

ACCESS AMERICAN HISTORY

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correlated to

Kentucky

Combined Curriculum for Grades 6-8

(Academic Expectations, Program of Studies,
and Core Content for Assessment)



YOUR KENTUCKY GREAT SOURCE REPRESENTATIVE

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TABLE OF CONTENTS

Grade 6..... Pages 1-24

Grade 7..... Pages 25-49

Grade 8..... Pages 50-79





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Kentucky Combined Curriculum for Grade 6

(Academic Expectations, Program of Studies, and Core Content for Assessment)

COMBINED CURRICULUM

Government and Civics

Social Studies 6 151

Combined Curriculum, Grade 6	ACCESS American History
<p><u>Academic Expectations</u> 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303</p> <p>Teacher's Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p><u>Academic Expectations</u> 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303</p> <p>Teacher's Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>
<p><u>Program of Studies</u> SS-6-GC-1 Students will compare and contrast forms of government in the modern world.</p>	<p>Student Book: 265</p> <p>Teacher's Edition: 265</p>
<p><u>Core Content for Assessment</u> SS-M-1.1.1 Governments may take different forms (e.g., constitutional, totalitarian, democratic, republic).</p>	<p>Student Book: 236</p> <p>Teacher's Edition: 236</p>
<p><u>Core Content for Assessment</u> SS-M-1.1.2 Democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes).</p>	<p>Student Book: 274-275, 276-279, 284</p> <p>Teacher's Edition: 274, 275, 276, 277, 278, 279, 283, 284</p>

Social Studies 6 153

Combined Curriculum, Grade 6	ACCESS American History
<p><u>Academic Expectations</u> 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p><u>Academic Expectations</u> 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>
<p><u>Program of Studies</u> SS-6-GC-2 Students will analyze how governments reflect and impact culture.</p>	<p>Student Book: 48-49, 86-87, 118-119, 216, 224, 236, 238</p> <p>Teacher’s Edition: 48, 49, 86, 87, 118, 119, 216, 224, 236</p>
<p><u>Core Content for Assessment</u> SS-M-1.1.3 The Constitution of the U.S. is a flexible document that changes (amendments) and is interpreted (judicial review) over time to meet the needs of its citizens.</p>	<p>Student Book: 276, 286-291</p> <p>Teacher’s Edition: 276, 277, 286, 287, 288, 289, 290, 291, 293</p>

Social Studies 6 156

Combined Curriculum, Grade 6	ACCESS American History
<p><u>Academic Expectations</u> 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p><u>Academic Expectations</u> 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>

Combined Curriculum, Grade 6	ACCESS American History
<p><u>Program of Studies</u> SS-6-GC-3 Students will examine the relationship between governments and the rights of individuals.</p>	<p>Student Book: 86-87, 236, 252, 254, 255, 284 Teacher’s Edition: 86, 87, 110, 111, 127, 135, 236, 252, 254, 255, 256, 282, 283, 284</p>
<p><u>Core Content for Assessment</u> SS-M-1.3.1 The United States Declaration of Independence, the Constitution, the Bill of Rights, and state constitutions guarantee certain rights (e.g., freedom of movement and residence, freedom of religion, freedom of expression and association, personal privacy) for all citizens.</p>	<p>Student Book: 63, 87, 270, 271, 284, 286-291 Teacher’s Edition: 63, 87, 270, 271, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291</p>
<p><u>Core Content for Assessment</u> SS-M-1.3.2 In order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., performing community service, voting in elections) and duties (paying taxes, serving in the armed forces) for its functioning.</p>	<p>Student Book: 294, 295, 296, 298-303 Teacher’s Edition: 294, 295, 296, 298, 299, 300, 301, 302, 303</p>

Culture and Society

Social Studies 6 158

Combined Curriculum, Grade 6	ACCESS American History
<p><u>Academic Expectations</u> 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255, Teacher’s Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>
<p><u>Academic Expectations</u> 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student Book: 22, 133, 190-191, 254, 267 Teacher’s Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267</p>
<p><u>Program of Studies</u> SS-6-CS-1 Students will examine the concept of culture in the modern world.</p>	<p>Student Book: 188, 190-191, 192-193 Teacher’s Edition: 188, 191</p>
<p><u>Core Content for Assessment</u> SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.</p>	<p>Student Book: 23, 24-25, 26-27, 37, 133 Teacher’s Edition: 23, 24, 25, 26, 27, 37, 133</p>

Combined Curriculum, Grade 6	ACCESS American History
<p>Core Content for Assessment SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.</p>	<p>Student Book: 20, 22, 23, 24-25, 26-27, 37, 133</p> <p>Teacher’s Edition: 20, 21, 24, 27</p>

S o c i a l S t u d i e s 6 1 5 9

Combined Curriculum, Grade 6	ACCESS American History
<p>Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255,</p> <p>Teacher’s Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>
<p>Academic Expectations 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student Book: 22, 133, 190-191, 254, 267</p> <p>Teacher’s Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267</p>
<p>Program of Studies SS-6-CS-2 Students will compare cultural and social institutions from various regions and how they address human needs.</p>	<p>Student Book: 37, 191</p> <p>Teacher’s Edition: 37, 191</p>
<p>Core Content for Assessment SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.</p>	<p>Student Book: 20, 22, 23, 24-25, 26-27, 37, 133</p> <p>Teacher’s Edition: 20, 21, 24, 27</p>
<p>Core Content for Assessment SS-M-2.3.1 Various human needs are met through interaction in and among social institutions and groups (e.g., family, schools, teams, clubs, religious groups, governments).</p>	<p>Student Book: 301, 303</p> <p>Teacher’s Edition: 301, 303</p>

S o c i a l S t u d i e s 6 1 6 1

Combined Curriculum, Grade 6	ACCESS American History
<p>Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255,</p> <p>Teacher’s Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>

Combined Curriculum, Grade 6	ACCESS American History
<p>Academic Expectations 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student Book: 22, 133, 190-191, 254, 267 Teacher’s Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267</p>
<p>Program of Studies SS-6-CS-3 Students will analyze social interactions, including conflict and cooperation, among individuals and groups around the world.</p>	<p>Student Book: 37, 39, 51, 123, 133, 134, 135, 250-251, 254-255 Teacher’s Edition: 37, 39, 51, 123, 133, 134, 135, 147, 155, 250, 251, 252, 253, 254, 255</p>
<p>Core Content for Assessment SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop.</p>	<p>Student Book: 133, 191 Teacher’s Edition: 133, 191</p>
<p>Core Content for Assessment SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict</p>	<p>Student Book: 255 Teacher’s Edition: 85, 255</p>

Economics

Social Studies 6 163

Combined Curriculum, Grade 6	ACCESS American History
<p>Academic Expectations 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p>Program of Studies SS-6-E-1 Students will understand the concept of scarcity (imbalance between unlimited wants and limited resources) as it applies to individuals, societies, and governments across geographic regions.</p>	<p>Student Book: 20, 23, 24-25, 26-27 Teacher’s Edition: 23</p>
<p>Program of Studies SS-6-E-3 Students will recognize that all regions must address the questions of production, distribution, and consumption and recognize how their resources are used to produce goods and services.</p>	<p>Student Book: 127, 130, 187, 266 Teacher’s Edition: 127, 130, 131, 266</p>

Combined Curriculum, Grade 6	ACCESS American History
<p>Core Content for Assessment SS-M-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).</p>	<p>Student Book: 20, 23, 24-25, 26-27</p> <p>Teacher’s Edition: 23</p>

S o c i a l S t u d i e s 6 1 6 4

Combined Curriculum, Grade 6	ACCESS American History
<p>Academic Expectations 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260</p> <p>Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p>Program of Studies SS-6-E-2 Students will explain economic concepts (e.g., supply, demand, money as a form of exchange, goods, services, markets, competition, opportunity cost) as they apply in regard to individuals, societies, and governments.</p>	<p>Student Book: 260</p> <p>Teacher’s Edition: 46, 58, 120, 130, 131, 194, 212, 218, 219, 260</p>
<p>Core Content for Assessment SS-M-3.2.2 The hope of earning profit motivates businesses to take the risks involved in producing goods and services.</p>	<p>Student Book: 266</p>
<p>Core Content for Assessment SS-M-3.3.2 Money (unit of account) can be used to express the market value of goods and services. Money makes it easier to trade, borrow, invest, and save</p>	<p>Student Book: 265</p>
<p>Core Content for Assessment SS-M-3.3.3 Competition among buyers and sellers impacts the price of goods and services.</p>	<p>Teacher’s Edition: 194</p>

S o c i a l S t u d i e s 6 1 7 0

Combined Curriculum, Grade 6	ACCESS American History
<p>Academic Expectations 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260</p> <p>Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>

Combined Curriculum, Grade 6	ACCESS American History
<p>Program of Studies SS-6-E-3 Students will recognize that all regions must address the questions of production, distribution, and consumption and recognize how their resources are used to produce goods and services.</p>	<p>Student Book: 127, 130, 187, 266 Teacher’s Edition: 127, 130, 131, 266</p>

S o c i a l S t u d i e s 6 1 7 1

Combined Curriculum, Grade 6	ACCESS American History
<p>Academic Expectations 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p>Program of Studies SS-6-E-4 Students will compare and contrast ways that regions increase their productivity.</p>	<p>Student Book: 23, 24-25, 26-27, 50, 108-109, 176-177 Teacher’s Edition: 23, 24, 25, 26, 27, 50, 103, 108, 109, 110, 176</p>
<p>Core Content for Assessment SS-M-3.4.2 Productivity can be improved by specialization, new knowledge, and technology/tools.</p>	<p>Student Book: 104</p>

S o c i a l S t u d i e s 6 1 7 2

Combined Curriculum, Grade 6	ACCESS American History
<p>Academic Expectations 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p>Program of Studies SS-6-E-5 Students will examine economic interdependence among regions.</p>	<p>Student Book: 108-109, 176-177 Teacher’s Edition: 108, 176, 177</p>
<p>Core Content for Assessment SS-M-3.4.3 Personal, national, and international economic activities are interdependent.</p>	<p>Student Book: 265 Teacher’s Edition: 265</p>

Geography

Social Studies 6 173

Combined Curriculum, Grade 6	ACCESS American History
<p><u>Academic Expectations</u> 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p><u>Program of Studies</u> SS-6-G-1 Students will examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to identify where things (e.g., people, places, landmarks) are, how they are arranged, and why they are in particular locations.</p>	<p>Student Book: 12-13</p> <p>Teacher’s Edition: 12, 13, 14, 15, 16, 17, 34, 70, 106, 108, 205, 230, 262</p>
<p><u>Core Content for Assessment</u> SS-M-4.1.1 Maps (e.g., map projections - Mercator and Robinson), globes, photographs, models, and satellite images are representations of Earth with different characteristics and uses.</p>	<p>Teacher’s Edition: 12, 13, 14, 15, 16, 17</p>

Social Studies 6 175

Combined Curriculum, Grade 6	ACCESS American History
<p><u>Academic Expectations</u> 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p><u>Program of Studies</u> SS-6-G-2 Students will analyze the physical and human characteristics of places and regions.</p>	<p>Student Book: 14-15, 16-17, 23, 24-25, 26-27, 106-107</p> <p>Teacher’s Edition: 14, 15, 16, 17, 23, 24, 25, 26, 27, 34, 35, 50, 106, 107, 122, 123, 146, 230, 262</p>
<p><u>Core Content for Assessment</u> SS-M-4.2.1 Places can be made distinctive by human activities (e.g., building houses, stores, roads, railroads, irrigation) that alter physical features.</p>	<p>Student Book: 108-109</p> <p>Teacher’s Edition: 108, 109</p>

Combined Curriculum, Grade 6	ACCESS American History
<p>Core Content for Assessment SS-M-4.2.2 Places and regions change over time as new technologies, resources, and knowledge become available.</p>	<p>Student Book: 108-109</p> <p>Teacher’s Edition: 108, 109, 192, 193, 205</p>

S o c i a l S t u d i e s 6 1 7 7

Combined Curriculum, Grade 6	ACCESS American History
<p>Academic Expectations 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p>Program of Studies SS-6-G-1 Students will examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to identify where things (e.g., people, places, landmarks) are, how they are arranged, and why they are in particular locations.</p>	<p>Student Book: 12-13</p> <p>Teacher’s Edition: 12, 13, 14, 15, 16, 17, 34, 70, 106, 108, 205, 230, 262</p>
<p>Core Content for Assessment SS-M-4.2.3 Regions can be different in size and defined in different ways.</p>	<p>Student Book: 16-17, 20, 22, 24-25, 26-27</p> <p>Teacher’s Edition: 16, 17, 22, 24, 25, 26, 27</p>

S o c i a l S t u d i e s 6 1 7 8

Combined Curriculum, Grade 6	ACCESS American History
<p>Academic Expectations 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p>Program of Studies SS-6-G-3 Students will evaluate the impact of human settlement and the interaction of humans with their environments.</p>	<p>Student Book: 19, 20, 22-27, 46-47</p> <p>Teacher’s Edition: 19, 20, 22, 23, 24, 25, 26, 27, 46, 47, 97, 102, 103, 106, 107, 132, 146, 182, 183, 186, 190, 191</p>
<p>Core Content for Assessment SS-M-4.3.1 Human settlement develops in different ways based on the culture and needs of settlers.</p>	<p>Student Book: 19, 20, 22-25, 26-27, 31, 37, 46, 122</p> <p>Teacher’s Edition: 19, 20, 21, 22, 23, 24, 25, 26, 27</p>

