Request to Update Content Reviewed and Accepted by the State Review Panel (SRP)

Proposed changes shall be made available for public review on Texas Education Agency's website for a minimum of seven calendar days prior to approval.

Indicate if the changes in the content were reviewed and accepted by the SRP to determine coverage of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), or Texas Prekindergarten Guidelines (TPG) by selecting a box below. (**Note**: All request to update editions that do not change content reviewed and accepted by the SRP must be entered on the *Update to Content Not Reviewed by SRP* document.)

 \square TEKS \square ELPS \square TPG \boxtimes TEKS and ELPS

Proclamation Year: Proclamation 2015

Publisher: McGraw Hill

Subject Area/Course: Social Studies/Grade 6

Adopted Program Information:

Title: Texas World Cultures And Geography

ISBN: 9780021407460

Enter the identical Program Title of your identical product that will contain the identical updates.

Identical Program Title: Texas World Cultures And Geography

Identical Program ISBN: 9780021407460

Adopted Component Information

Title: Texas World Cultures And Geography, Student Learning Center

ISBN: 9780021407460

Enter the identical component title of your identical product that will contain the identical updates.

Identical Component Title: Texas World Cultures And Geography, Student Learning Center

Identical Component ISBN: 9780021407460

Publisher's overall rationale for this update

To update the program with new material to align to the 2022 TEKS Update.

Publisher's overall description of the change

New material was added to the Texas World Cultures And Geography Student Learning Center to address the new 2022 TEKS approved by the State Board of Education

Access Information

Enter access information below to the adopted version of the instructional materials and the proposed new content.

Currently Adopted Content URL: https://my.mheducation.com/login

Currently Adopted Content Username: MHE_TX_Reviewer Currently Adopted Content Password: 20education14

Proposed Updated Content URL: https://my.mheducation.com/login

Proposed Updated Content Username: TXTeks Proposed Updated Content Password: TexasTeks24

Update comparison:

Each change in the component on this form should be documented in the update comparison below. You must submit a separate request for **each component**, not each change. (**Note**: Repeat this section as often as needed by copying and pasting the entire area from the (SE)(Breakout(s)) and (Citation Type(s)) to the dividing line for each change.)

(SE)(Breakout(s)) and (Citation Type(s))

(19)(E)(i), Narrative

Description of the specific location and hyperlink to the exact location of currently adopted content There is no original content link because the content being added is to meet new 2022 TEKS.

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hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=V3CND14YDWJJQRGSXWH1KVXDG4&edition=STUDENT&page=9

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| NAME | DATE | CLASS |
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Writing Skills Activity

The Geographer's World

Informative and Explanatory Writing

Learning the Skill

Informative or explanatory writing is nonfiction writing that informs or explains. There are different types of explanatory writing including essays, articles, reports, and manuals. Your Student Edition includes informative writing. It provides specific information about people, places, and events.

Think about the different types of informative text that you have read. How has the author written the text so that it explains concepts well and is easy to understand? As you begin to write informative text, there are certain steps you can take to help improve your skills.

Getting Ready to Write

For example, you have been assigned to write an essay. Let us assume that you have already gathered and evaluated the primary and secondary sources that you will use to write your essay. You have evaluated the sources and found them to be valid, credible, accurate, and free of bias. Begin by organizing the research material you have gathered. You might develop a formal outline or simply sequence your research notes.

Keep in mind that significant claims made in your writing should be backed by reasoning and evidence. Reasoning is thinking about something logically. The evidence, which is your primary and secondary sources, includes facts or information you can use to support your claim. Think about what you are trying to prove or support. Then you can decide how you will write your essay.

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| Description | Provides qualities and characteristics of a subject |
| Compare and contrast | Describes likenesses or differences |
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Now you are ready to begin to write your essay. The final step of the writing process is to review and edit your written material and then communicate it with the intended audience.

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Writing Skills Activity (continued)

The Geographer's World

Informative and Explanatory Writing

Avoiding Plagiarism

When writers incorporate the research notes they have collected into their writing, they must be careful to present the information properly to avoid plagiarism. Plagiarism is the use of ideas or words of another person presented as your own without offering credit to the source. It is like forgery or copying something not yours. It also violates, or breaks, copyright laws. These laws prevent the unauthorized use of a writer's work.

Plagiarism uses a portion of written text word-for-word from a source without indicating it is someone else's work. Another example of plagiarism is when you repeat someone's idea as your own without identifying your source. Scholars can ruin their careers through plagiarism if they use content from books or the internet without citing the source or giving proper credit.

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Applying the Skill

Informative/Explanatory Writing Research and write a report about a person or an innovation that you think changed the world for the better. Use reasoning to explain why you think the person or the innovation was significant. Include evidence to support your reasoning. Be sure you cite your sources in your report to avoid plagiarism.

