

**A Harcourt Achieve Correlation of Steck-Vaughn TIMELINE
To the National Social Studies Standards (1994)**

GRADES 5-8	
NATIONAL STANDARDS SOCIAL STUDIES	STECK-VAUGHN TIMELINE
1. Culture	
a. Compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.	<i>Elephant Army</i> <i>The Magic Tile</i> <i>Marco Polo and the Roc</i> <i>A United Force</i> <i>Queen Nzinga</i>
b. Explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.	<i>The Magic Tile</i> <i>Nomad King</i> <i>Falling Star</i> <i>Gladiator</i> <i>In a Class of Her Own</i> <i>D-Day</i> <i>Pearl Harbor</i> <i>Gallipoli</i>
c. Explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions beliefs, values, and behaviors contribute to the development and transmission of culture.	<i>Elephant Army</i> <i>The Golden Scarab</i> <i>The Magic Tile</i> <i>Marco Polo and the Roc</i> <i>Nomad King</i> <i>Beware the Vikings</i> <i>The First Emperor</i> <i>In a Class of Her Own</i> <i>The Taj</i> <i>Nellie in the News</i> <i>A United Force</i> <i>The Hidden Message</i> <i>Kazuma's Quest</i> <i>Queen Nzinga</i>
d. Explain why individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values, and beliefs.	<i>The Golden Scarab</i> <i>The Magic Tile</i> <i>Nomad King</i> <i>Falling Star</i> <i>Gladiator</i> <i>In a Class of Her Own</i> <i>Nellie in the News</i> <i>D-Day</i> <i>Fight for Rights</i> <i>Kazuma's Quest</i>

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e. Articulate the implications of cultural diversity, as well as cohesion, within and across groups.	<i>The Magic Tile</i> <i>Marco Polo and the Roc</i> <i>Nomad King</i> <i>Beware the Vikings</i> <i>Falling Star</i> <i>The First Emperor</i> <i>In a Class of Her Own</i> <i>A United Force</i> <i>Pearl Harbor</i> <i>Queen Nzinga</i>
II. Time, Continuity, And Change	
a. Demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views.	<i>March of the Dinosaurs</i> <i>Marco Polo and the Roc</i> <i>D-Day</i> <i>Napoleon's Last Stand</i>
b. Identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.	<i>Elephant Army</i> <i>The Golden Scarab</i> <i>The Magic Tile</i> <i>March of the Dinosaurs</i> <i>Marco Polo and the Roc</i> <i>Nomad King</i> <i>Raiders of the Seas</i> <i>Beware the Vikings</i> <i>Falling Star</i> <i>The First Emperor</i> <i>Gladiator</i> <i>Gold Rush</i> <i>In a Class of Her Own</i> <i>The Taj</i> <i>Mars Colony</i> <i>Nellie in the News</i> <i>A United Force</i> <i>D-Day</i> <i>Escape From East Berlin</i> <i>Fight for Rights</i> <i>The Hidden Message</i> <i>Kazuma's Quest</i> <i>Napoleon's Last Stand</i> <i>Pearl Harbor</i> <i>Queen Nzinga</i> <i>Rebel Prince</i> <i>Gallipoli</i>

