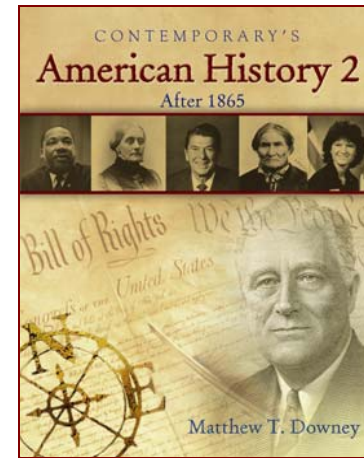
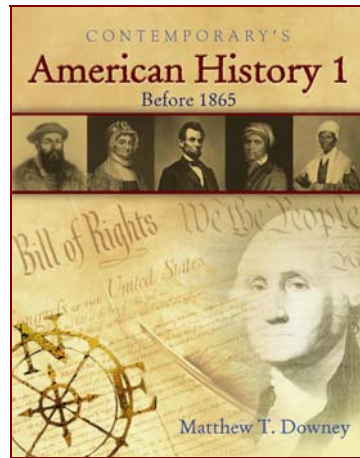


# CONTEMPORARY'S **American History** SERIES



## **CORRELATION FOR OREGON UNITED STATES HISTORY And SOCIAL SCIENCE ANALYSIS**

**Benchmark 3 (Grade 8)  
Benchmark 4 (CIM/Grade 10)**

**For additional information please contact:  
Vince Coleman, Sales Representative  
503-620-4571 [vinco@effectnet.com](mailto:vinco@effectnet.com)**



**UNITED STATES HISTORY  
And  
SOCIAL SCIENCE ANALYSIS**

**Benchmark 3 (Grade 8) and  
Benchmark 4 (CIM/Grade 10)**

**Common Curriculum , Content Standards and Benchmarks**

**HISTORY: Relate significant events and eras in United States and world history to past and present issues and developments.**

**HISTORICAL SKILLS:**

**Common Curriculum Goal: Interpret and reconstruct chronological relationships.**

**Content Standard: Understand, represent, and interpret chronological relationships in history.**

<p align="center"><b>BENCHMARK 3 GRADE 8</b></p>	<p align="center"><b>BENCHMARK 4 CIM/GRADE 10</b></p>	<p align="center"><i>American History 1</i></p>	<p align="center"><i>American History 2</i></p>
<p><b>Benchmark Standard: Represent and interpret data and chronological relationships from history, using timelines and narratives.</b></p>	<p><b>Benchmark Standard: Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from history.</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to interpret data and chronological relationships using timelines. Each unit opener begins with a timeline showing the order in which key events took place. Extension activities accompany each timeline. See the following</p>	<p>In <i>Contemporary's American History 2</i>, students are taught to interpret data and chronological relationship using timelines. Each unit opener begins with a timeline showing the order in which key events took place. See the following examples in the <b>Teacher's Edition</b>: pages 2-3, 36-</p>