Combined Curriculum, Grade 6	ACCESS American History
<p>Core Content for Assessment SS-M-4.3.2 Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.</p>	<p>Student Book: 22, 254 Teacher’s Edition: 22</p>
<p>Core Content for Assessment SS-M-4.4.3 The natural resources of a place or region impact its political, social, and economic development.</p>	<p>Student Book: 19, 20, 22-23, 24-25, 26-27 Teacher’s Edition: 19, 20, 22, 23, 24, 25, 26, 27</p>

S o c i a l S t u d i e s 6 1 8 1

Combined Curriculum, Grade 6	ACCESS American History
<p>Academic Expectations 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218 Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p>Core Content for Assessment SS-M-4.4.2 The physical environment both promotes and limits human activities (e.g., exploration, migration, trade).</p>	<p>Student Book: 22, 31, 32, 108</p>

Historical Perspective

Social Studies 6 189

Combined Curriculum, Grade 6	ACCESS American History
<p><u>Academic Expectations</u> 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255</p> <p>Teacher’s Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>
<p><u>Program of Studies</u> SS-6-H-1 Students will examine how human and physical geography influence past decisions and events.</p>	<p>Student Book: 34-35, 43</p> <p>Teacher’s Edition: 34, 35, 70, 106, 107,122, 123, 128, 146, 205, 230, 262</p>
<p><u>Program of Studies</u> SS-6-H-2 Students will analyze the influence of geographic factors on past decisions and events.</p>	<p>Student Book: 36, 96, 106, 108-109, 122-123</p> <p>Teacher’s Edition: : 34, 35, 36, 70, 106, 107, 108, 109, 122, 123, 128, 146, 205, 230, 262</p>
<p><u>Program of Studies</u> SS-6-H-3 Students will evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives.</p>	<p>Student Book: 183, 205</p> <p>Teacher’s Edition: 70, 106, 107, 108, 109, 122, 123, 182, 183, 205</p>
<p><u>Core Content for Assessment</u> SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.</p>	<p>Student Book: 57, 141</p> <p>Teacher’s Edition: 57, 141</p>
<p><u>Core Content for Assessment</u> SS-M-5.2.3 The growth of democracy and geographic expansion were significant in American history (e.g., Louisiana Purchase, Manifest Destiny, impact on Native Americans, early industrialization, early women's rights movement).</p>	<p>Student Book: 96, 122, 130-131, 135, 145</p> <p>Teacher’s Edition: 91, 96, 97, 122, 126, 130, 131, 135, 145</p>
<p><u>Core Content for Assessment</u> SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations.</p>	<p>Student Book: 23, 24-25, 26-27</p> <p>Teacher’s Edition: 23, 24, 25, 26, 27</p>

Combined Curriculum, Grade 6	ACCESS American History
<p>Core Content for Assessment SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.</p>	<p>Student Book: 26, 44</p>
<p>Core Content for Assessment SS-M-5.3.3 The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature</p>	<p>Student Book: 267</p>
<p>Core Content for Assessment SS-M-5.3.4 Developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) influenced modern societies.</p>	<p>Student Book: 43, 44, 46, 48, 205</p>
<p>Core Content for Assessment SS-M-5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.</p>	<p>Student Book: 30-31, 32, 34-39 Teacher's Edition: 30, 31, 32, 34, 35, 36, 37, 38, 39</p>

SOCIAL STUDIES ACADEMIC EXPECTATIONS

Academic Expectations	ACCESS American History
<p>2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303 Teacher's Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p>2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303 Teacher's Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>
<p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255, Teacher's Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>

Academic Expectations	ACCESS American History
2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.	Student Book: 22, 133, 190-191, 254, 267 Teacher's Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267
2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.	Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher's Edition: 108, 205, 206, 207, 212, 217, 260
2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.	Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218 Teacher's Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218
2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.	Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255 Teacher's Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264

PROGRAM OF STUDIES

Historical Perspective (2.20)

Content/Process, Grade 6	ACCESS American History
Students will SS-6-H-1 <ul style="list-style-type: none"> examine how human and physical geography influence past decisions and events. 	Student Book: 34-35, 43 Teacher's Edition: 34, 35, 70, 106, 107, 122, 123, 128, 146, 205, 230, 262
SS-6-H-2 <ul style="list-style-type: none"> analyze the influence of geographic factors on past decisions and events. 	Student Book: 36, 96, 106, 108-109, 122-123 Teacher's Edition: : 34, 35, 36, 70, 106, 107, 108, 109, 122, 123, 128, 146, 205, 230, 262
SS-6-H-3 <ul style="list-style-type: none"> evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives. 	Student Book: 183, 205 Teacher's Edition: 70, 106, 107, 108, 109, 122, 123, 182, 183, 205

Geography (2.19)

Content/Process, Grade 6	ACCESS American History
<p>Students will</p> <p>SS-6-G-1</p> <ul style="list-style-type: none"> examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to identify where things (e.g., people, places, landmarks) are, how they are arranged, and why they are in particular locations. 	<p>Student Book: 12-13</p> <p>Teacher's Edition: 12, 13, 14, 15, 16, 17, 34, 70, 106, 108, 205, 230, 262</p>
<p>SS-6-G-2</p> <ul style="list-style-type: none"> analyze the physical and human characteristics of places and regions. 	<p>Student Book: 14-15, 16-17, 23, 24-25, 26-27, 106-107</p> <p>Teacher's Edition: 14, 15, 16, 17, 23, 24, 25, 26, 27, 34, 35, 50, 106, 107, 122, 123, 146, 230, 262</p>
<p>SS-6-G-3</p> <ul style="list-style-type: none"> evaluate the impact of human settlement and the interaction of humans with their environments. 	<p>Student Book: 19, 20, 22-27, 46-47</p> <p>Teacher's Edition: 19, 20, 22, 23, 24, 25, 26, 27, 46, 47, 97, 102, 103, 106, 107, 132, 146, 182, 183, 186, 190, 191</p>
<p>SS-6-G-5</p> <ul style="list-style-type: none"> interpret current events in the United States and the world from a geographic perspective. 	<p>Student Book: 262-265</p> <p>Teacher's Edition: 262, 263, 264</p>

Economics (2.18)

Content/Process, Grade 6	ACCESS American History
<p>Students will</p> <p>SS-6-E-1</p> <ul style="list-style-type: none"> understand the concept of scarcity (imbalance between unlimited wants and limited resources) as it applies to individuals, societies, and governments across geographic regions. 	<p>Student Book: 20, 23, 24-25, 26-27</p> <p>Teacher's Edition: 23</p>
<p>SS-6-E-2</p> <ul style="list-style-type: none"> explain economic concepts (e.g., supply, demand, money as a form of exchange, goods, services, markets, competition, opportunity cost) as they apply in regard to individuals, societies, and governments. 	<p>Student Book: 260</p> <p>Teacher's Edition: 46, 58, 120, 130, 131, 194, 212, 218, 219, 260</p>

Content/Process, Grade 6	ACCESS American History
SS-6-E-3 <ul style="list-style-type: none"> recognize that all regions must address the questions of production, distribution, and consumption and recognize how their resources are used to produce goods and services. 	Student Book: 127, 130, 187, 266 Teacher's Edition: 127, 130, 131, 266
SS-6-E-4 <ul style="list-style-type: none"> compare and contrast ways that regions increase their productivity. 	Student Book: 23, 24-25, 26-27, 50, 108-109, 176-177 Teacher's Edition: 23, 24, 25, 26, 27, 50, 103, 108, 109, 110, 176
SS-6-E-5 <ul style="list-style-type: none"> examine economic interdependence among regions. 	Student Book: 108-109, 176-177 Teacher's Edition: 108, 176, 177

Government and Civics (2.14 & 2.15)

Content/Process, Grade 6	ACCESS American History
Students will SS-6-GC-1 <ul style="list-style-type: none"> compare and contrast forms of government in the modern world. 	Student Book: 265 Teacher's Edition: 265
SS-6-GC-2 <ul style="list-style-type: none"> analyze how governments reflect and impact culture. 	Student Book: 48-49, 86-87, 118-119, 216, 224, 236, 238 Teacher's Edition: 48, 49, 86, 87, 118, 119, 216, 224, 236
SS-6-GC-3 <ul style="list-style-type: none"> examine the relationship between governments and the rights of individuals. 	Student Book: 86-87, 236, 252, 254, 255, 284 Teacher's Edition: 86, 87, 110, 111, 127, 135, 236, 252, 254, 255, 256, 282, 283, 284

Culture and Society (2.16 & 2.17)

Content/Process, Grade 6	ACCESS American History
Students will SS-6-CS-1 <ul style="list-style-type: none"> examine the concept of culture in the modern world. 	Student Book: 188, 190-191, 192-193 Teacher's Edition: 188, 191

Content/Process, Grade 6	ACCESS American History
SS-6-CS-2 <ul style="list-style-type: none"> compare cultural and social institutions from various regions and how they address human needs. 	Student Book: 37, 191 Teacher's Edition: 37, 191
SS-6-CS-3 <ul style="list-style-type: none"> analyze social interactions, including conflict and cooperation, among individuals and groups around the world. 	Student Book: 37, 39, 51, 123, 133, 134, 135, 250-251, 254-255 Teacher's Edition: 37, 39, 51, 123, 133, 134, 135, 147, 155, 250, 251, 252, 253, 254, 255

CORE CONTENT FOR SOCIAL STUDIES ASSESSMENT

Government and Civics

The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy including its fundamental principles, structure, and role of citizens.

Academic Expectation 2.14

Students should understand the democratic principles of justice, equality, responsibility and freedom and apply them to real-life situations.

Academic Expectation 2.15

Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Assertion

People form governments to establish order, provide security, and accomplish common goals.

Core Content Statement, Middle Level	ACCESS American History
SS-M-1.1.1 Governments may take different forms (e.g., constitutional, totalitarian, democratic, republic).	Student Book: 236 Teacher's Edition: 236
SS-M-1.1.2 Democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes).	Student Book: 274-275, 276-279, 284 Teacher's Edition: 274, 275, 276, 277, 278, 279, 283, 284
SS-M-1.1.3 The Constitution of the U.S. is a flexible document that changes (amendments) and is interpreted (judicial review) over time to meet the needs of its citizens.	Student Book: 276, 286-291 Teacher's Edition: 276, 277, 286, 287, 288, 289, 290, 291, 293

A s s e r t i o n

The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

Core Content Statement, Middle Level	ACCESS American History
SS-M-1.2.1 The U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances.	Student Book: 271, 276-279 Teacher's Edition: 270, 271, 276, 277, 278, 279
SS-M-1.2.2 Federal (national) and state governments have both separate and shared powers.	Student Book: 275 Teacher's Edition: 275

A s s e r t i o n

All citizens of the United States have certain responsibilities as members of a democratic society.

Core Content Statement, Middle Level	ACCESS American History
SS-M-1.3.1 The United States Declaration of Independence, the Constitution, the Bill of Rights, and state constitutions guarantee certain rights (e.g., freedom of movement and residence, freedom of religion, freedom of expression and association, personal privacy) for all citizens.	Student Book: 63, 87, 270, 271, 284, 286-291 Teacher's Edition: 63, 87, 270, 271, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291
SS-M-1.3.2 In order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., performing community service, voting in elections) and duties (paying taxes, serving in the armed forces) for its functioning.	Student Book: 294, 295, 296, 298-303 Teacher's Edition: 294, 295, 296, 298, 299, 300, 301, 302, 303

Culture and Society

Culture is the way of life shared by a group of people, including their ideas and traditions. In America's multicultural society, students need to understand that culture influences viewpoints, social rules, and social institutions.

Academic Expectation 2.16

Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Academic Expectation 2.17

Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.

Assertion

Culture is a system of beliefs, knowledge, institutions, traditions, and skills shared by a group.

Core Content Statement, Middle Level	ACCESS American History
SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.	Student Book: 23, 24-25, 26-27, 37, 133 Teacher's Edition: 23, 24, 25, 26, 27, 37, 133

Assertion

Different cultures address human needs in similar and different ways.

Core Content Statement, Middle Level	ACCESS American History
SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.	Student Book: 20, 22, 23, 24-25, 26-27, 37, 133 Teacher's Edition: 20, 21, 24, 27

Assertion

Social institutions (government, economy, education, religion, family) respond to human needs, structure society, and influence behavior.

Core Content Statement, Middle Level	ACCESS American History
SS-M-2.3.1 Various human needs are met through interaction in and among social institutions and groups (e.g., family, schools, teams, clubs, religious groups, governments).	Student Book: 301, 303 Teacher's Edition: 301, 303

A s s e r t i o n

Social interactions among individuals and groups assume various forms.

