

**Correlation of Glencoe TechCONNECT to
California Content Standards: History–Social Science
Grades 6, 7, and 8**

Historical and Social Sciences Analysis Skills

Content Standard	TechCONNECT Activities
Historical and Social Sciences Analysis Skills	
The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed <i>only in conjunction with</i> the content standards in grades six through eight. <i>In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:</i>	
Chronological and Spatial Thinking	
1. Students explain how major events are related to one another in time.	AC005, AC010, AC011, AC016, AC017, AC018, AC030, AC031, AC044, AC045, AC047, AC049, AC050, AC053, AC059, AC064, AC083, AC084, AC085, AC086, AC088, AC115, AC130, AC137, AC149, AC150, AC151, AC161, AC194, AC195, AC197, AC198, AC201, AC202
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.	AC010, AC032, AC063, AC084, AC085, AC194, AC197
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	AC004, AC005, AC008, AC009, AC010, AC013, AC016, AC025, AC029, AC030, AC031, AC032, AC044, AC047, AC048, AC050, AC053, AC054, AC055, AC056, AC059, AC083, AC084, AC085, AC086, AC091, AC099, AC104, AC115, AC130, AC149, AC150, AC151, AC161, AC193, AC200, AC202
Research, Evidence, and Point of View	
1. Students frame questions that can be answered by historical study and research.	AC001, AC005, AC010, AC012, AC017, AC031, AC044, AC047, AC054, AC059, AC063, AC064, AC068, AC083, AC084, AC085, AC086, AC088, AC150, AC151, AC161, AC194, AC195, AC199, AC200
2. Students distinguish fact from opinion in historical narratives and stories.	AC011, AC012, AC064, AC150, AC151, AC200
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	AC004, AC010, AC011, AC017, AC018, AC030, AC031, AC044, AC047, AC053, AC063, AC064, AC083, AC084, AC085, AC086, AC088, AC099, AC115, AC137, AC150, AC151, AC161, AC193, AC200

Content Standard	TechCONNECT Activities
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	AC004, AC054, AC059, AC064, AC068, AC083, AC084, AC085, AC088, AC090, AC150, AC151, AC194, AC195, AC196, AC198, AC199, AC200
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).	AC004, AC008, AC011, AC017, AC018, AC029, AC047, AC064, AC085, AC115, AC130, AC150, AC151
Historical Interpretation	
1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	AC004, AC010, AC011, AC017, AC018, AC031, AC032, AC044, AC047, AC050, AC053, AC059, AC063, AC064, AC083, AC084, AC085, AC086, AC088, AC115, AC130, AC137, AC149, AC150, AC151, AC161, AC194, AC195, AC197, AC199, AC200, AC201
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.	AC001, AC004, AC009, AC010, AC011, AC012, AC017, AC018, AC029, AC030, AC031, AC032, AC044, AC045, AC047, AC048, AC049, AC050, AC053, AC059, AC063, AC064, AC083, AC084, AC085, AC086, AC088, AC115, AC130, AC137, AC149, AC150, AC151, AC161, AC193, AC197, AC201, AC202
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	AC001, AC009, AC011, AC012, AC017, AC018, AC030, AC032, AC044, AC045, AC048, AC050, AC053, AC054, AC059, AC063, AC064, AC083, AC086, AC088, AC115, AC137, AC149, AC150, AC151, AC161, AC194, AC195
4. Students recognize the role of chance, oversight, and error in history.	AC004, AC030, AC031, AC047, AC064, AC083, AC149 AC151, AC198
5. Students recognize that interpretations of history are subject to change as new information is uncovered.	AC004, AC044, AC194
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	AC049

History–Social Science: Grade Six

Content Standard	TechCONNECT Activities
<p>World History and Geography: Ancient Civilizations</p> <p>Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.</p>	
<p>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p>	<p>AC004, AC013, AC032, AC044, AC083, AC161</p>
<p>1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.</p>	<p>AC013, AC044, AC083, AC161</p>
<p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p>	<p>AC004, AC013, AC032, AC044, AC083, AC161, AC193</p>
<p>3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.</p>	<p>AC032, AC044, AC083, AC161, AC193</p>
<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p>	<p>AC032, AC044</p>
<p>1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p>	<p>AC032, AC044</p>
<p>2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.</p>	<p>AC032, AC044</p>
<p>3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.</p>	<p>AC032, AC044</p>

