

California Standards Correlations

The charts that follow indicate correlations between TCI's curriculum for grade 7 and the numbered content standards, plus the historical and social science analysis skills as listed in the *History–Social Science Framework for California Public Schools*.

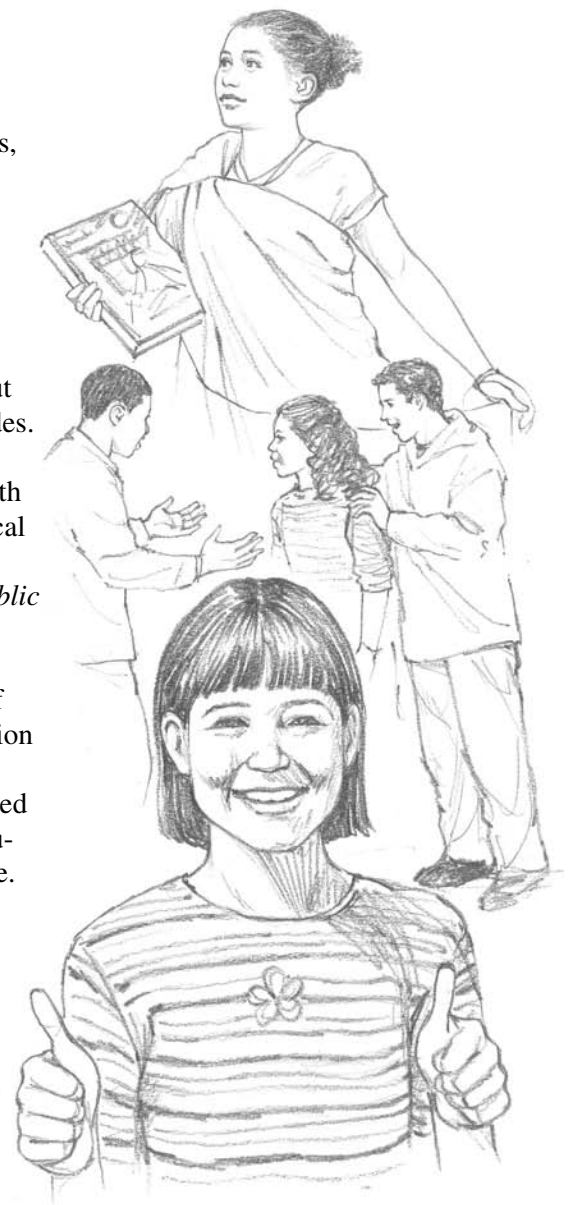
Key to the Charts Each number reference in these charts is preceded by a letter code that indicates where the relevant material can be found.

- SE pages in the Student Edition for *History Alive! The Medieval World and Beyond*
- LG pages in the Lesson Guides for *History Alive! The Medieval World and Beyond*
- ISN pages in the the Interactive Student Notebook for grade 7
- OLR Online Resources (enrichment essays, biographies, primary sources, and excerpts from literature), available to students at <http://www.historyalive.com>
- PL the Placards, used in class activities
- OT the Overhead Transparencies, used in class activities
- CA pages in this *California Standards Mastery Guide for Teachers*

Local Options A survey of California teachers in 1994 raised issues about the balance of the coverage of social studies standards in the middle grades. More specifically, seventh grade teachers observed an imbalance in standards coverage, since they had eleven major standards to cover while sixth grade teachers had just seven. Subsequently, the state suggested some local options to reduce the burden on seventh grade teachers, as explained in Appendix D of the *History–Social Science Framework for California Public Schools*.

One option the state proposed involves shifting two units from grade 7 to grade 6: the study of the fall of the Roman Empire, and the study of American civilizations that developed in the centuries B.C.E. Another option is to move the study of the Age of Exploration to grade 8.

For districts and teachers who decide to implement the state's suggested local options, supplementary lessons for grades 6 and 8, offering both student text and study questions, are provided on the *History Alive!* Web site.



