



# The American Journey

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New Mexico Public Education Department  
8<sup>th</sup> Grade Social Studies Curriculum Framework



**School Education Group**

## SECTION I: CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS

### CONTENT STANDARDS, BENCHMARKS & PERFORMANCE STANDARDS

**Citation 1 Basic Knowledge**

**Citation 2 Application**

**Citation 3 Analysis**

#### 1. HISTORY

**STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.**

**1-A. NEW MEXICO: EXPLORE AND EXPLAIN HOW PEOPLE AND EVENTS HAVE INFLUENCED THE DEVELOPMENT OF NEW MEXICO UP TO THE PRESENT DAY.**

1-A(1). Compare and contrast the settlement patterns of the American Southwest with other regions of the United States.

82-2

374-National Geographic

789- Primary Source

1-A(2). Analyze New Mexico's role and impact on the outcome of the Civil War (e.g., strategic geographic location, significance of the Battle of Glorieta Pass, trade routes to California, native allegiances).

450-1

450-3

450-National Geographic

1-A(3). Explain the role New Mexico played in the United States participation in the Spanish American War.

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<b>I-B. UNITED STATES: ANALYZE AND INTERPRET MAJOR ERAS, EVENTS, AND INDIVIDUALS FROM THE PERIODS OF EXPLORATION AND COLONIZATION THROUGH THE CIVIL WAR AND RECONSTRUCTION IN UNITED STATES HISTORY.</b>			
I-B(1). Describe, evaluate, and interpret the economic and political reasons for the American Revolution, to include:			
I-B(1)a. attempts to regulate colonial trade through passage of Tea Act, Stamp Act, and Intolerable Acts	124-2	129-3	128-Primary Source
I-B(1)b. colonists' reaction to British policy (e.g., boycotts, the Sons of Liberty, petitions, appeals to Parliament)	125-2	125-Reading Check	127-Primary Source
I-B(1)c. the ideas expressed in the Declaration of Independence, including the Preamble.	141-3	142-2	146-The Declaration of Independence
I-B(2). Describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government, to include:			
I-B(2)a. Articles of Confederation, the Constitution, and the success of each in implementing the ideals of the Declaration of Independence	188-189-Primary Source	195-1	215-Constitution Handbook
I-B(2)b. major debates of the Constitutional Convention and their resolution (e.g., The Federalist Papers)	197-3	202-203-You Decide	209-Primary Source
I-B(2)c. contributions and roles of major individuals in the writing and ratification of the Constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay)	198-3	197-George Washington	202-203-You Decide
I-B(2)d. struggles over ratification of the Constitution and the creation of the Bill of Rights.	201-3	201-4	202-203-You Decide
I-B(3). Describe and explain the actions taken to build one nation from thirteen states, to include:			
I-B(3)a. precedents established by George Washington (e.g., Cabinet, two-term presidency)	253-2	253-3	253-Primary Source
I-B(3)b. Alexander Hamilton's financial plan (e.g., the National Bank, payment of debts)	255-7	255-8	257-Reading Check
I-B(3)c. creation of political parties (Democratic Republicans and the Federalists).	266-2	266-4	266-You Decide
I-B(4). Describe the successes and failures of the reforms during the Age of Jackson, to include:			
I-B(4)a. extension of franchise to all white men	339-6	339-7	340-1
I-B(4)b. Indian Removal, The Trail of Tears, The Long Walk	343-5	343-By The Numbers	344-National Geographic

