

Publisher: Glencoe/McGraw-Hill

Program Title: Discovering Our Past

Components: The American Journey to World War I (Student Edition); The American Journey to World War I (Teacher Edition). This program also includes printed ancillary materials and technology components.

Grade Level(s): 8

**Standards Map – Basic Comprehensive Program
Grade Eight – History Social Science
United States History and Geography: Growth and Conflict**

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| 8 | 8.1 | Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. | <u>Student Edition</u> founding of the colonies, 117-124 colonial economy, society, government, 126-131 American Revolution and independence, 134-141, 149-157 | <u>Student Edition</u> Unit 1 Introduction, 72-73 Chapter 2 Assessment, 162-163 California Standards Handbook, 863 <u>Teacher Edition</u> 72A, 72B, 112B 112-113, 117, 118, 120, 121, 122, 124, 128, 129, 130, 131, 136, 137, 150, 152, 154, 155, 158, 159 | | | |
| 8 | 8.1.1 | Describe the relationship between the moral and political ideas of the Great Awakening | <u>Student Edition</u> revival of religious feeling; | <u>Teacher Edition</u> 128, 129 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | and the development of revolutionary fervor. | role of Great Awakening in engendering political independence, 128-129 | | | | |
| 8 | 8.1.2 | Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”). | <u>Student Edition</u> philosophy of government, 152, 164-167 rights of individuals, 152, 164 | <u>Teacher Edition</u> 152, 155, 164, 165, 166 | | | |
| 8 | 8.1.3 | Analyze how the American Revolution affected other nations, especially France. | <u>Student Edition</u> effects of Revolution on other nations, 156-157 | <u>Teacher Edition</u> 165 | | | |
| 8 | 8.1.4 | Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions. | <u>Student Edition</u> civic republicanism, representative government, 119-122, 130, 132-133, 221-222 classical liberal principles: individual liberty, limited government, rule of law, common good, 119-124, 221 political and legal traditions of | <u>Teacher Edition</u> 119, 120, 121, 122, 133, 221 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | England, 119, 132-133. | | | | |
| 8 | 8.2 | Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. | Student Edition principles of U.S. Constitution, 221-223 enumerated powers, 222, 252 implied powers, 224-225, 253, 292 | Student Edition Unit 2 Introduction, 170-171 Chapter 3 Assessment, 212-213 Chapter 4 Assessment, 244-245 California Standards Handbook, 864-865 Teacher Edition 170A, 170B, 174B, 174-175, 214B, 214-215, 216, 221, 222, 223 | | | |
| 8 | 8.2.1 | Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact. | Student Edition Magna Carta, 106, 107, 132, 203, 850 English Bill of Rights, 103, 106, 107, 133 Mayflower Compact, 120, 133, 851 | Teacher Edition 106, 120, 121, 132, 133, 203 | | | |
| 8 | 8.2.2 | Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence. | Student Edition Articles, 180-182, 183-185, 206 Constitution, 203-205, 206 Ideals, 179, 180, 182 rights of individuals, 195-196 general welfare, 221 popular | Teacher Edition 180, 181, 182, 184, 194, 195, 196, 203, 205, 206, 208, 209, 214, 215, 221, 222, 223 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | sovereignty, 222 Bill of Rights, 223, 235-236 | | | | |
| 8 | 8.2.3 | Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause. | Student Edition debates, 199-201, 208-209, 242-243 shared power, federalism, 204 slavery, 199-201 rights of individuals, states, 206-207, 208-209, 281 American Indian nations and commerce clause, 252 | Teacher Edition 198, 199, 200, 242, 243 | | | |
| 8 | 8.2.4 | Describe the political philosophy underpinning the Constitution as specified in the <i>Federalist Papers</i> (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution. | Student Edition <i>Federalist Papers</i> , 206, 208, 242-243, 851 role of leaders, 197, 199, 201, 203, 219 Madison, 198, 242, 281, 851 Washington, 196, 197, 199 Sherman, 199 Wilson, 197, 208 Morris, 197, 219, 220 | Teacher Edition 197, 198, 199, 206, 207, 208, 209, 220, 242, 243 | | | |
| 8 | 8.2.5 | Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the | Student Edition Virginia Statute: 235, 805 ; separation of church and | Teacher Edition 223, 236 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | | |
|-------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------|---|----------------|--|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes | |
| | | | | | Y | N | | |
| | | founding fathers on the issue of the separation of church and state. | state: 121 <u>Teacher Edition</u> separation of church and state, 236 | | | | | |
| 8 | 8.2.6 | Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. | <u>Student Edition</u> legislative powers, 227-228 executive powers, 229-230 judicial powers, 230-231, 233 fundamental liberties, 223, 235-236, 260-261 | <u>Teacher Edition</u> 227, 228, 229, 230, 231, 235, 236, 260, 261 | | | | |