California Standards for History–Social Science, Seventh Grade	Where Standards Are Addressed
7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.	Lesson 1: SE 7–17; LG 8–19 Lesson 6: SE 61–67; LG 142–155
1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).	Lesson 1: SE 7–17; ISN 8–10; LG 18–19; CA 24 Lesson 3: SE 32
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.	Lesson 1: SE 7–9; CA 24
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.	Lesson 1: SE 9; CA 24 Lesson 6: SE 61–67; ISN 32–34; OT 6A–6E; LG 145–147, 154–155; OLR Biography 1; CA 29
7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.	Lessons 7–11: SE 71–131; LG 164–275
1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.	Lesson 7: SE 75–81; ISN 43–48; OT 7A–7I; LG 165–167, 172–175; CA 30
2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.	Lesson 8: SE 83–88; ISN 50–54; LG 202–206 Lesson 9: SE 93–103; ISN 56–60; LG 220–223; CA 32
3. Explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims’ daily life.	Lesson 8: SE 86 Lesson 9: SE 93–103; ISN 56; LG 220; CA 32
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.	Lesson 8: SE 84, 87–90; ISN 53–54; LG 205–206; CA 31 Lessons 9–10: SE 101, 105–106; ISN 59, 62–65; LG 223; CA 32–33 Lesson 11: SE 127–129; OLR Biography 2
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.	Unit 2 overview: SE 72–73 Geography Challenge 2: LG 160–163 Lesson 7: SE 76–79; ISN 45–46 Lesson 8: SE 84 Lesson 10: SE 106–107; CA 33 Lesson 14: SE 155–163
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.	Lesson 10: SE 105–117; ISN 62–65; PL 10A–10P; OLR Literature 2 and 3, Primary Source 2; CA 33 Lesson 14: SE 155–163

California Standards for History–Social Science, Seventh Grade	Where Standards Are Addressed
7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.	Lessons 16–19: SE 175–213; LG 364–427
1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.	Lesson 16: SE 180–181; ISN 104; LG 377 Lesson 19: SE 205–207; CA 43 Lesson 20: SE 219–220, 222–223; ISN 139–141; LG 489–491; CA 44
2. Describe agricultural, technological, and commercial developments during the Tang and Song periods.	Lesson 17: SE 187–193; ISN 110–112; OT 17A–17C; LG 381–383, 388–395; CA 41 Lesson 18: SE 195–203; ISN 117–121; PL 18A–18I; LG 405–409; CA 42 Lesson 19: SE 206–207; CA 43
3. Analyze the influences of Confucianism and changes in Confucian thought during the Song and Mongol periods.	Lesson 16: SE 183–184; ISN 105; LG 378; CA 40 Lesson 17: SE 192–193; CA 41
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.	Lesson 19: SE 208–211; ISN 126–129; LG 412–413, 422–425; CA 43
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.	Lesson 17: SE 189, 190; CA 41 Lesson 18: SE 195–203; PL 18A–18I; ISN 117–121; LG 405–409; CA 42
6. Describe the development of the imperial state and the scholar-official class.	Lesson 16: SE 179–185; ISN 104–106; LG 365–367, 372–379; OLR Biography 4; CA 40
7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.	Lessons 12–15: SE 133–173; LG 278–357
1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.	Unit 3 overview: SE 134–135 Geography Challenge 3: LG 278–281 Lesson 12: SE 138–143; ISN 79–81; OT 12A–12D; LG 284–287, 300–301; CA 36 Lesson 13: SE 145–153; ISN 84–87; LG 304–306, 312–317; OLR Primary Source 3; CA 37 Lesson 14: SE 156–157
2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.	Lesson 12: SE 139–143; ISN 80–81; LG 284–288, 295–298, 300–301; CA 36