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I-B(4)c. abolition movement (e.g., Quakers, Harriet Tubman, Underground Railroad).	411-2	425-Time Line	432-433-Geography & 8 History
<b>I-B(5). Describe, explain, and analyze the aims and impact of Western Expansion and the settlement of the United States, to include:</b>			
I-B(5)a. American belief in Manifest Destiny and how it led to the Mexican War and its consequences	375-1	376-1	376-National Geographic
I-B(5)b. compare African American and Native American slavery	374-3	409-1	374-Reading Check
I-B(5)c. westward migration of peoples (e.g., Oregon, California, Mormons, and Southwest)	359-4	379-1	362-National Geographic
I-B(5)d. origins and early history of the Women’s Movement.	435-1	435-Time Line	436-Primary Source
<b>I-B(6). Explain how sectionalism led to the Civil War, to include:</b>			
I-B(6)a. different economies that developed in the North, South, and West	379-4	401-5	306-Primary Source
I-B(6)b. addition of new states to the Union and the balance of power in the United States Senate (Missouri and 1850 Compromises)	449-4	451-5	449-By The Numbers
I-B(6)c. extension of slavery into the territories (e.g., Dred Scott Decision, Kansas-Nebraska Act, Frederick Douglass, John Brown)	454-4	457-Primary Source	459-Primary Source
I-B(6)d. presidential election of 1860, Lincoln’s victory, and the South’s secession.	463-3	465-1	465-National Geographic
<b>I-B(7). Explain the course and consequences of the Civil War and how it divided people in the United States, to include:</b>			
I-B(7)a. contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant)	468-469-You Decide	486-Primary Source	502-You Decide
I-B(7)b. major turning points in the Civil War, including Gettysburg	486-3	505-Reading Check	503-National Geographic
I-B(7)c. unique nature of the Civil War (e.g., impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property)	477-5	478-Primary Source	481-Primary Source
I-B(7)d. role of African Americans	478-3	501-2	500-Primary Source
I-B(7)e. purpose and effect of the Emancipation Proclamation.	487-4	487-5	486-Primary Source
<b>I-B(8). Analyze the character and lasting consequences of Reconstruction, to include:</b>			
I-B(8)a. Reconstruction plans	519-2	519-3	520-Reading Check
I-B(8)b. impact of Lincoln’s assassination and the impeachment of Andrew Johnson	521-1	521-2	

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I-B(8)c. attempts to protect the rights and enhance the opportunities for freemen by the 13th, 14th, and 15th Amendments to the United States Constitution	521-5	521-Reading Check	524-Primary Source
I-B(8)d. post-Civil War segregation policies and their resulting impact on racial issues in the United States	523-3	523-5	525-Reading Check
<b>I-C. WORLD: COMPARE AND CONTRAST MAJOR HISTORICAL ERAS, EVENTS, AND FIGURES FROM ANCIENT CIVILIZATIONS TO THE AGE OF EXPLORATION.</b>			
I-C(1). Describe and explain the significance of the Line of Demarcation on the colonization of the New World.	41-1		
I-C(2). Compare and contrast the influence of European countries (e.g., England, France, Holland) on the development of colonies in the New World.	51-7	52-5	52-Reading Check
I-C(3). Describe and explain the impact the American Revolution on France and the French Revolution.	178-5	178-6	
<b>I-D. SKILLS: RESEARCH HISTORICAL EVENTS AND PEOPLE FROM A VARIETY OF PERSPECTIVES.</b>			
I-D(1). Understand and apply the problem-solving skills for historical research, to include:			
I-D(1)a. use of primary and secondary sources	141-Primary Source	265-Primary Source	1029-Skills Handbook
I-D(1)b. sequencing	128-Primary Source	425-Time Line	1025-Skills Handbook
I-D(1)c. posing questions to be answered by historical inquiry	279-Reading Check	296-Reading Check	377-Reading Check
I-D(1)d. collecting, interpreting, and applying information	1016-Skills Handbook	1019-Skills Handbook	1021-Skills Handbook
I-D(1)e. gathering and validating materials that present a variety of perspectives.	266-You Decide	1027-Skills Handbook	1029-Skills Handbook
<b>II. GEOGRAPHY</b>			
<b>STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.</b>			
<b>II-A. ANALYZE AND EVALUATE THE CHARACTERISTICS AND PURPOSES OF GEOGRAPHIC TOOLS, KNOWLEDGE, SKILLS AND PERSPECTIVES AND APPLY THEM TO EXPLAIN THE PAST, PRESENT, AND FUTURE IN TERMS OF PATTERNS, EVENTS, AND ISSUES.</b>			
II-A(1). Describe patterns and processes of migration and diffusion.	398-5	343-By The Numbers	398-Political Cartoons