| 8 | 8.2.7 | Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights. | <u>Student Edition</u> federalism, 204 dual sovereignty, federal-state power, 204, 222 separation of powers, 106, 221, 223 powers denied to government, 253-254, 257-258 majority rule and direct democracy, 133, 237 consent of the governed, 179, 222, 544, 816-817 constitutionalism and rights, 203, 221, 222, 223, 235-236, 651 | <u>Teacher Edition</u> 179, 203, 204, 215, 221, 222, 223, 231, 235, 236 | | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| 8 | 8.3 | Students understand the foundation of the American political system and the ways in which citizens participate in it. | <u>Student Edition</u> foundations of American government, 103-107, 203 citizen participation, 236-239 | <u>Student Edition</u> Unit 2 Introduction, 170-171 Chapter 4 Assessment, 244-245 rights and responsibilities, 812-819 California Standards Handbook, 866-867 <u>Teacher Edition</u> 104, 106, 107, 170A, 170B, 174B, 174-175, 214B, 214-215, 236, 238, 274B, 814, 817, 818, 819 | | | |
| 8 | 8.3.1 | Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed. | <u>Student Edition</u> development of state constitutions, 179 | <u>Teacher Edition</u> 179, 180 | | | |
| 8 | 8.3.2 | Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states. | <u>Student Edition</u> Ordinance of 1785, Northwest Ordinance, 181-183 | <u>Student Edition</u> formation of states, 499 <u>Teacher Edition</u> 181, 182 | | | |
| 8 | 8.3.3 | Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit. | <u>Student Edition</u> promoting the general welfare, 219 the commerce clause, 310-311 | <u>Teacher Edition</u> 219, 310, 311 | | | |
| 8 | 8.3.4 | Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien | <u>Student Edition</u> economic policy, Revolutionary war debt, 281-282, 284 | <u>Teacher Edition</u> 238, 291, 292, 293, 296 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt). | creation of the National Bank, 282 emergence of political parties, 238, 291-293 foreign policy, Alien and Sedition Acts, 295-297 | | | | |
| 8 | 8.3.5 | Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion). | Student Edition Shays's Rebellion, 194-195 Whiskey Rebellion, 286 | Student Edition Shays's Rebellion, 221 Teacher Edition 194, 195, 286 | | | |
| 8 | 8.3.6 | Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups). | Student Edition the law-making process, 227-228 citizen participation, 236-239 | Student Edition rights and responsibilities, 812-819 Teacher Edition 227, 228, 237, 238, 239, 814, 816, 817 | | | |
| 8 | 8.3.7 | Understand the functions and responsibilities of a free press. | Student Edition freedom of the press, 240-241 | Student Edition <i>New York Times Company v. United States</i> , 848 Teacher Edition 240, 241 | | | |
| 8 | 8.4 | Students analyze the aspirations and ideals of the people of the new nation. | Student Edition establish legitimacy of new government, 279-281, 286 New institutions (cabinet, federal courts, national | Student Edition Unit 3 Introduction, 274-275 Chapter 5 Assessment, 300-301 Chapter 6 Assessment, 332-333 California Standards Handbook, 868 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | bank, precedents), 279-281 Political change (parties, peaceful transfer of power), 291-293, 295-297, 307 economic policy, 281-284 foreign policy, 288-289 expansion and settlement, 313-316, 318-319 nationalism, 321 education, 321-322 religion, 322 | Teacher Edition 274B, 274-275, 279, 281, 286, 287, 292, 293, 294, 302B, 302-303, 314, 315, 316, 321, 322 | | | |
| 8 | 8.4.1 | Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents. | Student Edition physical landscapes, 286, 313, 315-316, 318-319, 326-328 political divisions, 287, 313, 316 expansion, 314, 316, 318-319 | Teacher Edition 302, 303, 313, 314, 315, 316, 318, 319, 326, 327, 328 | | | |
| 8 | 8.4.2 | Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address). | Student Edition Washington's Farewell Address, 289, 775, 852 Jefferson's 1801 Inaugural Address, 307 Adams's Fourth | Teacher Edition 289, 331 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | of July Address, 331 | | | | |
| 8 | 8.4.3 | Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law). | Student Edition capitalism, 310, 383 Jackson and National Bank, 459-460 Supreme Court and capitalism, 310-311 sanctity of contracts, 311 | Teacher Edition 383, 459 | | | |
| 8 | 8.4.4 | Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper). | Student Edition daily life, 321-322, 326-328 education, 321-322 art and architecture, 325 music, 325 literature, 322-325 Irving, 323-324 Cooper, 323-324 | Teacher Edition 322, 323, 324, 326, 327, 328 | | | |
| 8 | 8.5 | Students analyze U.S. foreign policy in the early Republic. | Student Edition Barbary pirates, 339 events leading to the War of 1812, 339-341, 343-345 relations with Europe, 363-365 relations with Latin America, 365-367 | Student Edition Unit 3 Introduction, 274-275 Chapter 7 Assessment, 370-371 California Standards Handbook, 865 Teacher Edition 334B, 334-335, 339, 341, 343, 345, 354, 355, 356, 358, 359 | | | |
| 8 | 8.5.1 | Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, | Student Edition causes of the War of 1812, 339-340, 341- | Student Edition the Hartford Convention, 537 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | and events that led to a final peace. | 345 the War of 1812, 354-358 consequences of the War of 1812, 358-359, 363 | <u>Teacher Edition</u> 339, 341, 343, 345, 354, 355, 356, 358, 359 | | | |
