

**Houghton Mifflin Harcourt**  
*Western World Geography* ©2019

correlated to the

**Indiana Academic Standards for Social Studies (2020)**  
**Grade 6: History, Places, and Cultures in Europe and Americas**

Standard	Descriptor	Citations
<b>History</b>		
<b>Standard 1: Students explore the key historic movements, events, and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.</b>		
<b>Early and Classical Civilizations: 1900 BCE to 700 CE</b>		
<b>6.1.1</b>	Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica.	SE/TE: 246–247, 249–250, 256, 261, 263–264, 265–266, 268–269, 270, 272–273a, 360–361, 363–364, 365, 367, 368–369, 371, 372–373, 374–375, 379, 381, 382–385, 390 TE Only: 265, 269, 270b, 365, 366, 369, 377, 389  <b>Digital Resources</b> Videos: Mexico’s Ancient Civilizations; Origins of Western Culture; The Ice Age Document-Based Investigation: Early Civilizations of Latin America Document-Based Investigation: Europe before the 1700s Document-Based Investigation: Lascaux Cave Painting Online Graphic Organizer: Prehistoric Cultures Online Enrichment Activities: My Life in Sparta; Classical Influence; Roman Aqueducts Online Interactive Visuals: Carousel: Early Hominids; Image with Hotspots: Hunter-gatherers; Image with Hotspots: The Parthenon
<b>6.1.2</b>	Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica.	SE/TE: 267, 268, 269, 270, 272–273a, 360–361, 371, 387–389 TE Only: 270b, 380  <b>Digital Resources</b> Online Enrichment Activities: Maya Class Structure Online Multimedia Connections: The Mayas

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<b>Medieval Period: 400 AD/CE – 1500 AD/CE</b>		
<b>6.1.3</b>	Explain the continuation and contributions of Eastern Roman Empire (Byzantine Empire) after the fall of the Western Roman Empire.	SE/TE: 391, 392–393, 394–395, 395a TE Only: 392, 393, 394  <b>Digital Resources</b> Online Enrichment Activities: Interviewing Justinian; Byzantine Architecture Online Graphic Organizer: The Byzantine Empire Online Interactive Visuals: Image with Hotspots: View of Constantinople Document-Based Investigation: The Code of Justinian
<b>6.1.4</b>	Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas.	SE/TE: 396, 397, 398–399, 400, 401, 402 TE Only: 397, 401  <b>Digital Resources</b> Online Enrichment Activities: Medieval Towns and Cities Document-Based Investigation: Europe before the 1700s Document-Based Investigation: Magna Carta Online Graphic Organizer: The Middle Ages Online Interactive Visuals: Image with Hotspots: Religious Authority in the Roman Catholic Church; Image with Hotspots: Gothic Architecture: Notre Dame Cathedral; Image Compare: Feudal Relationships; Image with Hotspots: Life on the Manor
<b>6.1.5</b>	Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades.	SE/TE: 361, 396, 397, 398 TE Only: 399  <b>Digital Resources</b> Video: The Strange Story of the Children’s Crusade Online Graphic Organizer: The Middle Ages Online Interactive Maps: The Crusades, 1096–1204
<b>6.1.6</b>	Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica.	SE/TE: 394–395, 401, 402, 403, 404, 406 TE Only: 401, 402, 403, 407  <b>Digital Resources</b> Online Interactive Maps: Major Trade Routes, 1350–1500

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6.1.7	Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society.	SE/TE: 402, 403, 404 TE Only: 408  <b>Digital Resources</b> Online Enrichment Activities: Medieval Towns and Cities Online Historical Source: Plague Literature: <i>The Decameron</i> Online Interactive Visuals: Image with Hotspots: The Black Death
6.1.8	Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe.	SE/TE: 405, 406, 407, 408, 409 TE Only: 406, 408  <b>Digital Resources</b> Online Enrichment Activities: Shakespearean Sonnets Video: A Story about Printing Document-Based Investigation: Europe before the 1700s Document-Based Investigation: Luther’s Ninety-Five Theses Online Graphic Organizer: The Renaissance and Reformation Online Interactive Maps: Major Trade Routes, 1350–1500 Online Interactive Visuals: Carousel: The Renaissance
6.1.9	Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.	SE/TE: 409, 410, 414, 417, 419, 420, 421, 422, 426 TE Only: 409, 419, 420, 421, 424  <b>Digital Resources</b> Document-Based Investigation: Luther’s Ninety-Five Theses
<b>Early Modern Era: 1500 CE to 1800 CE</b>		
6.1.10	Examine and explain the outcomes of European colonization as it impacted the Americas including the cultural exchange between Europe and the Americas.	SE/TE: 414, 417, 419, 420, 421, 422, 429, 436 TE Only: 419, 429, 421, 424  <b>Digital Resources</b> Online Enrichment Activities: Age of Empires: European Discovery Document-Based Investigation: History of Modern Europe Document-Based Investigation: The Treatment of American Indians Online Interactive Visuals: Image with Rich Media: The Caravel Video: Christopher Columbus
6.1.11	Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.	SE/TE: 414, 420, 421, 422, 423, 425, 426 <b>TE Only:</b> 420, 421, 423, 424