California Standards for History–Social Science, Seventh Grade	Where Standards Are Addressed
3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.	Lesson 13: SE 148–149; ISN 84–85; CA 37 Lesson 14: SE 155–163; PL 14A–14H; ISN 90–91; LG 320–321, 328–329; OLR Biography 3; CA 38
4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa	Lesson 14: SE 159, 160–161; ISN 91; PL 14A, 14B, 14F; LG 329; CA 38
5. Describe the importance of written and oral traditions in the transmission of African history and culture.	Lesson 15: SE 165–167, 168–171; ISN 94–95; LG 332–333, 341–348, 354–355; CA 39
7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.	Lessons 20–22: SE 215–253; LG 472–531
1. Describe the significance of Japan’s proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.	Lesson 20: SE 219–227; ISN 139–142; LG 484–491; CA 44
2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.	Lesson 20: SE 219–221; OLR Primary Source 5; CA 44
3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code throughout the twentieth century.	Lesson 22: SE 241–250; ISN 150–154; LG 518–529; OLR Literature 6; CA 46
4. Trace the development of distinctive forms of Japanese Buddhism.	Lesson 20: SE 222–223; ISN 140; LG 490; CA 44 Lesson 22: SE 247; ISN 153; LG 528; CA 46
5. Study the ninth and tenth centuries’ golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu’s <i>Tale of Genji</i> .	Lesson 21: SE 229, 234–237, 239; ISN 144–147; LG 493–495, 500–509; OLR Biography 5; CA 45
6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.	Lesson 22: SE 241–250; ISN 150–154; LG 518–529; OLR Literature 6; CA 46
7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.	Lessons 2–5: SE 19–59; LG 20–141
1. Study the geography of Europe and the Eurasian land mass, including their location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.	Unit 1 overview: SE 4–5 Geography Challenge 1: LG 4–7 Lesson 4: SE 44 (map); ISN 22; LG 114; CA 27
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.	Lesson 2: SE 20–21; CA 25 Lesson 3: SE 32, 40–41; ISN 16–19; LG 48–87; CA 26

California Standards for History–Social Science, Seventh Grade	Where Standards Are Addressed
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.	Lesson 2: SE 19–29; ISN 12–13; LG 21–23, 28–39; CA 25 Lesson 4: SE 43–44, 46; ISN 22–23; LG 114–115; CA 27
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).	Lesson 2: SE 20–21; ISN 12; LG 38 Lesson 3: SE 32–33; ISN 16; LG 84; CA 26
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).	Lesson 4: SE 49; CA 27 Lesson 5: SE 53–55; ISN 28; LG 140; CA 28
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.	Lesson 3: SE 35; CA 26 Lesson 11: SE 119–126; ISN 68–70; LG 239–241, 246–264, 272–273; CA 35
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.	Lesson 5: SE 53, 56–57; ISN 29; LG 121, 136, 141; CA 28
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).	Lesson 3: SE 31–41; ISN 16–19; LG 48–87; OLR Literature 1; CA 26
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.	Lesson 11: SE 123; OLR Essay 3; CA 35
7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.	Lessons 23–27: SE 255–309; LG 534–631
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.	Unit 6 overview: SE 256–257 Geography Challenge 6: LG 534–537 Lesson 23: SE 259–261, 263, 268; CA 47 Lesson 24: SE 271–275; ISN 168–169, LG 586–587; CA 48 Lesson 26: SE 289–291; CA 50
2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.	Lesson 23: SE 262–267; ISN 162–166; LG 539–545, 568–570; CA 47 Lesson 24: SE 276–277; CA 48 Lesson 25: SE 279–287; ISN 172–173; OT 25; LG 600–601; CA 49 Lesson 26: SE 292–299; ISN 176–177; LG 614–616; CA 50

