

# California Standards Correlations

The charts that follow indicate correlations between TCI’s curriculum for grade 8 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*.

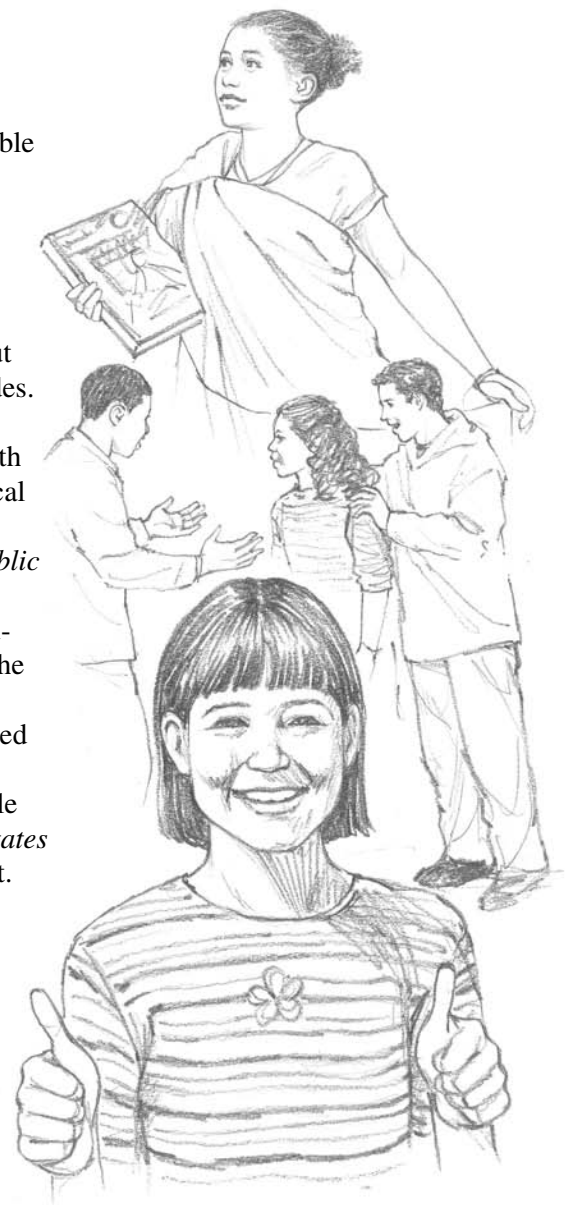
**Key to the Charts** Each number reference in these charts is preceded by a letter code that indicates where the relevant material can be found.

- SE pages in the Student Edition for *History Alive! The United States Through Industrialism*
- LG pages in the Lesson Guides for *History Alive! The United States Through Industrialism*
- ISN pages in the the Interactive Student Notebook for grade 8
- OLR Online Resources (enrichment essays and Internet projects), 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, which would affect the grade 8 curriculum, involves shifting the study of the age of European exploration and the Enlightenment from the end of grade 7 to the beginning of grade 8.

For districts and teachers who decide to implement the state’s suggested local options, two supplementary lessons (“The Age of Exploration” and “The Enlightenment”), with student text and study questions, are available on the *History Alive!* Web site. Chapter 2 of *History Alive! The United States Through Industrialism* also explores European exploration and settlement.



California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
<b>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</b>	<b>Lessons 3–6: SE 35–85; LG 36–107</b>
1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.	Lesson 4: SE 56, 429; ISN 24; CA 27
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”).	Lesson 6: SE 83, 470–472; ISN 38–39; LG 96; CA 29
3. Analyze how the American Revolution affected other nations, especially France.	Lesson 7: SE 100; CA 30
4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.	Lesson 4: SE 52 Lesson 8: SE 107–108; OLR Essay 5; CA 31
<b>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</b>	<b>Lessons 8–10: SE 103–143; LG 124–231</b>
1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.	Lesson 3: SE 39, 428; CA 26 Lesson 4: SE 52; CA 27
2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.	Lesson 8: SE 103, 106–108, 117; ISN 47; LG 126; CA 31
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.	Lesson 8: SE 106–116; ISN 48–51; LG 127–130, 140–155; CA 31 Lesson 9: SE 119–130; ISN 54–59; CA 33 Lesson 10: SE 133–143; CA 34
4. Describe the political philosophy underpinning the Constitution as specified in the Federalist Papers (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.	Lesson 8: SE 106–116; LG 142, 144, 147, 151, 155; CA 31
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.	Lesson 10: SE 135–136, 435–436; CA 34
6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.	Lesson 9: SE 120–125, 128–129; ISN 54–59; CA 33 Lesson 10: SE 134–143; ISN 64–71; LG 217–219; CA 34
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.	Lesson 9: SE 120–130; ISN 54–59; LG 193–197, 203–206; CA 33 Lesson 10: SE 134–142; CA 34