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II-A(2). Provide a historic overview of patterns of population expansion into the West by the many diverse groups of people (e.g., Native Americans, European Americans, and others) to include movement into the Southwest along established settlement, trade, and rail routes.	359-4	344-National Geographic	362-National Geographic
<b>II-B. EXPLAIN THE PHYSICAL AND HUMAN CHARACTERISTICS OF PLACES AND USE THIS KNOWLEDGE TO DEFINE REGIONS, THEIR RELATIONSHIPS WITH OTHER REGIONS, AND THEIR PATTERNS OF CHANGE.</b>			
II-B(1). Describe how individual and cultural characteristics affect perceptions of locales and regions.	102-1	103-5	103-Reading Check
II-B(2). Describe political, population, and economic regions that result from patterns of human activity, using New Mexico as an example.	46-5	374-2	374-Reading Check
<b>II-C. UNDERSTAND HOW HUMAN BEHAVIOR IMPACTS MAN-MADE AND NATURAL ENVIRONMENTS, RECOGNIZES PAST AND PRESENT RESULTS, AND PREDICTS POTENTIAL CHANGES.</b>			
II-C(1). Explain and evaluate how changing perceptions of place and the natural environment have affected human behavior	379-1	380-4	380-Political Cartoons
<b>II-D. EXPLAIN HOW PHYSICAL PROCESSES SHAPE THE EARTH'S SURFACE PATTERNS AND BIOSYSTEMS.</b>			
II-D(1). Explain how human activities and physical processes influence change in ecosystems.	1003-4	1003-5	1004-Reading Check
<b>II-E. UNDERSTAND HOW ECONOMIC, POLITICAL, CULTURAL, AND SOCIAL PROCESSES INTERACT TO SHAPE PATTERNS OF HUMAN POPULATIONS, AND THEIR INTERDEPENDENCE, COOPERATION, AND CONFLICT.</b>			
II-E(1). Explain and describe how movement of people impacted and shaped western settlement of the United States (e.g., growth of towns and cities, affect upon native populations, railroads, livestock).	317-1	344-National Geographic	389-Primary Source
<b>II-F. UNDERSTAND THE EFFECTS OF INTERACTIONS BETWEEN HUMAN AND NATURAL SYSTEMS IN TERMS OF CHANGES IN MEANING, USE, DISTRIBUTION, AND RELATIVE IMPORTANCE OF RESOURCES.</b>			
II-F(1). Describe the differing viewpoints that individuals and groups have with respect to the use of resources.	51-1	40-National Geographic	364-365-You Decide
<b>III. CIVICS AND GOVERNMENT</b> <b>STUDENTS UNDERSTAND THE IDEALS, RIGHTS, AND RESPONSIBILITIES OF CITIZENSHIP AND UNDERSTAND THE CONTENT AND HISTORY OF THE FOUNDING DOCUMENTS OF THE UNITED STATES WITH PARTICULAR EMPHASIS ON THE UNITED STATES AND NEW MEXICO CONSTITUTIONS AND HOW GOVERNMENTS FUNCTION AT LOCAL, STATE, TRIBAL, AND NATIONAL LEVELS.</b>			