| 8 | 8.5.2 | Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War. | <u>Student Edition</u> relations with Britain and the American- Canadian border, 363-364 Florida and Spanish possessions in the West, 364- 365 relations with Mexico and Latin America, 365- 367 the Monroe Doctrine, 367, 853 | <u>Teacher Edition</u> 363, 364, 365, 367 | | | |
| 8 | 8.5.3 | Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties. | <u>Student Edition</u> Treaty of Greenville, 287 the Cherokee, 329 Tecumseh and the Shawnee, 341-343 other treaties, 343 | <u>Student Edition</u> treaties, 360 <u>Teacher Edition</u> 287, 341 | | | |
| 8 | 8.6 | Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast. | <u>Student Edition</u> economic changes, 383- 387 growth and movement, 388- 394, 398-401 | <u>Student Edition</u> Unit 4 Introduction, 374-375 Chapter 8 Assessment, 416-417 California Standards Handbook, 870-871 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | industry, 396-397 reform movements, 403, 405 culture, 406-407 changing role for women, 409-413 | <u>Teacher Edition</u> 378B, 378-379 | | | |
| 8 | 8.6.1 | Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction). | <u>Student Edition</u> industry and the Northeast, 383, 385, 396-397 technology and the Northeast, 384 economic change, 386-387 physical geography, 383, 386, 398 human modification of landscape, 383, 386, 387 | <u>Teacher Edition</u> 383, 384, 385 | | | |
| 8 | 8.6.2 | Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System). | <u>Student Edition</u> transportation network, 389-394 physical obstacles, 389-390, 392-393 economic factors, 389 political factors, 389 | <u>Teacher Edition</u> 389, 390, 391, 392, 393 | | | |
| 8 | 8.6.3 | List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine). | <u>Student Edition</u> causes of immigration, 398-399 growth of cities, 398, 400 | <u>Teacher Edition</u> 398, 399, 400 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | Irish immigrants, 398-399 German immigrants, 399-400 | | | | |
| 8 | 8.6.4 | Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities. | Student Edition free blacks, 397 schools, churches, 196, 327 | Teacher Edition 196, 327 | | | |
| 8 | 8.6.5 | Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture. | Student Edition roots of American education, 129, 321-322 development of education, 405, 406, 412 free education, 405 higher education, 405, 409 women and education, 412-413 education and assimilation, 758-759 | Teacher Edition 321, 405, 406, 409 | | | |
| 8 | 8.6.6 | Examine the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony). | Student Edition woman suffrage, 409-411 women's rights, 409-413 Stanton, 409-410 Mott, 409, 410 Anthony, 410 | Student Edition suffrage, 769, 770 Seneca Falls Declaration, 854 Teacher Edition 409, 410, 411 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| 8 | 8.6.7 | Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow). | Fuller, 406 <u>Student Edition</u> themes, 322-324, 406, 448 writers, 406-407 | <u>Teacher Edition</u> 323, 324, 406, 407 | | | |
| 8 | 8.7 | Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced. | <u>Student Edition</u> the cotton kingdom, 423, 425, 426 Southern industry, 424-426 farms and plantations, 428-430 Southern cities, 430-431 slavery, 433-437 | <u>Student Edition</u> Unit 4 Introduction, 374-375 Chapter 9 Assessment, 440-441 California Standards Handbook, 872 <u>Teacher Edition</u> 418B, 418-419 | | | |
| 8 | 8.7.1 | Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin. | <u>Student Edition</u> Southern agriculture, 423, 425 the cotton states, 423, 425, 426 cotton gin, 423, 424 | <u>Teacher Edition</u> 423, 424, 425, 426 | | | |
| 8 | 8.7.2 | Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey). | <u>Student Edition</u> origins and development of slavery, 97, 127 effects on black Americans and the South, 127, 433-434, 439 resistance to slavery, 434-437 | <u>Teacher Edition</u> 433, 434, 435, 436, 437, 438, 439 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | Nat Turner, Denmark Vesey, 435 | | | | |
| 8 | 8.7.3 | Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. | Student Edition small farmers and planters, 428-430 Southern city life, 430 education in the South, 431 the environment and Southern development, 423, 426 | Teacher Edition 423, 426, 428, 429, 430, 431 | | | |
| 8 | 8.7.4 | Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South. | Student Edition free blacks in the South, 326-327, 430 | Teacher Edition 428, 430 | | | |
| 8 | 8.8 | Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced. | Student Edition Jacksonian democracy, 447-449 sectionalism, 450-451 Native Americans, 453-457 economic change, 459-461, 488-489, 501, 503-505 westward movement, 471-475, 491-494, 498-499, 505-506 conflict and expansion, 481-487, 495-497 | Student Edition Unit 4 Introduction, 374-375 Chapter 10 Assessment, 464-465 Chapter 11 Assessment, 516-517 California Standards Handbook, 873-874 Teacher Edition 442B, 442-443, 466B, 466-467 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| 8 | 8.8.1 | Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court). | <u>Student Edition</u> election of 1828, 447-448 Jacksonian democracy, 448-449 spoils system, 449 tariff policy, 450-451 Indian removal, 453-467, 463 Jackson and Supreme Court, 453, 849 National Bank, 459-460 | <u>Teacher Edition</u> 447, 448, 449, 450, 451, 453, 454, 459, 460, 461, 462 | | | |