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The Geographer's World

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Writing Skills Activity (continued)

The Geographer's World

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Writing Skills Activity

The Geographer's World

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Writing Skills Activity (continued)

The Geographer's World

Informative and Explanatory Writing

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Writing Skills Activity

The Geographer's World

Informative and Explanatory Writing

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Writing Skills Activity (continued)

The Geographer's World

Informative and Explanatory Writing

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Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

Historians and social scientists get their evidence from various sources. Many of these sources are historical. Some sources, however, may be contemporary, meaning the source was created during the researcher's lifetime. Understanding types of sources and evaluating their quality is important when studying social studies.

Types of Sources

Historians and social scientists use a variety of source material to create the most complete picture possible of the event, society, or time period being studied. Historians and social scientists often use both primary and secondary sources.

Primary sources are pieces of evidence from people who saw or experienced the events described. Primary sources include written documents, such as letters, diaries, and official government records. Spoken interviews and objects such as photographs, tools, and clothing are primary sources. Literature or artwork from a particular time and place may be primary sources. Statistical data is also a type of primary source.

Secondary sources are created after the event occurred and by people who were not part of the event. The information in secondary sources is partially based on primary sources. Some common examples of secondary sources that you have likely used include biographies that describe people's lives and history books or historical magazines that provide overviews of events. Secondary sources can be used to gather background information and to gain a broader understanding of an event or historical period.

Evaluating Sources

As historians or other social scientists attempt to answer the questions they have developed, they often examine many possible sources. Social scientists must decide how useful each of those sources may be. To be useful, a source should be valid, credible, accurate, and free of hias.

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| The Geographer's World | | |
| Researching and Evaluating Source | es | |
| The validity of a source refers to how close topic or question being studied. Researche is relevant and appropriate to the subject that is essential to answering the question. | ers must determine that the so matter. This means selecting (| urce being considered |
| Sources should also be credible (truthful) a researcher asks the following questions: | | e credibility of a source, |
| Does the creator of the source haw does he or she have qualifications to the work of the source have does he or she have qualifications to the same information of the source add the same information be found to the source add the more you can answer "yes" to these quarter eliable and credible you may consider the historian or geographer should also expresents the facts correctly. A researcher agreement with the source being considered to the source with the source being considered to the source that the source being considered to the source. For example, how does the person recorded? Sometimes a writer's point of view is exprepended and events. A bias is a one-sided, ujudgment about an event, a person, or a situation. Biased speakers and writers can words expressing strong opinions or emotions. | that suggest the source is credicing qualifications? Jence? Jenotional? Jenotional? Jenotions about a primary or see the source. Jenotions about a primary or see the source and strong evidence? Accuracy may look at other primary and ed. Jenotic participants are, and which deator's point of view of eator's point of view of eator's point of view affect the way sessed as a bias, or an unreason unexamined view. A person where the detected in various ways. The defected in various ways. | econdary source, the ce was created. Is the or means the source secondary sources for source. Point of view is nt of view that selects letails are worth te the credibility of the or the facts are ned judgment about no is biased has made a many parts of the Their statements use |
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Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

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| Writing Skills Activit | (continued) | | |
| The Geographer's World | | | |
| Researching and Evaluating Sour | ces | | |
| The validity of a source refers to how clo topic or question being studied. Research is relevant and appropriate to the subject that is essential to answering the question | ners must determine that the source t matter. This means selecting only | e being considered | |
| Sources should also be credible (truthful) a researcher asks the following questions | | edibility of a source, | |
| Does the creator of the source had does he or she have qualifications Who is the author and what are the Are statements supported with evaluation in the language objective and not Can the same information be four Does the creator of the source and The more you can answer "yes" to these more reliable and credible you may conside the historian or geographer should also source based on other, accurate, sources presents the facts correctly. A researcher agreement with the source being conside Social scientists must also consider the pageneral attitude about people or life. To | that suggest the source is credible heir qualifications? idence? emotional? idence? dress other viewpoints? questions about a primary or seconder the source. examine how and why the source we and strong evidence? Accuracy me may look at other primary and second. | ndary source, the vas created. Is the eans the source condary sources for | |
| a general attitude about people or lire. what event to focus on, who the importane recording. It is important to identify the course. For example, how does the person recorded? Sometimes a writer's point of view is expeople and events. A bias is a one-sided, judgment about an event, a person, or a situation. Biased speakers and writers ca words expressing strong opinions or emo | nt participants are, and which detai reator's point of view to evaluate the on's point of view affect the way the ressed as a bias, or an unreasoned unexamined view. A person who is group without considering the man n be detected in various ways. Thei | ils are worth he credibility of the e facts are judgment about s biased has made a ny parts of the ir statements use | |
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| esearching and Evaluating Source | 3 | | |
| onderful. They also tend to use words that ever. It is important to be aware of point o | | | |
| esearching on the Internet oday, finding vast amounts of information condary sources can be found in various of allenging when determining their credibility provide an author. It may be unclear if the by someone who is simply interested in the can research and learn about. Also, look ntent. | nline locations. However, online so by and accuracy. Often, articles on the source was created by an expe the subject. It is important to look f | ources can be the internet do rt on the subject for an author who | |
| oking at a web site's uniform resource loc curacy. A URL that ends in .gov indicates ntains accurate data. A URL that ends in . ch as a college or university. The informat inions in addition to facts. Nonprofit orgar nese sites may contain accurate informatio formation that supports their goals. Inform inion-based statements and bias. | it is part of a government entity. T edu is usually a site for an educatic ion on such sites is often accurate nizations usually use .org at the en n, but organizations sometimes en | his site probably onal institution, but may contain d of their URLs. nphasize | |