Core Content Statement, Middle Level	ACCESS American History
SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop.	Student Book: 133, 191 Teacher's Edition: 133, 191
SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict	Student Book: 255 Teacher's Edition: 85, 255

E c o n o m i c s

Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, and the nation as a whole.

A c a d e m i c E x p e c t a t i o n 2.18

Students understand economic principles and are able to make economic decisions that have consequences in daily living.

A s s e r t i o n

The basic economic problem confronting individuals and societies is the scarcity or imbalance between unlimited wants and limited resources available for satisfying those wants.

Core Content Statement, Middle Level	ACCESS American History
SS-M-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).	Student Book: 20, 23, 24-25, 26-27 Teacher's Edition: 23

A s s e r t i o n

To deal with the problem of scarcity, people and societies create economic systems and institutions.

Core Content Statement, Middle Level	ACCESS American History
SS-M-3.2.2 The hope of earning profit motivates businesses to take the risks involved in producing goods and services.	Student Book: 266

A s s e r t i o n

Markets are institutional arrangements that enable buyers and sellers to exchange goods and services.

Core Content Statement, Middle Level	ACCESS American History
SS-M-3.3.2 Money (unit of account) can be used to express the market value of goods and services. Money makes it easier to trade, borrow, invest, and save	Student Book: 265
SS-M-3.3.3 Competition among buyers and sellers impacts the price of goods and services.	Teacher’s Edition: 194

A s s e r t i o n

All societies deal with questions about production, distribution, and consumption.

Core Content Statement, Middle Level	ACCESS American History
SS-M-3.4.2 Productivity can be improved by specialization, new knowledge, and technology/tools.	Student Book: 104
SS-M-3.4.3 Personal, national, and international economic activities are interdependent.	Student Book: 265 Teacher’s Edition: 265

G e o g r a p h y

Geography is the study of people, places, and environments. Students need geographic knowledge to understand the world and their relationship to it. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

A c a d e m i c E x p e c t a t i o n 2 . 1 9

Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

A s s e r t i o n

Patterns on Earth’s surface can be identified by examining where things are, how they are arranged, and why they are in particular locations.

Core Content Statement, Middle Level	ACCESS American History
SS-M-4.1.1 Maps (e.g., map projections - Mercator and Robinson), globes, photographs, models, and satellite images are representations of Earth with different characteristics and uses.	Teacher’s Edition: 12, 13, 14, 15, 16, 17

A s s e r t i o n

Earth is vastly complex with each place on its surface having human and physical characteristics; to deal with this complexity, people create regions.

Core Content Statement, Middle Level	ACCESS American History
SS-M-4.2.1 Places can be made distinctive by human activities (e.g., building houses, stores, roads, railroads, irrigation) that alter physical features.	Student Book: 108-109 Teacher’s Edition: 108, 109
SS-M-4.2.2 Places and regions change over time as new technologies, resources, and knowledge become available.	Student Book: 108-109, 205 Teacher’s Edition: 108, 109, 192, 193, 205
SS-M-4.2.3 Regions can be different in size and defined in different ways.	Student Book: 16-17, 20, 22, 24-25, 26-27 Teacher’s Edition: 16, 17, 22, 24, 25, 26, 27

A s s e r t i o n

Patterns emerge as humans move, settle, and interact on Earth’s surface.

Core Content Statement, Middle Level	ACCESS American History
SS-M-4.3.1 Human settlement develops in different ways based on the culture and needs of settlers.	Student Book: 19, 20, 22-25, 26-27, 31, 37, 46, 122 Teacher’s Edition: 19, 20, 21, 22, 23, 24, 25, 26, 27
SS-M-4.3.2 Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.	Student Book: 22, 254 Teacher’s Edition: 22

A s s e r t i o n

Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.

Core Content Statement, Middle Level	ACCESS American History
SS-M-4.4.2 The physical environment both promotes and limits human activities (e.g., exploration, migration, trade).	Student Book: 22, 31, 32, 108
SS-M-4.4.3 The natural resources of a place or region impact its political, social, and economic development.	Student Book: 19, 20, 22-23, 24-25, 26-27 Teacher’s Edition: 19, 20, 22, 23, 24, 25, 26, 27

History

History is the interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for their future, they must understand the past.

Academic Expectation 2.20

Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Assertion

History is an account of human activities that is interpretive in nature.

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-5.1.2 Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history.</p>	<p>Student Book: 44-45, 56-57, 68-69, 80-81, 92-93, 140-141, 152-153, 192-193, 212-213</p> <p>Teacher's Edition: 45, 69, 92, 141, 152, 192</p>
<p>SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.</p>	<p>Student Book: 57, 141</p> <p>Teacher's Edition: 57, 141</p>

Assertion

The study of history at this level includes U.S. History to Reconstruction and World History to 1500.

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-5.2.1 America's diverse society began with the "great convergence" of European, African, and Native American people beginning in the late 15th century.</p>	<p>Student Book: 37, 38, 39</p>
<p>SS-M-5.2.2 The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation.</p>	<p>Student Book: 46-47, 48-49, 54-55,</p> <p>Teacher's Edition: 46, 47, 48, 50, 54, 55</p>
<p>SS-M-5.2.3 The growth of democracy and geographic expansion were significant in American history (e.g., Louisiana Purchase, Manifest Destiny, impact on Native Americans, early industrialization, early women's rights movement).</p>	<p>Student Book: 96, 122, 130-131, 135, 145</p> <p>Teacher's Edition: 91, 96, 97, 122, 126, 130, 131, 135, 145</p>

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-5.2.4 Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. resulted in the American Civil War.</p>	<p>Student Book: 51, 103, 111, 115, 120, 134, 166-167 Teacher's Edition: 51, 103, 111, 115, 120, 134, 166, 167</p>

A s s e r t i o n

The history of the world is a chronicle of human activities and human societies.

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations.</p>	<p>Student Book: 23, 24-25, 26-27 Teacher's Edition: 23, 24, 25, 26, 27</p>
<p>SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.</p>	<p>Student Book: 26, 44</p>
<p>SS-M-5.3.3 The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature</p>	<p>Student Book: 267</p>
<p>SS-M-5.3.4 Developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) influenced modern societies.</p>	<p>Student Book: 43, 44, 46, 48, 205</p>
<p>SS-M-5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.</p>	<p>Student Book: 30-31, 32, 34-39 Teacher's Edition: 30, 31, 32, 34, 35, 36, 37, 38, 39</p>



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correlated to

Kentucky Combined Curriculum for Grade 7

(Academic Expectations, Program of Studies, and Core Content for Assessment)

COMBINED CURRICULUM

Government and Civics

Social Studies 7 197

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Academic Expectations</u> 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303</p> <p>Teacher's Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p><u>Academic Expectations</u> 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303</p> <p>Teacher's Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>
<p><u>Program of Studies</u> SS-7-GC-1 Students will examine the essential roles of government in early civilizations (establishing order, providing security, achieving common goals).</p>	<p>Student Book: 78-79, 82</p> <p>Teacher's Edition: 78, 79, 82</p>
<p><u>Core Content for Assessment</u> SS-M-1.1.2 Democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes).</p>	<p>Student Book: 274-275, 276-279, 284</p> <p>Teacher's Edition: 274, 275, 276, 277, 278, 279, 283, 284</p>

Social Studies 7 196

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Academic Expectations</u> 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p><u>Academic Expectations</u> 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>
<p><u>Program of Studies</u> SS-7-GC-2 Students will compare and analyze various forms of government in early civilizations prior to 1500 A.D.</p>	<p>Student Book: 22, 31, 35, 36, 37, 39</p>
<p><u>Core Content for Assessment</u> SS-M-1.1.1 Governments may take different forms (e.g., constitutional, totalitarian, democratic, republic).</p>	<p>Student Book: 236</p> <p>Teacher’s Edition: 236</p>

Social Studies 7

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Academic Expectations</u> 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p><u>Academic Expectations</u> 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>
<p><u>Program of Studies</u> SS-7-GC-3 Students will give examples of cooperation, conflict, and competition that resulted from the interaction of cultures.</p>	<p>Student Book: 37, 39</p>

Culture and Society

Social Studies 7 203

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Academic Expectations</u> 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255, Teacher’s Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>
<p><u>Academic Expectations</u> 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student Book: 22, 133, 190-191, 254, 267 Teacher’s Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267</p>
<p><u>Program of Studies</u> SS-7-CS-1 Students will examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations.</p>	<p>Student Book: 20 Teacher’s Edition: 38</p>
<p><u>Core Content for Assessment</u> SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.</p>	<p>Student Book: 23, 24-25, 26-27, 37, 133 Teacher’s Edition: 23, 24, 25, 26, 27, 37, 133</p>
<p><u>Core Content for Assessment</u> SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.</p>	<p>Student Book: 20, 22, 23, 24-25, 26-27, 37, 133 Teacher’s Edition: 20, 21, 24, 27</p>

Social Studies 7 205

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Academic Expectations</u> 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255, Teacher’s Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>
<p><u>Academic Expectations</u> 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student Book: 22, 133, 190-191, 254, 267 Teacher’s Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267</p>

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Program of Studies</u> SS-7-CS-2 Students will investigate the emergence of social institutions and how they responded to human needs.</p>	<p>Student Book: 191 Teacher’s Edition: 191</p>
<p><u>Core Content for Assessment</u> SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.</p>	<p>Student Book: 20, 22, 23, 24-25, 26-27, 37, 133 Teacher’s Edition: 20, 21, 24, 27</p>
<p><u>Core Content for Assessment</u> SS-M-2.3.1 Various human needs are met through interaction in and among social institutions and groups (e.g., family, schools, teams, clubs, religious groups, governments).</p>	<p>Student Book: 301, 303 Teacher’s Edition: 301, 303</p>

S o c i a l S t u d i e s 7 2 0 6

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Academic Expectations</u> 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255, Teacher’s Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>
<p><u>Academic Expectations</u> 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student Book: 22, 133, 190-191, 254, 267 Teacher’s Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267</p>
<p><u>Program of Studies</u> SS-7-CS-3 Students will give examples of cooperation, conflict, and competition that resulted from the interaction of cultures.</p>	<p>Student Book: 37, 39, 51, 123, 133, 134, 135, 250-251, 254-255 Teacher’s Edition: 39, 51, 122, 123, 133, 134, 135, 250, 251, 252, 253, 254, 255</p>
<p><u>Core Content for Assessment</u> SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop.</p>	<p>Student Book: 133, 191 Teacher’s Edition: 133, 191</p>
<p><u>Core Content for Assessment</u> SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict</p>	<p>Student Book: 255 Teacher’s Edition: 85, 255</p>

Economics

Social Studies 7 208

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Academic Expectations</u> 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p><u>Program of Studies</u> SS-7-E-1 Students will understand the concept of scarcity (imbalance between unlimited wants and limited resources) in civilizations prior to 1500 A.D.</p>	<p>Student Book: 20, 23, 24-25, 26-27</p>
<p><u>Program of Studies</u> SS-7-E-2 Students will examine strategies used by individuals, societies, and governments in early world civilizations to address scarcity</p>	<p>Student Book: 20, 23, 24-25, 26-27</p>
<p><u>Core Content for Assessment</u> SS-M-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).</p>	<p>Student Book: 20, 23, 24-25, 26-27 Teacher’s Edition: 23</p>

Social Studies 7

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Academic Expectations</u> 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p><u>Program of Studies</u> SS-7-E-2 Students will examine strategies used by individuals, societies, and governments in early world civilizations to address scarcity.</p>	<p>Student Book: 20, 23, 24-25, 26-27</p>

Social Studies 7 215

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Academic Expectations</u> 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Program of Studies</u> SS-7-E-3 Students will recognize that all societies must address the questions of production, distribution, and consumption.</p>	<p>Student Book: 23, 46-47, 50, 116, 120, 130 Teacher’s Edition: 46, 50, 116, 120, 130</p>
<p><u>Program of Studies</u> SS-7-E-4 Students will explain how resources were used in early world civilizations to produce goods and services and explore ways productivity was increased.</p>	<p>Student Book: 20, 23, 50 Teacher’s Edition: 20, 23, 50</p>
<p><u>Core Content for Assessment</u> SS-M-3.4.2 Productivity can be improved by specialization, new knowledge, and technology/tools.</p>	<p>Student Book: 104</p>

S o c i a l S t u d i e s 7 2 1 7

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Academic Expectations</u> 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p><u>Core Content for Assessment</u> SS-M-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).</p>	<p>Student Book: 20, 23, 24-25, 26-27 Teacher’s Edition: 23</p>
<p><u>Core Content for Assessment</u> SS-M-3.4.3 Personal, national, and international economic activities are interdependent.</p>	<p>Teacher’s Edition: 265</p>

G e o g r a p h y

S o c i a l S t u d i e s 7 2 1 9

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Academic Expectations</u> 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218 Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>

Combined Curriculum, Grade 7	ACCESS American History
<p>Program of Studies SS-7-G-1 Students will recognize the importance of physical environments (e.g., natural resources, natural disasters, natural barriers) in the settlement and development of early world civilizations.</p>	<p>Student Book: 22, 23, 24-25, 26-27 Teacher’s Edition: 23, 24, 26, 27</p>
<p>Core Content for Assessment SS-M-4.4.2 The physical environment both promotes and limits human activities (e.g., exploration, migration, trade).</p>	<p>Student Book: 22, 31, 32, 108</p>
<p>Core Content for Assessment SS-M-4.4.3 The natural resources of a place or region impact its political, social, and economic development.</p>	<p>Student Book: 19, 20, 22-23, 24-25, 26-27 Teacher’s Edition: 19, 20, 22, 23, 24, 25, 26, 27</p>