		<p>examples in the <b>Teacher’s Edition</b>: pages 2-3, 36-37, 68-69,102-103,136-137, 168-169, 200-201, 232-233, 262-263, 292-293, and 326-327; Skill Builder, Chapter 3. Students are asked to create their own timelines to show chronological relationships. See pages 194, 292 and 314 for <b>representative examples</b>. The <b>TEACHER’S RESOURCE BINDER</b> also has lessons to support this benchmark. Page 93 depicts an example. The <b>STUDENT DVD</b> contains interactive historical timelines for each unit to enhance understanding.</p> <p>Appropriate maps are used throughout the series to enhance students’ ability to interpret major events in U.S. History. See the following examples in the <b>Teacher’s Edition</b>: pages 122, 131, 133, 141, 142,164, 178, 183, 189, 194, 196, 205, 208, 212, 215, 219, 221, 225, 227, 236, 277, 280, 291, 296, 300,309, 312, 314, 321,323, 345 and 346; Skill Builder, Chapter 17, 18 and 19. Additional map extension suggestions on the same pages as the maps enhance and extend learning. In addition, a map activity for each chapter is included in the Teacher’s Resource Binder.</p> <p>Students are taught to interpret the relationships of events occurring over time. See the following examples in the <b>Teacher’s Edition</b>: Skill Builder, Chapters 11, 17.</p>	<p>37, 70-71, 104-105, 136-137, 170-171, 204-205, 238-239, 272-273, and 306-307. Students are asked to create their own timelines and flow charts to show chronological relationships. See pages 75, 110, 141, 159,260 317 and 338 for <b>representative examples</b>. The <b>TEACHER’S RESOURCE BINDER</b> also has lessons to support this benchmark. Page 135 depicts an example. The <b>STUDENT DVD</b> contains interactive historical timelines to enhance understanding.</p> <p>Appropriate maps are used throughout the series to enhance students’ ability to interpret major events in U.S. History. See the following examples in the <b>Teacher’s Edition</b>: 23, 30, 41, 56, 77, 83, 96, 108, 115, 118, 135, 154, 158, 177, 184, 229, 251, 320, 361, and 362; Skill Builder, Chapter 8. Additional map extension suggestions on the same pages as the maps enhance and extend learning. In addition, a map activity for each chapter is included in the <b>TEACHER’S RESOURCE BINDER</b>.</p> <p>Students are taught to interpret the relationships of events occurring over time. See the following examples in the <b>Teacher’s Edition</b>: Skill Builder, Chapters 1, 2, 5, 11, and 12. In addition, various features in the <b>Teacher’s Edition</b> enable students to apply and refine their abilities to interpret the relationships of events occurring over time. <b>Representative examples</b> include: Focus Your Reading questions: pages 21, 26, 39,257; Timeline extension: page 37; Picture History: page 113; Stop and Think: page 301; Extensions: pages 315, 335.</p>
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**Common Curriculum Goal: Analyze cause and effect relationships, including multiple causalities.**

**Content Standard: Identify and analyze cause and effect relationships in history.**

<p><b>Benchmark Standard:</b> <b>Distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially.</b></p>	<p><b>Benchmark Standard:</b> <b>Compare and contrast institutions and ideas in history, noting cause and effect relationships.</b></p>	<p>In <b>Contemporary’s American History 1</b>, students are taught to distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially. See the following examples in the <b>Teacher’s Edition</b>: Units 4-10; Skill</p>	<p>In <b>Contemporary’s American History 2</b>, students are taught to compare and contrast institutions and ideas in history, noting cause and effect relationships. See the following examples in the <b>Teacher’s Edition</b>: Units 4-10; Skill Builder, Chapter 1, 2.</p>
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		<p>Builder, Chapter 11. In addition, various features in the <b>Teacher's Edition</b> enable students to apply and refine their abilities to distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially.</p> <p><b>Representative examples</b> include: Focus Your Reading questions: pages 105, 114, 126, 235, 242, 257, 269, 286, 289; Classroom Discussion prompts: pages 119, 153, 291; Stop and Think: pages 132, 181; Putting It All Together summarizing activities: pages 133, 219. The <b>TEACHER'S RESOURCE BINDER</b> also has Reading for Understanding lessons to support this benchmark: pages 59, 155.</p>	<p>In addition, various features in the <b>Teacher's Edition</b> enable students to apply and refine their abilities to distinguish between cause/ effect and compare/contrast relationships.</p> <p><b>Representative examples</b> include: Focus Your Reading questions: pages 21, 63, 76, 107, 127, 131, 143, 153, 162, 207, 291, 295, 299; Discussion prompts: pages 53, 87, 121, 135, 151, 169, 221, 237, 255, 289, 323, 341; Putting It Together summarizing activities: pages 28, 80, 95, 115, 129, 160, 215, 243, 321; Stop and Think: pages 61, 174, 179, 209, 217, 251, 315.</p>
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**Common Curriculum Goal: Understand, recognize and interpret change and continuity over time.**

**Content Standard: Interpret and represent chronological relationships and patterns of change and continuity over time.**