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c. Identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others.	<i>Elephant Army</i> <i>The Golden Scarab</i> <i>The Magic Tile</i> <i>Marco Polo and the Roc</i> <i>Nomad King</i> <i>Raiders of the Seas</i> <i>Beware the Vikings</i> <i>Falling Star</i> <i>The First Emperor</i> <i>Gladiator</i> <i>Gold Rush</i> <i>In a Class of Her Own</i> <i>The Taj</i> <i>Mars Colony</i> <i>Nellie in the News</i> <i>A United Force</i> <i>D-Day</i> <i>Escape From East Berlin</i> <i>Fight for Rights</i> <i>The Hidden Message</i> <i>Kazuma's Quest</i> <i>Napoleon's Last Stand</i> <i>Pearl Harbor</i> <i>Queen Nzinga</i> <i>Rebel Prince</i> <i>Gallipoli</i>
d. Identify and use processes important to reconstructing and reinterpreting the past, such as using a variety of sources, providing validating, and weighing evidence for claims, checking credibility of sources, and searching for causality.	<i>Fire Mountain</i> <i>The Golden Scarab</i> <i>March of the Dinosaurs</i> <i>Marco Polo and the Roc</i> <i>Beware the Vikings</i> <i>Nellie in the News</i> <i>The Hidden Message</i> <i>Napoleon's Last Stand</i> <i>Rebel Prince</i>
e. Develop critical sensitivities such as empathy and skepticism regarding attitudes, values, and behaviors of people in different historical contexts.	<i>Fire Mountain</i> <i>The Golden Scarab</i> <i>The Magic Tile</i> <i>Marco Polo and the Roc</i> <i>Nomad King</i> <i>Beware the Vikings</i> <i>Falling Star</i> <i>In a Class of Her Own</i> <i>Nellie in the News</i> <i>D-Day</i> <i>Fight for Rights</i> <i>Kazuma's Quest</i> <i>Napoleon's Last Stand</i> <i>Queen Nzinga</i> <i>Gallipoli</i>

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f. Use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.	<i>The Magic Tile</i> <i>Falling Star</i> <i>In a Class of Her Own</i> <i>Mars Colony</i> <i>Nellie in the News</i> <i>D-Day</i> <i>Escape From East Berlin</i> <i>Fight for Rights</i>
III. People, Places, and Environments	
a. Elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape	<i>Elephant Army</i> <i>Fire Mountain</i> <i>The Golden Scarab</i> <i>The Magic Tile</i> <i>March of the Dinosaurs</i> <i>Marco Polo and the Roc</i> <i>Nomad King</i> <i>Beware the Vikings</i> <i>Falling Star</i> <i>Gold Rush</i> <i>A United Force</i> <i>D-Day</i> <i>Escape From East Berlin</i> <i>Napoleon's Last Stand</i> <i>Pearl Harbor</i> <i>Queen Nzinga</i> <i>Gallipoli</i>
b. Create, interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;	<i>Elephant Army</i> <i>Fire Mountain</i> <i>The Golden Scarab</i> <i>The Magic Tile</i> <i>March of the Dinosaurs</i> <i>Marco Polo and the Roc</i> <i>Nomad King</i> <i>Raiders of the Seas</i> <i>Beware the Vikings</i> <i>The First Emperor</i> <i>Gold Rush</i> <i>The Taj</i> <i>Mars Colony</i> <i>D-Day</i> <i>Escape From East Berlin</i> <i>Fight for Rights</i> <i>Napoleon's Last Stand</i> <i>Pearl Harbor</i>

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c. Use appropriate resources, data, sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps;	<i>Fire Mountain</i> <i>March of the Dinosaurs</i> <i>Nomad King</i> <i>The Taj</i> <i>D-Day</i> <i>Escape From East Berlin</i>
d. Estimate distance, calculate scale, and distinguish other geographic relationships such as population density and spatial distribution patterns;	<i>Fire Mountain</i> <i>Marco Polo and the Roc</i> <i>Nomad King</i> <i>Gold Rush</i>
e. Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans, and explain their relationships within the ecosystem;	<i>Fire Mountain</i> <i>Marco Polo and the Roc</i> <i>Nomad King</i> <i>Mars Colony</i> <i>Gallipoli</i>
f. Describe physical system changes such as seasons, climate and weather, and the water cycle and identify geographic patterns associated with them;	<i>Fire Mountain</i> <i>Ice Journey</i> <i>March of the Dinosaurs</i>
g. Describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like;	<i>Fire Mountain</i> <i>The Magic Tile</i> <i>Marco Polo and the Roc</i> <i>The Taj</i> <i>The Hidden Message</i>
h. Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes;	<i>Elephant Army</i> <i>Ice Journey</i> <i>Marco Polo and the Roc</i> <i>Nomad King</i> <i>Beware the Vikings</i> <i>Falling Star</i> <i>Gold Rush</i> <i>A United Force</i> <i>Queen Nzinga</i>