Social Studies 7 220

Combined Curriculum, Grade 7	ACCESS American History
<p>Academic Expectations 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218 Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p>Program of Studies SS-7-G-2 Students will examine how technology influences modifications of the physical environment.</p>	<p>Student Book: 108-109, 183 Teacher’s Edition: 108, 109, 183</p>
<p>Core Content for Assessment SS-M-4.2.1 Places can be made distinctive by human activities (e.g., building houses, stores, roads, railroads, irrigation) that alter physical features.</p>	<p>Student Book: 108-109 Teacher’s Edition: 108, 109</p>
<p>Core Content for Assessment SS-M-4.2.2 Places and regions change over time as new technologies, resources, and knowledge become available.</p>	<p>Student Book: 108-109 Teacher’s Edition: 108, 109, 192, 193, 205</p>

Social Studies 7 223

Combined Curriculum, Grade 7	ACCESS American History
<p>Academic Expectations 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p>Program of Studies SS-7-G-3 Students will explore migration and settlement patterns in early world civilizations.</p>	<p>Student Book: 22, 23, 24-25, 26-27, 37</p> <p>Teacher’s Edition: 22, 24, 25, 27</p>
<p>Core Content for Assessment SS-M-4.3.1 Human settlement develops in different ways based on the culture and needs of settlers.</p>	<p>Student Book: 19, 20, 22-25, 26-27, 31, 37, 46, 122</p> <p>Teacher’s Edition: 19, 20, 21, 22, 23, 24, 25, 26, 27</p>
<p>Core Content for Assessment SS-M-4.3.2 Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.</p>	<p>Student Book: 22, 254</p> <p>Teacher’s Edition: 22</p>

Historical Perspective

Social Studies 7

Combined Curriculum, Grade 7	ACCESS American History
<p>Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255</p> <p>Teacher’s Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>
<p>Program of Studies SS-7-H-1 Students will develop a chronological understanding of early world history.</p>	<p>Student Book: 44-45, 56-57, 68-69, 80-81, 92-93, 140-141, 152-153, 192-193, 212-213</p> <p>Teacher’s Edition: 44, 45, 56, 57, 68, 69, 80, 81, 92</p>
<p>Core Content for Assessment SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.</p>	<p>Student Book: 57, 141</p> <p>Teacher’s Edition: 57, 141</p>

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Core Content for Assessment</u> SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations.</p>	<p>Student Book: 23, 24-25, 26-27 Teacher’s Edition: 23, 24, 25, 26, 27</p>
<p><u>Core Content for Assessment</u> SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.</p>	<p>Student Book: 26, 44</p>
<p><u>Core Content for Assessment</u> SS-M-5.3.3 The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature.</p>	<p>Student Book: 267</p>
<p><u>Core Content for Assessment</u> SS-M-5.3.4 Developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) influenced modern societies.</p>	<p>Student Book: 43, 44, 46, 48, 205</p>
<p><u>Core Content for Assessment</u> SS-M-5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.</p>	<p>Student Book: 30-31, 32, 34-39 Teacher’s Edition: 30, 31, 32, 34, 35, 36, 37, 38, 39</p>

Social Studies 7 229

Combined Curriculum, Grade 7	ACCESS American History
<p><u>Academic Expectations</u> 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255 Teacher’s Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>
<p><u>Program of Studies</u> SS-7-H-2 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D.</p>	<p>Student Book: 23, 24, 27, 36, 38 Teacher’s Edition: 22, 23, 27, 36, 38</p>

Combined Curriculum, Grade 7	ACCESS American History
<p>Core Content for Assessment SS-M-5.1.2 Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history.</p>	<p>Student Book: 44-45, 56-57, 68-69, 80-81, 92-93, 140-141, 152-153, 192-193, 212-213</p> <p>Teacher’s Edition: 45, 69, 92, 141, 152, 192</p>

Social Studies 7

Combined Curriculum, Grade 7	ACCESS American History
<p>Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255</p> <p>Teacher’s Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>
<p>Program of Studies SS-7-H-3 Students will analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration).</p>	<p>Student Book: 19, 22, 24-25, 26-27, 31, 34-35, 37, 39</p> <p>Teacher’s Edition: 22, 23, 27, 36, 38</p>
<p>Core Content for Assessment SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations.</p>	<p>Student Book: 23, 24-25, 26-27</p> <p>Teacher’s Edition: 23, 24, 25, 26, 27</p>
<p>Core Content for Assessment SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.</p>	<p>Student Book: 26, 44</p>
<p>Core Content for Assessment SS-M-5.3.3 The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature.</p>	<p>Student Book: 267</p>
<p>Core Content for Assessment SS-M-5.3.4 Developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) influenced modern societies.</p>	<p>Student Book: 43, 44, 46, 48, 205</p>

Combined Curriculum, Grade 7	ACCESS American History
<p>Core Content for Assessment SS-M-5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.</p>	<p>Student Book: 30-31, 32, 34-39 Teacher’s Edition: 30, 31, 32, 34, 35, 36, 37, 38, 39</p>

Social Studies 7

Combined Curriculum, Grade 7	ACCESS American History
<p>Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255 Teacher’s Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>
<p>Program of Studies SS-7-H-4 Students will examine the impact of significant individuals and groups on world history prior to 1500 A.D.</p>	<p>Student Book: 22, 31, 35, 36, 37, 39 Teacher’s Edition: 22, 23, 27, 36, 38</p>
<p>Core Content for Assessment SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations.</p>	<p>Student Book: 23, 24-25, 26-27 Teacher’s Edition: 23, 24, 25, 26, 27</p>
<p>Core Content for Assessment SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.</p>	<p>Student Book: 26, 44</p>
<p>Core Content for Assessment SS-M-5.3.3 The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature.</p>	<p>Student Book: 267</p>
<p>Core Content for Assessment SS-M-5.3.4 Developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) influenced modern societies.</p>	<p>Student Book: 43, 44, 46, 48, 205</p>

Combined Curriculum, Grade 7	ACCESS American History
<p>Core Content for Assessment SS-M-5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.</p>	<p>Student Book: 30-31, 32, 34-39</p> <p>Teacher’s Edition: 30, 31, 32, 34, 35, 36, 37, 38, 39</p>

S o c i a l S t u d i e s 7 2 3 1

Combined Curriculum, Grade 7	ACCESS American History
<p>Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255</p> <p>Teacher’s Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>
<p>Program of Studies SS-7-H-5 Students will recognize cause-and-effect relationships and multiple causes of events in early world history.</p>	<p>Student Book: 57, 141</p> <p>Teacher’s Edition: 57, 141</p>
<p>Core Content for Assessment SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.</p>	<p>Student Book: 57, 141</p> <p>Teacher’s Edition: 57, 141</p>
<p>Core Content for Assessment SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations.</p>	<p>Student Book: 23, 24-25, 26-27</p> <p>Teacher’s Edition: 23, 24, 25, 26, 27</p>
<p>Core Content for Assessment SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.</p>	<p>Student Book: 26, 44</p>
<p>Core Content for Assessment SS-M-5.3.3 The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature</p>	<p>Student Book: 267</p>

Combined Curriculum, Grade 7	ACCESS American History
<p>Core Content for Assessment SS-M-5.3.4 Developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) influenced modern societies.</p>	<p>Student Book: 43, 44, 46, 48, 205</p>
<p>Core Content for Assessment SS-M-5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.</p>	<p>Student Book: 30-31, 32, 34-39 Teacher’s Edition: 30, 31, 32, 34, 35, 36, 37, 38, 39</p>

SOCIAL STUDIES ACADEMIC EXPECTATIONS

Academic Expectations	ACCESS American History
<p>2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303 Teacher’s Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p>2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303 Teacher’s Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>
<p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255, Teacher’s Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>
<p>2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student Book: 22, 133, 190-191, 254, 267 Teacher’s Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267</p>
<p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>

Academic Expectations	ACCESS American History
<p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p>2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255</p> <p>Teacher’s Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>

PROGRAM OF STUDIES

Historical Perspective (2.20)

Content/Process, Grade 7	ACCESS American History
<p>Students will</p> <p>SS-7-H-1</p> <ul style="list-style-type: none"> develop a chronological understanding of early world history. 	<p>Student Book: 44-45, 56-57, 68-69, 80-81, 92-93, 140-141, 152-153, 192-193, 212-213</p> <p>Teacher’s Edition: 44, 45, 56, 57, 68, 69, 80, 81, 92</p>
<p>SS-7-H-2</p> <ul style="list-style-type: none"> use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D. 	<p>Student Book: 23, 24, 27, 36, 38</p> <p>Teacher’s Edition: 22, 23, 27, 36, 38</p>
<p>SS-7-H-3</p> <ul style="list-style-type: none"> analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration). 	<p>Student Book: 19, 22, 24-25, 26-27, 31, 34-35, 37, 39</p> <p>Teacher’s Edition: 22, 23, 27, 36, 38</p>
<p>SS-7-H-4</p> <ul style="list-style-type: none"> examine the impact of significant individuals and groups on world history prior to 1500 A.D. 	<p>Student Book: 22, 31, 35, 36, 37, 39</p> <p>Teacher’s Edition: 22, 23, 27, 36, 38</p>

Content/Process, Grade 7	ACCESS American History
SS-7-H-5 <ul style="list-style-type: none"> recognize cause-and-effect relationships and multiple causes of events in early world history. 	Student Book: 57, 141 Teacher's Edition: 57, 141

G e o g r a p h y (2 . 1 9)

Content/Process, Grade 7	ACCESS American History
Students will SS-7-G-1 <ul style="list-style-type: none"> recognize the importance of physical environments (e.g., natural resources, natural disasters, natural barriers) in the settlement and development of early world civilizations. 	Student Book: 22, 23, 24-25, 26-27 Teacher's Edition: 23, 24, 26, 27
SS-7-G-2 <ul style="list-style-type: none"> examine how technology influences modifications of the physical environment. 	Student Book: 108-109, 183 Teacher's Edition: 108, 109, 183
SS-7-G-3 <ul style="list-style-type: none"> explore migration and settlement patterns in early world civilizations. 	Student Book: 22, 23, 24-25, 26-27, 37 Teacher's Edition: 22, 24, 25, 27

E c o n o m i c s (2 . 1 8)

Content/Process, Grade 7	ACCESS American History
Students will SS-7-E-1 <ul style="list-style-type: none"> understand the concept of scarcity (imbalance between unlimited wants and limited resources) in civilizations prior to 1500 A.D. 	Student Book: 20, 23, 24-25, 26-27
SS-7-E-2 <ul style="list-style-type: none"> examine strategies used by individuals, societies, and governments in early world civilizations to address scarcity 	Student Book: 20, 23, 24-25, 26-27
SS-7-E-3 <ul style="list-style-type: none"> recognize that all societies must address the questions of production, distribution, and consumption. 	Student Book: 23, 46-47, 50, 116, 120, 130 Teacher's Edition: 46, 50, 116, 120, 130

Content/Process, Grade 7	ACCESS American History
SS-7-E-4 <ul style="list-style-type: none"> explain how resources were used in early world civilizations to produce goods and services and explore ways productivity was increased. 	Student Book: 20, 23, 50 Teacher's Edition: 20, 23, 50

Government and Civics (2.14 & 2.15)

Content/Process, Grade 7	ACCESS American History
Students will SS-7-GC-1 <ul style="list-style-type: none"> examine the essential roles of government in early civilizations (establishing order, providing security, achieving common goals). 	Student Book: 78-79, 82 Teacher's Edition: 78, 79, 82
SS-7-GC-2 <ul style="list-style-type: none"> compare and analyze various forms of government in early civilizations prior to 1500 A.D. 	Student Book: 22, 31, 35, 36, 37, 39
SS-7-GC-3 <ul style="list-style-type: none"> investigate the development of human rights prior to 1500 A.D. 	Student Book: 37, 39

Culture and Society (2.16 & 2.17)

Content/Process, Grade 7	ACCESS American History
Students will SS-7-CS-1 <ul style="list-style-type: none"> examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations. 	Student Book: 20 Teacher's Edition: 38
SS-7-CS-2 <ul style="list-style-type: none"> investigate the emergence of social institutions and how they responded to human needs. 	Student Book: 191 Teacher's Edition: 191
SS-7-CS-3 <ul style="list-style-type: none"> give examples of cooperation, conflict, and competition that resulted from the interaction of cultures. 	Student Book: 37, 39, 51, 123, 133, 134, 135, 250-251, 254-255 Teacher's Edition: 39, 51, 122, 123, 133, 134, 135, 250, 251, 252, 253, 254, 255

CORE CONTENT FOR SOCIAL STUDIES ASSESSMENT

Government and Civics

The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy including its fundamental principles, structure, and role of citizens.

