

Houghton Mifflin Harcourt
World Civilizations © 2018

correlated to the

**2019 Nebraska Social Studies Standards (2019):
Grade 6 and Grade 7**

Standard	Descriptor	Citations
Grade 6		
<i>Grade Level Summary and Theme</i>		
<p><i>World Studies I:</i> In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world’s ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.</p>		
Civics		
<i>Forms and Functions of Government</i>		
SS 6.1.1	Investigate the foundations, structures, and functions of governmental institutions.	
SS 6.1.1.a	Analyze the different forms of government through the study of early civilizations. <i>For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy</i>	SE/TE: 31–33, 58, 110–111, 167, 232–233, 264–271, 336–345, 656
SS 6.1.1.b	Identify the development of written laws and artifacts. <i>For example: Code of Hammurabi, Greek Democracy, Axumite, Confucius, Ten Commandments, Indian deities</i>	SE/TE: 82–83, 123–125, 174, 195–197, 230–231, 238–239, 271, 339–340, 530–533
SS 6.1.1.c	Communicate the various ways governmental decisions have impacted people, places, and history. <i>For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy</i>	SE/TE: 271, 309–310, 360–361, 375–376, 863–869, 908–910, 918–923

Houghton Mifflin Harcourt World Civilizations ©2018 correlated to the 2019 Nebraska Social Studies Standards: Grade 6 and Grade 7

Standard	Descriptor	Citations
SS 6.1.1.d	Investigate important government principles. <i>For example: democracy, rule of law, justice, equality, toleration</i>	SE/TE: 31–33, 58, 267–271, 338, 375–376, 451, 838
Civic Participation		
SS 6.1.2	Investigate the roles, responsibilities, and rights of citizens.	
SS 6.1.2.a	Describe ways individuals participate in the political process. <i>For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership</i>	SE/TE: 31–33, 58, 267–271, 338, 355, 851, 1038, 1044–1050
SS 6.1.2.b	Compare and contrast the roles and rights of individuals In Ancient Civilizations to those in the United States today. <i>For example: military service, voting, civic engagement, decision making, leadership</i>	SE/TE: 120–122, 269–271, 338–342, 355, 852, WW1
Economics		
Economic Decision Making		
SS 6.2.1	Investigate how economic decisions affect the well-being of individuals and society.	
SS 6.2.1.a	Compare the benefits and costs of economic decisions made by Ancient Civilizations. <i>For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert</i>	SE/TE: 57, 69, 79, 299, 301, 315, 655
SS 6.2.1.b	Examine how social and governmental decisions impact economic well-being. <i>For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.</i>	SE/TE: 28–29, 57, 98, 152–154, 271, 309–310, 314–315, 812–818

**Houghton Mifflin Harcourt *World Civilizations* ©2018 correlated to the
2019 Nebraska Social Studies Standards: Grade 6 and Grade 7**

Standard	Descriptor	Citations
<i>Financial Literacy</i>		
SS 6.2.2	Not addressed at this level	
<i>Exchanges and Markets</i>		
SS 6.2.3	Explain the interdependence of producers and consumers.	
SS 6.2.3.a	Identify producers and consumers for Ancient civilizations. <i>For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.</i>	SE/TE: 57, 88, 106, 139, 258–259, 615–618, 642, 677–679
SS 6.2.3.b	Explain how the interaction between producers and consumers satisfied economic wants and needs. <i>For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.</i>	SE/TE: 26, 57, 73, 88–89, 120–122, 258–259, 677–679, 812–818, 860–862
<i>National Economy</i>		
SS 6.2.4	Not addressed at this level	
<i>Global Economy</i>		
SS 6.2.5	Not addressed at this level	
<i>Geography</i>		
<i>Location and Place</i>		
SS 6.3.1	Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface.	
SS 6.3.1.a	Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations. <i>For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)</i>	SE/TE: 55–58, 66–67, 70–71, 82–83, 104–106, 146–148, 187–188
SS 6.3.1.b	Investigate the human and physical characteristics of early patterns of civilizations and empires. <i>For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron</i>	SE/TE: 17–19, 55–58, 67–69, 70–71, 109, 146–148, 187–188