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| The | Geographer's World | | |
| Rese | arching and Evaluating Sources | | |
| 4. | Describing Why is it important to ensure writing for social studies? | your sources are o | credible and accurate when |
| 5. | Informative/Explanatory On a separat explaining how you evaluate the credibility questions should you ask about a source t | of primary and se | econdary sources. What |

Applying the Skill

and objective way?

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

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Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

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| Writing Skills Activity (continued) | |
| The Geographer's World | |
| Researching and Evaluating Sources | |
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| e Geographer's World | |
| earching and Evaluating Sources | |
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Screenshot of Currently Adopted Content

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Screenshot of Proposed New Content

3. Explaining What is the meaning of bias? Why is it important to identify any bias in source material?

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

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| Writing Skills Activity | | | |

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

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| Writing Skills Activity (continued) | |
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4. Describing Why is it important to ensure your sources are credible and accurate when writing for social studies?

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

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Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

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Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

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| people and events. A bias is a one-sid judgment about an event, a person, o situation. Biased speakers and writers | expressed as a bias, or an unreasoned led, unexamined view. A person who is or a group without considering the man can be detected in various ways. Thei emotions such as stupid, ignorant, impor- | s biased has made a ny parts of the ir statements use | | |
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| Vriting Skills Activit | (continued) | | | |
| he Geographer's World | • | | | |
| esearching and Evaluating Sour | ces | | | |
| onderful. They also tend to use words t ever. It is important to be aware of poin | | | | |
| esearching on the Internet day, finding vast amounts of informati condary sources can be found in variou allenging when determining their credit t provide an author. It may be unclear by someone who is simply interested i u can research and learn about. Also, I ntent. | is online locations. However, online so bility and accuracy. Often, articles on if the source was created by an expe n the subject. It is important to look f | ources can be the internet do ort on the subject for an author who | | |
| oking at a web site's uniform resource curacy. A URL that ends in .gov indicat ntains accurate data. A URL that ends ch as a college or university. The infon inions in addition to facts. Nonprofit or sees eites may contain accurate inform formation that supports their goals. Inf inion-based statements and bias. | es it is part of a government entity. T in .edu is usually a site for an educati mation on such sites is often accurate ganizations usually use .org at the en stion, but organizations sometimes en | his site probably onal institution, but may contain d of their URLs. nphasize | | |

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(vi), Activity

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Writing Skills Activity (continued)

The Geographer's World

Researching and Evaluating Sources

- 4. Describing Why is it important to ensure your sources are credible and accurate when writing for social studies?
- 5. Informative/Explanatory On a separate sheet of paper, write a short essay explaining how you evaluate the credibility of primary and secondary sources. What questions should you ask about a source to determine if it presents facts in a reliable and objective way?

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(vii), Narrative

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Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

Historians and social scientists get their evidence from various sources. Many of these sources are historical. Some sources, however, may be contemporary, meaning the source was created during the researcher's lifetime. Understanding types of sources and evaluating their quality is important when studying social studies.

Types of Sources

Historians and social scientists use a variety of source material to create the most complete picture possible of the event, society, or time period being studied. Historians and social scientists often use both primary and secondary sources.

Primary sources are pieces of evidence from people who saw or experienced the events described. Primary sources include written documents, such as letters, diaries, and official government records. Spoken interviews and objects such as photographs, tools, and clothing are primary sources. Literature or artwork from a particular time and place may be primary sources. Statistical data is also a type of primary source.

Secondary sources are created after the event occurred and by people who were not part of the event. The information in secondary sources is partially based on primary sources. Some common examples of secondary sources that you have likely used include biographies that describe people's lives and history books or historical magazines that provide overviews of events. Secondary sources can be used to gather background information and to gain a broader understanding of an event or historical period.