Academic Expectation 2.14

Students should understand the democratic principles of justice, equality, responsibility and freedom and apply them to real-life situations.

Academic Expectation 2.15

Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Assertion

People form governments to establish order, provide security, and accomplish common goals.

Core Content Statement, Middle Level	ACCESS American History
SS-M-1.1.1 Governments may take different forms (e.g., constitutional, totalitarian, democratic, republic).	Student Book: 236 Teacher's Edition: 236
SS-M-1.1.2 Democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes).	Student Book: 274-275, 276-279, 284 Teacher's Edition: 274, 275, 276, 277, 278, 279, 283, 284
SS-M-1.1.3 The Constitution of the U.S. is a flexible document that changes (amendments) and is interpreted (judicial review) over time to meet the needs of its citizens.	Student Book: 276, 286-291 Teacher's Edition: 276, 277, 286, 287, 288, 289, 290, 291, 293

A s s e r t i o n

The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-1.2.1 The U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances.</p>	<p>Student Book: 271, 276-279 Teacher’s Edition: 270, 271, 276, 277, 278, 279</p>
<p>SS-M-1.2.2 Federal (national) and state governments have both separate and shared powers.</p>	<p>Student Book: 275 Teacher’s Edition: 275</p>

A s s e r t i o n

All citizens of the United States have certain responsibilities as members of a democratic society.

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-1.3.1 The United States Declaration of Independence, the Constitution, the Bill of Rights, and state constitutions guarantee certain rights (e.g., freedom of movement and residence, freedom of religion, freedom of expression and association, personal privacy) for all citizens.</p>	<p>Student Book: 63, 87, 270, 271, 284, 286-291 Teacher’s Edition: 63, 87, 270, 271, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291</p>
<p>SS-M-1.3.2 In order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., performing community service, voting in elections) and duties (paying taxes, serving in the armed forces) for its functioning.</p>	<p>Student Book: 294, 295, 296, 298-303 Teacher’s Edition: 294, 295, 296, 298, 299, 300, 301, 302, 303</p>

Culture and Society

Culture is the way of life shared by a group of people, including their ideas and traditions. In America's multicultural society, students need to understand that culture influences viewpoints, social rules, and social institutions.

Academic Expectation 2.16

Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Academic Expectation 2.17

Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.

Assertion

Culture is a system of beliefs, knowledge, institutions, traditions, and skills shared by a group.

Core Content Statement, Middle Level	ACCESS American History
SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.	Student Book: 23, 24-25, 26-27, 37, 133 Teacher's Edition: 23, 24, 25, 26, 27, 37, 133

Assertion

Different cultures address human needs in similar and different ways.

Core Content Statement, Middle Level	ACCESS American History
SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.	Student Book: 20, 22, 23, 24-25, 26-27, 37, 133 Teacher's Edition: 20, 21, 24, 27

Assertion

Social institutions (government, economy, education, religion, family) respond to human needs, structure society, and influence behavior.

Core Content Statement, Middle Level	ACCESS American History
SS-M-2.3.1 Various human needs are met through interaction in and among social institutions and groups (e.g., family, schools, teams, clubs, religious groups, governments).	Student Book: 301, 303 Teacher's Edition: 301, 303

A s s e r t i o n

Social interactions among individuals and groups assume various forms.

Core Content Statement, Middle Level	ACCESS American History
SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop.	Student Book: 133, 191 Teacher's Edition: 133, 191
SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict	Student Book: 255 Teacher's Edition: 85, 255

E c o n o m i c s

Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, and the nation as a whole.

A c a d e m i c E x p e c t a t i o n 2.18

Students understand economic principles and are able to make economic decisions that have consequences in daily living.

A s s e r t i o n

The basic economic problem confronting individuals and societies is the scarcity or imbalance between unlimited wants and limited resources available for satisfying those wants.

Core Content Statement, Middle Level	ACCESS American History
SS-M-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).	Student Book: 20, 23, 24-25, 26-27 Teacher's Edition: 23

A s s e r t i o n

To deal with the problem of scarcity, people and societies create economic systems and institutions.

Core Content Statement, Middle Level	ACCESS American History
SS-M-3.2.2 The hope of earning profit motivates businesses to take the risks involved in producing goods and services.	Student Book: 266

A s s e r t i o n

Markets are institutional arrangements that enable buyers and sellers to exchange goods and services.

Core Content Statement, Middle Level	ACCESS American History
SS-M-3.3.2 Money (unit of account) can be used to express the market value of goods and services. Money makes it easier to trade, borrow, invest, and save	Student Book: 265
SS-M-3.3.3 Competition among buyers and sellers impacts the price of goods and services.	Teacher’s Edition: 194

A s s e r t i o n

All societies deal with questions about production, distribution, and consumption.

Core Content Statement, Middle Level	ACCESS American History
SS-M-3.4.2 Productivity can be improved by specialization, new knowledge, and technology/tools.	Student Book: 104
SS-M-3.4.3 Personal, national, and international economic activities are interdependent.	Student Book: 265 Teacher’s Edition: 265

G e o g r a p h y

Geography is the study of people, places, and environments. Students need geographic knowledge to understand the world and their relationship to it. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

A c a d e m i c E x p e c t a t i o n 2 . 1 9

Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

A s s e r t i o n

Patterns on Earth’s surface can be identified by examining where things are, how they are arranged, and why they are in particular locations.

Core Content Statement, Middle Level	ACCESS American History
SS-M-4.1.1 Maps (e.g., map projections - Mercator and Robinson), globes, photographs, models, and satellite images are representations of Earth with different characteristics and uses.	Teacher’s Edition: 12, 13, 14, 15, 16, 17

A s s e r t i o n

Earth is vastly complex with each place on its surface having human and physical characteristics; to deal with this complexity, people create regions.

Core Content Statement, Middle Level	ACCESS American History
SS-M-4.2.1 Places can be made distinctive by human activities (e.g., building houses, stores, roads, railroads, irrigation) that alter physical features.	Student Book: 108-109 Teacher’s Edition: 108, 109
SS-M-4.2.2 Places and regions change over time as new technologies, resources, and knowledge become available.	Student Book: 108-109, 205 Teacher’s Edition: 108, 109, 192, 193, 205
SS-M-4.2.3 Regions can be different in size and defined in different ways.	Student Book: 16-17, 20, 22, 24-25, 26-27 Teacher’s Edition: 16, 17, 22, 24, 25, 26, 27

A s s e r t i o n

Patterns emerge as humans move, settle, and interact on Earth’s surface.

Core Content Statement, Middle Level	ACCESS American History
SS-M-4.3.1 Human settlement develops in different ways based on the culture and needs of settlers.	Student Book: 19, 20, 22-25, 26-27, 31, 37, 46, 122 Teacher’s Edition: 19, 20, 21, 22, 23, 24, 25, 26, 27
SS-M-4.3.2 Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.	Student Book: 22, 254 Teacher’s Edition: 22

A s s e r t i o n

Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.

Core Content Statement, Middle Level	ACCESS American History
SS-M-4.4.2 The physical environment both promotes and limits human activities (e.g., exploration, migration, trade).	Student Book: 22, 31, 32, 108
SS-M-4.4.3 The natural resources of a place or region impact its political, social, and economic development.	Student Book: 19, 20, 22-23, 24-25, 26-27 Teacher’s Edition: 19, 20, 22, 23, 24, 25, 26, 27

History

History is the interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for their future, they must understand the past.

Academic Expectation 2.20

Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

Assertion

History is an account of human activities that is interpretive in nature.

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-5.1.2 Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history.</p>	<p>Student Book: 44-45, 56-57, 68-69, 80-81, 92-93, 140-141, 152-153, 192-193, 212-213</p> <p>Teacher's Edition: 45, 69, 92, 141, 152, 192</p>
<p>SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.</p>	<p>Student Book: 57, 141</p> <p>Teacher's Edition: 57, 141</p>

Assertion

The study of history at this level includes U.S. History to Reconstruction and World History to 1500.

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-5.2.1 America's diverse society began with the "great convergence" of European, African, and Native American people beginning in the late 15th century.</p>	<p>Student Book: 37, 38, 39</p>
<p>SS-M-5.2.2 The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation.</p>	<p>Student Book: 46-47, 48-49, 54-55,</p> <p>Teacher's Edition: 46, 47, 48, 50, 54, 55</p>
<p>SS-M-5.2.3 The growth of democracy and geographic expansion were significant in American history (e.g., Louisiana Purchase, Manifest Destiny, impact on Native Americans, early industrialization, early women's rights movement).</p>	<p>Student Book: 96, 122, 130-131, 135, 145</p> <p>Teacher's Edition: 91, 96, 97, 122, 126, 130, 131, 135, 145</p>

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-5.2.4 Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. resulted in the American Civil War.</p>	<p>Student Book: 51, 103, 111, 115, 120, 134, 166-167 Teacher's Edition: 51, 103, 111, 115, 120, 134, 166, 167</p>

A s s e r t i o n

The history of the world is a chronicle of human activities and human societies.

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations.</p>	<p>Student Book: 23, 24-25, 26-27 Teacher's Edition: 23, 24, 25, 26, 27</p>
<p>SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.</p>	<p>Student Book: 26, 44</p>
<p>SS-M-5.3.3 The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature</p>	<p>Student Book: 267</p>
<p>SS-M-5.3.4 Developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) influenced modern societies.</p>	<p>Student Book: 43, 44, 46, 48, 205</p>
<p>SS-M-5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.</p>	<p>Student Book: 30-31, 32, 34-39 Teacher's Edition: 30, 31, 32, 34, 35, 36, 37, 38, 39</p>



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correlated to

Kentucky Combined Curriculum for Grade 8

(Academic Expectations, Program of Studies, and Core Content for Assessment)

COMBINED CURRICULUM

Government and Civics

Social Studies 8 241

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303</p> <p>Teacher's Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p><u>Academic Expectations</u> 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303</p> <p>Teacher's Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>
<p><u>Program of Studies</u> SS-8-GC-1 Students will understand how the American political system developed through examining colonial roots of representative democracy, reasons for creating an independent country, and purposes of government.</p>	<p>Student Book: 47, 51, 56, 62-63</p> <p>Teacher's Edition: 47, 51, 56, 62, 63</p>
<p><u>Core Content for Assessment</u> SS-M-1.1.1 Governments may take different forms (e.g., constitutional, totalitarian, democratic, republic).</p>	<p>Student Book: 236</p> <p>Teacher's Edition: 236</p>
<p><u>Core Content for Assessment</u> SS-M-1.1.2 Democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes).</p>	<p>Student Book: 274-275, 276-279, 284</p> <p>Teacher's Edition: 274, 275, 276, 277, 278, 279, 283, 284</p>

Social Studies 8 244

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p><u>Academic Expectations</u> 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>
<p><u>Program of Studies</u> SS-8-GC-2 Students will investigate the political process established by the U.S. Constitution, including a system of separation of power with checks and balances and division of power among the states and national government.</p>	<p>Student Book: 270, 271, 276-279</p> <p>Teacher’s Edition: 270, 271, 276, 277, 278, 279</p>
<p><u>Core Content for Assessment</u> SS-M-1.2.1 The U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances.</p>	<p>Student Book: 271, 276-279</p> <p>Teacher’s Edition: 270, 271, 276, 277, 278, 279</p>
<p><u>Core Content for Assessment</u> SS-M-1.2.2 Federal (national) and state governments have both separate and shared powers.</p>	<p>Student Book: 275</p> <p>Teacher’s Edition: 275</p>

Social Studies 8 243

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p><u>Academic Expectations</u> 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>
<p><u>Program of Studies</u> SS-8-GC-3 Students will understand how the U.S. Constitution has changed over time to adjust to different needs and situations.</p>	<p>Student Book: 87, 179</p> <p>Teacher’s Edition: 87, 179</p>
<p><u>Core Content for Assessment</u> SS-M-1.1.3 The Constitution of the U.S. is a flexible document that changes (amendments) and is interpreted (judicial review) over time to meet the needs of its citizens.</p>	<p>Student Book: 276, 286-291</p> <p>Teacher’s Edition: 276, 277, 286, 287, 288, 289, 290, 291, 293</p>

Social Studies 8 246

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p><u>Academic Expectations</u> 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Program of Studies</u> SS-8-GC-4 Students will examine the rights and responsibilities of individuals in American society by analyzing democratic principles (e.g., liberty, justice, individual human dignity, and the rule of law) as expressed in historical events, historical documents (e.g., the Bill of Rights, Declaration of Independence, U.S. Constitution), and American society.</p>	<p>Student Book: 63, 86-87, 270-271 Teacher’s Edition: 63, 86, 87, 270, 271</p>
<p><u>Core Content for Assessment</u> SS-M-1.3.1 The United States Declaration of Independence, the Constitution, the Bill of Rights, and state constitutions guarantee certain rights (e.g., freedom of movement and residence, freedom of religion, freedom of expression and association, personal privacy) for all citizens.</p>	<p>Student Book: 63, 87, 270, 271, 284, 286-291 Teacher’s Edition: 63, 87, 270, 271, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291</p>
<p><u>Core Content for Assessment</u> SS-M-1.3.2 In order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., performing community service, voting in elections) and duties (paying taxes, serving in the armed forces) for its functioning.</p>	<p>Student Book: 294, 295, 296, 298-303 Teacher’s Edition: 294, 295, 296, 298, 299, 300, 301, 302, 303</p>