| 8 | 8.8.2 | Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades. | <u>Student Edition</u> westward expansion, 471-472, 473-475, 481, 482, 486-487, 491, 494-495 Manifest Destiny, 474, 476-477 Lewis and Clark, 315-316, 318-319 Indian Removal, 453-457, 463 Trail of Tears, 454 Great Plains, 676, 678-679 territorial expansion, 34-35, 474-475, 486-487, 497 | <u>Teacher Edition</u> 453, 454, 457, 466-467, 471, 472, 473, 474, 475, 476-477, 478-479, 487 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| 8 | 8.8.3 | Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869). | <u>Student Edition</u> role and status of women in the West, 472, 476, 504, 668, 672 Wilder, 699 Bidwell, 502 slave women gaining freedom, 551 suffrage, 410-411, 770 | <u>Teacher Edition</u> 502 | | | |
| 8 | 8.8.4 | Examine the importance of the great rivers and the struggle over water rights. | <u>Student Edition</u> importance of river travel, 389-390 Mississippi River and right of deposit, 184-185 water rights, 488-489 | <u>Teacher Edition</u> 390, 488-489 | | | |
| 8 | 8.8.5 | Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies. | <u>Student Edition</u> Mexican settlements, 481-482, 492-494 traditions, 492, 674-675 slavery, 482 land grant, 481-482, 492-494 economy, 492, 494 | <u>Teacher Edition</u> 491, 492, 494, 507 | | | |
| 8 | 8.8.6 | Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today. | <u>Student Edition</u> Texas war, 483-486 Mexican-American War, 495-497, 514 territorial settlement, 35, | <u>Teacher Edition</u> 483, 484, 485, 486, 487, 495, 496, 497, 674 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | 497, 499 aftermath and effects of wars, 486-487, 493, 494, 501-505 | | | | |
| 8 | 8.9 | Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence. | Student Edition early abolition attempts, 179, 182, 195-196, 244, 529 ideals of Declaration, 155, 179,, 327,532, 562 | Student Edition Unit 5 Introduction, 520-521 Chapter 12 Assessment, 564-565 California Standards Handbook, 875-876 Teacher Edition 524B, 524-525, 562-563 | | | |
| 8 | 8.9.1 | Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass). | Student Edition Adams, 531 John Brown, 547, 549, 553 Tubman, Underground Railroad, 436, 533-534 Franklin, 151 Weld, 439 Garrison, 529, 530, 562 Douglass, 529, 532, 637 | Student Edition Other abolitionists, 530-532 Teacher Edition 436, 529, 530, 531, 532, 533, 534, 546, 547, 553, 562 | | | |
| 8 | 8.9.2 | Discuss the abolition of slavery in early state constitutions. | Student Edition abolition and state constitutions, 179, 195-196, 529 | Teacher Edition 195 | | | |
| 8 | 8.9.3 | Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River. | Student Edition Northwest Ordinance, 181-183 banning slavery, | Student Edition banning slavery, 550 Teacher Edition 182 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | 182 education, 321 | | | | |
| 8 | 8.9.4 | Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850. | <u>Student Edition</u> slavery issue and Texas, California, 486-487, 499, 539-542 Compromise of 1850, 499, 541-542, 546 | <u>Teacher Edition</u> 487, 505, 539, 541, 542 | | | |
| 8 | 8.9.5 | Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850,- the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858). | <u>Student Edition</u> States' rights, 296-297, 537-538, 556 Missouri Compromise, 536 Wilmot Proviso. 539-540 Clay and compromises, 536, 541, 542 Kansas-Nebraska Act, 544, 546-647 <i>Dred Scott</i> decision, 549-550, 650-651, 846 Lincoln-Douglas, 552-553 | <u>Student Edition</u> states' rights and the Confederacy, 573 <u>Teacher Edition</u> 538, 540, 541, 542, 544, 546, 547, 550, 551, 552, 553, 556 | | | |
| 8 | 8.9.6 | Describe the lives of free blacks and the laws that limited their freedom and economic opportunities. | <u>Student Edition</u> Free blacks, 196, 327, 397, 430, 551 Limits on freedom, 195-196, 327, 397, 430 | <u>Teacher Edition</u> 327, 430, 551 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| 8 | 8.10 | Students analyze the multiple causes, key events, and complex consequences of the Civil War. | <u>Student Edition</u> causes of the Civil War, 552-553, 555-559 key events, 558-559, 577-583, 605-613 consequences of the Civil War, 613, 625 | <u>Student Edition</u> Unit 5 Introduction, 520-521 Chapter 12 Assessment, 564-565 Chapter 13 Assessment, 618-619 California Standards Handbook, 877-878 <u>Teacher Edition</u> 524B, 524-525, 566B, 566-567 | | | |
| 8 | 8.10.1 | Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun. | <u>Student Edition</u> Calhoun and Webster on states' rights, 450-451, 537-538 | <u>Teacher Edition</u> 538 | | | |
| 8 | 8.10.2 | Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists. | <u>Student Edition</u> North/South borders, 556-559, 571-573 agrarians and industrialists, 538-539 | <u>Teacher Edition</u> 538, 555, 571, 572 | | | |