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
<b>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.</b>	<b>Lessons 8–11: SE 103–159; LG 124–260</b>
1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.	Lesson 8: SE 106–108, 433; OLR Essay 6; CA 31
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.	Lesson 8: SE 104; CA 31
3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.	Lesson 9: SE 128–129; CA 33
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).	Lesson 11: SE 149–158, 436–437; ISN 74–76; LG 233–237, 244–255; CA 35
5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).	Lesson 8: SE 105; ISN 48; CA 31 Lesson 11: SE 147; CA 35
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).	Lesson 9: SE 121–122, 130; CA 33
7. Understand the functions and responsibilities of a free press.	Lesson 10: SE 136–137; ISN 69; LG 225; CA 34
<b>8.4 Students analyze the aspirations and ideals of the people of the new nation.</b>	<b>Lessons 11–13: SE 144–183; LG 232–310</b>
1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.	Lesson 11: SE 145–158; ISN 76; LG 234–237 Lesson 12: SE 163–170; ISN 80–87; LG 264–266; OT 12A–12F; CA 36 Lesson 13: SE 176–177; ISN 90; CA 37 Lesson 15: SE 198–200; ISN 104–105; CA 39
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).	Lesson 11: SE 148, 436; CA 35 Lesson 12: SE 437; CA 36
3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).	Lesson 3: OLR Essay 3 Lesson 13: SE 178–179; CA 37 Lesson 14: SE 191; CA 38

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper)	Lesson 11: OLR Essay 7 Lesson 13: SE 176–178, 180–182, 438–439; ISN 90–92; LG 292–293, 299–307; OT 13A–13E; OLR Essay 8; CA 37
<b>8.5 Students analyze U.S. foreign policy in the early Republic.</b>	<b>Lesson 12: SE 160–173; LG 262–289</b> <b>Lesson 15: SE 197–209; LG 362–383</b>
1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.	Lesson 12: SE 168–170; ISN 84–85; LG 278–279; CA 36
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.	Lesson 12: SE 171–172; ISN 86–87; LG 280–281; CA 36 Lesson 15: SE 197–208; ISN 104–108; LG 364–365; CA 39 Lesson 16: SE 216–217
3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.	Lesson 14: SE 439–441; CA 38
<b>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.</b>	<b>Lesson 13: SE 175–183; LG 290–310</b> <b>Lessons 18–19: SE 240–267; LG 412–439</b>
1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).	Lesson 19: SE 254, 257–260, 262–263, 265–266, 448–449; ISN 134–135; LG 425–427; OT 19A–19E; CA 43
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).	Lesson 13: SE 176, 178; CA 37 Lesson 19: SE 259–261; CA 43
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).	Lesson 19: SE 265–266; CA 43
4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.	Lesson 19: SE 265–266; CA 43 Lesson 20: SE 270–271; CA 45
5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.	Lesson 4: SE 57; ISN 26; LG 62; CA 27 Lesson 18: SE 245–246; ISN 127, 130; OLR Essays 9, 10; CA 42
6. Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).	Lesson 18: SE 248–250, 445–447; ISN 128–131; LG 413–415; CA 42 Lesson 27: SE 396; ISN 186; LG 589

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).	Lesson 13: SE 180, 182; ISN 92; LG 310; OLR Essay 8; CA 37 Lesson 18: SE 243
<b>8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.</b>	<b>Lessons 19–20: SE 253–283; LG 424–459</b>
1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.	Lesson 19: SE 253, 256–257, 261–263; ISN 136; LG 426, 438; OT 19C; CA 43
2. Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).	Lesson 3: SE 45; CA 26 Lesson 4: SE 55; ISN 25; LG 61 Lesson 8: SE 111–112; ISN 50; LG 190 Lesson 18: SE 246–247; ISN 126; LG 422 Lesson 19: SE 256–257, 264; ISN 136–137; LG 438–439; OLR Essay 11; CA 43 Lesson 20: SE 269–283; ISN 140–143; LG 441–442, 449–459; OLR Essays 12, 13; CA 45
3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.	Lesson 19: SE 255–257, 261, 264; ISN 136–137; LG 438–439; CA 43
4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.	Lesson 20: SE 270–271; CA 45
<b>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.</b>	<b>Lessons 14–17: SE 185–239; LG 312–329, 362–411</b> <b>Lesson 24: SE 337–351; LG 508–541</b>
1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).	Lesson 14: SE 185–195; ISN 95–101; OT 14C–14H; LG 314–317, 323–329; CA 38
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.	Lesson 14: SE 192–194, 439–440; ISN 100; OT 14H; LG 317, 323; CA 38 Lesson 15: SE 197–209, 441–443; ISN 104–109; OT 15; LG 363–365, 377–378; CA 39 Lesson 16: SE 211–227; ISN 112–115; LG 387–388, 396–399; CA 40 Lesson 24: SE 337–351; ISN 168–170; LG 509–511, 519, 523, 527, 531, 535; CA 49