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		<p><b>Digital Resources</b>            Video: Christopher Columbus            Online Interactive Maps: European Empires in the Americas, 1700</p>
<b>6.1.12</b>	Describe the Reformations and their effects on European and American society.	SE/TE: 361, 405, 409, 410, 414, 416, 419 TE Only: 406, 407
<b>6.1.13</b>	Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason.	SE/TE: 414, 417, 418, 427, 430, 434 TE Only: 428, 429, 434  <b>Digital Resources</b> Online Interactive Visuals: Carousel: Scientific Advances and Exploration; Image with Text Slider: Key Enlightenment Ideas Online Graphic Organizer: Science and Exploration; Political Change in Europe Video: Galileo’s Telescope
<b>6.1.14</b>	Describe the origins, developments and innovations of the Industrial Revolution and explain the impact of these changes brought about urbanization, changing role of women and child labor.	SE/TE: 414, 415, 418, 429, 435, 436, 437, 438, 440 TE Only: 437, 439  <b>Digital Resources</b> Online Enrichment Activities: Henry Bessemer Video: The Industrial Revolution Document-Based Investigation: History of Modern Europe Document-Based Investigation: Suffragettes Online Interactive Visuals: Image with Hotspots: A British Textile Factory Online Interactive Graphs: Growth of Cities, 1800–1870
<b>6.1.15</b>	Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.	SE/TE: 414, 429, 421, 436, 437, 438, 439, 440 TE Only: 437, 439  <b>Digital Resources</b> Online Interactive Graphs: Growth of Cities, 1800–1870 Document-Based Investigation: Suffragettes
<b>6.1.16</b>	Discuss the benefits and challenges related to the development of a highly technological society.	SE/TE: 414, 437, 438 TE Only: 438, 439

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Standard	Descriptor	Citations
		<b>Digital Resources</b> Online Interactive Visuals: Image with Hotspots: A British Textile Factory
<b>Chronological Thinking, Historical Comprehension, Analysis, and Interpretation, Research</b>		
<b>6.1.17</b>	Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.	SE/TE: 104, 255, 270, 372, 381 TE Only: 104, 388, 393  <b>Digital Resources</b> Online Interactive Timeline: Modern Conflicts of the United States
<b>6.1.18</b>	Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.	SE/TE: 97, 99, 100, 107 TE Only: 101
<b>6.1.19</b>	Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history.	SE/TE: 278, 280, 284, 290
<b>6.1.20</b>	Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.	SE/TE: 105, 125, 190, 203, 204, 209, 367 TE Only: 196  <b>Digital Resources</b> Online Enrichment Activities: Hurricane Katrina
<b>6.1.21</b>	Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.	SE/TE: 121, 188, 360  <b>Digital Resources</b> History Video, 360
<b>6.1.22</b>	Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.	SE/TE: 397, 398, 402, 403, 409, 410, 414, 417, 419, 420, 421, 422, 426 TE Only: 399, 408, 409, 419, 420, 421, 424  <b>Digital Resources</b> Online Interactive Maps: The Crusades, 1096–1204 Online Historical Source: Plague Literature, <i>The Decameron</i> Online Interactive Visuals: Image with Hotspots: The Black Death Document-Based Investigation: Luther’s Ninety-Five Theses