Evaluating Sources

As historians or other social scientists attempt to answer the questions they have developed, they often examine many possible sources. Social scientists must decide how useful each of those sources may be. To be useful, a source should be valid, credible, accurate, and free of bias.

| NAME | DATE | CLASS | |
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| Writing Skills Activity | (continued) | | |
| The Geographer's World | | | |
| Researching and Evaluating Sources | | | |
| The validity of a source refers to how closely topic or question being studied. Researchers is relevant and appropriate to the subject mathat is essential to answering the question. | must determine that the sour | ce being considered | |
| Sources should also be credible (truthful) and a researcher asks the following questions: | accurate. To determine the o | credibility of a source, | |
| Does the creator of the source have a does he or she have qualifications tha Who is the author and what are their Are statements supported with eviden Is the language objective and not eme Can the same information be found in Does the creator of the source addres The more you can answer "yes" to these que more reliable and credible you may consider to the source based on other, accurate, sources and presents the facts correctly. A researcher may agreement with the source being considered. Social scientists must also consider the point a general attitude about people or life. The creat source. For example, how does the person's precorded? Sometimes a writer's point of view is expressipeople and events. A bias is a one-sided, une judgment about an event, a person, or a grot situation. Biased speakers and writers can be words expressing strong opinions or emotions. | t suggest the source is credible qualifications? ce? stional? another source? so ther viewpoints? stions about a primary or second the source. Stions about a primary or second the source strong evidence? Accuracy my look at other primary and second to the source strong evidence? Accuracy my look at other primary and second to the source to so the source has a point articipants are, and which detent of the sounce so the sounce of the | ondary source, the was created. Is the neans the source econdary sources for urce. Point of view is of view that selects ails are worth the credibility of the he facts are ed judgment about is biased has made a any parts of the eir statements use | |
| ME | DATE | CLASS | |
| Vriting Skills Activity ω | ontinued) | | |
| he Geographer's World | | | |
| esearching and Evaluating Sources | | | |
| onderful. They also tend to use words that allo ever. It is important to be aware of point of vie | | | |
| esearching on the Internet day, finding vast amounts of information onlin condary sources can be found in various onlin allenging when determining their credibility an the provide an author. It may be unclear if the s by someone who is simply interested in the st u can research and learn about. Also, look for ntent. | e locations. However, online s d accuracy. Often, articles or ource was created by an exp ubject. It is important to look | sources can be n the internet do pert on the subject t for an author who | |
| oking at a web site's uniform resource locator, curacy. A URL that ends in .gov indicates it is ntains accurate data. A URL that ends in .edu ch as a college or university. The information inions in addition to facts. Nonprofit organizat ese sites may contain accurate information, bu ormation that supports their goals. Informatio inion-based statements and bias. | part of a government entity, is usually a site for an education such sites is often accurations usually use .org at the eart organizations sometimes e | This site probably tional institution, te but may contain and of their URLs. emphasize | |

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(19)(F)(vii), Activity

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3. Explaining What is the meaning of bias? Why is it important to identify any bias in source material?

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

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(19)(F)(viii), Narrative

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| NAME | DATE | CLASS | |

Writing Skills Activity

The Geographer's World

Researching and Evaluating Sources

Learning the Skill

Historians and social scientists get their evidence from various sources. Many of these sources are historical. Some sources, however, may be contemporary, meaning the source was created during the researcher's lifetime. Understanding types of sources and evaluating their quality is important when studying social studies.

Types of Sources

Historians and social scientists use a variety of source material to create the most complete picture possible of the event, society, or time period being studied. Historians and social scientists often use both primary and secondary sources.

Primary sources are pieces of evidence from people who saw or experienced the events described. Primary sources include written documents, such as letters, diaries, and official government records. Spoken interviews and objects such as photographs, tools, and clothing are primary sources. Literature or artwork from a particular time and place may be primary sources. Statistical data is also a type of primary source.

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Evaluating Sources

As historians or other social scientists attempt to answer the questions they have developed, they often examine many possible sources. Social scientists must decide how useful each of those sources may be. To be useful, a source should be valid, credible, accurate, and free of hias.

| NAME | DATE | CLASS |
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| Writing Skills Activity | (continued) | |
| The Geographer's World | | |
| Researching and Evaluating Source | es | |
| The validity of a source refers to how close topic or question being studied. Researche is relevant and appropriate to the subject that is essential to answering the question. | ers must determine that the so matter. This means selecting | ource being considered |
| Sources should also be credible (truthful) a researcher asks the following questions: | and accurate. To determine th | he credibility of a source, |
| Does the creator of the source have does he or she have qualifications to the work of the source have does he or she have qualifications to the same information be found to the same information be found to the source add. The more you can answer "yes" to these qualified and credible you may consider the historian or geographer should also expresents the facts correctly. A researcher agreement with the source being considered to the source source based on other, accurate, sources a presents the facts correctly. A researcher agreement with the source being considered to a general attitude about people or life. The what event to focus on, who the important recording. It is important to identify the cresource. For example, how does the person recorded? Sometimes a writer's point of view is exprepeple and events. A bias is a one-sided, ujudgment about an event, a person, or a gituation. Biased speakers and writers can words expressing strong opinions or emotions. | that suggest the source is cre eir qualifications? dence? emotional? I in another source? ress other viewpoints? questions about a primary or se er the source. camine how and why the sour and strong evidence? Accurac may look at other primary and ed. int of view of the creator of a e creator of a source has a po t participants are, and which 's point of view to evalue 's point of view affect the wa essed as a bias, or an unrease unexamined view. A person w unexamined view. A person w to une view of the creator of the be detected in various ways. | secondary source, the rice was created. Is the rice was created. Is the rice was created as source of secondary sources for source. Point of view is bint of view that selects details are worth at the credibility of the rich that is biased has made a many parts of the Their statements use |
| 1E | DATE | CLASS |
| riting Skills Activity | (continued) | |
| ne Geographer's World | | |
| searching and Evaluating Sources | | |
| nderful. They also tend to use words that a ver. It is important to be aware of point of | | |
| searching on the Internet day, finding vast amounts of information or ondary sources can be found in various on illenging when determining their credibility provide an author. It may be unclear if by someone who is simply interested in the or can research and learn about. Also, look f itent. | line locations. However, onli and accuracy. Often, articles e source was created by an e subject. It is important to lo | ne sources can be s on the internet do expert on the subject ook for an author who |
| oking at a web site's uniform resource locat uracy. A URL that ends in .gov indicates it itains accurate data. A URL that ends in .ec th as a college or university. The informatio nions in addition to facts. Nonprofit organia see sites may contain accurate information, ormation that supports their goals. Informa nion-based statements and bias. | is part of a government enti du is usually a site for an edu on on such sites is often accu zations usually use .org at th , but organizations sometime | ty. This site probably ucational institution, urate but may contain se end of their URLs. es emphasize |