**Houghton Mifflin Harcourt World Civilizations ©2018 correlated to the
2019 Nebraska Social Studies Standards: Grade 6 and Grade 7**

Standard	Descriptor	Citations
Regions		
SS 6.3.2	Not addressed at this level	
Human Environment Interaction		
SS 6.3.3	Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	
SS 6.3.3.a	Describe the impact of natural processes on the human and physical environments. <i>For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</i>	SE/TE: 19, 262–263, 1062–1064 TE Only: 1062
SS 6.3.3.b	Summarize how early humans utilized and adapted to their physical environment. <i>For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources</i>	SE/TE: 45–49, 52–54, 68, 98, 104–107, 106–107, 187, 648–649
Movement		
SS 6.3.4	Interpret and summarize patterns of culture around the world.	
SS 6.3.4.a	Compare and contrast characteristics of groups of people/settlements. <i>For example: characteristics of river civilizations</i>	SE/TE: 70–71, 98, 136, 178, 656, 658, WW1
SS 6.3.4.b	Explain how cultural diffusion occurs. <i>For example: trade routes, migration, conquest/empire building</i>	SE/TE: 50, 92–94, 149–151, 164, 216–218, 440–441, 448–453, 520–522
Geospatial Skills and Geo-literacy		
SS 6.3.5	Not addressed at this level	
History		
Change, Continuity, and Context		
SS 6.4.1	Analyze patterns of continuity and change over time in world history.	

**Houghton Mifflin Harcourt *World Civilizations* ©2018 correlated to the
2019 Nebraska Social Studies Standards: Grade 6 and Grade 7**

Standard	Descriptor	Citations
SS 6.4.1.a	Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. <i>For example: Chauvin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam</i>	SE/TE: 55–58, 155–159, 160–166, 242–248, 292–298, 316–320, 371–376, 396–399
SS 6.4.1.b	Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. <i>For example: Hammurabi's Code, symbols of world religions</i>	SE/TE: 75–76, 82–83, 127, 223 MC1–223 MC2, 245, 394–395, 711 MC1–711 MC2
Multiple Perspectives		
SS 6.4.2	Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	
SS 6.4.2.a	Identify evidence from multiple perspectives and sources to better understand the complexities of world history. <i>For example: Macedonian Empire, Persian Empire</i>	SE/TE: 53, 570–571, 749, 856–857, 1081
SS 6.4.2.b	Explain the use of primary and secondary sources to better understand multiple perspectives of the same event. <i>For example: foundational texts of world religions</i>	SE/TE: 10–11, 137, 139, 662
SS 6.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 6.4.3.a	Identify how differing experiences can lead to the development of perspectives. <i>For example: religious, ethnic and racial groups</i>	SE/TE: 8–9, 436, 883, 1001, 1008 TE Only: 261
SS 6.4.3.b	Interpret perspectives of marginalized and underrepresented regions around the world. <i>For example: inclusion of non-Eurasian civilizations</i>	SE/TE: 473–477, 498–503, 504–505, 513, 986–992, 999, 1006–1013
Historical Analysis and Interpretation		
SS 6.4.4	Interpret and evaluate sources for historical context.	
SS 6.4.4.a	Compare and contrast primary and secondary sources of history. <i>For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.</i>	SE/TE: 137, 856–857, 883 TE Only: 10, 11

Houghton Mifflin Harcourt World Civilizations ©2018 correlated to the 2019 Nebraska Social Studies Standards: Grade 6 and Grade 7