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<b>6.1.23</b>	Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed.	SE/TE: 94, 97, 127, 279, 322, 359, 362, 413, 463, 465  <b>Digital Resources</b> Online Enrichment Activities: Joan of Arc and the Hundred Years' War
<b>Civics and Government</b>		
<b>Standard 2: Students compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.</b>		
<b>Foundations of Government</b>		
<b>6.2.1</b>	Compare and contrast major forms of governments in Europe and the Americas throughout history	SE/TE: 128, 129, 131, 132, 133, 134, 137, 138 TE Only: 138  <b>Digital Resources</b> Videos: Could You Pass the U.S. Citizenship Test?; Birth of Democracy Module 4 Online Map Activity Document-Based Investigation: Government and Citizenship Module 4, Lesson 2 Enrichment Activities: Role of Bureaucracies in Governments; The Rights of Individuals versus the Common Good Online Interactive Tables: Modern Democracies
<b>6.2.2</b>	Explain how the elements and foundations of Greek direct democracy can be found in modern systems of government.	SE/TE: 134, 136, 137, 138, 145, 372, 375, 376 TE Only: 138  <b>Digital Resources</b> Online Interactive Visuals: Image with Hotspots: Athenian Democracy Document-Based Investigation: Government and Citizenship
<b>6.2.3</b>	Explain how the elements and foundations of Roman representative democracy are present in modern systems of government.	<b>SE/TE:</b> 129, 137, 138, 145 TE Only: 138  <b>Digital Resources</b> Document-Based Investigation: Government and Citizenship Video: Birth of Democracy Online Interactive Tables: Modern Democracies Online Interactive Visuals: Image with Hotspots: Athenian Democracy

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<b>6.2.4</b>	Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments.	SE/TE: 131, 132, 134, 135, 136, 402, 404 TE Only: 134, 135  <b>Digital Resources</b> Document-Based Investigation: Government and Citizenship Document-Based Investigation: Europe before the 1700s Document-Based Investigation: Magna Carta Online Graphic Organizer: The Middle Ages
<b>6.2.5</b>	Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.	SE/TE: 139 TE Only: 139  <b>Digital Resources</b> Online Interactive Chart: Process Steps: Systems of Government
<b>Functions of Government</b>		
<b>6.2.6</b>	Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.	SE/TE: 129, 132, 133, 135, 136, 137, 142, 143, 144, 145 TE Only: 138, 143  <b>Digital Resources</b> Module 4 Online Map Activity Module 4, Lesson 2 Enrichment Activities: Role of Bureaucracies in Governments; The Rights of Individuals versus the Common Good; Responsibilities as Global Citizens Document-Based Investigation: Government and Citizenship Document-Based Investigation: A Plea for Children’s Rights
<b>6.2.7</b>	Identify and describe the functions of international political organizations in the world today.	SE/TE: 131, 132, 133, 134, 136 TE Only: 141  <b>Digital Resources</b> Document-Based Investigation: Government and Citizenship Document-Based Investigation: The Charter of the United Nations
<b>Roles of Citizens</b>		
<b>6.2.8</b>	Define and compare citizenship and the citizen’s role throughout history in Europe and the Americas.	SE/TE: 129, 131, 134, 136, 137, 138, 139 TE Only: 134, 138, 139  <b>Digital Resources</b>

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		Module 4 Online Map Activity Document-Based Investigation: Government and Citizenship Document-Based Investigation: The Charter of the United Nations Enrichment Activities: Role of Bureaucracies in Governments; The Rights of Individuals versus the Common Good; Responsibilities as Global Citizens Online Interactive Chart: Process Steps: Systems of Government
<b>Geography</b>		
<b>Standard 3: Students identify the characteristics of climate regions in Europe and the Americas and describe major physical features, countries and cities of Europe, and the Western Hemisphere.</b>		
<b>The World in Spatial Terms</b>		
<b>6.3.1</b>	Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.	SE/TE: 16, 20, 24, 25, 38, 43, 44
<b>6.3.2</b>	Identify the four hemispheres of the earth and use latitude and longitude to locate the capital cities of Europe, North America, and South America to show absolute location and relative location to the Earth's surfaces.	SE/TE: 16, 24, 25, 38, 43, 44 TE Only: 25, 43  <b>Digital Resources</b> Online Interactive Visuals: Animation: Earth's Latitude and Longitude; Animation: Earth's Hemispheres
<b>6.3.3</b>	Name and locate the seven continents, the five oceans, and four hemispheres on a world map and explain that geographic names vary regionally, historically, politically, and spatially.	SE/TE: 25, 38, 44, 45 TE Only: 45
<b>Places and Regions</b>		
<b>6.3.4</b>	Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere.	SE/TE: 5, 6, 7, 9, 11  <b>Digital Resources</b> Online Enrichment Activities: Study Your Community
<b>Physical Systems</b>		
<b>6.3.5</b>	Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas.	SE/TE: 9, 10, 15, 24, 32, 33, 38, 46 TE Only: 12  <b>Digital Resources</b> Document-Based Investigation: A Geographer's World Document-Based Investigation: Terms Geographers Use Document-Based Investigation: The Physical World