(SE)(Breakout(s)) and (Citation Type(s))

(19)(F)(viii), Activity

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4. Describing Why is it important to ensure your sources are credible and accurate when writing for social studies?

Applying the Skill

Evaluating Sources Choose a topic from history that you have studied recently, or that you enjoy learning about. Then find 3-4 historical sources related to the topic and 3-4 contemporary sources about the topic. Examine each source for its validity (relation to your chosen topic), credibility, accuracy, and any signs of bias. Create a chart or report to show your findings for each of your sources.

(SE)(Breakout(s)) and (Citation Type(s))

(20)(D)(i), Narrative

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Description of the specific location and hyperlink to the exact location of the proposed new content Chapter 1, Lesson 4, Pg. 3; Click on the Geography Skills Activity: Creating and Interpreting Sketch Maps https://connected.mcgraw-

hill.com/ssh/book.lesson.do?bookId=KKF1RNGG8VYKVKDXH4ZMSNKDXY&nodeId=WQKQRRXJG7VV1LLZ 4VO57PC83Y&edition=STUDENT&page=3

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| NAME | DATE | CLASS |
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Geography Skills Activity

The Geographer's World

Creating and Interpreting Sketch Maps

Learning the Skill

A sketch map is a simple drawing of a geographical area. Most people create sketch maps by hand. A sketch map does not show exact distances. Rather, it is a basic drawing that shows where features are in relation to each other. For example, if a friend was not sure where you lived, you might draw a sketch map that identifies where your home is in relation to streets, buildings, or physical features.

Sometimes people use sketch maps to help them remember certain features about a place. Let's say that you are learning about the physical geography of the United States. You might study maps that show oceans, rivers, and mountains, but you still might not remember where the features are. If you draw your own sketch map of the United States, however, you will probably have a better understanding of where features are located.

Sketch maps can also help you interpret information. When you interpret a sketch map, you can often identify patterns, features, and spatial relationships more easily. For example, if you created a sketch map of the Mediterranean Sea region, you could predict that trade relationships probably developed among the lands that bordered the Mediterranean Sea. The Mediterranean Sea would make it easy for goods to be shipped to the lands.

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(20)(D)(i), Activity

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Applying the Skill

Creating and Interpreting Regional Sketch Maps Find a map that shows information about how much land is used for farming in Africa. Then, create a sketch map that includes this same information. Remember to show specific physical features in addition to farmland. Using your sketch map, answer these questions:

- About how much land in Africa is used for farming?
- 2. Identify the regions where there is little farming.
- 3. Based upon your sketch map, which regions in Africa would most be affected by droughts?

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Geography Skills Activity

The Geographer's World

Creating and Interpreting Sketch Maps

Learning the Skill

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Applying the Skill

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- 3. Based upon your sketch map, which regions in Africa would most be affected by droughts?

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(21)(F)(i), Narrative

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Description of the specific location and hyperlink to the exact location of the proposed new content Chapter 4, Lesson 3, Pg. 1; Click on the Critical Thinking Skills Activity, Comparing and Contrasting: Types of Elections

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Critical Thinking Skills Activity

The United States

Comparing and Contrasting: Types of Elections

Learning the Skill

When you compare two or more items, you identify their similarities. When you contrast two or more items, you identify their differences. You probably practice this skill and don't even know it. For example, if you compare dogs and cats as pets, you would identify how they are similar. Dogs and cats both require you to feed them. They both need to go to the vet to stay healthy. And most of the time, they enjoy human companionship.

However, there are differences between dogs and cats. When you contrast their characteristics, you describe how they are different. Dogs bark, but cats meow. Dogs enjoy walks in the park, but cats often prefer to take naps in the sun. Dogs need to be bathed, but cats bathe themselves.

