



## Social Studies

Social Studies in Washington State contributes to developing responsible citizens in a culturally diverse, democratic society within an interdependent world. Social Studies equips learners to make sound judgments and take appropriate actions that will contribute to sustainable development of human society and the physical environment.

Social studies comprises the study of relationships among people, and between people and the environment. Social studies recognizes the challenges and benefits of living in a diverse cultural and ideological society. The resulting interactions are contextualized in space and time and have social, political, economic, and geographical dimensions.

Based on appropriate investigations and reflections within Social Studies, students develop distinctive skills and a critical awareness of the human condition and emerging spatial patterns and the processes and events that shape them.

<b>Essential Academic Learning Requirements: History</b>			
<b>1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in United States, world, and Washington State history. To meet this standard, the student will:</b>			
<b>Understand and analyze historical time and chronology</b>			
<b>Benchmark 2- Grade 8</b>	<b>Benchmark 3- High School</b>	<b>American History 1</b>	<b>American History 2</b>
<b>1.1.2a Group events and individuals by broadly defined historical eras and develop related timelines; compare and contrast different cultural measurements of time.</b>	<b>1.1.3a Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perceptions of</b>	In <i>Contemporary's American History 1</i> , students are taught to group events and individuals by broadly defined historical eras and develop related timelines; compare and contrast different cultural measurements of time. Each unit opener begins with a timeline showing the order in which key events took place. Extension activities accompany	In <i>Contemporary's American History 2</i> , students are taught to Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perceptions of time. Each unit opener begins with a timeline showing the

	<p><b>time.</b></p>	<p>each timeline. See the following <b>representative examples</b> 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>. <b>Getting Focused</b> prompts that introduce each chapter often ask students to formulate questions to predict outcomes from their reading. <b>Representative examples</b> can be found on pages 120, 170 and 278. The <b>TEACHER'S RESOURCE BINDER</b> also has lessons to support this ELAR. Page 93 depicts an example. The <b>STUDENT DVD</b> contains interactive historical timelines for each unit to enhance understanding.</p> <p>Students are taught to interpret the relationships of events occurring over time. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b>: Skill Builder, Chapters 11, 17.</p>	<p>order in which key events took place. See the following <b>representative examples</b> 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. 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 ELAR. Page 135 depicts an example. The <b>STUDENT DVD</b> contains interactive historical timelines to enhance understanding.</p> <p>Students are taught to interpret the relationships of events occurring over time. See the following <b>representative examples</b> 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>
<p><b>1.1.2b Use evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events.</b></p>	<p><b>1.1.3b Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability.</b></p>	<p>In <b>Contemporary's American History 1</b>, students are taught to use evidence for support, identify, analyze, and explain possible causal factors contributing to given historical events. See the following representative examples in the <b>TEACHER'S EDITION</b>: See the following representative examples in the <b>TEACHER'S EDITION</b>: Units 4-10;</p>	<p>In <b>Contemporary's American History 2</b>, students are taught to compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability. See the following representative examples in the <b>TEACHER'S EDITION</b>: Units 1-10; Skill Builder, Chapter 1, 2. In addition, various features in the</p>

		<p>Skill Builder, Chapter 11. In addition, various features in the <b>TEACHER'S EDITION</b> enable students to apply and refine their abilities to meet this ELAR requirement. <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 ELAR: pages 59, 155.</p> <p>In addition, <b>Primary Source</b> documents for each chapter enable students to explore issues from a variety of perspectives. The <b>TEACHER'S RESOURCE BINDER</b> includes additional <b>Primary Sources</b> for each chapter to portray other 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 ELAR: pages 83, 115, 139.</p>	<p><b>TEACHER'S EDITION</b> enable students to apply and refine their abilities to meet this ELAR requirement. <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> <p>In addition, <b>Primary Source</b> documents for each chapter enable students to explore issues from a variety of perspectives. The <b>TEACHER'S RESOURCE BINDER</b> includes additional <b>Primary Sources</b> for each chapter to portray other 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 ELAR: pages 7, 39, 55.</p>
<p><b>1.2 Understand events, trends, individuals, and movements shaping United States history</b></p>			
<p><b>US1.2.2 Identify and analyze major issues, people, and events in U.S. history from the Revolution to 1900.</b></p>	<p><b>1.2.3 Identify and analyze major concepts, people, and events in 20th century U.S. History.</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to identify and analyze major issues, people, and events in U.S. history from the Revolution to 1900. Book 1, Units 4-10 and Book 2, Units 1-2 provides the appropriate content for this grade level.</p> <p>Revolution, Constitution, and New</p>	<p>In <i>Contemporary's American History 2</i>, students are taught to identify and analyze major issues, people, and events in 20th century U.S. History. Book 2, Units 3-10 provide the appropriate content for this grade level.</p> <p>Emergence of America as a world power (1890-1918)-<b>UNIT 3</b></p> <p>Reform, prosperity, and depression-</p>