California Standards for History–Social Science, Seventh Grade	Where Standards Are Addressed
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.	Geography Challenge 6: LG 534–537 Lesson 23: SE 260–261 Lesson 24: SE 272–273, 276–277; ISN 168; LG 586; CA 48 Lesson 26: SE 289–291, 298–299; OLR Biography 6; CA 50 Lesson 33: SE 382–383; ISN 230–233; LG 790, 792
4. Describe the artistic and oral traditions and architecture in the three civilizations.	Lesson 23: SE 261; OLR Primary Source 6 Lesson 24: SE 274–275; CA 48 Lesson 25: OLR Literature 7 Lesson 26: SE 291 Lesson 27: SE 301–307; ISN 180–182; LG 617–618, 626–628; CA 51
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.	Lesson 23: SE 261, 267–268; ISN 164–165; LG 570–571; CA 47 Lesson 27: SE 301–302, 304; ISN 180–182; LG 617–618, 626–628; CA 51
7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	Lessons 28–30: SE 311–345, 368–369; LG 634–723, 762–763
1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).	Lesson 28: SE 315–317, 320–321; ISN 192–193; OT 28A–28F; LG 646–657; CA 52 Lesson 29: SE 324–329; CA 53
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities’ importance in the spread of Renaissance ideas.	Lesson 28: SE 318–319; CA 52 Lesson 29: SE 323–331; ISN 196–201; LG 688–694; CA 53
3. Understand the effects of the reopening of the ancient “Silk Road” between Europe and China, including Marco Polo’s travels and the location of his routes.	Lesson 19: SE 209 (map), OLR Primary Source 4; CA 43 Lesson 28: SE 318
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).	Lesson 30: SE 334; LG 697; CA 54 Lesson 31: SE 350–351, 353–355; ISN 214–215; LG 738–739; CA 55
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).	Lesson 29: SE 325–329; ISN 197–200; LG 689–692; CA 53 Lesson 30: SE 333–339, 342–345; ISN 205–209; LG 719–723; OLR Literature 8; CA 54 Lesson 33: SE 377

California Standards for History–Social Science, Seventh Grade	Where Standards Are Addressed
7.9 Students analyze the historical developments of the Reformation.	Lessons 31–32: SE 312, 347–369; LG 424–763
1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).	Lesson 31: SE 347–349; ISN 213; LG 725–726; CA 55
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).	Lesson 31: SE 350–355; ISN 214–215; LG 737–739; CA 55 Lesson 32: SE 358–363; ISN 218–220; LG 758–760; CA 56
3. Explain Protestants’ new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.	Lesson 32: SE 367; OLR Essay 4; CA 56
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.	Lesson 32: SE 366–367; ISN 221; LG 761; CA 56
5. Analyze how the Counter Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).	Lesson 32: SE 364–365; ISN 221; LG 761; CA 56
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.	Lesson 32: SE 367; CA 56 Lesson 33: OLR Essay 5
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).	Lesson 10: SE 106, 115; CA 33 Lesson 11: SE 123; ISN 68; LG 272; OLR Essay 3; CA 35 Lesson 32: SE 365; CA 56
7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.	Lesson 34: SE 389–397; LG 794–809
1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).	Lesson 10: SE 106, 108–112; PL 10A–10P; ISN 62–65; CA 33 Lesson 29: SE 329; ISN 200; LG 692 Lesson 34: SE 389–391; CA 58
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).	Lesson 34: SE 391–396; ISN 328–329; OT 34A–34E; LG 795–799, 804–807; CA 58
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.	Lesson 34: SE 395, 397; ISN 239; LG 807; CA 58 Lesson 35: SE 399

California Standards for History–Social Science, Seventh Grade	Where Standards Are Addressed
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).	Lesson 33: SE 372–387; LG 766–793 Lesson 35: SE 399–411; LG 808–833
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.	Unit 8 overview: SE 372–373 Geography Challenge 8: LG 766–769 Lesson 33: SE 375–385; ISN 230–233; LG 790–793; CA 57
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.	Lesson 33: SE 376–387; ISN 230–233; LG 790–793; OLR Essay 6; CA 57
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.	Lesson 33: SE 386–387; ISN 230–233; LG 790–793; CA 57
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.	Lesson 35: SE 399–401; LG 810; CA 59
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).	Lesson 35: SE 402–409; ISN 242–243; LG 811, 828–829, 830–831; OLR Primary Source 8; CA 59
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.	Lesson 35: SE 403, 407; CA 59