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<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
<b>6.3.6</b>	Explain how ocean currents and winds influence climate differences for Europe and the Americas.	SE/TE: 38, 39, 46  <b>Digital Resources</b> Graphic Organizer, 46
<b>6.3.7</b>	Locate and describe the climate regions of Europe and the Americas and explain how and why they differ.	SE/TE: 5, 7, 9, 38, 39
<b>6.3.8</b>	Describe and compare major physical characteristics of regions (biomes) of Europe and the Americas.	SE/TE: 5, 7, 10, 38
<b>Human Systems</b>		
<b>6.3.9</b>	Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors trigger migrations.	SE/TE: 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 20, 21, 22, 23 TE Only: 6, 8, 13, 19, 22  <b>Digital Resources</b> Document-Based Investigation: A Geographer’s World Document-Based Investigation: Satellite Technology Document-Based Investigation: Computer Mapping Online Enrichment Activities: Improving Map Technology; Popular Projections
<b>6.3.10</b>	Explain the ways cultural diffusion, invention, and innovation change culture.	SE/TE: 11, 12, 360 TE Only: 100  <b>Digital Resources</b> Online Interactive Maps: Cultural Diffusion of Baseball
<b>6.3.11</b>	Differentiate between the terms anthropology, archeology, and artifacts while explaining how these contribute to our understanding of societies in the present and the past.	SE/TE: 6, 9, 10, 11, 12, 17  <b>Digital Resources</b> Enrichment Activities, 9d Graphic Organizer, 11
<b>Economics</b>		
<b>Standard 4: Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.</b>		
<b>6.4.1</b>	Give examples of how trade related to key developments in the history of Europe and the Americas.	SE/TE: 131, 132, 133, 134, 156–157, 179–180 TE Only: 134  <b>Digital Resources</b> Online Enrichment Activities: Analyzing Economic Sanctions; Solving Global Security Problems

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6.4.2	Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods.	SE/TE: 132, 133, 134, 156–157, 159–160, 179–180  <b>Digital Resources</b> Online Enrichment Activities, Analyzing Economic Sanctions; Solving Global Security Problems, Role of Bureaucracies in Governments; The Rights of Individuals versus the Common Good
6.4.3	Explain why international trade requires a system for exchanging currency between various countries.	SE/TE: 156–157, 159–160, 174 TE Only: 162  <b>Digital Resources</b> Online Enrichment Activities, Analyzing Economic Sanctions; Solving Global Security Problems
6.4.4	Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce, and for whom to produce.	SE/TE: 159–160, 164–165, 167, 174, 177 TE Only: 166, 177  <b>Digital Resources</b> Online Enrichment Activities: Analyzing Economic Sanctions; Solving Global Security Problems Online Interactive Graphs: Supply and Demand Document-Based Investigation: Availability of Resources Document-Based Investigation: Economics Online Interactive Visuals: Carousel: Types of Economic Systems Online Interactive Table: Compare Economic Systems
6.4.5	Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.	SE/TE: 159–160, 179–180  <b>Digital Resources</b> Online Enrichment Activities, Analyzing Economic Sanctions; Solving Global Security Problems
6.4.6	Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources.	SE/TE: 133, 156–157, 159–160, 164–165, 179–180  <b>Digital Resources</b> Online Enrichment Activities, Analyzing Economic Sanctions; Solving Global Security Problems; Natural Resources Are Economic Resources