		<p>Nation (1763-1820)- <b>UNITS 4, 5,&amp; 6</b></p> <p>Expansion and Reform (1801-1861)- <b>UNITS 7 &amp; 8</b></p> <p>Civil War and Reconstruction (1850-1877)-<b>UNITS 9 &amp; 10; BOOK 2 UNITS 1 &amp; 2</b></p> <p>Industrialization, Immigration, Urbanization (1870-1900)- <b>BOOK 2, UNIT 2</b></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><b>UNITS 4</b></p> <p>WW II, the Cold War, and International Relations (1939-Present)- <b>UNITS 5-10</b></p> <p>Post-World War II domestic, political, social, and economic issues (1945-present)- <b>UNITS 7-10</b></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><b>2. The student understands the origin and impact of ideas and technological developments on history.</b></p>			
<p><b>To meet this standard, the student will: Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict.</b></p>			
<p><b>2.1.2 Explain the origin and historical context of major ideas and their impact on societies</b></p>	<p><b>2.1.3 Compare and analyze major ideas in different places, times, and cultures, and how those ideas have brought about continuity, change, or conflict</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to explain the origin and historical context of major ideas and their impact on societies. 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</p>	<p>In <i>Contemporary's American History 2</i>, students are taught to compare and analyze major ideas in different places, times, and cultures, and how those ideas have brought about continuity, change, or conflict. 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</p>

		that relate to the time period covered in the chapter. These further enable students to examine interrelationships between ideas, chance and conflict. Each book is related to one of the Thematic Strands of the National Council for the Social Studies.	chapter. These further enable students to examine interrelationships between ideas, chance and conflict. Each book is related to one of the Thematic Strands of the National Council for the Social Studies.	
<b>2.2. Understand how ideas and technological developments influence people, culture, and environment</b>				
<b>2.2.2 Interpret how changing technologies have shaped ideas and attitudes, and analyze the impact of ideas and technological developments on society and culture</b>	<b>2.2.3 Analyze how technological developments have changed people's ideas about the natural world and evaluate their short and long-term consequences</b>	In <i>Contemporary's American History 1</i> , students are taught to interpret how changing technologies have shaped ideas and attitudes, and analyze the impact of ideas and technological developments on society and culture. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b> : Extensions: pages 193, 271; Putting It All Together: pages 267, 274. Picturing History: ages 193, 271.	In <i>Contemporary's American History 2</i> , students are taught to analyze how technological developments have changed people's ideas about the natural world and evaluate their short and long-term consequences. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b> : Extension: pages 44, 45,124; Focus Your Reading, pages 43, 223.	
<b>Essential Academic Learning Requirements:</b>				
<b>Social Studies Skills</b>				
<b>1. Inquiry and information skills</b>				
<b>To meet this standard the student will: 1.1 Understand and use inquiry and information skills required by citizens in a democratic society</b>				
<b>Essential Academic Learning Requirements</b>	<b>Benchmark 2-Grade 8</b>	<b>Benchmark 3-High School</b>	<b>American History 1</b>	<b>American History 2</b>
<b>1.1a Define central question</b>	<b>1.1.2a Formulate an essential question in the social studies</b>	<b>1.1.3a Formulate a thesis statement in the social studies that examines whys as well as hows</b>	In <i>Contemporary's American History 1</i> , students are taught to define the central question. Each lesson begins with a section, <b>Focus Your Reading</b> , to help students define the central questions to be answered in the section of text to be read. Subsequent <b>Stop and Think</b> sections have them reflect on their thinking.	In <i>Contemporary's American History 2</i> , students are taught to formulate a thesis statement in the social studies. Each lesson begins with a section, <b>Focus Your Reading</b> , to help students define the central questions to be answered in the section of text to be read. Subsequent <b>Stop and Think</b> sections have them reflect