Sometimes when you read text, you can spot words that act as clues that something is being compared. Words such as like, similar to, also, and in the same way are often used when comparing an event or concept. Clue words that reflect something being contrasted include however, but, instead of, or on the contrary.

Practicing the Skill

Directions Read the paragraphs then answer the questions.

Governmental and Democratic Processes: Elections

Free and fair elections are essential to a constitutional republic. In the United States, citizens can vote for issues that affect their community, as well as for the individuals who represent them in the different levels of government. Before a general election, in which voters choose the people to serve in government, an earlier election is often held to pick the candidates. Political parties in each state choose the method used to nominate, or choose, candidates. Political parties use primaries or caucuses to nominate candidates.

Primaries

Most states hold closed primaries. This means only registered members of a political party vote for the candidate they want to represent them in the general election. Some states have open primaries where voters can participate even if they are not a registered member of a party. However, they must select one party's primary to vote in.

| NAME | DATE | CLASS | | |
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| Critical Thinki | ng Skills Activity (d | continued) | | |
| The United States | 5 | | | |
| Comparing and Contra | sting: Types of Elections | | | |
| Caucuses, unlike primaries, | rimaries, political parties hold caucuses are a series of meetings. People at cau hey support and try to get others to jo | ucuses separate into groups | | |
| | nd delegates are given to candidates b will vote for the selected candidate at | | | |
| Constitution. All states requi and to have resided in the st | ho can vote as long as these rules do re voters to be U.S. citizens to vote in tate for a defined period of time. Voter he registration rules and processes var | state and federal elections, ers must also register with the | | |
| The democratic process relies on citizens to be informed and to vote. Voting gives citizens a voice in government. There are different ways to cast a ballot. Citizens can vote in person on Election Day or by absentee ballot, a ballot that allows people to vote without going to the polls. In many states, voters can also vote early in person up to a few weeks before an election at a central location. | | | | |
| definition for "discourse" is ti when people engage in conv discourse is to increase the k different viewpoints. Democr think and speak for themsely participants can disagree, bu The discussion should focus evidence. This is particularly issue. It is a shared responsi Engaging in civil discourse is government, a constitutional according to what the major | hoosing candidates, people engage in he exchange of ideas in a conversation ersation about issues or matters of pul nowledge of the participants and to pra attic societies call for civil discourse, as res and take an active role as a citizen, t it should be done respectfully and ne on an issue, and arguments should be important when there are multiple and bility among the speakers to make the necessary in a constitutional republic, republic is responsible to its citizens, I ity of the citizens prefer. But there are s not silence those in the minority. | in. "Civil discourse" takes place ublic concern. The goal of civil promote understanding of its every person has a right to in. In such conversations, lever include personal attacks, e logical and supported with its different perspectives on an e conversation productive. Julike authoritarian forms of Policy decisions are made | | |
| NAME | DATE | CLASS | | |
| | king Skills Activity | | | |
| The United States | King Skins Activity | (continuea) | | |
| | trasting: Types of Elections | | | |
| | encourage civil discourse to listen to an | nd share different views, gain | | |
| social studies topics. Del skills. Civil discourse invo listening carefully, speak | oom is a place where you can engage in bates and deliberations provide two opp plyes a number of elements. These including ing effectively, evaluating arguments, a titudes and skills that you can practice | oportunities to practice those dude showing respect for others and being ready to reach an | | |

(SE)(Breakout(s)) and (Citation Type(s)) (21)(F)(i), Activity

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- 4. Defining What is civil discourse?
- 5. Describing What are the elements of civil discourse?

(SE)(Breakout(s)) and (Citation Type(s))

(22)(A)(i), Narrative

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Critical Thinking Skills Activity

The United States

Comparing and Contrasting: Types of Elections

Learning the Skill

When you compare two or more items, you identify their similarities. When you contrast two or more items, you identify their differences. You probably practice this skill and don't even know it. For example, if you compare dogs and cats as pets, you would identify how they are similar. Dogs and cats both require you to feed them. They both need to go to the vet to stay healthy. And most of the time, they enjoy human companionship.

However, there are differences between dogs and cats. When you contrast their characteristics, you describe how they are different. Dogs bark, but cats meow. Dogs enjoy walks in the park, but cats often prefer to take naps in the sun. Dogs need to be bathed, but cats bathe themselves.

Sometimes when you read text, you can spot words that act as clues that something is being compared. Words such as *like, similar to, also,* and *in the same way* are often used when comparing an event or concept. Clue words that reflect something being contrasted include however, but, instead of, or on the contrary.

Practicing the Skill

Directions Read the paragraphs then answer the questions.

Governmental and Democratic Processes: Elections

Free and fair elections are essential to a constitutional republic. In the United States, citizens can vote for issues that affect their community, as well as for the individuals who represent them in the different levels of government. Before a general election, in which voters choose the people to serve in government, an earlier election is often held to pick the candidates. Political parties in each state choose the method used to nominate, or choose, candidates. Political parties use primaries or caucuses to nominate candidates.