California Historical and Social Science Analysis Skills	Where Skills Are Practiced
Chronological and Spatial Thinking	
<p>1. Students explain how major events are related to one another in time.</p>	<p>Timeline Challenge 1: SE 68–69; ISN 36–37 Timeline Challenge 2: SE 130–131; ISN 72–73 Timeline Challenge 3: SE 172–173; ISN 96–97 Timeline Challenge 4: SE 212–213; ISN 132–133 Timeline Challenge 5: SE 252–253; ISN 156–157 Timeline Challenge 6: SE 308–309; ISN 184–185 Timeline Challenge 7: SE 368–369; ISN 224–225 Timeline Challenge 8: SE 413–414; ISN 246–247</p>
<p>2. Students construct various time lines of key events, people, and periods of the historical era they are studying.</p>	<p>Timeline Challenge 1: ISN 36–37 Timeline Challenge 2: ISN 72–73 Timeline Challenge 3: ISN 96–97 Timeline Challenge 4: ISN 132–133 Timeline Challenge 5: ISN 156–157 Timeline Challenge 6: ISN 184–185 Timeline Challenge 7: ISN 224–225 Timeline Challenge 8: ISN 246–247 Lessons 1–35: CA 24–59</p>
<p>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.</p>	<p>Geography Challenge 1: LG 4–7 Lesson 3: PL 3E; LG 74, 79 Lesson 4: ISN 22–25 with SE 43–51; OT 4A–4G; LG 90, 96–113 Lesson 6: OT 6A–6B; LG 145; ISN 32 with SE 61–62 Lesson 7: ISN 44–48 with SE 75–81; OT 7A–7I; LG 172–175 Lesson 8: ISN 53–54 with SE 88–90; LG 205–206 Geography Challenge 3: LG 278–281 Lesson 13: ISN 84–85 with SE 148–152 Geography Challenge 5: LG 472–475 Lesson 20: ISN 139–142 with SE 219–227 Geography Challenge 6: LG 534–537 Lesson 24: ISN 167–169 with SE 273–276; OT 24B–24C, LG 575, 586–587 Lesson 25: ISN 171–173 with SE 279–287; LG 597; OT 25 Lesson 26: SE 290 with LG 603 Lesson 29: ISN 195–202 with SE 323–331; LG 659, 665, 687 Geography Challenge 8: LG 766–769 Lesson 33: ISN 230–235 with SE 378–386; LG 775</p>
Historical Research, Evidence, and Point of View	
<p>1. Students frame questions that can be answered by historical study and research.</p>	<p>Geography Challenge 1: LG 4 (step 6) Geography Challenge 4: LG 360 (step 6) Geography Challenge 5: LG 472 (step 6) Lesson 9: ISN 55</p>
<p>2. Students distinguish fact from opinion in historical narratives and stories.</p>	<p>Lesson 10: OLR Literature 2 Lesson 19: OLR Primary Source 4</p>

California Historical and Social Science Analysis Skills	Where Skills Are Practiced
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	Lesson 10: OLR Literature 2, Primary Source 2 Lesson 13: OLR Primary Source 3 Lesson 19: OLR Primary Source 4
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	Lesson 15: LG 341–347; LG 350–351 with PL 15A–15F Lesson 28: LG 639–640 with ISN 190–191 Lesson 35: LG 810–811, 827–829
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).	Lesson 11: LG 239–241, 249–264 with SE 124–126 Lesson 31: ISN 214–216 with SE 350–355
Historical Interpretation	
1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	Lesson 11: LG 244; ISN 70 Lesson 30: ISN 205–209 Lesson 33: LG 775, 779
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	Lesson 5: ISN 28–30; LG 126 Lesson 11: ISN 70; LG 271 Lesson 17: ISN 110–113; LG 385–387 Lesson 31: ISN 214–215 Lesson 32: ISN 221 with SE 364–367
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	Lesson 9: ISN 56–57 Lesson 14: ISN 90–91 Lesson 15: ISN 94–95 Lesson 20: ISN 139–142 Lesson 28: ISN 192–194 Unit 8 overview: SE 372–373
4. Students recognize the role of chance, oversight, and error in history.	Lesson 1: OLR Essay 1 Lesson 34: ISN 237–239; LG 801
5. Students recognize that interpretations of history are subject to change as new information is uncovered.	Lesson 1: OLR Essay 1 Lesson 23: SE 269, ISN 165
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	Lesson 2: LG 23 Lesson 12: ISN 80–81 Lesson 13: SE 148–153; LG 306, 309; ISN 87 Lesson 16: ISN 106 with SE 182–185; LG 372–376 Lesson 17: ISN 110–113; LG 385–387 Lesson 19: ISN 124–129; LG 413