<p><b>Benchmark Standard:</b></p> <p><b>Identify and give examples of chronological patterns and recognize them in related events over time.</b></p>	<p><b>Benchmark Standard:</b></p> <p><b>Recognize and interpret continuity and/or change with respect to particular historical developments in the 20<sup>th</sup> century.</b></p> <p><b>Consider patterns of change and continuity in history in relationship to contemporary events, issues, problems, and phenomena.</b></p>	<p>In <b>Contemporary's American History 1</b>, students are taught to identify and give examples of chronological patterns and recognize them in related events over time. Each unit opener begins with a timeline depicting chronological patterns. See the following examples in the <b>Teacher's Edition</b>: pages 2-3, 36-37, 70-71, 104-105, 136-137, 170-171, 204-205, 238-239, 272-273, and 306-307. The <b>STUDENT DVD</b> contains interactive historical timelines to enhance understanding. In addition, various features in the <b>Teacher's Edition</b> enable students to apply and refine these abilities. <b>Representative examples</b> include: Discussion prompts: pages 247, 291; Focus Your Reading questions: page 265; Timeline extension: page 293. The <b>TEACHER'S RESOURCE BINDER</b> also has Reading for Understanding lessons to support this benchmark: pages 91, 131, 147.</p>	<p>In <b>Contemporary's American History 2</b>, students are taught to recognize and interpret continuity and/or change with respect to particular historical developments in the 20<sup>th</sup> century and consider patterns of change and continuity in history in relationship to contemporary events, issues, problems, and phenomena.</p> <p>Each unit opener begins with a timeline depicting chronological patterns which enable students to examine chronological patterns. See the following examples in the <b>Teacher's Edition</b>: pages 2-3, 36-37, 70-71, 104-105, 136-137, 170-171, 204-205, 238-239, 272-273, 306-307, 242-243. The <b>STUDENT DVD</b> contains interactive historical timelines to enhance understanding. In addition, various features in the <b>Teacher's Edition</b> enable students to apply and refine these abilities. <b>Representative examples</b> include: Focus on Reading: pages 21, 26, 39, 257; Timeline extension: page 37; Picture History: page 113, Stop and Think: page 301. The <b>TEACHER'S RESOURCE BINDER</b> also has lessons to support this benchmark: pages 35, 43, 59, 75, 131, 139, 153.</p>
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<p align="center"><b>Common Curriculum Goal: Identify and analyze diverse perspectives on and historical interpretation of historical issues and events.</b></p> <p align="center"><b>Content Standard: Identify and analyze various perspectives and interpretations of historical issues and events.</b></p>			
<p><b>Benchmark Standard:</b></p> <p><b>Evaluate data within the context it was created, testing its reliability, credibility, and bias.</b></p>	<p><b>Benchmark Standard:</b></p> <p><b>Understand how contemporary perspectives affect historical interpretation.</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to evaluate data within the context it was created, testing its reliability, credibility, and bias. Primary Source documents for each chapter enable students to explore issues from a variety of perspectives. The <b>TEACHER'S RESOURCE BINDER</b> includes additional Primary Sources for each chapter to portray additional perspectives. See the following <b>representative examples</b> in the <b>Teacher's Edition</b>: Focus Your Reading questions: page 155; Extension, page 182, Timeline Extension, Page 283. The <b>TEACHER'S RESOURCE BINDER</b> also lessons to support this benchmark: pages 83, 115, 139.</p>	<p>In <i>Contemporary's American History 2</i>, students are taught to understand how contemporary perspectives affect historical interpretation. Primary Source documents for each chapter enable students to explore issues from a variety of perspectives. The <b>TEACHER'S RESOURCE BINDER</b> includes additional Primary Sources for each chapter to portray additional perspectives. See the following <b>representative examples</b> in the <b>Teacher's Edition</b>: Picturing History: pages 7, 7; Extensions: pages 7, 9, 285, Reading For Understanding: pages 9, 231; Map extension: page 115. The <b>TEACHER'S RESOURCE BINDER</b> also lessons to support this benchmark: pages 7, 39, 55.</p>
<p align="center"><b>Common Curriculum Goal: Understand relationships among events, issues, and developments in different spheres of human activity (i.e., economic, social, political, cultural).</b></p> <p align="center"><b>Content Standard: Identify and analyze various perspectives and interpretations of historical issues and events.</b></p>			
<p><b>Benchmark:</b></p> <p><b>None provided</b></p>	<p><b>Benchmark:</b></p> <p><b>None provided</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to identify and analyze various perspectives and interpretations of historical issues and events. See the following <b>representative examples</b> in the <b>Teacher's Edition</b>: Extensions, pages 111, 259; Reading for Understanding questions: pages 13, 125; Thinking On Your Own activity: page 283; Stop and Think: pages 254, 318, 322; Picturing History: pages 237, 243; Discussion Prompts: page 261.</p> <p>Each chapter contains <b>Novel Connections</b> including trade books that relate to the time period covered in the chapter. They are related to the Thematic Strands of the National Council for the Social Studies.</p>	<p>In <i>Contemporary's American History 2</i>, students are taught to identify and analyze various perspectives and interpretations of historical issues and events. See the following <b>representative examples</b> in the <b>Teacher's Edition</b>: Focus Your Reading: pages 131, 139, 148, 295, Extensions: pages 140, 198, 292, Map Extensions: pages 115, 118, Stop and Think: page 113, 140.</p> <p>Each chapter contains <b>Novel Connections</b> including trade books that relate to the time period covered in the chapter. They are related to the Thematic Strands of the National Council for the Social Studies.</p>
<p align="center"><b>Common Curriculum Goal: Understand and interpret events, issues, and developments within and across eras of U.S. history.</b></p> <p align="center"><b>Content Standard: Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history.</b></p>			
<p><b>Benchmark Standard:</b></p>	<p><b>Benchmark Standard:</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to</p>	<p>In <i>Contemporary's American History 2</i>, students are taught to</p>