| 8 | 8.10.3 | Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine. | <u>Student Edition</u> nullification, 296-297, 450-451, 537-538 secession, 556-557 | <u>Teacher Edition</u> 296, 450, 451, 537, 538, 556 | | | |
| 8 | 8.10.4 | Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865). | <u>Student Edition</u> "House Divided" speech, 552-553 First Inaugural Speech, 557, 560 Emancipation Proclamation, | <u>Teacher Edition</u> 552, 555, 557, 560, 592, 594, 607, 610 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | 592-594, 855 Gettysburg Address, 607, 856 Second Inaugural Address, 610 | | | | |
| 8 | 8.10.5 | Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments. | <u>Student Edition</u> Ulysses S. Grant, 579, 606-612 Jefferson Davis, 556, 559, 561 Robert E. Lee, 574, 580-583, 610-611 soldiers, North and South, 574-575, 598, 616 black soldiers, 593, 595-596 | <u>Teacher Edition</u> 559, 561, 575, 579, 580, 581, 582, 595, 596, 598, 599, 600, 601, 606, 608, 611 | | | |
| 8 | 8.10.6 | Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox. | <u>Student Edition</u> major battles, 558-559, 577-583, 605-610 geographical advantages and obstacles, 572-573 Civil War technology, 578 surrender at Appomattox, 610-612 | <u>Teacher Edition</u> 558, 559, 572, 573, 577, 578, 579, 580, 581, 582, 605, 606, 608, 609, 610, 613, 614, 615 | | | |
| 8 | 8.10.7 | Explain how the war affected combatants, civilians, the physical environment, and future warfare. | <u>Student Edition</u> results of the war, 578, 613, 625 | <u>Teacher Edition</u> 578, 599, 600, 613 | | | |
| 8 | 8.11 | Students analyze the character and lasting consequences of Reconstruction. | <u>Student Edition</u> Reconstruction | <u>Student Edition</u> Unit 5 Introduction, | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | plans, 625-626, 628 Congressional Reconstruction, 632-634 Republican rule, 630-631, 636, 638, 641-642 Civil War Amendments, 628, 631, 634 collapse of Reconstruction, 642-644 economic, social change, 638-639, 641, 645-649, 653 | 520-521 Chapter 14 Assessment, 654-655 California Standards Handbook, 879-880 <u>Teacher Edition</u> 620B, 620-621 | | | |
| 8 | 8.11.1 | List the original aims of Reconstruction and describe its effects on the political and social structures of different regions. | <u>Student Edition</u> aims, 625-626 effects, 630-632, 634, 636, 638-639, 642-643, 645-646, 647-649, 653 | <u>Teacher Edition</u> 625, 626, 628, 630, 631, 632, 636, 641, 645, 646, 649 | | | |
| 8 | 8.11.2 | Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers). | <u>Student Edition</u> push-pull factors, 641 former slaves in North, West, 641, 676, 751 Buffalo Soldiers, 677 | <u>Teacher Edition</u> 677 | | | |
| 8 | 8.11.3 | Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws. | <u>Student Edition</u> Freedmen's Bureau, 626, 627, 638 restrictions on freedmen, 630, 638, 645, 647-649, 653 | <u>Teacher Edition</u> 626, 627, 630, 638, 639, 647, 648, 649, 653 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| 8 | 8.11.4 | Trace the rise of the Ku Klux Klan and describe the Klan's effects. | <u>Student Edition</u> Ku Klux Klan, 638 effects, 642, 779-780 | <u>Teacher Edition</u> 630, 648, 779 | | | |
| 8 | 8.11.5 | Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction. | <u>Student Edition</u> Thirteenth Amendment, 628 Fourteenth Amendment, 631, 651 Fifteenth Amendment, 634 | <u>Student Edition</u> Thirteenth Amendment, 262, 594 Fourteenth Amendment, 263-264 Fifteenth Amendment, 264, 655 <u>Teacher Edition</u> 631, 634, 651 | | | |
| 8 | 8.12 | Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution. | <u>Student Edition</u> The U.S. economy, 673, 676, 678-679, 694-695, 707-711, 716-717 Social changes, 710, 713-717, 725-727, 729, 740-745, 747, 751-756, 758-763 Political changes, 765-773, 780-782, 799, 800, 802 | <u>Student Edition</u> Unit 6 Introduction, 658-659 Chapter 15 Assessment, 700-701 Chapter 16 Assessment, 734-735 Chapter 17 Assessment, 788-789 California Standards Handbook, 881-883 <u>Teacher Edition</u> 662B, 662-663, 702B, 702-703, 736B, 736-737 | | | |
| 8 | 8.12.1 | Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map. | <u>Student Edition</u> agricultural development, 673, 676, 678-679 industrial development, 669-671, 709-711, 719 | <u>Teacher Edition</u> 668, 669, 670, 671, 673, 675, 676, 678, 679, 707, 709, 719, 721 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | effects of climate, 675, 676, 678 natural resources, 667, 668, 676 markets and trade, 671, 673, 694-695, 710-711 | | | | |
| 8 | 8.12.2 | Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization. | Student Edition federal policy, 687, 691 conflict and war, 687-690, 692 agricultural and industrial development, 686, 687, 691 | Teacher Edition 687, 688, 689, 690, 691, 692 | | | |
| 8 | 8.12.3 | Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies. | Student Edition government policy and business, 669-670, 722 | Teacher Edition 669 | | | |
| 8 | 8.12.4 | Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford). | Student Edition Carnegie, 721-722 Rockefeller, 720, 722 Stanford, 671, 708 Others: Gustavus Swift, 710 George Pullman, 710 Henry Ford, 716-717 Charles Crocker, 708 | Teacher Edition 708, 710, 711, 720, 721, 722, 723 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | railroad barons, 707 | | | | |
