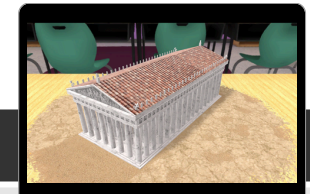
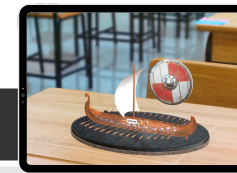


# MCGRAW HILL AR STANDARDS ALIGNMENT FOR SOCIAL STUDIES



ACTIVITY	STANDARDS
Pyramids	C3 Framework: Geography: Human-Environment Interaction: D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. History: Change, Continuity, & Context D2.His.3.6-8: Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. History: Historical Sources & Evidence D2.His.10.6-8. Detect possible limitations in historical record based on evidence collected from different historical sources.
Silk Road	C3 Framework: Economics: Economic Decision Making D2.Eco.1.6-8: Explain how economic decisions affect the well-being of individuals, businesses, and society. Geography D2.Geo.8.6-8 Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. Geography: Global Interconnections: D2.Geo.10.6-8 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. D2.Geo.11.6-8 Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. NCSS Middle Grades Culture Learners will understand how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study. People, Places, and Environments Learners will understand patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas). Production, Distribution, and Consumption Learners will understand how choices involve trading off the expected value of one opportunity gained and against the expected value of the best alternative. Global Connections Learners will understand that global connections may make cultures more alike or increase their distinctiveness.
Parthenon	C3 Framework: History: Change, Continuity, and Context: D2.His.2.6-8 Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. NCSS Middle Grades Time, Continuity, and Change Knowledge The learners will understand that learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past; The learners will understand key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems); The learners will understand the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world. <i>CCSS ELA Reading Standards for Literature 6-12 RL.6.2., RL.7.2, RL.8.2.</i>
Colosseum	C3 Framework: History: Change, Continuity, and Context: D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.2.9-12. Analyze change and continuity in historical eras. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by historical context.
Vikings	C3 Framework: History: Change, Continuity, and Context: D2.His.3.6-8 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. National Curriculum Standards for Social Studies Middle Grades Science, Technology, and Society Knowledge: That science often leads to new technology in areas such as communication and transportation, and results in change over time; That science and technology can have both positive and negative impacts on individuals, society, and the globe. <i>CCSS ELA Reading Informational Text RI.6.3</i>
Machu Picchu	C3 Framework: Civics: Civic and Political Institutions: D2.Civ.2.3-5 Explain how a democracy relies on people's responsible participation and draw implications for how individuals should participate. D2.Civ.6.3-5 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. Processes, Rules, and Laws D2.Civ.11.3-5 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. <i>CCSS ELA Writing: Range of Writing W.3.10, W.4.10, W.5.1</i>
Trench Warfare	C3 Framework: History: Causation and Argumentation: D2.His.14.6-8 Explain multiple causes and effects of events and developments in the past. D2.His.14.9-12 Analyze multiple and complex causes and effects of events in the past. NCSS Middle Grades Time, Continuity, and Change Knowledge The learners will understand concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect. The learners will understand key historical periods and patterns of change across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems). <i>CCSS ELA Reading Standards for Literature RL.6.4, RL.7., RL.8.4</i>
Panama Canal	<i>IN DEVELOPMENT-COMING FALL 2025!</i>
Amazon	<i>IN DEVELOPMENT-COMING LATE 2025!</i>

ACTIVITY	STANDARDS
Stickball	C3 Framework: History: Change, Continuity, and Context D2.His.2.3-5. Compare life in specific historical time periods to life today. Perspectives D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time. Perspectives D2.His.6.3-5. Describe how people’s perspectives shaped the historical sources they created.
Boston Massacre	C3 Framework: History: Perspectives: D2.His.4.6-8 Analyze multiple factors that influenced the perspectives of people during different historical eras. D2.His.6.6-8 Identify the shapes of two-dimensional cross-sections of three-dimensional objects. Historical Sources and Evidence: D2.His.10.6-8 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. NCSS Middle Grades Time, Continuity, and Change Knowledge: The learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past; That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.
Civil War	C3 Framework: Geography: Geographic Representations: D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. D2.Geo.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics. D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. Human Population: Spatial Patterns and Movements: D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. History: Change, Continuity, and Context: D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
Westward Expansion	C3 Framework Geography: Human Population: Spatial Patterns and Movements: D2.Geo.7.3-5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Geo.8.3-5 Explain how human settlements and movements relate to the locations and use of various natural resources. D2.Geo.7.6-8 Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. D2.Geo.8.6-8 Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. NCSS Early Grades People, Places, and Environments. Learners will understand cultural patterns and their interactions within and across places, such as migration and settlement, changes in customs or ideas, and in the ways people make a living. Middle Grades People, Places, and Environments: Learners will understand patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas) CCSS ELA Reading Standards for Informational Text RI.6.6, RI.7.6, RI.8.6
Industrial Revolution	C3 Framework: Economics: Exchange and Markets: D2.Eco.7.6-8: Analyze the role of innovation and entrepreneurship in a market economy. History D2.His.2.6-8: Classify a series of historical events and developments as examples of change and/or continuity. History: Causation and Argumentation: D2.His.15.6-8: Evaluate the relative influence of various causes of events and developments in the past.
Space Race	C3 Framework D2.His.1.3-5 Create and use a chronological sequence of related events to compare developments that happened at the same time. D2.His.14.3-5 Explain probable causes and effects of events and developments. D2.His.1.6-8 Analyze connections among events and developments in broader historical contexts. D2.His.14.6-8 Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8 Evaluate the relative influence of various causes of events and developments in the past.
Civictown	C3 Framework: Civics: Civic and Political Institutions D2.Civ.2.3-5 Explain how a democracy relies on people’s responsible participation and draw implications for how individuals should participate. D2.Civ.6.3-5 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. Processes, Rules, and Laws D2.Civ.11.3-5 Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
Map It!	<i>IN DEVELOPMENT-COMING FALL 2025!</i>
Grocery Go!	C3 Framework: Economics: Economic Decision Making D2.Eco.1.3-5 Compare the benefits and costs of individual choices. D2.Eco.2.3-5 Identify positive and negative incentives that influence the decisions people make. D2.Eco.5.3-5 Explain the role of money in making exchange easier. Common Core Math Standards: 4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