Content Standard	TechCONNECT Activities
5. Discuss the main features of Egyptian art and architecture.	AC044
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	AC044
7. Understand the significance of Queen Hatshepsut and Ramses the Great.	AC044
9. Trace the evolution of language and its written forms.	AC32, AC044, AC137
6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	AC024
4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's <i>Iliad</i> and <i>Odyssey</i> , and from <i>Aesop's Fables</i> .	AC024
6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.	
1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.	AC193
3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.	AC194
4. Outline the social structure of the caste system.	AC194
6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	
1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.	AC193, AC194
3. Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.	AC194
6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.	AC004, AC024

Content Standard	TechCONNECT Activities
8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.	AC024 , AC195

History–Social Science: Grade Seven

Content Standard	TechCONNECT Activities
<p>World History and Geography: Medieval and Early Modern Times</p> <p>Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.</p>	
<p>7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p>	
<p>6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.</p>	<p>AC196</p>
<p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p>	
<p>5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.</p>	<p>AC137, AC198</p>
<p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p>	<p>AC001, AC031, AC086</p>
<p>1. Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.</p>	<p>AC031, AC086</p>

Content Standard	TechCONNECT Activities
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.	AC001, AC031, AC086
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).	AC010
5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).	AC010
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.	AC197
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.	AC031
7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.	AC016, AC083, AC084
1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.	AC016, AC083, AC084
2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.	AC016, AC083, AC084
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.	AC016, AC083, AC084, AC085
4. Describe the artistic and oral traditions and architecture in the three civilizations.	AC016, AC083, AC084

Content Standard	TechCONNECT Activities
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.	AC016, AC083, AC084
7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	AC137
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).	AC137, AC150
7.9 Students analyze the historical developments of the Reformation.	
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.	AC010
7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.	
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).	AC080
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.	AC080
7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).	AC085, AC088
1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	AC085, AC088, AC198

Content Standard	TechCONNECT Activities
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.	AC085, AC088
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.	AC085, AC088
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).	AC011

History–Social Science: Grade Eight

Content Standard	TechCONNECT Activities
<p>United States History and Geography: Growth and Conflict</p> <p>Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.</p>	
<p>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</p>	<p>AC011, AC149, AC150, AC151</p>
<p>1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.</p>	<p>AC150</p>
<p>2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").</p>	<p>AC011, AC150, AC199</p>
<p>3. Analyze how the American Revolution affected other nations, especially France.</p>	<p>AC149</p>
<p>4. Describe the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.</p>	<p>AC011, AC150</p>
<p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p>	<p>AC011</p>
<p>2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.</p>	<p>AC011</p>

Content Standard	TechCONNECT Activities
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.	AC011, AC068, AC199
4. Describe the political philosophy underpinning the Constitution as specified in the <i>Federalist Papers</i> (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.	AC011
5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.	AC011
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.	AC011, AC068
7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.	AC009, AC011, AC068
8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.	AC011, AC068
4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).	AC011
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).	AC068

Content Standard	TechCONNECT Activities
7. Understand the functions and responsibilities of a free press.	AC068
8.4 Students analyze the aspirations and ideals of the people of the new nation.	AC011, AC115
1. Describe the country's physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	AC011, AC115
2. Explain the policy significance of famous speeches (e.g., Washington's Farewell Address, Jefferson's 1801 Inaugural Address, John Q. Adams's Fourth of July 1821 Address).	AC011
8.5 Students analyze U.S. foreign policy in the early Republic.	
2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.	AC011, AC115
8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	AC005, AC059
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System).	AC202
3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).	AC005, AC009, AC059
8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	AC005, AC088, AC115
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.	AC088, AC115

Content Standard	TechCONNECT Activities
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).	AC088, AC200
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.	AC005, AC088, AC115
6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.	AC005, AC025, AC088, AC115
8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.	
4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850.	AC088
5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).	AC088
8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.	AC017, AC047, AC064, AC088
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	AC088
4. Discuss Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858),	AC017, AC130
5. Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	AC064

Content Standard	TechCONNECT Activities
6. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.	AC017 , AC047
7. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.	AC047 , AC088
8. Explain how the war affected combatants, civilians, the physical environment, and future warfare.	AC047 , AC088
8.11 Students analyze the character and lasting consequences of Reconstruction.	AC088
1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	AC088
3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.	AC201
8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	AC030 , AC040 , AC048 , AC059
1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.	AC030 , AC088 , AC202
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).	AC030 , AC040 , AC088
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).	AC009 , AC030 , AC048 , AC059

Content Standard	TechCONNECT Activities
<p>7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.</p>	<p>AC009, AC059</p>