Standard	Descriptor	Citations
SS 6.4.4.b	Analyze the relationships among historical events in the world and relevant contemporary issues. <i>For example: agriculture, technology, written laws</i>	SE/TE: 48, 102–103, 454–455 TE Only: 236
Historical Inquiry and Research		
SS 6.4.5	Apply the inquiry process to construct and answer historical questions.	
SS 6.4.5.a	Construct and answer inquiry questions using multiple historical sources. <i>For example: What defines an empire?</i>	SE/TE: 37, 382, 405, 883, WW4 TE Only: 919
SS 6.4.5.b	Identify and cite appropriate sources for research about world history, including primary and secondary sources. <i>For example: Hammurabi's Code, Twelve Tables</i>	SE/TE: 746–747, 767, 1081, WW4 TE Only: 286
SS 6.4.5.c	Gather, analyze, and communicate historical information about the world from multiple sources. <i>For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation</i>	SE/TE: 1083, WW4 TE Only: 202, 1037, 1044
Grade 7		
Grade Level Summary and Theme		
<p><i>World Studies II:</i> In seventh grade, students become more proficient with the core concepts in social studies. This grade level focuses on a regional examination of geography, civics, economics, and history of post-classical societies. The purpose of studying these different regions and eras is to develop an understanding of major factors influencing our world today.</p> <p>The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will further develop fundamental concepts and processes of authority, power, and influence with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.</p>		
Civics		
Forms and Functions of Government		
SS 7.1.1	Analyze the foundations, structures, and functions of governmental institutions.	

**Houghton Mifflin Harcourt *World Civilizations* ©2018 correlated to the
2019 Nebraska Social Studies Standards: Grade 6 and Grade 7**

Standard	Descriptor	Citations
SS 7.1.1.a	Describe different forms and structures of government around the world and how they address the needs of the citizens. <i>For example: republic, monarchy, authoritarian/dictatorship, how nation- states interact, unlimited forms of government, limited forms of government, imperialism</i>	SE/TE: 31–33, 264–271, 336–345, 830–836, 990–992, 1008–1010, 1044–1050
SS 7.1.1.b	Identify and report significant historic events and documents that have influenced governmental institutions and their function. <i>For example: any governments of major societies from post-classical societies up to present that could include French Revolution, Justinian’s Code, Iroquois Confederacy, Communist Manifesto, United States Constitution, Magna Carta, Native American treaties with federal government, trade agreements, arms control</i>	SE/TE: 264–271, 336–345, 698–700, 830–836, 837–843, 901–904, 981 MC1–981 MC2
SS 7.1.1.c	Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world. <i>For example: increased role and influence of technology on society, impact of global conflicts on local communities</i>	SE/TE: 264–271, 338, 340, 698–700, 830–836, 837–843, 908–910
<i>Civic Participation</i>		
SS 7.1.2	Analyze the roles, responsibilities, and rights of citizens and groups in international societies.	
SS 7.1.2.a	Examine ways in which individuals and groups participate in the political process in different regions of the globe. <i>For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting</i>	SE/TE: 31–33, 270–271, 338, 355, 851, 1038, 1044–1050
SS 7.1.2.b	Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations. <i>For example: treaties, aftermath of global conflicts and the rise of international organizations (United Nations, NATO, League of Nations, World Health Organization)</i>	SE/TE: 941–946, 954–960, 973–978, 1044–1050, 1064–1066, 1069–1072, 1073–1080

**Houghton Mifflin Harcourt *World Civilizations* ©2018 correlated to the
2019 Nebraska Social Studies Standards: Grade 6 and Grade 7**

Standard	Descriptor	Citations
SS 7.1.2.c	<p>Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society. <i>For example: printing press, right to petition, media literacy, media conglomerates, social media platforms, cyber security concerns</i></p>	SE/TE: 911, 913, 977, 987, 988, 997, 1008, 1044–1050, 1054–1058
Economics		
<i>Economic Decision Making</i>		
SS 7.2.1	Not addressed at this level	
<i>Financial Literacy</i>		
SS 7.2.2	Not addressed at this level	
<i>Exchange and Markets</i>		
SS 7.2.3	Not addressed at this level	
<i>National Economy</i>		
SS 7.2.4	Investigate how varying economic systems impact individuals in a civilization/society.	
SS 7.2.4.a	<p>Compare and contrast characteristics of different socio-economic groups in economic systems. <i>For example: traditional, market, command/communism, socialism, feudal, or caste systems - Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas.</i></p>	SE/TE: 152–153, 673–679, 860–862, 907–910, 994–996, 1073–1080
SS 7.2.4.b	<p>Identify the relationships between diverse socio- economic groups and their economic systems in the modern world. <i>For example: Compare tax structures in various countries and how the people are impacted.</i></p>	SE/TE: 152–153, 673–679, 835, 860–862, 907–910, 995, 1011–1012, 1073–1080
SS 7.2.5	Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.	