Primaries

Most states hold closed primaries. This means only registered members of a political party vote for the candidate they want to represent them in the general election. Some states have open primaries where voters can participate even if they are not a registered member of a party. However, they must select one party's primary to vote in.

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| Critical Thinking | Skills Activity (co | ontinued) | | |
| The United States | | | | |
| Comparing and Contrastin | g: Types of Elections | | | |
| Caucuses, unlike primaries, are a | ries, political parties hold caucuses t series of meetings. People at caucu support and try to get others to join | uses separate into groups | | |
| | elegates are given to candidates bas vote for the selected candidate at t | | | |
| Constitution. All states require wand to have resided in the state local government to vote. The re | an vote as long as these rules do no oters to be U.S. citizens to vote in st for a defined period of time. Voters gistration rules and processes vary l | tate and federal elections, must also register with the by state. | | |
| The democratic process relies on citizens to be informed and to vote. Voting gives citizens a voice in government. There are different ways to cast a ballot. Citizens can vote in person on Election Day or by absentee ballot, a ballot that allows people to vote without going to the polls. In many states, voters can also vote early in person up to a few weeks before an election at a central location. | | | | |
| definition for "discourse" is the e when people engage in conversa discourse is to increase the know different viewpoints. Democratic think and speak for themselves participants can disagree, but it: The discussion should focus on a evidence. This is particularly imp issue. It is a shared responsibility Engaging in civil discourse is nec government, a constitutional rep | sing candidates, people engage in ci xchange of ideas in a conversation. I tion about issues or matters of publi ledge of the participants and to pro- societies call for civil discourse, as e nd take an active role as a citizen. I should be done respectfully and new in issue, and arguments should be lo ortant when there are multiple and e among the speakers to make the c essary in a constitutional republic. U ublic is responsible to its citizens. Po f the citizens prefer. But there are a t silence those in the minority. | "Civil discourse" takes place lic concern. The goal of civil mote understanding of every person has a right to In such conversations, er include personal attacks. ogical and supported with different perspectives on an conversation productive. Unlike authoritarian forms of olicy decisions are made | | |
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| critical Thinking | Skills Activity | (continued) | | |
| ne United States | | | | |
| omparing and Contrastin | g: Types of Elections | | | |
| onstitutional republics encoura derstanding, and grow togeth | ge civil discourse to listen to and er as a society. | d share different views, gain | | |
| cial studies topics. Debates an | place where you can engage ir d deliberations provide two opp umber of elements. These inclu | portunities to practice those | | |

The social studies classroom is a place where you can engage in civil discourse on a range of social studies topics. Debates and deliberations provide two opportunities to practice those skills. Civil discourse involves a number of elements. These include showing respect for others listening carefully, speaking effectively, evaluating arguments, and being ready to reach an agreement. These are attitudes and skills that you can practice and improve throughout your life.

| (SE)(Breakout(s)) and (Citation Type(s)) (22)(A)(i), Activity |
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| 1. Identifying What are two ways that political parties choose candidates? |
| 2. Comparing How are primaries and caucuses similar? |
| 3. Contrasting How do primaries and caucuses differ? |
| 4. Defining What is civil discourse? |

5. Describing What are the elements of civil discourse?

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Critical Thinking Skills Activity (continued)

The United States

Comparing and Contrasting: Types of Elections

Modeling Work individually or in a small group to create a model that explains the
voting process in Texas. Use the Texas Secretary of State website to access information
to include in your model about when, where, and how to vote.

Applying the Skill

Simulating a Primary and a Caucus As a class, list six or seven popular ice cream flavors without ranking them. Then hold a secret ballot primary election to choose the flavor that would "win" the primary. If results are too close, or there is a tie, drop some of the lower placing "candidates," then hold another vote. Before revealing the results, have the class hold a caucus to determine a winner from among the flavors. After both simulations are completed, reveal the results of the primary and the caucus. Have students write a reflection about each voting process and how it influenced the mock election and its outcomes.

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Critical Thinking Skills Activity

The United States

Identifying Central Issues and Due Process

Learning the Skill

A central issue is the most important part of a subject that people are talking about. A central issue is like the main idea of a story. The phrase is usually used when discussing a problem that needs a resolution. Identifying the central, or main, issue of a problem helps you find possible solutions. For instance, let's say you find water all over the kitchen floor. As you investigate where the water is coming from, you find a busted pipe under the sink. The central issue is the busted pipe that needs fixed. That issue caused water to flow out onto the floor. In a society, various problems arise that affect its citizens, such as having safe schools, clean parks, or working streetlights. It is important to identify the central issues in a community and work together to resolve the problems.

When the Constitutional Convention delegates drafted the Constitution, they identified many central issues commonly faced by people when they were England's colonies, such as protecting the rights of citizens and limiting the power of government. Then they tried to address the central issues in the structure and processes of the government.

Practicing the Skill

Directions Read the paragraphs then answer the questions.

