 215, 277                      Appendix, pgs 345-346                      Black lines 5, 13                      Transparencies 1-2, 4-6, 10-12</p>

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<p>investigate regions of the Earth’s surface in the United States prior to Reconstruction using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):</p> <ul style="list-style-type: none"> <li>○ explain relationships between and among physical characteristics of regions and how they were made distinctive by human characteristics (e.g., dams, roads, urban centers); describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted</li> <li>○ describe patterns of human settlement; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity, and technology) affected human migration</li> <li>○ evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change</li> <li>○ analyze current events to compare geographic perspectives of today with those prior to Reconstruction</li> </ul>	<p>Ch 1, pgs 6-8, 10-13, 15-18                      Ch 13, pg 212                      Ch 17, pgs 269-274                      Ch 18, pgs 279-280                      Ch 20, pgs 312-314, 321-323  <i>Skill builder</i> pgs 85, 247                      Black lines 1-2, 4-6, 57, 101, 133-134, 141                      Transparencies 1, 3-4, 8-12</p>
<p>investigate interactions among human activities and the physical environment in the United States prior to Reconstruction:</p> <ul style="list-style-type: none"> <li>○ explain how people used technology to modify the physical environment to meet their needs</li> <li>○ describe how the physical environment and different viewpoints promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) and land use</li> <li>○ analyze cause-effect relationships between and among natural resources and political, social and economic development</li> </ul>	<p>Ch 2, pgs 20-25, 27-34                      Ch 12, pgs 189, 191-193, 198                      Ch 13, pgs 203-208, 211-212, 214                      Ch 14, pgs 218, 221                      Ch 15, pgs 235-237                      Ch 17, pgs 266-267, 270-271                      Ch 18, pgs 278-281  <i>Skill builder</i> pgs 35, 199, 215, 247, 277  <i>Primary source</i>, pgs 26, 190, 209                      Black lines 9-11, 14, 89, 91-92, 94, 101-102, 110, 116-118, 129, 131-134, 138-143                      Transparencies 2, 4, 6, 8, 10</p>
<p><b>Big Idea: Historical Perspective</b>                      Academic Expectations  <b>2.19</b> Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p><b>Student CD:</b> SE in PDF format, Interactive Chapter Activities, Presentation Builder, Interactive Timelines  <b>Teacher CD:</b> ATE in PDF format, Vocabulary and comprehension activities, Puzzles, Unit assessments, Presentation Builder</p>
<p><b>Enduring Knowledge – Understandings</b> <i>Students will understand that</i></p>	
<p>history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, data, artifacts) are needed to analyze and understand historical events.</p>	<p><i>Primary source</i>, pgs 14, 26, 49, 58, 80, 92, 113, 125, 146, 165, 174, 190, 209, 229, 245, 252, 268, 282, 302, 316  <i>Skill builder</i> pgs 19, 67, 85, 101, 153, 199, 261</p>
<p>U.S. History can be analyzed by examining significant eras (Exploration as it relates to the settlement of America, The Great Convergence, Colonization and Settlement, Revolution and the New Nation, Expansion and Reform, Civil War) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.</p>	<p><i>Unit Opener, Timeline, Collage</i>, pgs 2-3, 36-37, 68-69, 102-103, 136-137, 168-169, 200-201, 232-233, 262-263, 292-293  <i>Skill builder</i> pgs 51, 185</p>