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i. Describe ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings;	<i>Elephant Army</i> <i>The Magic Tile</i> <i>March of the Dinosaurs</i> <i>Marco Polo and the Roc</i> <i>Beware the Vikings</i> <i>Falling Star</i> <i>The First Emperor</i> <i>Gold Rush</i> <i>A United Force</i> <i>D-Day</i> <i>Escape From East Berlin</i> <i>Napoleon's Last Stand</i> <i>Pearl Harbor</i> <i>Queen Nzinga</i> <i>Gallipoli</i>
j. Observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;	<i>Fire Mountain</i> <i>Ice Journey</i>
k. Propose, compare, and evaluate alternative uses of land and resources in communities, regions, nations, and the world.	<i>Ice Journey</i> <i>Mars Colony</i>
IV. Individual Development and Identity	
a. relate personal changes to social, cultural, and historical contexts; describe personal connections to place — as associated with community, nation, and world;	<i>Falling Star</i> <i>In a Class of Her Own</i> <i>Escape From East Berlin</i>
b. describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity;	<i>The Magic Tile</i> <i>Falling Star</i> <i>In a Class of Her Own</i> <i>D-Day</i> <i>Fight for Rights</i>
c. relate such factors as physical endowment and capabilities, learning, motivation, personality, perception, and behavior to individual development;	<i>In a Class of Her Own</i> <i>Nellie in the News</i> <i>Napoleon's Last Stand</i>
d. identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives;	<i>The Golden Scarab</i> <i>The Magic Tile</i> <i>Falling Star</i> <i>In a Class of Her Own</i>
e. identify and describe the influence of perception, attitudes, values, and beliefs on personal identity;	<i>The Golden Scarab</i> <i>The Magic Tile</i> <i>Falling Star</i> <i>In a Class of Her Own</i> <i>Nellie in the News</i>

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f. identify and interpret examples of stereotyping, conformity, and altruism;	<i>Raiders of the Seas</i> <i>Falling Star</i> <i>In a Class of Her Own</i> <i>Nellie in the News</i> <i>Fight for Rights</i> <i>Pearl Harbor</i>
g. work independently and cooperatively to accomplish goals.	N/A
V. Individuals, Groups, and Institutions	
a. demonstrate an understanding of concepts such as role, status, and social class in describing the interactions of individuals and social groups	<i>The Golden Scarab</i> <i>Gladiator</i> <i>In a Class of Her Own</i> <i>Nellie in the News</i> <i>A United Force</i> <i>Fight for Rights</i>
b. analyze group and institutional influences on people, events, and elements of culture;	<i>The Magic Tile</i> <i>Marco Polo and the Roc</i> <i>Falling Star</i> <i>In a Class of Her Own</i> <i>Escape From East Berlin</i> <i>Fight for Rights</i>
c. describe the various forms institutions take and the interactions of people with institutions;	<i>Marco Polo and the Roc</i> <i>In a Class of Her Own</i>
d. identify and analyze examples of tensions between expressions of individuality and group or institutional efforts to promote social conformity;	<i>The Magic Tile</i> <i>Falling Star</i> <i>In a Class of Her Own</i> <i>The Taj</i> <i>Nellie in the News</i> <i>Escape From East Berlin</i> <i>Fight for Rights</i> <i>Queen Nzinga</i>
e. identify and describe examples of tensions between belief systems and government policies and laws;	<i>The Magic Tile</i>
f. describe the role of institutions in furthering both continuity and change;	<i>Marco Polo and the Roc</i> <i>In a Class of Her Own</i>
g. apply knowledge of how groups and institutions work to meet individual needs and promote the common good.	<i>Gladiator</i> <i>In a Class of Her Own</i> <i>Fight for Rights</i>
VI. Power, Authority, and Governance	
a. examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare;	<i>In a Class of Her Own</i> <i>Fight for Rights</i>