			See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b> : pages 105,107, 39, 140.	on their thinking. See the following representative examples in the <b>TEACHER'S EDITION</b> : pages 89, 91, 112, 113. The <b>Teacher's Resource BINDER</b> also has lessons to support this ELAR. Page 147 depicts an example.
<b>1.1b Search for relevant information</b>	<b>1.1.2b Identify key words, develop search strategies; locate appropriate and varied information sources; distinguish between primary and secondary sources</b>	<b>1.1.3b Identify key words; use advanced search strategies; independently locate appropriate and varied information sources; evaluate primary/secondary sources</b>	In <i>Contemporary's American History 1</i> , students are taught to identify key words, develop search strategies; locate appropriate and varied information sources; distinguish between primary and secondary sources. Key vocabulary and concepts are noted at the beginning of each lesson. They are noted in bold print and defined in the context of the reading selection. Each Chapter Summary also uses the words in the context of the content read. In addition, definitions are found in the glossary. The <b>TEACHER'S RESOURCE BINDER</b> contains a vocabulary reinforcement activity for each chapter.	In <i>Contemporary's American History 2</i> , students are taught to Identify key words; use advanced search strategies; independently locate appropriate and varied information sources; evaluate primary/secondary sources. Key vocabulary and concepts are noted at the beginning of each lesson. They are noted in bold print and defined in the context of the reading selection. Each Chapter Summary also uses the words in the context of the content read. In addition, definitions are found in the glossary. The <b>TEACHER'S RESOURCE BINDER</b> contains a vocabulary reinforcement activity for each chapter.
1.1c Determine the source	1.1.2c Identify the time, place, audience, purpose, and form of a source	None noted	In <i>Contemporary's American History 1</i> , students are taught to identify the time, place, audience, purpose, and form of a source. <b>Primary Source</b> documents for each chapter enable students to explore issues from a variety of perspectives. They teach about prominent documents and the people who wrote them that influenced the history of the times. In addition, each chapter contains a <b>biography</b> of a prominent historical figure that played a role in the events of the time period being studied. The <b>TEACHER'S RESOURCE BINDER</b> includes additional <b>Primary Sources</b> and <b>biographies</b> for each chapter to portray other perspectives on issues and explore other people who influenced history.	In <i>Contemporary's American History 2</i> , students are taught to identify the time, place, audience, purpose, and form of a source. <b>Primary Source</b> documents for each chapter enable students to explore issues from a variety of perspectives. They teach about prominent documents and the people who wrote them that influenced the history of the times. In addition, each chapter contains a <b>biography</b> of a prominent historical figure that played a role in the events of the time period being studied. The <b>TEACHER'S RESOURCE BINDER</b> includes additional <b>Primary Sources</b> and <b>biographies</b> for each chapter to portray other perspectives on issues and explore other people who influenced history.

<p><b>1.1d Evaluate information</b></p>	<p><b>1.1.2d Recognize relevant facts and ideas in social studies documents; evaluate bias of sources/authors; classify information as fact/opinion</b></p>	<p><b>1.1.3d Evaluate reliability, credibility, and validity of information from a variety of social studies sources</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to recognize relevant facts and ideas in social studies documents; evaluate bias of sources/authors; classify information as fact/opinion. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b>: Skill Builders: Chapters 10 and 12; 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.</p>	<p>In <i>Contemporary's American History 2</i>, students are taught to evaluate reliability, credibility, and validity of information from a variety of social studies sources. 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.</p>
<p><b>1.1e Organize information</b></p>	<p><b>1.1.2e Take notes, paraphrase, summarize, enter data</b></p>	<p><b>1.1.3e Produce and interpret outlines, charts, graphs, maps, tables, timelines, and decision-making</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to take notes, paraphrase, summarize, and enter data. Each chapter ends with a <b>Chapter Summary</b> that enables students to review what they have learned. Each new vocabulary word is used in the context of the information presented. Review activities determine</p>	<p>In <i>Contemporary's American History 2</i>, students are taught to produce and interpret outlines, charts, graphs, maps, tables, timelines, and decision-making grids that explain problems and/or construct solutions. Each unit opener begins with a timeline showing the order in which key events took place. See the following examples</p>