| 8 | 8.12.5 | Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement). | <u>Student Edition</u> urbanization, 751-752, 753-756, 808 immigration, 741-742, 745, 748-749 industrialization, 717-718, 719, 720-722, 743, 744 effects on social fabric of cities, 745, 752, 753, 768 industrialization and economic opportunity, 709, 711, 717, 725 conservation, 771-773 | <u>Teacher Edition</u> 710, 719, 720, 721, 722, 737, 741, 742, 743, 744, 745, 747, 751, 752, 753, 754, 755, 756, 768, 771, 773 | | | |
| 8 | 8.12.6 | Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions. | <u>Student Edition</u> child labor, 725, 733 working conditions, 725, 733, 742-743, 787 laissez-faire, 707, 722-723, 730-731 labor movement, 726-729, 730-731 Gompers, 727 collective bargaining, 727 strikes and protests, 727- | <u>Teacher Edition</u> 725, 726, 727, 728, 729, 730, 731, 733 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | 729 | | | | |
| 8 | 8.12.7 | Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism. | <u>Student Edition</u> sources of immigration, 741-742, 777 contributions, 743-744, 747, 777, 782, 802 assimilation, 744-745, 749 nativism, 746-747, 748, 778-779 | <u>Teacher Edition</u> 741, 742, 743, 744, 745, 746, 747, 748, 778, 779 | | | |
| 8 | 8.12.8 | Identify the characteristics and impact of Grangerism and Populism. | <u>Student Edition</u> Grangerism, 694-695 Populism, 695-697 | <u>Teacher Edition</u> 694, 695, 696, 697 | | | |
| 8 | 8.12.9 | Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright). | <u>Student Edition</u> Edison, 714-715 Bell, 713 Wright brothers, 714-715 other inventions, inventors, 710, 713, 715, 716 | <u>Teacher Edition</u> 710, 713, 714, 715, 716, 717 | | | |
| <p>Historical and Social Sciences Analysis Skills The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed <i>only in conjunction with</i> the content standards in grades six through eight. <i>In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:</i></p> | | | | | | | |
| | | CHRONOLOGICAL AND SPATIAL THINKING | | | | | |
| 8 | (1) | Students explain how major events are related to one another in time. | <u>Student Edition</u> Measuring Time, 50-51 Organizing | <u>Student Edition</u> Ch. 2 Sec. 4 Review, #3, 157 Ch. 5 Foldables Study | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | Time, 52-53 Links Across Time, 68-71 Reading a Time Line, 824 | Organizer, 275 Ch. 7 Sec. 3 Review, #3, 367 Ch. 12 Sec. 3 Review, #3, 547 Ch. 13 Foldables Study Organizer, 567 <u>Teacher Edition</u> 50, 51, 52, 53, 68, 69, 70, 141, 169, 171, 271, 620B, 824 | | | |
| 8 | (2) | Students construct various time lines of key events, people, and periods of the historical era they are studying. | <u>Student Edition</u> Organizing Time, 52-53 Reading a Time Line, 824 Sequencing and Categorizing Information, 830 | <u>Student Edition</u> Ch. 2 Sec. 3 Review, #3, 141 Ch. 5 Assessment, #19, 301 Ch. 7 Sec. 1 Review, #3, 345 Ch. 8 Sec. 2 Review, #6, 394 Ch. 10, Sec. 2 Review, #6, 457 Ch. 10 Assessment, #20, 465 Ch. 12 Sec. 2 Review, #7, 542 Ch. 12 Sec. 5 Review, #3, 559 Ch. 12 Assessment, #23, 565 Ch. 13 Assessment, #23, 619 Ch. 14 Assessment, #24, 655 Ch. 15 Sec. 3 Review, #6, 692 Ch. 16 Assessment, #23, 735 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | | <u>Teacher Edition</u> 53, 77, 103, 137, 195, 364, 468B, 483, 579, 803 | | | |
| 8 | (3) | Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. | <u>Student Edition</u> How Do I Use Maps and Globes?, 41 Understanding Latitude and Longitude, 42 Parts of Maps, 43 Types of Maps, 44-45 History and Geography, 54-57 What Is a Historical Atlas?, 58-59 Understanding the Parts of a Map, 825 | All in-text maps and map activities help students master this standard. For example: <u>Student Edition</u> Ch. 1 Assessment, #15-17, 19, 111 Ch. 2 Assessment, #17-19, 163 Ch. 3 Assessment, #13-14, 213 Ch. 4 Assessment, #11-12, 244 Ch. 5 Assessment, #11-13, 300 Ch. 6 Assessment, #14-15, 332 Ch. 7 Assessment, #18-20, 370 Ch. 8 Assessment, #16-17, 416 Ch. 9 Assessment, #15-17, 440 Ch. 10 Assessment, #17-18, 465 Ch. 11 Assessment, #18-19, 516 Ch. 12 Assessment, #14-16, 564 Ch. 13 Assessment, #14-15, 618 Ch. 14 Assessment, #15, 654 Ch. 15 Assessment, #18-20, 700 | | | |

| | | | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| Grade | Standard # | Text of Standard | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | | Ch. 16 Assessment, #14-15, 734 Ch. 17 Assessment, #18-19, 788 <u>Teacher Edition</u> 41, 42, 43, 44, 45, 55, 94, 173, 318, 355, 365, 375, 474, 488, 489, 521, 608, 614, 615, 657, 659, 689, 707, 709, 773, 825 | | | |
| | | RESEARCH, EVIDENCE, AND POINT OF VIEW | | | | | |
| 8 | (1) | Students frame questions that can be answered by historical study and research. | <u>Student Edition</u> How Does a Historian Work?, 60-61 Questioning, 420 | <u>Student Edition</u> Ch. 3 Assessment, #18, 213 Ch. 6 Sec. 3 Review, #5, 329 Responding to the Literature, #5, 351 Ch. 10 Sec. 1 Review, #6, 451 Ch. 10 Assessment, #25, 465 Ch. 14, Sec. 3 Review, #5, 639 <u>Teacher Edition</u> 106, 314, 405, 606, 613, 636, 650, 674 | | | |
