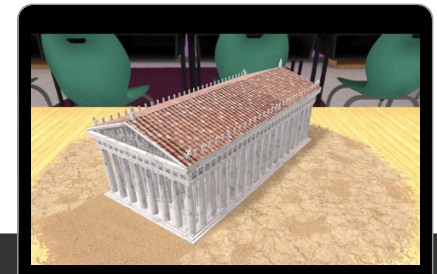
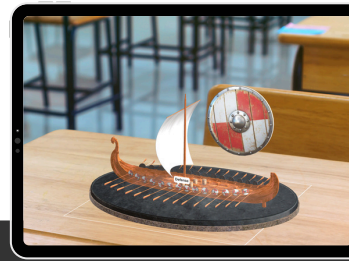


MCGRAW HILL AR ALIGNMENT TO TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR SOCIAL STUDIES



ACTIVITY	TEKS FOR SOCIAL STUDIES
Pyramids	Grade 6 (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: (A) identify and describe the historical influence of individuals or groups on various contemporary societies; and (B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. (5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to: (B) identify and analyze ways people have adapted to the physical environment in various places and regions; and (C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure. High School World History Studies (1) History. The student understands traditional historical points of reference in world history. The student is expected to: (A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations. (15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: (B) analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals. (25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced.
Silk Road	High School World History Studies (1) History. The student understands traditional historical points of reference in world history. The student is expected to: (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia. (4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to: (I) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade.
Parthenon	Grade 6 (16) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to: (A) explain the relationships that exist between societies and their architecture, art, music, and literature. High School World History Studies (1) History. The student understands traditional historical points of reference in world history. The student is expected to: (B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions. (3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to: (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome. (24) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to: (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome. (25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced.
Colosseum	High School World History Studies (1) History. The student understands traditional historical points of reference in world history. The student is expected to: (B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions. (3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to: (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome. (24) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to: (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome. (25) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to: (A) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced.

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Vikings	Grade 6 (15) Culture. The student understands relationships that exist among world cultures. The student is expected to: (A) identify and describe means of cultural diffusion such as trade, travel, and war. (18) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: (A) identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world. High School World History Studies (1) History. The student understands traditional historical points of reference in world history. The student is expected to: (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe and the Mongol invasions and their impact on Europe, China, India, and Southwest Asia.
Machu Picchu	Grade 6 (2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: (A) identify and describe the historical influence of individuals or groups on various contemporary societies; and (B) describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present. (5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to: (B) identify and analyze ways people have adapted to the physical environment in various places and regions; and (C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure. High School World History Studies (6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to: (A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development.
Trench Warfare	High School United States History Studies Since 1877 (4) History. The student understands the emergence of the United States as a world power between 1898 and 1920. The student is expected to: (E) analyze the impact of machine guns, airplanes, tanks, poison gas, and trench warfare as significant technological innovations in World War I on the Western Front. (26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to: (B) explain how specific needs result in scientific discoveries and technological innovations in agriculture, the military, and medicine. World History Studies (10) History. The student understands the causes and impact of World War I. The student is expected to: (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates.
Panama Canal	High School United States History Studies Since 1877 (12) Geography. The student understands the impact of geographic factors on major events. The student is expected to analyze the impact of physical and human geographic factors on the Klondike Gold Rush, the Panama Canal, the Dust Bowl, and the levee failure in New Orleans after Hurricane Katrina. High School World History Studies (15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to: (B) analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals.
Amazon	Grade 6 (5) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to: (C) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure. High School World Geography Studies 8) Geography. The student understands how people, places, and environments are connected and interdependent. The student is expected to: (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology. (19) Science, technology, and society. The student understands the impact of technology and human modifications on the physical environment. The student is expected to: (A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment; (C) analyze the environmental, economic, and social impacts of advances in technology on agriculture and natural resources.

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Stickball	Grade 4 (1) History. The student understands the origins, similarities, and differences of American Indian groups in Texas before European exploration. The student is expected to: (B) identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano.
Boston Massacre	Grade 5 (2) History. The student understands how conflict between the American colonies and Great Britain led to American independence and the formation of the United States. The student is expected to: (A) analyze the causes and effects of events prior to and during the American Revolution, including the taxation resulting from the French and Indian War and the colonist response to taxation such as the Boston Tea Party. (23) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to: (E) identify different points of view about an issue, topic, historical event, or current event.
Civil War	Grade 8 (7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. (10) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: (B) compare places and regions of the United States in terms of physical and human characteristics. (12) Economics. The student understands why various sections of the United States developed different patterns of economic activity through 1877. The student is expected to: (A) identify economic differences among different regions of the United States.
Westward Expansion	Grade 5 (4) History. History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to: (C) identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny. (22) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to: (C) explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.
Industrial Revolution	Grade 5 (4) History. History. The student understands political, economic, and social changes that occurred in the United States during the 19th century. The student is expected to: (B) identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States. High School United States History Studies Since 1877 (3) History. The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to: (B) analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, the cattle industry boom, the growth of entrepreneurship, and the pros and cons of big business. (26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to: (C) describe the effect of technological innovations in the workplace such as assembly line manufacturing and robotics.
Space Race	Grade 5 (5) History. History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries. The student is expected to: (A) explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions. (22) Science, technology, and society. The student understands the impact of science and technology on society in the United States. The student is expected to: (B) identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program. High School United States History Studies Since 1877 (8) History. The student understands the impact of significant national and international decisions and conflicts in the Cold War on the United States. The student is expected to: (B) describe how Cold War tensions were intensified by the House Un-American Activities Committee (HUAC), McCarthyism, the arms race, and the space race. (26) Science, technology, and society. The student understands the impact of science, technology, and the free enterprise system on the economic development of the United States. The student is expected to: (A) explain the effects of scientific discoveries and technological innovations such as electric power, telephone and satellite communications, petroleum-based products, steel production, and computers on the economic development of the United States.

ACTIVITY	TEKS FOR SOCIAL STUDIES
Civictown	Grade 3 (7) Government. The student understands the basic structure and functions of various levels of government. The student is expected to: (A) describe the basic structure of government in the local community, state, and nation; (B) identify local, state, and national government officials and explain how they are chosen; and (C) identify services commonly provided by local, state, and national governments. (9) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to: (C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting. Grade 4 (15) Citizenship. The student understands the importance of active individual participation in the democratic process. The student is expected to: (B) explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects.
Map Dash	Grade 2 (3) Geography. The student uses simple geographic tools, including maps and globes. The student is expected to: (A) identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend. Grade 3 (4) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to: (A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community; (B) use a scale to determine the distance between places on maps and globes; and (C) identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.
Grocery Go!	Grade 2 (6) Economics. The student understands the value of work. The student is expected to: (B) explain the choices people can make about earning, spending, and saving money. (7) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to: (A) distinguish between producing and consuming. Grade 3 (5) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to: (A) identify ways of earning, spending, saving, and donating money; and (B) create a simple budget that allocates money for spending and saving