Culture and Society

Social Studies 8 248

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255, Teacher’s Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>
<p><u>Academic Expectations</u> 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student Book: 22, 133, 190-191, 254, 267 Teacher’s Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267</p>
<p><u>Program of Studies</u> SS-8-CS-1 Students will examine how culture in the United States has been influenced by language, literature, arts, beliefs, and behavior of people in America's past.</p>	<p>Teacher’s Edition: 38</p>

Combined Curriculum, Grade 8	ACCESS American History
<p>Core Content for Assessment SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.</p>	<p>Student Book: 23, 24-25, 26-27, 37, 133 Teacher’s Edition: 23, 24, 25, 26, 27, 37, 133</p>
<p>Core Content for Assessment SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.</p>	<p>Student Book: 20, 22, 23, 24-25, 26-27, 37, 133 Teacher’s Edition: 20, 21, 24, 27</p>

S o c i a l S t u d i e s 8 2 5 0

Combined Curriculum, Grade 8	ACCESS American History
<p>Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255, Teacher’s Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>
<p>Academic Expectations 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student Book: 22, 133, 190-191, 254, 267 Teacher’s Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267</p>
<p>Program of Studies SS-8-CS-2 Students will investigate how social institutions addressed human needs in early United States history.</p>	<p>Teacher’s Edition: 191</p>
<p>Core Content for Assessment SS-M-2.3.1 Various human needs are met through interaction in and among social institutions and groups (e.g., family, schools, teams, clubs, religious groups, governments).</p>	<p>Student Book: 301, 303 Teacher’s Edition: 301, 303</p>

S o c i a l S t u d i e s 8

Combined Curriculum, Grade 8	ACCESS American History
<p>Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255, Teacher’s Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>

Combined Curriculum, Grade 8	ACCESS American History
<p>Academic Expectations 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student Book: 22, 133, 190-191, 254, 267 Teacher’s Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267</p>
<p>Program of Studies SS-8-CS-3 Students will analyze social interactions among diverse groups and individuals in United States history.</p>	<p>Student Book: 37, 39, 51, 123, 133, 134, 135, 250-251, 254-255 Teacher’s Edition: 39, 51, 123, 133, 134, 135, 250, 251, 254, 255</p>
<p>Core Content for Assessment SS-M-2.3.1 Various human needs are met through interaction in and among social institutions and groups (e.g., family, schools, teams, clubs, religious groups, governments).</p>	<p>Student Book: 301, 303 Teacher’s Edition: 301, 303</p>
<p>Core Content for Assessment SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop.</p>	<p>Student Book: 133, 191 Teacher’s Edition: 133, 191</p>
<p>Core Content for Assessment SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict</p>	<p>Student Book: 255 Teacher’s Edition: 85, 255</p>

Social Studies 8 251

Combined Curriculum, Grade 8	ACCESS American History
<p>Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255, Teacher’s Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>
<p>Academic Expectations 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student Book: 22, 133, 190-191, 254, 267 Teacher’s Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267</p>
<p>Program of Studies SS-8-CS-4 Students will analyze social interactions, including conflict and cooperation, among individuals and groups in United States History.</p>	<p>Student Book: 37, 39, 51, 123, 133, 134, 135, 250-251, 254-255 Teacher’s Edition: 39, 51, 122, 123, 133, 134, 135, 250, 251, 252, 253, 254, 255</p>
<p>Core Content for Assessment SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop.</p>	<p>Student Book: 133, 191 Teacher’s Edition: 133, 191</p>
<p>Core Content for Assessment SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict</p>	<p>Student Book: 255 Teacher’s Edition: 85, 255</p>

Economics

Social Studies 8 253

Combined Curriculum, Grade 8	ACCESS American History
<p>Academic Expectations 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p>Program of Studies SS-8-E-1 Students will relate the concept of scarcity (imbalance between unlimited wants and limited resources) to the development of the United States as it applies to individuals, societies, and governments.</p>	<p>Student Book: 20, 23, 24-25, 26-27 Teacher’s Edition: 23</p>

Combined Curriculum, Grade 8	ACCESS American History
<p>Core Content for Assessment SS-M-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).</p>	<p>Student Book: 20, 23, 24-25, 26-27 Teacher’s Edition: 23</p>

S o c i a l S t u d i e s 8 2 5 4

Combined Curriculum, Grade 8	ACCESS American History
<p>Academic Expectations 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p>Program of Studies SS-8-E-1 Students will relate the concept of scarcity (imbalance between unlimited wants and limited resources) to the development of the United States as it applies to individuals, societies, and governments.</p>	<p>Student Book: 20, 23, 24-25, 26-27 Teacher’s Edition: 23</p>

S o c i a l S t u d i e s 8 2 5 5

Combined Curriculum, Grade 8	ACCESS American History
<p>Academic Expectations 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p>Program of Studies SS-8-E-2 Students will analyze economic systems and economic institutions that developed in early United States history.</p>	<p>Teacher’s Edition: 46, 50, 58</p>

Social Studies 8

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p><u>Core Content for Assessment</u> SS-M-3.4.2 Productivity can be improved by specialization, new knowledge, and technology/tools.</p>	<p>Student Book: 104</p>
<p><u>Core Content for Assessment</u> SS-M-3.4.3 Personal, national, and international economic activities are interdependent.</p>	<p>Student Book: 265 Teacher’s Edition: 265</p>

Social Studies 8 256

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260 Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p><u>Core Content for Assessment</u> SS-M-3.2.2 The hope of earning profit motivates businesses to take the risks involved in producing goods and services.</p>	<p>Student Book: 266</p>
<p><u>Core Content for Assessment</u> SS-M-3.3.2 Money (unit of account) can be used to express the market value of goods and services. Money makes it easier to trade, borrow, invest, and save</p>	<p>Student Book: 265</p>
<p><u>Core Content for Assessment</u> SS-M-3.3.3 Competition among buyers and sellers impacts the price of goods and services.</p>	<p>Teacher’s Edition: 194</p>

Geography

Social Studies 8 268

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p><u>Program of Studies</u> SS-8-G-1 Students will examine patterns of human movement, settlement, and interaction in early American history and investigate how these patterns influenced culture and society in the United States.</p>	<p>Student Book: 22, 37, 46-47, 50, 132-133, 142, 182, 190</p> <p>Teacher’s Edition: 22, 31, 32, 33, 34, 37, 46, 47, 50, 96, 97, 102, 103, 132, 142, 182, 190</p>
<p><u>Program of Studies</u> SS-8-G-2 Students will explore reasons behind patterns of human settlement across the United States that resulted in the diverse cultures of the United States.</p>	<p>Student Book: 22, 37, 46-47, 50, 132-133, 142, 182, 190</p> <p>Teacher’s Edition: 22, 31, 33, 34, 46, 96, 97, 102, 103, 132, 182, 190</p>
<p><u>Core Content for Assessment</u> SS-M-4.3.1 Human settlement develops in different ways based on the culture and needs of settlers.</p>	<p>Student Book: 19, 20, 22-25, 26-27, 31, 37, 46, 122</p> <p>Teacher’s Edition: 19, 20, 21, 22, 23, 24, 25, 26, 27</p>
<p><u>Core Content for Assessment</u> SS-M-4.3.2 Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.</p>	<p>Student Book: 22, 254</p> <p>Teacher’s Edition: 22</p>

Social Studies 8

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p><u>Program of Studies</u> SS-8-G-1 Students will examine patterns of human movement, settlement, and interaction in early American history and investigate how these patterns influenced culture and society in the United States.</p>	<p>Student Book: 22, 37, 46-47, 50, 132-133, 142, 182, 190</p> <p>Teacher’s Edition: 22, 31, 32, 33, 34, 37, 46, 47, 50, 96, 97, 102, 103, 132, 142, 182, 190</p>

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Program of Studies</u> SS-8-G-2 Students will explore reasons behind patterns of human settlement across the United States that resulted in the diverse cultures of the United States.</p>	<p>Student Book: 22, 37, 46-47, 50, 132-133, 142, 182, 190</p> <p>Teacher’s Edition: 22, 31, 33, 34, 46, 96, 97, 102, 103, 132, 182, 190</p>
<p><u>Program of Studies</u> SS-8-G-4 Students will investigate how Americans used technology, especially in early American history, to modify the environment.</p>	<p>Student Book: 103, 104, 108-109</p> <p>Teacher’s Edition: 103, 104, 108, 109</p>
<p><u>Core Content for Assessment</u> SS-M-4.2.1 Places can be made distinctive by human activities (e.g., building houses, stores, roads, railroads, irrigation) that alter physical features.</p>	<p>Student Book: 108-109</p> <p>Teacher’s Edition: 108, 109</p>
<p><u>Core Content for Assessment</u> SS-M-4.2.2 Places and regions change over time as new technologies, resources, and knowledge become available.</p>	<p>Student Book: 108-109, 205</p> <p>Teacher’s Edition: 108, 109, 192, 193, 205</p>

S o c i a l S t u d i e s 8 2 6 4

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p><u>Program of Studies</u> SS-8-G-3 Students will examine how early United States history was influenced by the physical environment.</p>	<p>Student Book: 22, 23, 24-25, 26-27</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27</p>
<p><u>Core Content for Assessment</u> SS-M-4.4.2 The physical environment both promotes and limits human activities (e.g., exploration, migration, trade).</p>	<p>Student Book: 22, 31, 32, 108</p>
<p><u>Core Content for Assessment</u> SS-M-4.4.3 The natural resources of a place or region impact its political, social, and economic development.</p>	<p>Student Book: 19, 20, 22-23, 24-25, 26-27</p> <p>Teacher’s Edition: 19, 20, 22, 23, 24, 25, 26, 27</p>

Social Studies 8 265

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p><u>Program of Studies</u> SS-8-G-3 Students will examine how early United States history was influenced by the physical environment.</p>	<p>Student Book: 22, 23, 24-25, 26-27</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27</p>
<p><u>Program of Studies</u> SS-8-G-4 Students will investigate how Americans used technology, especially in early American history, to modify the environment.</p>	<p>Student Book: 103, 104, 108-109</p> <p>Teacher’s Edition: 103, 104, 108, 109</p>

Historical Perspective

Social Studies 8 274

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255</p> <p>Teacher’s Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>
<p><u>Program of Studies</u> SS-8-H-1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history.</p>	<p>Student Book: 23, 24, 27, 36, 38</p> <p>Teacher’s Edition: 22, 24, 27, 36, 38</p>
<p><u>Core Content for Assessment</u> SS-M-5.1.2 Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history.</p>	<p>Student Book: 44-45, 56-57, 68-69, 80-81, 92-93, 140-141, 152-153, 192-193, 212-213</p> <p>Teacher’s Edition: 45, 69, 92, 141, 152, 192</p>

Social Studies 8 276

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255</p> <p>Teacher’s Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>
<p><u>Program of Studies</u> SS-8-H-2 Students will develop a chronological understanding of the early history of the United States (early inhabitants to Reconstruction).</p>	<p>Student Book: 44-45, 56-57, 68-69, 80-81, 92-93, 140-141, 152-153</p> <p>Teacher’s Edition: 44, 45, 56, 57, 68, 69, 80, 92, 93, 140, 141, 152, 153</p>
<p><u>Program of Studies</u> SS-8-H-3 Students will recognize cause-and-effect relationships and multiple causes of events in United States history.</p>	<p>Student Book: 57, 141</p> <p>Teacher’s Edition: 57, 141</p>
<p><u>Core Content for Assessment</u> SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.</p>	<p>Student Book: 57, 141</p> <p>Teacher’s Edition: 57, 141</p>
<p><u>Core Content for Assessment</u> SS-M-5.2.1 America's diverse society began with the "great convergence" of European, African, and Native American people beginning in the late 15th century.</p>	<p>Student Book: 37, 38, 39</p>
<p><u>Core Content for Assessment</u> SS-M-5.2.2 The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation.</p>	<p>Student Book: 46-47, 48-49, 54-55,</p> <p>Teacher’s Edition: 46, 47, 48, 50, 54, 55</p>
<p><u>Core Content for Assessment</u> SS-M-5.2.3 The growth of democracy and geographic expansion were significant in American history (e.g., Louisiana Purchase, Manifest Destiny, impact on Native Americans, early industrialization, early women's rights movement).</p>	<p>Student Book: 96, 122, 130-131, 135, 145</p> <p>Teacher’s Edition: 91, 96, 97, 122, 126, 130, 131, 135, 145</p>

Combined Curriculum, Grade 8	ACCESS American History
<p>Core Content for Assessment SS-M-5.2.4 Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. resulted in the American Civil War.</p>	<p>Student Book: 51, 103, 111, 115, 120, 134, 166-167 Teacher's Edition: 51, 103, 111, 115, 120, 134, 166, 167</p>