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
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).	Lesson 16: SE 220–222, 442–444; ISN 114; LG 398; CA 40
4. Examine the importance of the great rivers and the struggle over water rights.	Lesson 17: SE 237, 444–445; CA 41
5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.	Lesson 15: SE 201–203 Lesson 16: SE 216–217; ISN 113; LG 397 Lesson 17: SE 229–239; ISN 118–123; LG 401–402, 408–411; PL 17A–17I; CA 41
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.	Lesson 15: SE 201–203, 206–208; ISN 106, 108; LG 381, 383 Lesson 17: SE 229; ISN 118–123; LG 401–402, 408–411; CA 41
<b>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</b>	<b>Lesson 8: SE 111; LG 190</b> <b>Lesson 18: SE 246–247; LG 422</b> <b>Lesson 20: SE 276–278; LG 456–457</b> <b>Lesson 21: SE 289–290, 298–299; LG 469–471</b>
1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).	Lesson 8: SE 111 Lesson 18: SE 246–247; ISN 126, 132; LG 422 Lesson 20: SE 276–278, 450–453; OLR Essay 12 Lesson 21: SE 289–290, 298–299; ISN 149; LG 471; CA 46
2. Discuss the abolition of slavery in early state constitutions.	Lesson 8: SE 433; OLR Essay 6
3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.	Lesson 18: OLR Essay 9 Lesson 21: SE 286–287; CA 46
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.	Lesson 15: SE 203 Lesson 21: SE 290–292; ISN 147; LG 469; CA 46
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 Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).	Lesson 11: SE 156; CA 35 Lesson 14: SE 190 Lesson 21: SE 285–299; ISN 146–149; LG 461–464, 468–471; CA 46
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.	Lesson 20: SE 270–271; CA 45

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
<b>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</b>	<b>Lessons 21–22: SE 285–321; LG 460–493</b>
1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.	Lesson 14: SE 190 Lesson 21: SE 453–454; CA 46
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	Lesson 19: SE 253–267; ISN 134–138; OT 19A–19E; LG 425–427, 434–439; CA 43
3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.	Lesson 11: SE 156; CA 35 Lesson 14: SE 190; ISN 98; LG 327; CA 43 Lesson 21: SE 286–288; ISN 149; LG 463, 471
4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).	Lesson 21: SE 298–300; CA 46 Lesson 22: SE 303–320; OLR Essay 14; CA 48 Lesson 23: SE 323
5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.	Lesson 22: SE 304–320, 454–457; ISN 154–156; LG 473–476, 481–485, 490–492
6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.	Lesson 22: SE 300, 303–321; ISN 157; LG 476, 486, 493; CA 48
7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.	Lesson 22: SE 303–321; ISN 154–156; LG 473–476, 481–485, 490–492; CA 48
<b>8.11 Students analyze the character and lasting consequences of Reconstruction.</b>	<b>Lesson 23: SE 323–335; LG 494–507</b>
1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.	Lesson 23: SE 324–334; ISN 160; CA 49
2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).	Lesson 23: SE 334; CA 49
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.	Lesson 23: SE 324–325, 332–334, 457–458; ISN 160–164; OT 23A–23F; LG 497–498, 503–507
4. Trace the rise of the Ku Klux Klan and describe the Klan’s effects.	Lesson 23: SE 330–331; ISN 163; LG 506; CA 49