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<b>III-A. UNDERSTAND THE STRUCTURE, FUNCTIONS, AND POWERS OF GOVERNMENT (LOCAL, STATE, TRIBAL AND NATIONAL).</b>			
III-A(1). Explain the structure and functions of the national government as expressed in the United States Constitution, and explain the powers granted to the three branches of government and those reserved to the people, states, and tribes, to include:			
III-A(1)a.the federal system dividing sovereignty between the states and the federal government, and their supporting bureaucracies	206-2	207-1	207-Reading Check
III-A(1)b.the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships)	789-5		
III-A(1)c.Bill of Rights, amendments to Constitution	255-2	236-237-The Constitution of the United States	254-Primary Source
III-A(1)d.the primacy of individual liberty	255-4	217-2	217-3
III-A(1)e.Constitution is designed to secure our liberty by both empowering and limiting central government	217-2	218-2	255-4
III-A(1)f. struggles over the creation of the Bill of Rights and its ratification	201-3	201-4	202-203-You Decide
III-A(1)g.separation of powers through the development of differing branches	207-4	216-7	217-A System of Checks and Balances
III-A(1)h.John Marshall's role in judicial review, including Marbury v. Madison.	279-5	279-6	279-Reading Check
III-A(2). Identify and describe a citizen's fundamental constitutional rights, to include:			
III-A(2)a.freedom of religion, expression, assembly, and press	222-5	218-Primary Source	254-Primary Source
III-A(2)b.right to a fair trial	236-6	255-4	254-Primary Source
III-A(2)c. equal protection and due process.	222-3	222-4	236-5
III-A(3). Describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois Nation).	22-1	22-2	22-Primary Source Quote
III-A(4). Explain and describe how water rights and energy issues cross state and national boundaries.	111-5	693-1	961-1
<b>III-B. EXPLAIN THE SIGNIFICANCE OF SYMBOLS, ICONS, SONGS, TRADITIONS, AND LEADERS OF NEW MEXICO AND THE UNITED STATES THAT EXEMPLIFY IDEALS AND PROVIDE CONTINUITY AND A SENSE OF UNITY.</b>			
III-B(1). Explain how the development of symbols, songs, traditions, and concepts of leadership reflect American beliefs and principles.	103-1	206-Linking Past to Present	408-Linking Past to Present
III-B(2). Explain the importance of point of view and its relationship to freedom of speech and press.	222-5	68-You Decide	890-Primary Source

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<b>III-C. COMPARE POLITICAL PHILOSOPHIES AND CONCEPTS OF GOVERNMENT THAT BECAME THE FOUNDATION FOR THE AMERICAN REVOLUTION AND THE UNITED STATES GOVERNMENT</b>			
III-C(1). Describe political philosophies and concepts of government that became the foundation for the American Revolution and the United States government, to include:			
III-C(1)a. ideas of the nature of government and rights of the individuals expressed in the Declaration of Independence with its roots in English philosophers (e.g., John Locke)	141-3	205-3	206-1
III-C(1)b. concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights	205-3	206-1	1046-Documents of American History
III-C(1)c. social covenant established in the Mayflower Compact	66-1	66-2	1047-Documents of American History
III-C(1)d. characteristics of representative governments	207-5	208-1	208-5
III-C(1)e. anti-Federalist and Federalist arguments towards the new Constitution, including those expressed in The Federalist Papers	209-2	209-3	209-Primary Source
III-C(1)f. concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances.	206-2	207-1	207-Reading Check
III-C(2). Explain the concept and practice of separation of powers among the Congress, the president, and the Supreme Court.	206-1	207-4	208-Reading Check
III-C(3). Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people.	215-2	215-4	215-5
<b>III-D. EXPLAIN HOW INDIVIDUALS HAVE RIGHTS AND RESPONSIBILITIES AS MEMBERS OF SOCIAL GROUPS, FAMILIES, SCHOOLS, COMMUNITIES, STATES, TRIBES, AND COUNTRIES.</b>			
III-D(1). Explain basic law-making processes and how the design of the United States Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest groups).	220-2	220-9	220-How a Bill Becomes a Law
III-D(2). Understand the multiplicity and complexity of human rights issues.	210-1	236-What It Means	202-203-You Decide
<b>IV. ECONOMICS</b> <b>STUDENTS UNDERSTAND BASIC ECONOMIC PRINCIPLES AND USE ECONOMIC REASONING SKILLS TO ANALYZE THE IMPACT OF ECONOMIC SYSTEMS (INCLUDING THE MARKET ECONOMY) ON INDIVIDUALS, FAMILIES, BUSINESSES, COMMUNITIES, AND GOVERNMENTS.</b>			