Standards	<b>American History 1</b> Student and Annotated Teacher Editions
U.S. History (prior to Reconstruction) has been impacted by significant individuals and groups.	Ch 7, pgs 102-119 Ch 8, pgs 120-135 Ch 9, pgs 147-150 Ch 11, pgs 170-173, 176-178, 180-184 Ch 12, pgs 186-189 Ch 14, pgs 221-228 Ch 16, pgs 252-256 Ch 20, pgs 313-314, 320-324 <i>Biography</i> , pgs 30, 42, 57, 75, 96, 117, 129, 151, 161, 179, 191, 210, 224, 241, 256, 275, 289, 307, 315 <i>Skill builder</i> pg 153 Black lines 49, 54, 57-62, 65, 67, 70, 80, 84, 86, 90-91, 94, 110-111, 123, 126-127, 153-159 Transparencies 3, 10
geography, culture and economics have a significant impact on historical perspectives and events.	Unit <i>Opener</i> , <i>Timeline</i> , <i>Collage</i> , pgs 2-3, 36-37, 68-69, 102-103, 136-137, 168-169, 200-201, 232-233, 262-263, 292-293 <i>Skill builder</i> pgs 51, 185
advances in science and technology have a significant impact on historical events.	Ch 12, pgs 192-193, 198 Ch 15, pgs 235-237 Ch 17, pgs 266-267, 270-271 Ch 20, pg 314 <i>Skill builder</i> pgs 247, 277 Black lines 89, 92, 94, 116-118, 129, 131-134
Skills and Concepts Students will	

<b>Standards</b>	<b>American History 1</b> Student and Annotated Teacher Editions
<p>demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):</p> <ul style="list-style-type: none"> <li>○ investigate, describe and analyze significant historical events and conditions in the U.S prior to Reconstruction, drawing inferences about perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group)</li> <li>○ examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</li> </ul>	<p>Unit Timelines, pgs 2-3, 36-37, 68-69, 102-103, 136-137, 168-169, 200-201, 232-233, 262-263, 292-293</p> <p>Ch 6, pg 90 Ch 8, pgs 129, 132 Ch 12, pg 190 Ch 13, pg 207 Ch 15, pgs 233, 237 Ch 16, pgs 253-255, 261 Ch 17, pgs 266-267 Ch 19, pg 298 Ch 20, pgs 319, 325</p> <p><i>Primary source</i>, pgs 14, 26, 49, 58, 80, 92, 113, 125, 146, 165, 174, 190, 209, 229, 245, 252, 268, 282, 302, 316</p> <p><i>Classroom discussion</i>, (ATE) i.e. pgs 199, 309, 325</p> <p>Black lines 113, 122-123, 125-127, 135, 145, 153 Transparencies 2-4, 6-12</p>
<p>investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:</p> <ul style="list-style-type: none"> <li>○ analyze how exploration and the settlement of America caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and the impact this had on the United States prior to Reconstruction</li> <li>○ describe events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century; analyze how America's diverse society developed as a result of these events</li> <li>○ explain how the ideals of equality and personal liberty (e.g., rise of individual rights, economic freedom, religious diversity) that developed during the colonial period were motivations for the American Revolution and proved instrumental in forging a new nation</li> <li>○ describe how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction</li> <li>○ compare the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) between and among regions of the U.S. and explain how these differences contributed to the American Civil War</li> <li>○ evaluate how advances in science and technology contributed to the changing American society in the United States prior to Reconstruction</li> </ul>	<p>Ch 2, pgs 20-25, 27-34 Ch 5, pgs 77-79 Ch 6, pgs 94, 100 Ch 8, pgs 126-128 Ch 12, pgs 189, 191, 198 Ch 13, pgs 208, 211-212, 214 Ch 14, pgs 218, 220-221 Ch 16, pgs 257-260 Ch 18, pgs 286-287 Ch 19, pgs 294-308</p> <p><i>Skill builder</i> pg 35</p> <p><i>Novel connections</i> (ATE) i.e. pgs 18, 100, 184</p> <p><i>Primary source</i>, pgs 14, 26, 49, 58, 80, 92, 113, 125, 146, 165, 174, 190, 209, 229, 245, 252, 268, 282, 302, 316</p> <p><i>Biography</i>, pgs 30, 42, 57, 75, 96, 117, 129, 151, 161, 179, 191, 210, 224, 241, 256, 275, 289, 307, 315</p> <p>Black lines 9-11, 14, 38, 46, 62, 91-92, 94, 102, 110, 113, 121-127, 137, 139-143, 145-148, 150-151</p>