Social Studies 8 277

Combined Curriculum, Grade 8	ACCESS American History
<p>Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255 Teacher's Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>
<p>Program of Studies SS-8-H-4 Students will examine the impact of significant individuals and groups in early United States history.</p>	<p>Student Book: 22, 31, 35, 36, 37, 39 Teacher's Edition: 22, 31, 35, 36, 37, 39</p>
<p>Core Content for Assessment SS-M-5.2.1 America's diverse society began with the "great convergence" of European, African, and Native American people beginning in the late 15th century.</p>	<p>Student Book: 37, 38, 39</p>
<p>Core Content for Assessment SS-M-5.2.2 The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation.</p>	<p>Student Book: 46-47, 48-49, 54-55, Teacher's Edition: 46, 47, 48, 50, 54, 55</p>
<p>Core Content for Assessment SS-M-5.2.3 The growth of democracy and geographic expansion were significant in American history (e.g., Louisiana Purchase, Manifest Destiny, impact on Native Americans, early industrialization, early women's rights movement).</p>	<p>Student Book: 96, 122, 130-131, 135, 145 Teacher's Edition: 91, 96, 97, 122, 126, 130, 131, 135, 145</p>

Combined Curriculum, Grade 8	ACCESS American History
<p>Core Content for Assessment SS-M-5.2.4 Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. resulted in the American Civil War.</p>	<p>Student Book: 51, 103, 111, 115, 120, 134, 166-167</p> <p>Teacher's Edition: 51, 103, 111, 115, 120, 134, 166, 167</p>
<p>Core Content for Assessment SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.</p>	<p>Student Book: 26, 44</p>

Social Studies 8 278

Combined Curriculum, Grade 8	ACCESS American History
<p>Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255</p> <p>Teacher's Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>
<p>Program of Studies SS-8-H-5 Students will analyze the social, political, and economic characteristics of eras in American history to Reconstruction (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Civil War).</p>	<p>Student Book: 19, 22, 30, 31, 32, 34, 36, 42, 43, 46-47, 48-49, 50, 58-59, 66, 67, 106-107, 126, 127, 130-131, 150, 151, 162, 163, 166-167</p> <p>Teacher's Edition: 19, 30, 31, 32, 34, 36, 42, 43, 46, 47, 48, 49, 50, 58, 59, 66, 67, 106, 107, 126, 127, 130, 131, 150, 151, 162, 163, 166, 167</p>
<p>Program of Studies SS-8-H-6 Students will recognize the significance of geographical settings and natural resources on historical perspectives and events in early United States history.</p>	<p>Teacher's Edition: 50, 96, 97, 102, 103, 106, 107, 109</p>
<p>Core Content for Assessment SS-M-5.2.1 America's diverse society began with the "great convergence" of European, African, and Native American people beginning in the late 15th century.</p>	<p>Student Book: 37, 38, 39</p>

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Core Content for Assessment</u> SS-M-5.2.2 The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation.</p>	<p>Student Book: 46-47, 48-49, 54-55 Teacher’s Edition: 46, 47, 48, 50, 54, 55</p>
<p><u>Core Content for Assessment</u> SS-M-5.2.3 The growth of democracy and geographic expansion were significant in American history (e.g., Louisiana Purchase, Manifest Destiny, impact on Native Americans, early industrialization, early women's rights movement).</p>	<p>Student Book: 96, 122, 130-131, 135, 145 Teacher’s Edition: 91, 96, 97, 122, 126, 130, 131, 135, 145</p>
<p><u>Core Content for Assessment</u> SS-M-5.2.4 Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. resulted in the American Civil War.</p>	<p>Student Book: 51, 103, 111, 115, 120, 134, 166-167 Teacher’s Edition: 51, 103, 111, 115, 120, 134, 166, 167</p>

Social Studies 8 279

Combined Curriculum, Grade 8	ACCESS American History
<p><u>Academic Expectations</u> 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255 Teacher’s Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>
<p><u>Program of Studies</u> SS-8-H-7 Students will examine the impact of technological advances on early United States history.</p>	<p>Student Book: 104, 108-109 Teacher’s Edition: 103, 104, 108, 109</p>
<p><u>Core Content for Assessment</u> SS-M-5.2.3 The growth of democracy and geographic expansion were significant in American history (e.g., Louisiana Purchase, Manifest Destiny, impact on Native Americans, early industrialization, early women's rights movement).</p>	<p>Student Book: 96, 122, 130-131, 135, 145 Teacher’s Edition: 91, 96, 97, 122, 126, 130, 131, 135, 145</p>

Combined Curriculum, Grade 8	ACCESS American History
<p>Core Content for Assessment SS-M-5.2.4 Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. resulted in the American Civil War.</p>	<p>Student Book: 51, 103, 111, 115, 120, 134, 166-167</p> <p>Teacher's Edition: 51, 103, 111, 115, 120, 134, 166, 167</p>

Social Studies 8

Combined Curriculum, Grade 8	ACCESS American History
<p>Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255</p> <p>Teacher's Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>
<p>Program of Studies SS-8-H-8 Students will understand the development of democratic thought in early America.</p>	<p>Student Book: 51, 82-83, 84-85, 86-87, 94-95</p> <p>Teacher's Edition: 51, 82, 83, 84, 85, 86, 87, 94, 95</p>
<p>Core Content for Assessment SS-M-5.2.2 The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation.</p>	<p>Student Book: 46-47, 48-49, 54-55,</p> <p>Teacher's Edition: 46, 47, 48, 50, 54, 55</p>
<p>Core Content for Assessment SS-M-5.2.3 The growth of democracy and geographic expansion were significant in American history (e.g., Louisiana Purchase, Manifest Destiny, impact on Native Americans, early industrialization, early women's rights movement).</p>	<p>Student Book: 96, 122, 130-131, 135, 145</p> <p>Teacher's Edition: 91, 96, 97, 122, 126, 130, 131, 135, 145</p>
<p>Core Content for Assessment SS-M-5.2.4 Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. resulted in the American Civil War.</p>	<p>Student Book: 51, 103, 111, 115, 120, 134, 166-167</p> <p>Teacher's Edition: 51, 103, 111, 115, 120, 134, 166, 167</p>

SOCIAL STUDIES ACADEMIC EXPECTATIONS

Academic Expectations	ACCESS American History
<p>2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.</p>	<p>Student Book: 282, 283, 284, 285, 286-291, 294, 295, 296, 297, 298-303, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303</p>
<p>2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student Book: 58, 60, 62-63, 78, 79, 80, 143, 224, 226, 236, 238, 294-295, 296, 298-303</p> <p>Teacher’s Edition: 58, 62, 63, 78, 79, 80, 82, 84, 90, 91, 94, 140, 143, 224, 225, 231, 236, 238, 270, 271, 272, 273, 274, 275, 294, 295, 296, 298, 299, 300, 301, 302, 303</p>
<p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p>	<p>Student Book: 246-247, 248, 249, 250-255,</p> <p>Teacher’s Edition: 186, 190, 246, 247, 248, 249, 250, 251, 252, 251, 252, 253, 254, 255, 294, 295, 296, 298, 299, 300, 302</p>
<p>2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student Book: 22, 133, 190-191, 254, 267</p> <p>Teacher’s Edition: 22, 122, 132, 133, 190, 191, 254, 255, 267</p>
<p>2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student Book: 108, 205, 206, 207, 212, 216, 217, 219, 260</p> <p>Teacher’s Edition: 108, 205, 206, 207, 212, 217, 260</p>
<p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student Book: 22-23, 24-25, 26-27, 46-47, 50, 108, 204, 205, 218</p> <p>Teacher’s Edition: 22, 23, 24, 25, 26, 27, 30, 31, 32, 42, 43, 44, 45, 46, 47, 50, 108, 204, 205, 206, 207, 218</p>
<p>2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student Book: 186-187, 188-189, 190-191, 246-247, 250-251, 254-255</p> <p>Teacher’s Edition: 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 30, 31, 34, 35, 36, 42, 43, 51, 54, 55, 58, 59, 62, 63, 66, 67, 70, 73, 74, 78, 97, 109, 110, 122, 123, 130, 131, 132, 134, 135, 186, 187, 188, 189, 190, 191, 226, 227, 228, 229, 230, 231, 234, 235, 238, 239, 240, 241, 242, 243, 246, 247, 250, 251, 254, 255, 264</p>

PROGRAM OF STUDIES

Historical Perspective

Combined Curriculum, Grades 6-8	ACCESS American History
<p>Students will</p> <p>SS-8-H-1</p> <ul style="list-style-type: none"> use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history. 	<p>Student Book: 23, 24, 27, 36, 38</p> <p>Teacher’s Edition: 22, 24, 27, 36, 38</p>
<p>SS-8-H-2</p> <ul style="list-style-type: none"> develop a chronological understanding of the early history of the United States (early inhabitants to Reconstruction). 	<p>Student Book: 44-45, 56-57, 68-69, 80-81, 92-93, 140-141, 152-153</p> <p>Teacher’s Edition: 44, 45, 56, 57, 68, 69, 80, 92, 93, 140, 141, 152, 153</p>
<p>SS-8-H-3</p> <ul style="list-style-type: none"> recognize cause-and-effect relationships and multiple causes of events in United States history. 	<p>Student Book: 57, 141</p> <p>Teacher’s Edition: 57, 141</p>
<p>SS-8-H-4</p> <ul style="list-style-type: none"> examine the impact of significant individuals and groups in early United States history. 	<p>Student Book: 22, 31, 35, 36, 37, 39</p> <p>Teacher’s Edition: 22, 31, 35, 36, 37, 39</p>
<p>SS-8-H-5</p> <ul style="list-style-type: none"> analyze the social, political, and economic characteristics of eras in American history to Reconstruction (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Civil War). 	<p>Student Book: 19, 22, 30, 31, 32, 34, 36, 42, 43, 46-47, 48-49, 50, 58-59, 66, 67, 106-107, 126, 127, 130-131, 150, 151, 162, 163, 166-167</p> <p>Teacher’s Edition: 19, 30, 31, 32, 34, 36, 42, 43, 46, 47, 48, 49, 50, 58, 59, 66, 67, 106, 107, 126, 127, 130, 131, 150, 151, 162, 163, 166, 167</p>
<p>SS-8-H-6</p> <ul style="list-style-type: none"> recognize the significance of geographical settings and natural resources on historical perspectives and events in early United States history. 	<p>Teacher’s Edition: 50, 96, 97, 102, 103, 106, 107, 109</p>
<p>SS-8-H-7</p> <ul style="list-style-type: none"> examine the impact of technological advances on early United States history. 	<p>Student Book: 104, 108-109</p> <p>Teacher’s Edition: 103, 104, 108, 109</p>

Combined Curriculum, Grades 6-8	ACCESS American History
<p>SS-8-H-8</p> <ul style="list-style-type: none"> understand the development of democratic thought in early America. 	<p>Student Book: 51, 82-83, 84-85, 86-87, 94-95</p> <p>Teacher's Edition: 51, 82, 83, 84, 85, 86, 87, 94, 95</p>

G e o g r a p h y

Combined Curriculum, Grades 6-8	ACCESS American History
<p>Students will</p> <p>SS-8-G-1</p> <ul style="list-style-type: none"> examine patterns of human movement, settlement, and interaction in early American history and investigate how these patterns influenced culture and society in the United States. 	<p>Student Book: 22, 37, 46-47, 50, 132-133, 142, 182, 190</p> <p>Teacher's Edition: 22, 31, 32, 33, 34, 37, 46, 47, 50, 96, 97, 102, 103, 132, 142, 182, 190</p>
<p>SS-8-G-2</p> <ul style="list-style-type: none"> explore reasons behind patterns of human settlement across the United States that resulted in the diverse cultures of the United States. 	<p>Student Book: 22, 37, 46-47, 50, 132-133, 142, 182, 190</p> <p>Teacher's Edition: 22, 31, 33, 34, 46, 96, 97, 102, 103, 132, 182, 190</p>
<p>SS-8-G-3</p> <ul style="list-style-type: none"> examine how early United States history was influenced by the physical environment (e.g., natural barriers, natural disasters, natural resources). 	<p>Student Book: 22, 23, 24-25, 26-27</p> <p>Teacher's Edition: 22, 23, 24, 25, 26, 27</p>
<p>SS-8-G-4</p> <ul style="list-style-type: none"> investigate how Americans used technology, especially in early American history, to modify the environment. 	<p>Student Book: 103, 104, 108-109</p> <p>Teacher's Edition: 103, 104, 108, 109</p>

E c o n o m i c s

Combined Curriculum, Grades 6-8	ACCESS American History
<p>Students will</p> <p>SS-8-E-1</p> <ul style="list-style-type: none"> relate the concept of scarcity (imbalance between unlimited wants and limited resources) to the development of the United States as it applies to individuals, societies, and governments. 	<p>Student Book: 20, 23, 24-25, 26-27</p> <p>Teacher's Edition: 23</p>
<p>SS-8-E-2</p> <ul style="list-style-type: none"> analyze economic systems and economic institutions that developed in early United States history. 	<p>Teacher's Edition: 46, 50, 58</p>

Government and Civics (2.14 & 2.15)