<p><b>Understand how individuals, issues and events changed or significantly influenced the course of U.S. history post American Revolution through 1900.</b></p>	<p><b>Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900.</b></p>	<p>understand how individuals, issues and events changed or significantly influenced the course of U.S. history post American Revolution through 1900. See the following examples in the <b>Teacher’s Edition</b>: Units 4-10 deliver the content needed to meet this benchmark. <b>Representative examples include:</b>          American Revolution- Unit 4          Constitutional Convention-pages 147-149          Shay’s Rebellion-pages 145-146          Lewis and Clark Expedition-page 189          Westward Migration-Chapter 13          Jacksonian Democracy- Chapter 14          African slave trade- Chapter 15          Civil Was- Chapter 20</p> <p><b>Contemporary’s American History 2:</b>          Reconstruction- Chapter 1          Constitutional Changes- page 13          Territorial expansion- Chapter 2</p> <p>Each chapter contains a biography of an individual that played a prominent role in the historical period being studied. In addition, The <b>TEACHER’S RESOURCE BINDER</b> contains an additional biography for each chapter.</p>	<p>understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900. See the following examples in the <b>Teacher’s Edition</b>: Units 1-5 deliver the content to meet this benchmark. In addition, the content of units 6-10 provides information for students up to and including present historical events. <b>Representative examples include:</b>          Progressivism-Unit 3          Jim Crow Laws- page 16          Immigration Laws- Chapter 6          Women’s Rights- Chapters 6 and 8          20<sup>th</sup> century inventions- Chapter 8          Stock Market- Chapter 8          Harlem Renaissance- Chapter 8          Hoover’s policies- Chapter 8          Franklin D. Roosevelt Administration- Chapter 9          The New Deal- Chapter 9          World War II- Chapter 10</p> <p>Each chapter contains a biography of an individual that played a prominent role in the historical period being studied. In addition, The <b>TEACHER’S RESOURCE BINDER</b> contains an additional biography for each chapter.</p>
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**SOCIAL SCIENCE ANALYSIS: Design and implement strategies to analyze issues, explain perspectives, and resolve issues using the social sciences**