All citizens of the United States have certain basic rights. Many of those rights are included in the U.S. Constitution and may be familiar to you. For example, the Constitution guarantees the rights of speech and religion and the right to gather peacefully.

Due Process

The U.S. Constitution guarantees everyone due process rights. "Due process" means the government must follow fair procedures before it can take away a person's freedom or property. Legal procedures that are enacted by the United States government must be carried out equally and fairly. For example, before a person can be arrested for a crime, authorities must follow certain steps. Before police may search a person or a residence, they must show good cause for the search and obtain a warrant from a court. Once a person is arrested, due process means they are entitled to a court trial and legal representation.

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| Another characteristic of due process refers to the fairne with a person's basic freedoms or fundamental rights. To laws that interfere with matters of privacy, marriage, | nis idea related to due p | | | | | |

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- 1. Defining What is due process?
- 2. Identifying What is one central issue addressed by the U.S. due process laws?
- Evaluating Do you think due process is an important principle for a democracy? Explain.

Applying the Skill

Identifying Central Issues Research a recent court case that interests you and research the elements of due process that apply to the crime. In a poster or chart, describe the central issues of the crime and how due process was applied.

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Critical Thinking Skills Activity

The United States

Comparing and Contrasting: Types of Elections

Learning the Skill

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Practicing the Skill

Directions Read the paragraphs then answer the questions

Governmental and Democratic Processes: Elections Free and fair elections are essential to a constitutional republic. In the United States, citizens

Free and fair elections are essential to a constitutional republic. In the United States, citizens can vote for issues that affect their community, as well as for the individuals who represent them in the different levels of government. Before a general election, in which voters choose the people to serve in government, an earlier election is often held to pick the candidates. Political parties in each state choose the method used to nominate, or choose, candidates. Political parties use primaries or caucuses to nominate candidates.

Primaries

Most states hold closed primaries. This means only registered members of a political party vote for the candidate they want to represent them in the general election. Some states have open primaries where voters can participate even if they are not a registered member of a party. However, they must select one party's primary to vote in.

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| Caucuses In a few states, instead of primaries Caucuses, unlike primaries, are a se according to the candidate they sup | ries of meetings. People at cauc | cuses separate into groups | | | | | | | |
| the caucus, a vote is held, and dele they received. The delegates will vo convention. | | | | | | | | | |
| Voting States can set rules about who can Constitution. All states require vote and to have resided in the state for local government to vote. The regis | rs to be U.S. citizens to vote in st a defined period of time. Voters | tate and federal elections, must also register with the | | | | | | | |
| The democratic process relies on citizens to be informed and to vote. Voting gives citizens a voice in government. There are different ways to cast a ballot. Citizens can vote in person on Election Day or by absentee ballot, a ballot that allows people to vote without going to the polls. In many states, voters can also vote early in person up to a few weeks before an election at a central location. | | | | | | | | | |
| Civil Discourse Throughout this process of choosing definition for "discourse" is the exch when people engage in conversatio discourse is to increase the knowled different viewpoints. Democratic so think and speak for themselves and participants can disagree, but it sho The discussion should focus on an i evidence. This is particularly import issue. It is a shared responsibility at Engaging in civil discourse is necess | ange of ideas in a conversation. a bout issues or matters of publ ge of the participants and to pro cieties call for civil discourse, as e take an active role as a citizen. I uld be done respectfully and nev ssue, and arguments should be lo ant when there are multiple and on mong the speakers to make the c | "Civil discourse" takes place vilic concern. The goal of civil omote understanding of every person has a right to In such conversations, ver include personal attacks, logical and supported with different perspectives on an conversation productive. | | | | | | | |
| government, a constitutional republ according to what the majority of the ensure that the majority does not s | ic is responsible to its citizens. Po ne citizens prefer. But there are a | olicy decisions are made | | | | | | | |
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Critical Thinking Skills Activity (continued)

The United States

Comparing and Contrasting: Types of Elections

Modeling Work individually or in a small group to create a model that explains the voting process in Texas. Use the Texas Secretary of State website to access information to include in your model about when, where, and how to vote.

Applying the Skill

Simulating a Primary and a Caucus As a class, list six or seven popular ice cream flavors without ranking them. Then hold a secret ballot primary election to choose the flavor that would "win" the primary. If results are too close, or there is a tie, drop some of the lower placing "candidates," then hold another vote. Before revealing the results, have the class hold a caucus to determine a winner from among the flavors. After both simulations are completed, reveal the results of the primary and the caucus. Have students write a reflection about each voting process and how it influenced the mock election and its outcomes.

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Critical Thinking Skills Activity

The United States

Identifying Central Issues and Due Process

Learning the Skill

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Practicing the Skill

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Applying the Skill

Identifying Central Issues Research a recent court case that interests you and research the elements of due process that apply to the crime. In a poster or chart, describe the central issues of the crime and how due process was applied.

Signature: By entering your name below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Date Submitted: 6/27/2024