Combined Curriculum, Grades 6-8	ACCESS American History
<p>Students will</p> <p>SS-8-GC-1</p> <ul style="list-style-type: none"> understand how the American political system developed through examining colonial roots of representative democracy, reasons for creating an independent country, and purposes of government. 	<p>Student Book: 47, 51, 56, 62-63</p> <p>Teacher's Edition: 47, 51, 56, 62, 63</p>
<p>SS-8-GC-2</p> <ul style="list-style-type: none"> investigate the political process established by the U.S. Constitution, including a system of separation of power with checks and balances and division of power among the states and national government. 	<p>Student Book: 270, 271, 276-279</p> <p>Teacher's Edition: 270, 271, 276, 277, 278, 279</p>
<p>SS-8-GC-3</p> <ul style="list-style-type: none"> understand how the U.S. Constitution has changed over time to adjust to different needs and situations. 	<p>Student Book: 87, 179</p> <p>Teacher's Edition: 87, 179</p>
<p>SS-8-GC-4</p> <ul style="list-style-type: none"> examine the rights and responsibilities of individuals in American society by analyzing democratic principles (e.g., liberty, justice, individual human dignity, and the rule of law) as expressed in historical events, historical documents (e.g., the Bill of Rights, Declaration of Independence, U.S. Constitution), and American society. 	<p>Student Book: 63, 86-87, 270-271</p> <p>Teacher's Edition: 63, 86, 87, 270, 271</p>

Culture and Society (2.16 & 2.17)

Combined Curriculum, Grades 6-8	ACCESS American History
<p>Students will</p> <p>SS-8-CS-1</p> <ul style="list-style-type: none"> examine how culture in the United States has been influenced by language, literature, arts, beliefs, and behavior of people in America's past. 	<p>Teacher's Edition: 38</p>
<p>SS-8-CS-2</p> <ul style="list-style-type: none"> investigate how social institutions addressed human needs in early United States history. 	<p>Teacher's Edition: 191</p>

Combined Curriculum, Grades 6-8	ACCESS American History
SS-8-CS-3 <ul style="list-style-type: none"> analyze social interactions among diverse groups and individuals in United States history. 	Student Book: 37, 39, 51, 123, 133, 134, 135, 250-251, 254-255 Teacher's Edition: 39, 51, 123, 133, 134, 135, 250, 251, 254, 255
SS-8-CS-4 <ul style="list-style-type: none"> analyze social interactions, including conflict and cooperation, among individuals and groups in United States History. 	Student Book: 37, 39, 51, 123, 133, 134, 135, 250-251, 254-255 Teacher's Edition: 39, 51, 122, 123, 133, 134, 135, 250, 251, 252, 253, 254, 255

CORE CONTENT FOR SOCIAL STUDIES ASSESSMENT

Government and Civics

The study of government and civics allows students to understand the nature of government and the unique characteristics of American democracy including its fundamental principles, structure, and role of citizens.

Academic Expectation 2.14

Students should understand the democratic principles of justice, equality, responsibility and freedom and apply them to real-life situations.

Academic Expectation 2.15

Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

Assertion

People form governments to establish order, provide security, and accomplish common goals.

Core Content Statement, Middle Level	ACCESS American History
SS-M-1.1.1 Governments may take different forms (e.g., constitutional, totalitarian, democratic, republic).	Student Book: 236 Teacher's Edition: 236
SS-M-1.1.2 Democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes).	Student Book: 274-275, 276-279, 284 Teacher's Edition: 274, 275, 276, 277, 278, 279, 283, 284

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-1.1.3 The Constitution of the U.S. is a flexible document that changes (amendments) and is interpreted (judicial review) over time to meet the needs of its citizens.</p>	<p>Student Book: 276, 286-291 Teacher's Edition: 276, 277, 286, 287, 288, 289, 290, 291, 293</p>

A s s e r t i o n

The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-1.2.1 The U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances.</p>	<p>Student Book: 271, 276-279 Teacher's Edition: 270, 271, 276, 277, 278, 279</p>
<p>SS-M-1.2.2 Federal (national) and state governments have both separate and shared powers.</p>	<p>Student Book: 275 Teacher's Edition: 275</p>

A s s e r t i o n

All citizens of the United States have certain responsibilities as members of a democratic society.

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-1.3.1 The United States Declaration of Independence, the Constitution, the Bill of Rights, and state constitutions guarantee certain rights (e.g., freedom of movement and residence, freedom of religion, freedom of expression and association, personal privacy) for all citizens.</p>	<p>Student Book: 63, 87, 270, 271, 284, 286-291 Teacher's Edition: 63, 87, 270, 271, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291</p>
<p>SS-M-1.3.2 In order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., performing community service, voting in elections) and duties (paying taxes, serving in the armed forces) for its functioning.</p>	<p>Student Book: 294, 295, 296, 298-303 Teacher's Edition: 294, 295, 296, 298, 299, 300, 301, 302, 303</p>

Culture and Society

Culture is the way of life shared by a group of people, including their ideas and traditions. In America's multicultural society, students need to understand that culture influences viewpoints, social rules, and social institutions.

Academic Expectation 2.16

Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

Academic Expectation 2.17

Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.

Assertion

Culture is a system of beliefs, knowledge, institutions, traditions, and skills shared by a group.

Core Content Statement, Middle Level	ACCESS American History
SS-M-2.1.1 Culture is influenced by language, literature, arts, beliefs, and behaviors and may result in unique perspectives.	Student Book: 23, 24-25, 26-27, 37, 133 Teacher's Edition: 23, 24, 25, 26, 27, 37, 133

Assertion

Different cultures address human needs in similar and different ways.

Core Content Statement, Middle Level	ACCESS American History
SS-M-2.2.1 All cultures develop institutions, customs, beliefs, and holidays reflecting their unique histories, situations, and perspectives.	Student Book: 20, 22, 23, 24-25, 26-27, 37, 133 Teacher's Edition: 20, 21, 24, 27

A s s e r t i o n

Social institutions (government, economy, education, religion, family) respond to human needs, structure society, and influence behavior.

Core Content Statement, Middle Level	ACCESS American History
SS-M-2.3.1 Various human needs are met through interaction in and among social institutions and groups (e.g., family, schools, teams, clubs, religious groups, governments).	Student Book: 301, 303 Teacher's Edition: 301, 303

A s s e r t i o n

Social interactions among individuals and groups assume various forms.

Core Content Statement, Middle Level	ACCESS American History
SS-M-2.4.1 Conflict and competition (e.g., political, economic, religious, ethnic) may occur as cultures emerge and develop.	Student Book: 133, 191 Teacher's Edition: 133, 191
SS-M-2.4.2 Compromise and cooperation are possible choices for positive social interaction and resolution of conflict	Student Book: 255 Teacher's Edition: 85, 255

E c o n o m i c s

Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, and the nation as a whole.

A c a d e m i c E x p e c t a t i o n 2.18

Students understand economic principles and are able to make economic decisions that have consequences in daily living.

A s s e r t i o n

The basic economic problem confronting individuals and societies is the scarcity or imbalance between unlimited wants and limited resources available for satisfying those wants.

Core Content Statement, Middle Level	ACCESS American History
SS-M-3.1.1 Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).	Student Book: 20, 23, 24-25, 26-27 Teacher's Edition: 23

A s s e r t i o n

To deal with the problem of scarcity, people and societies create economic systems and institutions.

Core Content Statement, Middle Level	ACCESS American History
SS-M-3.2.2 The hope of earning profit motivates businesses to take the risks involved in producing goods and services.	Student Book: 266

A s s e r t i o n

Markets are institutional arrangements that enable buyers and sellers to exchange goods and services.

Core Content Statement, Middle Level	ACCESS American History
SS-M-3.3.2 Money (unit of account) can be used to express the market value of goods and services. Money makes it easier to trade, borrow, invest, and save	Student Book: 265
SS-M-3.3.3 Competition among buyers and sellers impacts the price of goods and services.	Teacher's Edition: 194

A s s e r t i o n

All societies deal with questions about production, distribution, and consumption.

Core Content Statement, Middle Level	ACCESS American History
SS-M-3.4.2 Productivity can be improved by specialization, new knowledge, and technology/tools.	Student Book: 104
SS-M-3.4.3 Personal, national, and international economic activities are interdependent.	Student Book: 265 Teacher's Edition: 265

Geography

Geography is the study of people, places, and environments. Students need geographic knowledge to understand the world and their relationship to it. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

Academic Expectation 2.19

Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

Assertion

Patterns on Earth's surface can be identified by examining where things are, how they are arranged, and why they are in particular locations.

Core Content Statement, Middle Level	ACCESS American History
SS-M-4.1.1 Maps (e.g., map projections - Mercator and Robinson), globes, photographs, models, and satellite images are representations of Earth with different characteristics and uses.	Teacher's Edition: 12, 13, 14, 15, 16, 17

Assertion

Earth is vastly complex with each place on its surface having human and physical characteristics; to deal with this complexity, people create regions.

Core Content Statement, Middle Level	ACCESS American History
SS-M-4.2.1 Places can be made distinctive by human activities (e.g., building houses, stores, roads, railroads, irrigation) that alter physical features.	Student Book: 108-109 Teacher's Edition: 108, 109
SS-M-4.2.2 Places and regions change over time as new technologies, resources, and knowledge become available.	Student Book: 108-109, 205 Teacher's Edition: 108, 109, 192, 193, 205
SS-M-4.2.3 Regions can be different in size and defined in different ways.	Student Book: 16-17, 20, 22, 24-25, 26-27 Teacher's Edition: 16, 17, 22, 24, 25, 26, 27

A s s e r t i o n

Patterns emerge as humans move, settle, and interact on Earth’s surface.

Core Content Statement, Middle Level	ACCESS American History
SS-M-4.3.1 Human settlement develops in different ways based on the culture and needs of settlers.	Student Book: 19, 20, 22-25, 26-27, 31, 37, 46, 122 Teacher’s Edition: 19, 20, 21, 22, 23, 24, 25, 26, 27
SS-M-4.3.2 Human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology.	Student Book: 22, 254 Teacher’s Edition: 22

A s s e r t i o n

Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.

Core Content Statement, Middle Level	ACCESS American History
SS-M-4.4.2 The physical environment both promotes and limits human activities (e.g., exploration, migration, trade).	Student Book: 22, 31, 32, 108
SS-M-4.4.3 The natural resources of a place or region impact its political, social, and economic development.	Student Book: 19, 20, 22-23, 24-25, 26-27 Teacher’s Edition: 19, 20, 22, 23, 24, 25, 26, 27

H i s t o r y

History is the interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for their future, they must understand the past.

A c a d e m i c E x p e c t a t i o n 2 . 2 0

Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

A s s e r t i o n

History is an account of human activities that is interpretive in nature.

Core Content Statement, Middle Level	ACCESS American History
SS-M-5.1.2 Primary sources, secondary sources, artifacts, and time lines are essential tools in the study and interpretation of history.	Student Book: 44-45, 56-57, 68-69, 80-81, 92-93, 140-141, 152-153, 192-193, 212-213 Teacher’s Edition: 45, 69, 92, 141, 152, 192

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-5.1.3 History is a series of connected events shaped by multiple cause-and-effect relationships, tying the past to the present.</p>	<p>Student Book: 57, 141 Teacher's Edition: 57, 141</p>

A s s e r t i o n

The study of history at this level includes U.S. History to Reconstruction and World History to 1500.

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-5.2.1 America's diverse society began with the "great convergence" of European, African, and Native American people beginning in the late 15th century.</p>	<p>Student Book: 37, 38, 39</p>
<p>SS-M-5.2.2 The ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation.</p>	<p>Student Book: 46-47, 48-49, 54-55, Teacher's Edition: 46, 47, 48, 50, 54, 55</p>
<p>SS-M-5.2.3 The growth of democracy and geographic expansion were significant in American history (e.g., Louisiana Purchase, Manifest Destiny, impact on Native Americans, early industrialization, early women's rights movement).</p>	<p>Student Book: 96, 122, 130-131, 135, 145 Teacher's Edition: 91, 96, 97, 122, 126, 130, 131, 135, 145</p>
<p>SS-M-5.2.4 Political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. resulted in the American Civil War.</p>	<p>Student Book: 51, 103, 111, 115, 120, 134, 166-167 Teacher's Edition: 51, 103, 111, 115, 120, 134, 166, 167</p>

A s s e r t i o n

The history of the world is a chronicle of human activities and human societies.

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations.</p>	<p>Student Book: 23, 24-25, 26-27 Teacher's Edition: 23, 24, 25, 26, 27</p>

Core Content Statement, Middle Level	ACCESS American History
<p>SS-M-5.3.2 The rise of classical civilizations and empires, and the development of major religions had lasting impacts on the world in government, philosophy, architecture, art, drama, and literature.</p>	<p>Student Book: 26, 44</p>
<p>SS-M-5.3.3 The rise of non-Western cultures continues to influence the modern world in government, philosophy, art, drama, and literature</p>	<p>Student Book: 267</p>
<p>SS-M-5.3.4 Developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) influenced modern societies.</p>	<p>Student Book: 43, 44, 46, 48, 205</p>
<p>SS-M-5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.</p>	<p>Student Book: 30-31, 32, 34-39 Teacher's Edition: 30, 31, 32, 34, 35, 36, 37, 38, 39</p>



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