**Common Curriculum Goal: Define and clarify an issue so that its dimensions are well understood.**

**Content Standard: Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.**

<p><b>Benchmark Standard:</b></p> <p><b>Clarify key aspects of an event, issue, or problem through inquiry and research.</b></p>	<p><b>Benchmark Standard:</b></p> <p><b>Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.</b></p>	<p>In <b>Contemporary’s American History 1</b>, students are taught to clarify key aspects of an event, issue, or problem through inquiry and research. Each lesson begins with a section entitled <b>Focus on Your Reading</b> which enables students to concentrate on important concepts, vocabulary issues and elements of the lesson. Subsequent <b>Stop and Think</b> notations alert students to reflect on what they have learned. See the following <b>representative examples</b> in the <b>Teacher’s Edition</b>: pages 121, 123, 130, 132. The <b>TEACHER’S RESOURCE BINDER</b> includes research projects related to map activities: Chapters 13, 14, 18, 20; Chapter</p>	<p>In <b>Contemporary’s American History 2</b>, students are taught to define, research, and explain an event, issue, problem, or phenomenon and its significance to society. See the following <b>representative examples</b> in the <b>Teacher’s Edition</b>: Skill Builders: Chapter 6, 8, 12; Discussion prompts: page 199; Extensions: pages 207, 210, and 221. Each lesson begins with a section entitled <b>Focus on Your Reading</b> which enables students to concentrate on important concepts, vocabulary issues and elements of the lesson. Subsequent <b>Stop and Think</b> notations alert students to reflect on what they have learned. See the following <b>representative examples</b> in</p>
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		Activity, Chapter 14.	the <b>Teacher's Edition</b> : pages 82, 83, 127, 128. Each chapter contains <b>Novel Connections</b> including trade books that relate to the time period covered in the chapter. These allow students to identify problems from other sources. The <b>TEACHER'S RESOURCE BINDER</b> includes lessons to teach students to formulate questions. See pages 3 and 147 for examples.
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**Common Curriculum Goal: Acquire and organize materials from primary and secondary sources.**  
**Content Standard: Gather, use, and evaluate researched information to support analysis and conclusions.**

<b>Benchmark Standard:</b>  <b>Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.</b>	<b>Benchmark Standard:</b>  <b>Gather, analyze, use, and document information from various sources, distinguishing facts, opinions inferences, biases, stereotypes, and persuasive appeals.</b>  <b>Benchmark Standard:</b>  <b>Understand what it means to be a critical consumer of information.</b>	In <i>Contemporary's American History 1</i> , students are taught to gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view. See the following <b>representative examples</b> in the <b>Teacher's Edition</b> : Focus Your Reading questions: pages 105, 126; Extensions: pages 108, 111, 140, 147, 159, 172, 259; Reading for Understanding: pages 113, 125; Putting It All Together activity: page 128; Discussion prompts: pages 135, 153, 167, 261; Biography extension: page 191; Thinking on Your Own: page 283; Stop and Think: pages 115, 254, 318, 322; Picturing History: pages 237, 243. The <b>TEACHER'S RESOURCE BINDER</b> includes a Reading for Understanding lesson to teach distinguishing between facts and opinions (page 139). In addition, Chapter Activities in Chapters 7, 10, 11, 12, 13, 15 9 and 20 have students research/consider various points of view to complete the lesson. Primary Source documents in each chapter enable students to explore issues from a variety of perspectives. The <b>TEACHER'S RESOURCE BINDER</b> includes additional Primary Sources for each chapter to portray other depictions of events.	In <i>Contemporary's American History 2</i> , students are taught to gather, analyze, use, and document information from various sources, distinguishing facts, opinions inferences, biases, stereotypes, and persuasive appeals. See the following <b>representative examples</b> in the <b>Teacher's Edition</b> : Focus On Your Reading: pages 14, 223; Skill Builders: Chapters 11, 15, 20; Stop and Think: page 125; Extensions: pages 224, 264,285. The <b>TEACHER'S RESOURCE BINDER</b> includes lessons to help students distinguish between facts and opinions (page 19, 71, 187, 111, and 119). In addition, pages 47, 63, 79, 95, 127 and 151 provide opportunities to persuade others and represent different points of view about key concepts. Primary Source documents in each chapter enable students to explore issues from a variety of perspectives. The <b>TEACHER'S RESOURCE BINDER</b> includes additional Primary Sources for each chapter to portray other depictions of events.
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**Common Curriculum Goal: Explain various perspectives on an event or issue and the reasoning behind them.**  
**Content Standard: Understand an event, issue, problem, or phenomenon from multiple perspectives.**