**Houghton Mifflin Harcourt *World Civilizations* ©2018 correlated to the
2019 Nebraska Social Studies Standards: Grade 6 and Grade 7**

Standard	Descriptor	Citations
SS 7.2.5.a	Define the government's role in various economic systems. <i>For example: democratic governments' impact on capitalism and dictators' impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba</i>	SE/TE: 25, 812–818, 829, 835, 861–862, 882, 907–910, 996, 1073–1080
SS. 7.2.5.b	Identify various economic indicators that governments use to measure modern world societies, nations, and cultures. <i>For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.</i>	SE/TE: 22–29, 812–818, 994–996, 1011, 1025, 1029, 1073–1080
SS 7.2.5.c	Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production. <i>For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in a diverse way from culture to culture and over time.</i>	SE/TE: 22–29, 812–818, 858–862, 864, 865, 1073–1080
Global Economy		
SS 7.2.6	Illustrate how international trade impacts individuals, organizations, and nations/societies.	
SS 7.2.6.a	Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy. <i>For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company, etc.</i>	SE/TE: 677–679, 858–862, 812–818, 1020, 1024–1025, 1073–1080, 1082
Geography		
Location and Place		
SS 7.3.1	Not addressed at this level	
Regions		
SS 7.3.2	Evaluate how regions form and change over time.	

**Houghton Mifflin Harcourt World Civilizations ©2018 correlated to the
2019 Nebraska Social Studies Standards: Grade 6 and Grade 7**

Standard	Descriptor	Citations
SS 7.3.2.a	Classify physical and human characteristics of places and regions. <i>For example: climate, landforms, languages, religions</i>	SE/TE: 70–71, 231, 362–363, 545, 641, 956, 1003, 1038
SS 7.3.2.b	Interpret the impact of land and water features on human decisions. <i>For example: location of settlements and transportation with respect to physical features</i>	SE/TE: 68, 70–71, 104–106, 191, 260, 329, 478–479, 648–649
SS 7.3.2.c	Identify how humans construct major world regions and the impact on human societies. <i>For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure</i>	SE/TE: 12–19, 362–363, 542–543, 863–869, 958, 976–978, 1018, 1038–1040
<i>Human Environment Interaction</i>		
SS 7.3.3	Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	
SS 7.3.3.a	Explain the impact of natural processes on human and physical environments. <i>For example: temperature, precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides</i>	SE/TE: 19, 262–263, 1062–1064 TE Only: 1062
SS 7.3.3.b	Research and describe how humans have utilized and adapted to their physical environment. <i>For example: rivers, floods, precipitation, drought, use of natural resources</i>	SE/TE: 45–49, 52–54, 68, 98, 104–107, 106–107, 187, 648–649, 1059–1066
<i>Movement</i>		
SS 7.3.4	Examine and interpret patterns of culture around the world.	
SS 7.3.4.a	Compare and contrast characteristics of groups of people/settlements. <i>For example: elements of culture including languages, religions, foods, arts, clothing, education, etc.</i>	SE/TE: 70–71, 98, 136, 178, 656, 658, 1012–1013, 1016–1020, WW1
SS 7.3.4.b	Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures. <i>For example: migration, conquering, trade</i>	SE/TE: 50, 92–94, 149–151, 164, 216–218, 440–441, 448–453, 520–522, 999

**Houghton Mifflin Harcourt *World Civilizations* ©2018 correlated to the
2019 Nebraska Social Studies Standards: Grade 6 and Grade 7**