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6.4.7	Identify economic connections between the local community and the countries of Europe and the Americas, and identify job skills needed to be successful in the workplace	SE/TE: 159–160, 179–180  <b>Digital Resources</b> Online Enrichment Activities: Analyzing Economic Sanctions; Solving Global Security Problems; Teen Chef; Natural Resources Are Economic Resources; A Student-Run Bank; Earning Money
6.4.8	Define how European and American countries utilize a welfare state system, and then identify ways that societies engage with helpful and harmful externalities in Europe and the Americas.	SE/TE: 159–160, 165–166, 179–180  <b>Digital Resources</b> Online Interactive Visuals: Carousel: Types of Economic Systems Online Interactive Table: Compare Economic Systems 166
6.4.9	Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options.	SE/TE: 159–160, 167, 173–174, 176, 177 TE Only: 176, 177  <b>Digital Resources</b> Online Enrichment Activities: A Student-Run Bank; Earning Money; Spending Money Wisely
<b>Learning Outcome for Literacy in History/Social Studies Learning</b>		
<b>LH.1: Read and comprehend history/social studies texts independently and proficiently, and write effectively for a variety of discipline-specific tasks, purposes, and audiences.</b>		
6-8.LH.1.1	Read and comprehend history/social studies texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.	This standard is addressed throughout the program. Representative pages: SE/TE: 4, 37, 154–155, 186–187, 248, 272–273, 276, 291, 293, 358–359
6-8.LH.1.2	Write routinely over a variety of timeframes for a range of discipline-specific tasks, purposes, and audiences.	This standard is addressed throughout the program. Representative pages: SE/TE: 37, 127, 155, 187, 221, 273, 293, 319, 359, 413, 465
<b>Key Ideas and Textual Support (Reading)</b>		
<b>LH.2: Extract and construct meaning from history/social studies texts using a variety of comprehension skills.</b>		
6-8.LH.2.1	Cite specific textual evidence to support analysis of primary and secondary sources.	SE/TE: 185, 187, 271, 273, 322, 359
6-8.LH.2.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	SE/TE: 94, 127, 322, 359, 362, 413, 463, 465

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6-8.LH.2.3	Identify key steps in a text’s description of a process related to history/social studies (Examples: how a bill becomes a law, how interest rates are raised or lowered).	SE/TE: 14, 60, 62, 68, 76, 77, 82, 153, 155
<b>Structural Elements and Organization (Reading)</b>		
<b>LH.3: Build understanding of history/social studies texts, using knowledge, structural organization, and author’s purpose.</b>		
6-8.LH.3.1	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	This standard is addressed throughout the program. Representative pages: SE/TE: 10, 46, 67, 91, 307, 318  <b>Digital Resources</b> Online Flip Cards
6-8.LH.3.2	Describe how a text presents information (Examples: sequentially, comparatively, causally).	This standard is addressed throughout the program. Representative pages: SE/TE: 125, 127, 130, 153, 155, 224, 245, 271, 273, 296, 319
6-8.LH.3.3	Identify aspects of a text that reveal an author’s perspective or purpose (Examples: loaded language, inclusion or avoidance of particular facts).	This standard is addressed throughout the program. Representative pages: SE/TE: 185, 187, 362
<b>Synthesis and Connection of Ideas (Reading)</b>		
<b>LH.4: Build understanding of history/social studies texts by synthesizing and connecting ideas and evaluating specific claims.</b>		
6-8.LH.4.1	Integrate visual information (Examples: charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	This standard is addressed throughout the program. Representative pages: SE/TE: 35, 37, 89, 91, 219, 221, 243, 245, 317, 319, 411, 413
6-8.LH.4.2	Distinguish among fact, opinion, and reasoned judgment in a text.	This standard is addressed throughout the program. Representative pages: SE/TE: 185, 187
6-8.LH.4.3	Compare and contrast treatments of the same topic in a primary and secondary source.	SE/TE: 463, 465
<b>Writing Genres (Writing)</b>		
<b>LH.5: Write for different purposes and to specific audiences or people.</b>		
6-8.LH.5.1	Write arguments focused on discipline-specific content.	SE/TE: 155, 413
6-8.LH.5.2	Write informative texts, including analyses of historical events.	This standard is addressed throughout the program. Representative pages: SE/TE: 37, 127, 187, 221, 273, 319, 359, 489

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<b>The Writing Process (Writing)</b>		
<b>LH.6: Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others.</b>		
<b>6-8.LH.6.1</b>	Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.	This standard is addressed throughout the program. Representative pages: SE/TE: 37, 127, 155, 187, 221, 273, 293, 319, 359, 413, 465
<b>6-8.LH.6.2</b>	Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	SE/TE: 187, 221
<b>The Research Process (Writing)</b>		
<b>LH.7: Build knowledge about the research process and the topic under study by conducting short or more sustained research.</b>		
<b>6-8.LH.7.1</b>	Conduct short research assignments and tasks to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	This standard is addressed throughout the program. Representative pages: SE/TE: 127, 187, 221, 489
<b>6-8.LH.7.2</b>	Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (Examples: APA or Chicago).	SE/TE: 127, 187, 221, 489
<b>6-8.LH.7.3</b>	Draw evidence from informational texts to support analysis, reflection, and research.	This standard is addressed throughout the program. Representative pages: SE/TE: 127, 155, 187, 21, 273