<b>Benchmark Standard:</b>  <b>Examine a controversial event,</b>	<b>Benchmark Standard:</b>  <b>Analyze an event, issue,</b>	In <i>Contemporary's American History 1</i> , students are taught to examine a controversial event, issue,	In <i>Contemporary's American History 2</i> , students are taught to analyze an event, issue, problem, or
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<p><b>issue, or problem from more than one perspective.</b></p>	<p><b>problem, or phenomenon from varied or opposed perspectives or points of view.</b></p>	<p>or problem from more than one perspective. Primary Source documents for each chapter enable students to explore issues from a variety of perspectives. The <b>TEACHER'S RESOURCE BINDER</b> includes additional Primary Sources for each chapter to portray other depictions of events. In addition, pages 111 and 119 are <b>representative examples</b> of activities to support this benchmark.</p>	<p>phenomenon from varied or opposed perspectives or points of view. See the following <b>representative examples</b> in the <b>Teacher's Edition</b>: Focus Your Reading: page 55; Extensions: pages 90, 261, 293, 302, 311, 327; Picturing History: pages 97, 246; Discussion prompt: page 237; Stop and Think: page 242. . Primary Source documents for each chapter enable students to explore issues from a variety of perspectives. The <b>TEACHER'S RESOURCE BINDER</b> includes additional Primary Sources for each chapter to portray other depictions of events. Each chapter contains <b>Novel Connections</b> including trade books that relate to the time period covered in the chapter. These enable students to explore and identify points of view from other perspectives.</p>
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**Common Curriculum Goal: Identify and analyze an issue.**

**Content Standard: Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.**

<p><b>Benchmark Standard:</b></p> <p><b>Examine the various characteristics, causes, and effects of an event, issue, or problem.</b></p>	<p><b>Benchmark Standard:</b></p> <p><b>Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to examine the various characteristics, causes, and effects of an event, issue, or problem. See the following <b>representative examples</b> in the <b>Teacher's Edition</b>: Focus Your Reading questions pages 105, 114, 126, 235, 242, 257, 269, 286, 299; Classroom Discussion prompts: pages 119, 153, 291; Stop and Think: page 181; Extension: page 271.</p>	<p>In <i>Contemporary's American History 2</i>, students are taught to analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects. See the following <b>representative examples</b> in the <b>Teacher's Edition</b>: Discussion prompts: pages 35, 103, 151, 169, 203, 221, 289, 305, 341; Putting It Together: pages 58, 61, 256, 298; Extensions: pages 64, 91, 92, 124, 166, 174, 183, 191, 194, 208, 243, 259, 268, 271, 282, 285, 292, 333, 335, 336; Picturing History: pages 72, 179, 233; Stop and Think: pages 108, 242, 259. The <b>TEACHER'S RESOURCE BINDER</b> includes lessons to apply cause/effect relationships on pages 11, 83 and 115.</p>
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**Common Curriculum Goal: Select a course of action to resolve an issue.**

**Content Standard: Identify, compare, and evaluate outcomes, responses, or solutions, then reach a supported conclusion.**

<p><b>Benchmark Standard:</b></p> <p><b>Consider two or more outcomes, responses, or solutions, identify their strengths and weaknesses, then conclude and justify which is</b></p>	<p><b>Benchmark Standard:</b></p> <p><b>Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to consider two or more outcomes, responses, or solutions, identify their strengths and weaknesses, then conclude and justify which is the best.</p>	<p>In <i>Contemporary's American History 1</i>, students are taught to Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects. See</p>
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<p style="text-align: center;"><b>the best.</b></p> <p><b>GRADE-LEVEL MAP:</b> Create criteria for measuring solutions or alternatives.</p> <p>Measure possible solutions or alternatives using set criteria.</p>	<p><b>short- and long-term effects.</b></p>	<p>See the following <b>representative examples</b> in the <b>Teacher’s Edition</b>:          Stop and Think: pages 181 213, 218;          Extensions: pages 183, 191, 193, 207, 216.</p> <p>The <b>TEACHER’S RESOURCE BINDER</b> includes a Reading for Understanding lesson to teach students to ascertain problem/cause/effect relationships (page 59). In addition, it <b>includes</b> activities to teach students to evaluate outcomes/solutions from various perspectives. Pages 55, 59, 79, 107, 111, 119, 127 are <b>representative examples</b>.</p>	<p>the following <b>representative examples</b> in the <b>Teacher’s Edition</b>:          Discussion prompts: pages 35, 103, 151, 169, 203, 221, 289, 305, 341;          Putting It Together: pages 58, 61, 256, 298; Extensions: pages 64, 91, 92, 124, 166, 174, 183, 191, 194, 208, 243, 259, 268, 271, 282, 285, 292, 333, 335, 336; Picturing History: pages 72, 179, 233; Stop and Think: pages 108, 242, 259.</p> <p>The <b>TEACHER’S RESOURCE BINDER</b> includes a Reading for Understanding lesson to teach students to ascertain problem/issue/solution relationships (page 115) and cause/effect relationships (pages 11 and 83).</p>
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