| 8 | (2) | Students distinguish fact from opinion in historical narratives and stories. | <u>Student Edition</u> How Does a Historian Work?, 60-61 Distinguishing Fact from Opinion, 833 | <u>Student Edition</u> Responding to Literature, #4, 191 Ch. 10 Assessment #28, 465 You Be the Historian, #3, 749 <u>Teacher Edition</u> | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|---|
| | | | Primary Citations | Supporting Citations | Meets Standard | Y | N |
| | | | | 60, 137, 299, 328, 708, 833 | | | |
| 8 | (3) | Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. | <u>Student Edition</u> How Does a Historian Work?, 60-61 Identifying the Main Idea, 114 Recognizing Bias, 276 Analyzing Information, 832 Recognizing Bias, 834 | <u>Student Edition</u> Ch. 1 Sec. 3, #3, 107 Ch. 2 Sec. 2, #3, 131 Ch. 3 Sec. 3, #3, 207 Ch. 5 Sec. 3, #3, 297 Responding to the Literature, #5, 351 Ch. 8 Sec. 1, #3, 387 Ch. 9 Sec. 3, #3, 437 Ch. 13 Sec. 1, #3, 575 Analyzing Primary Sources, #5, 653 <u>Teacher Edition</u> 60-61, 114, 115, 276, 832 | | | |
| 8 | (4) | Students assess the credibility of primary and secondary sources and draw sound conclusions from them. | <u>Student Edition</u> How Does a Historian Work?, 62-63 Recognizing Bias, 276 Recognizing Bias, 834 Analyzing Library and Research Resources, 835 Analyzing Primary Source Documents, 836 Interpreting a Political Cartoon, 837 Analyzing News Media, 838 Analyzing | <u>Student Edition</u> You Be the Historian, #3, 159 Ch. 2 Assessment, #15, 162 Ch. 3 Assessment, #20, 213 Ch. 5 Assessment, #9, 300 Ch. 7 Assessment, #25, 371 Ch. 10 Assessment, #26, 465 You Be the Historian, #1, 477 Ch. 16 Sec. 3 Review, #5, 723 You Be the Historian, #3, 749 Ch. 17 Sec. 4 Review, #5, 771 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | Primary Sources, 94, 106, 108-109, 139, 160-161, 196, 210-211, 235, 242-243, 298-299, 330-331, 342, 343, 356, 368-369, 385, 398, 412, 414-415, 434, 438-439, 462-463, 514-515, 531, 562-563, 607, 616-617, 647, 652-653, 691, 698-699, 732-733, 782, 786-787 | <u>Teacher Edition</u> 108, 109, 160, 161, 210, 211, 242, 243, 298, 299, 342, 343, 368, 369, 414, 415, 438, 439, 514, 515, 562, 563, 616, 617, 652, 653, 698, 699, 732, 733, 786, 787 | | | |
| 8 | (5) | Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives). | <u>Student Edition</u> How Does a Historian Work?, 62-63 You Decide: 158-159, 208-209, 476-477, 560-561, 748-749 Recognizing Bias, 276 Recognizing Bias, 834 | <u>Student Edition</u> Analyzing Primary Sources, #8, 243 Ch. 5 Assessment, #10, 300 Ch. 7 Assessment, #17, 27, 370, 371 Ch. 9 Assessment, #25, 441 Ch. 12 Sec. 1 Review, #5, 534 Ch. 13 Sec. 3 Review, #4, 596 Ch. 14 Assessment, #14, 654 <u>Teacher Edition</u> 137, 138, 153, 195, 298, 439, 532, 549, 557, 561, 563, 575, | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | | 593, 595, 596, 605, 611, 616, 691, 692, 749, 781 | | | |
| | | HISTORICAL INTERPRETATION | | | | | |
| 8 | (1) | Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. | Student Edition Making Sense of the Past, 64-65 | Student Edition Ch. 4 Sec. 1 Review, #5, 225 Ch. 6 Sec. 3 Review, #3, 329 Ch. 6 Assessment, #11, 332 Ch. 8 Sec. 4 Review, #4, 407 Ch. 10 Sec. 2 Review, #3, 457 Ch. 12 Sec. 1 Review, #4, 534 Ch. 12 Sec. 2 Review, #3, 542 Ch. 12 Sec. 4 Review, #3, 553 Ch. 14 Sec. 2 Review, #5, 634 Connecting to the Constitution, #3, 651 Ch. 15 Sec. 2 Review, #4, 679 Ch. 15 Sec. 3 Review, #4, 692 Ch. 16 Sec. 4 Review, #3, 729 Teacher Edition 88, 92, 117, 130, 181, 186, 200, 201, 252, 283, 310, 341, 425, 495, 531, 536, 538, 550, 680, 753, 770- | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| 8 | (2) | Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations. | <u>Student Edition</u> Making Sense of the Past, 64-65 Compare and Contrast, 304 Identifying Cause and Effect, 336 Understanding Cause and Effect, 826 Making Comparisons, 827 | <u>Student Edition</u> Reading Strategy, 80 Reading Strategy, 90 Ch. 1 Assessment #13, 110 Chapter 2 Foldables Study Organizer, 113 Reading Strategy, 285 Reading Strategy, 382 Reading Strategy, 422 Chapter 12 Foldables Study Organizer, 525 Connecting to the Constitution #4, 651 Reading Strategy, 685 Reading Strategy, 740 Ch. 17, Sec. 1 Review, #3, 747 <u>Teacher Edition</u> 40, 76B, 82, 83, 97, 108, 117, 137, 180, 185, 195, 200, 206, 223, 286, 313, 322, 328, 336, 337, 340, 365, 423, 426, 450, 473, 495, 503, 545, 553, 555, 573, 583, 601, 611, 631, 632, 687, 721, 741, 753, 760, 796, 826 | | | |
| 8 | (3) | Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. | <u>Student Edition</u> Making Sense of the Past, 64-65 | <u>Student Edition</u> Ch. 1 Assessment, #24, 111 Ch. 2 Assessment, #26, 163 Document-Based Questions, #8, 211 Ch. 6 Assessment, #13, 332 Ch. 9 Sec. 3 Review, | | | |

| | | | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| Grade | Standard # | Text of Standard | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | | #4, 437 Ch. 11 Assessment, #21, 517 Ch. 16 Sec. 1 Review, #6, 711 Ch. 16 Sec. 2 Review, #5, 717 Ch. 17 Sec. 1 Review, #5, 747 Ch. 17 Sec. 2 Review, #7, 756 Ch. 17 Sec. 4 Review, #3, 771 Ch. 17 Sec. 5 Review, #6, 783 Ch. 17 Assessment, #17, 25, 788, 789 <u>Teacher Edition</u> 49, 81, 104, 182, 327, 344, 367, 409, 437, 549, 599, 627, 669, 696, 719, 742, 778, 798, 802, 809 | | | |