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<b>IV-A. EXPLAIN AND DESCRIBE HOW INDIVIDUALS, HOUSEHOLDS, BUSINESSES, GOVERNMENTS, AND SOCIETIES MAKE DECISIONS, ARE INFLUENCED BY INCENTIVES (ECONOMIC AS WELL AS INTRINSIC) AND THE AVAILABILITY AND USE OF SCARCE RESOURCES, AND THAT THEIR CHOICES INVOLVE COSTS AND VARYING WAYS OF ALLOCATING.</b>			
IV-A(1). Explain and provide examples of economic goals.	255-6	255-7	257-Reading Check
IV-A(2). Analyze the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future.	1004-6	305-5	306-Primary Source
IV-A(3). Explain that tension between individuals, groups, and/or countries is often based upon differential access to resources.	961-1	962-3	962-Reading Check
<b>IV-B. EXPLAIN HOW ECONOMIC SYSTEMS IMPACT THE WAY INDIVIDUALS, HOUSEHOLDS, BUSINESSES, GOVERNMENTS AND SOCIETIES MAKE DECISIONS ABOUT RESOURCES AND THE PRODUCTION AND DISTRIBUTION OF GOODS AND SERVICES.</b>			
IV-B(1). Describe the relationships among supply, demand, and price and their roles in the United States market system.	256-Economics & History	379-By The Numbers	477-Economics & History
IV-B(2). Identify how fundamental characteristics of the United States' economic system influence economic decision making (e.g., private property, profits, competition) at local, state, tribal, and national levels.	307-1	307-2	256-Economics & History
IV-B(3). Explain changing economic activities in the United States and New Mexico and the role of technology in those changes.	306-1	306-2	306-Primary Source
IV-B(4). Identify situations in which price and value diverge.	307-2	256-Economics & History	289-Economics & History
IV-B(5). Describe the use of money over time (e.g., college funds beginning in elementary years, saving accounts, 401Ks).	193-Economics & History	477-Economics & History	865-By The Numbers
<b>IV-C. DESCRIBE THE PATTERNS OF TRADE AND EXCHANGE IN EARLY SOCIETIES AND CIVILIZATIONS AND EXPLORE THE EXTENT OF THEIR CONTINUATION IN TODAY'S WORLD.</b>			
IV-C(1). Understand why various sections of the early United States developed different patterns of economic activity and explore why and to what extent those differences remain today.	306-Primary Source	401-5	401-By The Numbers
IV-C(2). Understand how various economic forces resulted in the Industrial Revolution in the 19th century.	305-4	389-4	389-Primary Source
IV-C(3). Explain how economic interdependence between countries around the world can improve the standard of living.	1001-1	51-National Geographic	289-Economics & History
IV-C(4). Explain the rise of the credit system and how the use of credit involves the use of someone else's money at a certain interest rate, and explore the social impact of credit, pro and con.	773-3	773-4	774-Primary Source

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IV-C(5). Explain the exchange rate as the price of a nation's currency.	191-3	192-1	192-Economics & History
IV-C(6). Describe the role of technology in economic development, historically and in the contemporary world.	306-Primary Source	389-Primary Source	402-Economics & History
IV-C(7). Describe how "cost benefits" are determined by individuals, groups, societies, and nations in capitalist systems.	307-1	307-2	256-Economics & History