		<b>grids that explain problems and/or construct solutions</b>	the depth of student understanding. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b> : 118, 152, and 214. At the beginning of each chapter, <b>Getting Focused</b> , guides students to take notes on specific chapter content. See the <b>representative examples</b> on pages 104, 120, 138, 154, 174, 186, 202, 248, 264, 278,292,310.	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. 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 ELAR. Pages 133,135 depict examples. The <b>STUDENT DVD</b> contains interactive historical timelines to enhance understanding. 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> .
<b>1.1f Apply information</b>	<b>1.1.2f Create a product that uses social studies content to support findings; present product in appropriate manner to a meaningful audience</b>	<b>1.1.3f Create a product that uses social studies content to support a thesis and present product in appropriate manner to a meaningful audience</b>	In <i>Contemporary's American History 1</i> , students are taught to create a product that uses social studies content to support findings; present product in appropriate manner to a meaningful audience. See the following representative examples in the <b>TEACHER'S EDITION</b> : Extension: pages 54, 72, 89, 179, 182, 193, 204, 228, 244, 255, 259, 271. The <b>TEACHERS RESOURCE BINDER</b> provides additional suggestion for product/projects. The following pages depict examples: 7, 15, 31, 87, 127, 135, and 143. The <b>STUDENT DVD</b>	In <i>Contemporary's American History 2</i> , students are taught to create a product that uses social studies content to support a thesis and present product in appropriate manner to a meaningful audience. See the following representative examples in the <b>TEACHER'S EDITION</b> : Extension: pages 53, 165, 191. The <b>TEACHERS RESOURCE BINDER</b> provides additional suggestion for product/projects. See <b>representative examples</b> on pages 15, 31,47,63,69, 95, 119, 179. The <b>STUDENT DVD</b> contains a Student Presentation Builder

			contains a Student Presentation Builder to enhance students' abilities to present material in a meaningful way.	to enhance students' abilities to present information/research to a group.
<p><b>2. Interpersonal and Group Process Skills</b>  <b>The student will:</b>  <b>2.1 Understand and use interpersonal and group process skills required by citizens in a democratic society.</b></p>				
<p><b>2.1a Discussion skills</b></p>	<p><b>2.1.2a Articulate a particular perspective/value orientation; demonstrate content knowledge; listen critically and build upon the ideas of others</b></p>	<p><b>2.1.3a Voice original ideas; demonstrate content knowledge; persuade audience; listen critically and build upon the ideas of others; ask clarifying questions and challenge statements of others; negotiate and compromise</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to articulate a particular perspective/value orientation; demonstrate content knowledge; listen critically and build upon the ideas of others. Each Chapter contains <b>Classroom Discussion</b> prompts that allow students to explore content from a various perspectives. Questions are posed that require a variety of types of thinking skills and depth of understanding. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b>: 135, 167, 261, 277, and 291. Additional suggestions can be found in the <b>TEACHER'S RESOURCE BINDER</b>. See <b>representative examples</b> on pages 39, 55, 79, 127, 151, 159.</p>	<p>In <i>Contemporary's American History 2</i>, students are taught to voice original ideas; demonstrate content knowledge; persuade audience; listen critically and build upon the ideas of others; ask clarifying questions and challenge statements of others; negotiate and compromise. Each Chapter contains <b>Classroom Discussion</b> prompts that allow students to explore content from a various perspectives. Questions are posed that require a variety of types of thinking skills and depth of understanding. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b>: 121, 187, 221,271,289, 323, and 341. Additional suggestions can be found in the <b>TEACHER'S RESOURCE BINDER</b>. See <b>representative example</b> on pages 55.</p>
<p><b>2.1b Group interaction skills</b></p>	<p><b>2.1.2b Participate in delegating duties, establishing rules, planning, making decisions, taking action in group settings</b></p>	<p><b>2.1.3b Participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate differences</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to participate in delegating duties, establishing rules, planning, making decisions, taking action in group settings. See the following representative examples in the <b>TEACHER'S EDITION</b>: Stop and Think: 107, 115, 123, 22, 285, 322; Extension: pages 53, 77, 106, 111, 133; Putting It All Together: pages 48, 74, 83, 116, and 156. Additional suggestions can be found in the <b>TEACHER'S RESOURCE BINDER</b>. Page 47 depicts an example.</p>	<p>In <i>Contemporary's American History 2</i>, students are taught to participate in developing group process, persuade, compromise, debate, resolve conflicts, and negotiate differences. See the following representative examples in the <b>TEACHER'S EDITION</b>: Extension: pages 45, 114, 133, 144, 163, 185, 224; Stop and Think: pages 32, 48, 65, 75, 83, 113, 125, 194, and 198. 292. 321. 327. 331; Putting It All Together: pages 125, 56, 166, 230, 293. Additional suggestions can be found in the <b>TEACHER'S RESOURCE BINDER</b>. See <b>representative examples</b> pages 7, 39, 55, 71, 87,</p>