| 8 | (4) | Students recognize the role of chance, oversight, and error in history. | <u>Student Edition</u> Making Sense of the Past, 66-67 | <u>Student Edition</u> What If . . . ?, 482, 642 Ch. 1 Sec. 1 Review, #5, 89 Ch. 11 Sec. 4 Review, #5, 506 Ch. 13 Sec. 2 Review, #6, 583 <u>Teacher Edition</u> 85, 345, 501, 582, 592, 605, 619, 713 | | | |
| 8 | (5) | Students recognize that interpretations of history are subject to change as new information is uncovered. | <u>Student Edition</u> Making Sense of the Past, 66-67 | <u>Student Edition</u> Ch. 14 Sec. 4 Review, #6, 649 Ch. 16 Sec. 4 Review, | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-----------------|------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | | #6, 729 Teacher Edition 87, 102, 221, 324 | | | |
| 8 | (6) | Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues. | Student Edition Making Sense of the Past, 66-67 Recognizing Economic Indicators, 839 | Student Edition Ch. 1 Sec. 2 Review, #6, 97 Ch. 2 Sec. 3 Review, #6, 141 Connecting to the Constitution, #3, 311 Ch. 8 Sec. 1 Review, #5, 387 Ch. 8 Assessment, #15, 23, 416, 417 Ch. 9 Sec. 1 Review, #4, 426 Ch. 13 Sec. 1 Review, #5, 575 Ch. 15 Sec. 1 Review, #4, 671 Ch. 17 Assessment, #28, 789 Teacher Edition 131, 396, 397, 504, 537, 646, 673, 675, 722, 807, 839 | | | |
| Appendix | | | | | | | |

The *Criteria for Evaluating Instructional Materials in History–Social Science, Kindergarten Through Grade Eight* includes the following criterion (page 5):

1.12. For grades six through eight, the breadth and depth of world history to be covered are described in the updated *History–Social Science Framework* in Appendix D, “The World History Sequence at Grades Six, Seven, and Ten: Content, Breadth/Depth, and Coverage Issues with Some Local Options.” In addition to the content called for at grade six, instructional materials shall include the grade seven content standards on the Roman Empire (standard 7.1 and its sequence) and Mayan civilization (standard 7.7 and the applicable Mayan aspects of the sequence). In addition to the content called for at grade eight, materials shall include the grade seven content standards on the Age of Exploration, the Enlightenment, and the Age of Reason (standard 7.11 and its sequence).

In order to verify compliance with this criterion, the following Grade 7 Standards are included here in the Grade 8 Map for publishers to identify where their 8th grade program meets the standards identified in this criterion.

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| 8 | 7.11 | Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason). | <u>Student Edition</u> political changes, 99-107 economic changes, 91-97 the Age of Exploration, 81-89 the Enlightenment, 105-107 | <u>Student Edition</u> Unit 1 Introduction, 72-73 Chapter 1 Assessment, 110-111 At-Home Standards Review, CA42 <u>Teacher Edition</u> 72A, 72B, 72, 73, 75, 76, 77, 81, 82, 84, 85, 86, 87, 88, 89, 91, 92, 93, 94, 95, 96, 97, 99, 100, 101, 102, 103, 104, 105, 106, 107 | | | |
| 8 | 7.11.1 | Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview. | <u>Student Edition</u> Portuguese explorers, 84 Christopher Columbus, 84-85, 108 Ferdinand Magellan, 85 other Spanish explorers, 86-88, 109 | <u>Teacher Edition</u> 83, 84, 85, 86, 87, 88, 89, 108, 109 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | French, Dutch, and English explorers, 88-89 cartography, 82-83 | | | | |
| 8 | 7.11.2 | Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent. | Student Edition the Columbian Exchange, 95-96 economic and social effects, 96-97 | Teacher Edition 95, 96, 97 | | | |
| 8 | 7.11.3 | Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers. | Student Edition origins of capitalism, 91, 93 mercantilism, 94-95 cottage industry, 93 market economy, 93, 94 international trade, 93-97 maps and explorers, 82, 84-89 | Teacher Edition 83, 86, 87, 88, 91, 93, 94, 95, 96, 97 | | | |
| 8 | 7.11.4 | Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity. | Student Edition the Enlightenment, 105-107 Greek, Roman, and Christian influences, 99-100 the Renaissance, 102 the Reformation, 102-103 | Teacher Edition 99, 102, 103, 105 | | | |

| Grade | Standard # | Text of Standard | PUBLISHER CITATIONS | | IMAP/CRP USE ONLY | | |
|-------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------|---|----------------|
| | | | Primary Citations | Supporting Citations | Meets Standard | | IMAP/CRP Notes |
| | | | | | Y | N | |
| | | | the Scientific Revolution, 105 | | | | |
| 8 | 7.11.5 | Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders). | Student Edition Enlightenment thinkers, 105-106, 203 John Locke, 103, 104, 152, 203 Montesquieu, 106, 203 the American Founders, 107, 203 | Teacher Edition 103, 104, 105, 106, 107, 203 | | | |
| 8 | 7.11.6 | Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence. | Student Edition Magna Carta, 106-107, 132, 152, 850 English Bill of Rights, 106-107, 133 Declaration of Independence, 152 | Teacher Edition 106, 133 | | | |