## SECTION II: OTHER RELEVANT CRITERIA

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<b>A.</b> Provides models, selections, activities and opportunities for responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.	614-Hands-On Chapter Project	622-Hands-On Chapter Project	627-Hands-On Chapter Project
<b>B.</b> Avoids stereotyping.	102-Writing Support	759-Writing Support	762-Critical Thinking
<b>C.</b> Learning objectives and instructional strategies are explicit for every lesson and every chapter.	35-Differentiated Instruction	526-Differentiated Instruction	675-Differentiated Instruction
<b>D.</b> Lesson objectives stated at the beginning of each lesson and are reinforced in a variety of ways.	169-Reading Strategy	170-Skill Practice	171Differentiated Instruction
<b>E.</b> The beginning of each lesson includes the questions students will be expected to answer at the conclusion of the lesson.	195-Differentiated Instruction	205-Critical Thinking	307-Activity: Technology Connection
<b>F.</b> Includes vocabulary list at the beginning of each lesson.	552-Reading Guide	642-Reading Guide	718-Reading Guide

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<b>G.</b> A variety of cultural perspectives are used in content.	343-Critical Thinking	633-Hands-On Chapter Project	760-Differentiated Instruction
<b>H.</b> Uses visual aids to identify concepts and relationships.	94-Writing Support	207-Activity: Interdisciplinary Connection	420-Creating a Web Organizer
<b>I.</b> Uses visual aids to illustrate new words.	398-Skill Practice	645-Differentiated Instruction	658-Differentiated Instruction
<b>J.</b> Both content and graphic/visual aids represent the diverse populations of the world.	92-Activity: Connecting Past and Present	911-Differentiated Instruction	1005-Differentiated Instruction
<b>K.</b> Provides substantial support and resources for differentiated instruction, including ( <i>score each item separately</i> ):			
1. Clear, explicit instructions to students	477-Skill Practice	502-Battlefield Medicine	645-Monopolies
2. Explicit strategies for teachers	486-Activity: Collaborative Learning	496-Activity: Collaborative Learning	693-Drawing Conclusions
3. Review & guided practice to refine new skills	679-Skill Practice	681-Differentiated Instruction	727-Differentiated Learning
4. Ongoing review & skill practice to refine previously acquired skills	732-Close	747-Critical Thinking	757-Reading Strategy

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<b>L.</b> Includes content and information that support a variety of approaches to instruction, including ( <i>score each item separately</i> ):			
1. Writing activities	208-Writing Support	291-Writing Support	527-Writing Support
2. Speaking activities	267-Reading Strategy	695-Activity: Debating the Issues	762-Critical Thinking
3. Project-based learning assignments	308-Hands-On Chapter Project	315-Hands-On Chapter Project	323-Hands-On Chapter Project
4. Interdisciplinary instruction	20-Activity: Interdisciplinary Connection	30-Activity: Interdisciplinary Connection	135-Interdisciplinary Connection
5. Thematic instruction across genres	79-Activity: Connecting Past and Present	268-Activity: Connecting Past and Present	493-Activity: Connecting Past and Present
6. Activities that elicit critical thinking, such as collaborative group work, writing, speaking, researching, and interviewing	540-Differentiated Instruction	631-Activity: Collaborative Learning	681-Differentiated Instruction
<b>M.</b> Provides material and support for explicitly teaching comprehension.	325-Creating a Web Diagram	645-Monopolies	989-Close
<b>N.</b> Incorporates increasingly complex practice into lessons.	775-Critical Thinking	775-Reading Strategy	775-Activity: Collaborative Learning

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<p><b>O.</b> Provides writing and speaking activities for students to make connections across reading selections, contemporary and classical culture, and their personal experiences. Some <i>examples</i> of this might include:</p> <ul style="list-style-type: none"> <li>→ discussing/responding to open-ended prompts;</li> <li>→ tracing cause and effect relationships;</li> <li>→ comparing real life situations;</li> <li>→ dramatizing, or;</li> <li>→ tracing themes.</li> </ul>	99-Activity: Making Connections	747-Critical Thinking	995-Activity: Collaborative Learning
<p><b>P.</b> Provides instructional support for the development of academic language and the practice of academic language through listening, reading, speaking/discussing, and writing.</p>	509-Writing Support	896-Reading Strategy	923-Differentiated Instruction
<p><b>Q.</b> Extensive and varied opportunities to practice targeted skills.</p>	74-Skill Practice	720-Skill Practice	789-Skill Practice