<p><b>2.1c Interview skills</b></p>	<p><b>2.1.2c Identify appropriate people to gain needed information, ask relevant questions, pose follow-up questions; paraphrase conversations</b></p>	<p><b>2.1.3c Select appropriate people to gain needed information, identify bias of subject, ask questions to refine and verify understanding</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to identify appropriate people to gain needed information, ask relevant questions, pose follow-up questions; paraphrase conversations. See the following <b>representative examples</b> in the <b>TEACHER'S RESOURCE BINDER</b>: pages 71 and 119.</p>	<p>103. In <i>Contemporary's American History 2</i>, students are taught to select appropriate people to gain needed information, identify bias of subject, ask questions to refine and verify understanding. See the following representative examples in the <b>TEACHER'S EDITION</b>: Extension: pages 156, 285; Stop and Think: page 235. Additional suggestions can be found in the <b>TEACHER'S RESOURCE BINDER</b>. See <b>representative examples</b> on page 111.</p>
<p><b>3. Critical Thinking Skills</b>  <b>The student will:</b>  <b>3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions</b></p>				
<p><b>3.1.1a Define and clarify a problem</b></p>	<p><b>3.1.3a Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem</b></p>	<p><b>3.1.4a Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem</b></p>	<p>In <i>Contemporary's American History 1</i>, students are taught to identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem. See the following representative examples in the <b>TEACHER'S EDITION</b>: 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.</p>	<p>In <i>Contemporary's American History 2</i>, students are taught to Identify central issue; formulate appropriate questions; identify multiple perspectives; compare and contrast; validate data using multiple sources; determine relevant information; paraphrase problem. 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 the <b>TEACHER'S EDITION</b>: pages 82, 83, 127, 128. The <b>TEACHER'S RESOURCE BINDER</b> includes lessons to teach students to formulate</p>

				questions. See pages 3 and 147 for examples.
<b>3.1.1b Judge information related to the problem</b>	<b>3.1.3b Distinguish between fact, opinion, and reasoned argument; clarify time, point of view and purpose; recognize stereotypes, clichés, bias, and propaganda techniques; identify message and target audience of narrative and documents to determine credibility and authenticity</b>	<b>3.1.4b Distinguish between fact, opinion, and reasoned argument; clarify point of view and context; identify assumptions and fallacies, recognize stereotypes, clichés, bias, and propaganda techniques; evaluate accuracy and timeliness of information; determine main message and identify target audience; analyze credibility and authenticity</b>	In <i>Contemporary's American History 1</i> , students are taught to distinguish between fact, opinion, and reasoned argument; clarify time, point of view and purpose; recognize stereotypes, clichés, bias, and propaganda techniques; identify message and target audience of narrative and documents to determine credibility and authenticity. See the following representative examples 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.	In <i>Contemporary's American History 2</i> , students are taught to 4b distinguish between fact, opinion, and reasoned argument; clarify point of view and context; identify assumptions and fallacies, recognize stereotypes, clichés, bias, and propaganda techniques; evaluate accuracy and timeliness of information; determine main message and identify target audience; analyze credibility and authenticity. See the following representative examples 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.
<b>3.1.1c Solve problems and draw conclusions</b>	<b>3.1.3c Compare advantages and disadvantages, suggest alternate solutions; predict probable consequences, provide evidence to justify best solution</b>	<b>3.1.4c Compare benefits and costs, suggest logical alternatives, predict probably consequences, provide evidence to justify best solution,</b>	In <i>Contemporary's American History 1</i> , students are taught to compare advantages and disadvantages, suggest alternate solutions; predict probable consequences, provide evidence to justify best solution. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b> : Focus your Reading: pages 155, 317; Skill Builder, Chapter 5, Classroom Discussion:	In <i>Contemporary's American History 2</i> , students are taught to compare benefits and costs, suggest logical alternatives, predict probably consequences, provide evidence to justify best solution, select most effective manner of communicating solution. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b> : Skill Builder: Chapters 1 and 11; Stop and Think:

		<b>select most effective manner of communicating solution</b>	pages 153, 185; Extensions: pages 108, 116, 140, 153, 226, 228; Stop and Think: pages 148, 176, 181, 318; Putting It All Together: pages 219, 223, 281, Picturing History: pages 124, 189, 305.	pages 57, 190; Extensions: pages 164, 178, 180, 201; Focus Your Reading: pages 43, 162, and 189.
<b>3.1.1d Analyze cause and effect relationships</b>	<b>3.1.3d Analyze and evaluate the impact of ideas, events, and/or people on groups, environments , economic systems, and/or subsequent events</b>	<b>3.1.4d Hypothesize possible outcomes from an initial event recognizing multiple causes and accidental factors</b>	In <i>Contemporary's American History 1</i> , students are taught to analyze and evaluate the impact of ideas, events, and/or people on groups, environments, economic systems, and/or subsequent events. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b> : Units 4-10; Skill 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. <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 ELAR: pages 59, 155.	In <i>Contemporary's American History 2</i> , students are taught to hypothesize possible outcomes from an initial event recognizing multiple causes and accidental factors. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b> : Units 4-10; Skill Builder, Chapter 1, 2. 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. <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. The <b>TEACHER'S RESOURCE BINDER</b> also has Reading for Understanding lessons to support this ELAR: pages 83 and 115.
<b>3.1.1.e Think chronologically</b>	<b>3.1.3e Group human and natural events into broadly defined eras and construct related timelines</b>	<b>3.1.4e Group human and natural events into broadly defined eras and use timelines to explain patterns of continuity and change in the</b>	In <i>Contemporary's American History 1</i> , students are taught to group human and natural events into broadly defined eras and construct related timelines. See the following representative examples in the <b>TEACHER'S EDITION</b> : Each unit opener begins with a timeline depicting chronological patterns. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b> : pages 2-3,	In <i>Contemporary's American History 2</i> , students are taught to group human and natural events into broadly defined eras and use timelines to explain patterns of continuity and change in the succession of events. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b> : Each unit opener begins with a timeline depicting chronological patterns which enable students to

		<b>succession of events</b>	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 ELAR: pages 91, 131, 147.	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 ELAR: pages 35, 43, 59, 75, 131, 139, 153.
<b>3.1.1f Take perspective</b>	<b>3.1.3f Reconstruct and express others' points of view, highlighting an historic, geographic, civic, or economic perspective</b>	<b>3.1.4f Reconstruct and express multiple points of view and integrate an historic, geographic, civic, or economic perspective</b>	In <i>Contemporary's American History 1</i> , students are taught to reconstruct and express others' points of view, highlighting an historic, geographic, civic, or economic perspective. See the following <b>representative examples</b> in the <b>TEACHER'S EDITION</b> : <b>Primary Source</b> 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 ELAR. The <b>TEACHER'S RESOURCE BINDER</b> also contains lessons to support this ELAR: pages 83, 115, 139. 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.	In <i>Contemporary's American History 2</i> , students are taught to reconstruct and express multiple points of view and integrate an historic, geographic, civic, or economic perspective. 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. . <b>Primary Source</b> 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.