Standard	Descriptor	Citations
<i>Geospatial Skills and Geo-literacy</i>		
SS 7.3.5	Compare issues and/or events using geographic knowledge and skills to make informed decisions.	
SS 7.3.5.a	Classify the physical or human factors that explain the geographic patterns of world events. <i>For example: Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement).</i>	SE/TE: 709–710, 804–805, 807, 956, 995, 1003, 1016–1020, 1055
SS 7.3.5.b	Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement. <i>For example: geographic concentration of manufacturing, banking, or industries, urbanization, availability of arable land, water and suitable climate for farming, access to resources for development</i>	SE/TE: 12–19, 35, 70–71, 657, 664–666, 676, 1060, 1080
History		
<i>Continuity, Change, and Context</i>		
SS 7.4.1	Compare patterns of continuity and change over time in world history.	
SS 7.4.1.a	Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. <i>For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam, Sikhism, Silk Road, Trans-Saharan Trade, Incas, Mayans, Aztecs</i>	SE/TE: 55–58, 155–159, 160–166, 242–248, 292–298, 316–320, 371–376, 396–399
SS 7.4.1.b	Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. <i>For example: trade routes</i>	SE/TE: 75–76, 82–83, 127, 223 MC1–223 MC2, 245, 394–395, 711 MC1–711 MC2
<i>Multiple Perspectives</i>		
SS 7.4.2	Use multiple perspectives to examine the historical, social, and cultural context of past and current events.	

**Houghton Mifflin Harcourt *World Civilizations* ©2018 correlated to the
2019 Nebraska Social Studies Standards: Grade 6 and Grade 7**

Standard	Descriptor	Citations
SS 7.4.2.a	Analyze evidence from multiple perspectives and sources to better understand the complexities of world history. <i>For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange</i>	SE/TE: 53, 570–571, 749, 819, 856–857, 886–887, 1081
SS 7.4.2.b	Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. <i>For example: foundational texts of world religions</i>	SE/TE: 10–11, 137, 139, 662 TE Only: 10, 11
SS 7.4.3	Examine historical events from the perspectives of marginalized and underrepresented groups.	
SS 7.4.3.a	Identify how differing experiences can lead to the development of perspectives. <i>For example: religious, ethnic and racial groups</i>	SE/TE: 8–9, 436, 883, 1001, 1008 TE Only: 261
SS 7.4.3.b	Interpret perspectives of marginalized and underrepresented regions around the world. <i>For example: civilizations from all regions of the world</i>	SE/TE: 473–477, 498–503, 504–505, 513, 986–992, 999, 1006–1013
<i>Historical Analysis and Interpretation</i>		
SS 7.4.4	Analyze and interpret sources for perspective and historical context.	
SS 7.4.4.a	Compare and contrast primary and secondary sources of history. <i>For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings.</i>	SE/TE: 137, 856–857, 883 TE Only: 10, 11
SS 7.4.4.b	Identify the cause and effect relationships among historical events in the world and relevant contemporary issues. <i>For example: migrations, declarations of war, treaties, alliances, epidemics</i>	SE/TE: 48, 102–103, 454–455 TE Only: 236
<i>Historical Inquiry and Research Skills</i>		
SS 7.4.5	Apply the inquiry process to construct and answer historical questions.	
SS 7.4.5.a	Construct and answer inquiry questions using multiple historical sources. <i>For example: Students engage in inquiry and gather evidence to provide a response.</i>	SE/TE: 37, 382, 405, 883, WW4 TE Only: 919

**Houghton Mifflin Harcourt *World Civilizations* ©2018 correlated to the
2019 Nebraska Social Studies Standards: Grade 6 and Grade 7**

Standard	Descriptor	Citations
SS 7.4.5.b	Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. <i>For example: Interpret primary and secondary sources to address the inquiry. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.</i>	SE/TE: 746–747, 767, 819, 1081, WW4 TE Only: 286
SS 7.4.5.c	Gather, analyze, and communicate historical information about the world from multiple sources. <i>For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation</i>	SE/TE: 819, 1083, WW1–10 TE Only: 202, 1037, 1044