California Standards for History–Social Science, Eighth Grade	Where Standards Are Addressed
5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.	Lesson 23: SE 324–329; ISN 160–162; OT 23D; LG 503–505; CA 49
<b>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.</b>	<b>Lessons 24–27: SE 337–397; LG 508–601</b>
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.	Lesson 24: SE 340, 343–344, 346–347; ISN 168–169; LG 540–541; CA 50 Lesson 25: SE 354–355, 359–360, 363; ISN 172; LG 554; CA 51
2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.	Lesson 14: SE 192–194 Lesson 24: SE 337–350 ISN 168–170; LG 540–541; CA 50
3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.	Lesson 24: SE 340–341, 346–347 Lesson 25: SE 354–355; ISN 172–173; LG 554–555; CA 51
4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).	Lesson 24: SE 341; CA 50 Lesson 25: SE 354–357, 359–360; ISN 173; LG 555; CA 51 Lesson 27: SE 388–389; ISN 184; LG 581–582, 599; CA 53
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).	Lesson 25: SE 353–368; ISN 172–175; LG 554–557; CA 51 Lesson 26: SE 371–382; ISN 178–181; LG 566–569 Lesson 27: SE 393, 464–465; ISN 185; LG 586, 600; OLR Essay 20; CA 53
6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.	Lesson 25: SE 353–368; ISN 174–176; LG 543–546, 556–557; CA 51 Lesson 27: SE 392; ISN 185; LG 585, 600; CA 53
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.	Lesson 26: SE 371–382, 463–464; ISN 178–181; LG 560–561, 566–569; OLR Essays 17, 18; CA 52 Lesson 27: SE 464–465
8. Identify the characteristics and impact of Grangerism and Populism.	Lesson 27: SE 386–387; CA 53
9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).	Lesson 25: SE 356–357, 460–463; OLR Essay 16

California Historical and Social Science Analysis Skills	Where Skills Are Practiced
<b>Chronological and Spatial Thinking</b>	
1. Students explain how major events are related to one another in time.	Lesson 3: SE 428 Lesson 4: SE 429 Lesson 18: ISN 132 Lesson 21: ISN 146–149 with SE 285–301 Lesson 29: ISN 196–200
2. Students construct various time lines of key events, people, and periods of the historical era they are studying.	Lesson 3: SE 428 Lesson 6: LG 101 Lesson 18: ISN 132 Lessons 1–29: CA 24–55
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.	Lesson 4: PL 4A–4K with LG 53–54 Lesson 6: SE 84 with LG 99; ISN 38–39 Lesson 7: SE 98 with LG 113 Lesson 13: PL 13A–13E with LG 292, 300; LG 302 Lesson 14: SE 194 with LG 317 Lesson 15: OT 15 with LG 363; ISN 104–108; LG 368–369; SE 441–442 Lesson 16: OT 16A–16I with LG 385–386; SE 214–215 with LG 387–388 Lesson 17: PL 17A–17I with LG 402 Lesson 19: OT 19A–19D with LG 425–427; SE 262–263 with LG 427, 434–435; LG 430; SE 448–449 Lesson 20: SE 273 with LG 442 Lesson 24: LG 514–515 Lesson 26: SE 373 with LG 560 Lesson 27: SE 464–465 Lesson 28: SE 407 with LG 604, 609
<b>Historical Research, Evidence, and Point of View</b>	
1. Students frame questions that can be answered by historical study and research.	Lesson 16: SE 442–444 Lesson 27: OLR Internet Project
2. Students distinguish fact from opinion in historical narratives and stories.	Lesson 2: SE 427 Lesson 12: LG 269 Lesson 14: LG 321 Lesson 19: LG 430 Lesson 20: LG 447 Lesson 27: LG 576
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	Lesson 8: LG 127 with ISN 48–51 Lesson 11: SE 435–436 Lesson 20: OLR Essay 13 with Activity Lesson 24: SE 459–460
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	Lesson 14: OT 14F–14G with LG 316–317 Lesson 19: SE 448–450 Lesson 20: LG 442, 449–452

California Historical and Social Science Analysis Skills	Where Skills Are Practiced
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 1: OLR Essay 1 Lesson 19: SE 448–450 Lesson 22: SE 454–457 Lesson 28: SE 465–466
<b>Historical Interpretation</b>	
1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	Lesson 5: ISN 33 Lesson 8: ISN 48–51 Lesson 11: SE 436–437 Lesson 12: ISN 78–87 Lesson 19: SE 448–450 Lesson 21: SE 453–454 Lesson 24: LG 516 Lesson 27: ISN 184–186
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	Lesson 6: LG 101 Lesson 13: LG 298 Lesson 15: OLR Internet Project Lesson 17: SE 444–445, LG 400–411 Lesson 21: ISN 146–150 Lesson 25: SE 460–463
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	Lesson 5: SE 430 Lesson 13: LG 298 Lesson 14: CA 38 Lesson 26: SE 463–464; CA 52
4. Students recognize the role of chance, oversight, and error in history.	Lesson 1: OLR Essay 1 Lesson 6: SE 431 Lesson 28: SE 465–466
5. Students recognize that interpretations of history are subject to change as new information is uncovered.	Lesson 1: OLR Essay 1 Lesson 6: SE 431
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	Lesson 15: OLR Internet Project Lesson 19: SE 262–263, 448–450 Lesson 25: SE 460–463 Lesson 29: SE 467–469