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b. describe the purpose of government and how its powers are acquired, used, and justified;	<i>Gladiator In a Class of Her Own Napoleon's Last Stand Rebel Prince</i>
c. analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security;	<i>The Golden Scarab The Magic Tile Nomad King Raiders of the Seas Beware the Vikings In a Class of Her Own A United Force Pearl Harbor Rebel Prince</i>
d. describe the ways nations and organizations respond to forces of unity and diversity affecting order and security;	<i>Elephant Army The Golden Scarab The Magic Tile Falling Star A United Force D-Day Pearl Harbor</i>
e. identify and describe the basic features of the political system in the United States, and identify representative leaders from various levels and branches of government;	<i>In a Class of Her Own</i>
f. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;	<i>Elephant Army The Golden Scarab The Magic Tile Falling Star The First Emperor A United Force D-Day Escape From East Berlin Napoleon's Last Stand Pearl Harbor Queen Nzinga Gallipoli</i>
g. describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;	<i>D-Day Gallipoli</i>
h. explain and apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;	<i>Marco Polo and the Roc In a Class of Her Own Fight for Rights Queen Nzinga</i>

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i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.	<i>D-Day Escape From East Berlin Napoleon's Last Stand</i>
VII. Production, Distribution, and Consumption	
a. give and explain examples of ways that economic systems structure choices about how goods and services are to be produced and distributed;	<i>The First Emperor Queen Nzinga</i>
b. describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;	<i>Queen Nzinga</i>
c. explain the difference between private and public goods and services;	N/A
d. describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations;	N/A
e. describe the role of specialization and exchange in the economic process;	N/A
f. explain and illustrate how values and beliefs influence different economic decisions;	N/A
g. differentiate among various forms of exchange and money;	<i>Gold Rush</i>
h. compare basic economic systems according to who determines what is produced, distributed, and consumed;	<i>Marco Polo and the Roc</i>
i. use economic concepts to help explain historical and current developments and issues in local, national, or global contexts;	<i>Gold Rush Escape From East Berlin Queen Nzinga</i>
j. use economic reasoning to compare different proposals for dealing with a contemporary social issue such as unemployment, acid rain, or high quality education.	N/A
VIII. Science, Technology, and Society	
a. examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare;	<i>Nellie in the News</i>

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b. show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security;	<i>Cyber Patrol</i> <i>Mars Colony</i>
c. describe examples in which values, beliefs, and attitudes have been influenced by new scientific and technological knowledge, such as the invention of the printing press, conceptions of the universe, applications of atomic energy, and genetic discoveries;	<i>Cyber Patrol</i> <i>Pearl Harbor</i>
d. explain the need for laws and policies to govern scientific and technological applications, such as in the safety and well-being of workers and consumers and the regulation of utilities, radio, and television;	<i>Cyber Patrol</i>
e. seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.	<i>Cyber Patrol</i>
IX. Global Connections	
a. describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;	<i>The Magic Tile</i> <i>Falling Star</i> <i>The Hidden Message</i> <i>Queen Nzinga</i>
b. analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations;	<i>Elephant Army</i> <i>Marco Polo and the Roc</i> <i>Beware the Vikings</i> <i>Falling Star</i> <i>A United Force</i> <i>D-Day</i> <i>Escape From East Berlin</i> <i>The Hidden Message</i> <i>Napoleon's Last Stand</i> <i>Queen Nzinga</i> <i>Rebel Prince</i> <i>Gallipoli</i>
c. describe and analyze the effects of changing technologies on the global community;	<i>Cyber Patrol</i> <i>Mars Colony</i>
d. explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality;	<i>Cyber Patrol</i> <i>Ice Journey</i> <i>Mars Colony</i>

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e. describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people;	<i>Ice Journey D-Day Escape From East Berlin Napoleon's Last Stand Queen Nzinga</i>
f. demonstrate understanding of concerns, standards, issues, and conflicts related to universal human rights;	<i>Cyber Patrol In a Class of Her Own Fight for Rights Queen Nzinga</i>
g. identify and describe the roles of international and multinational organizations.	<i>D-Day</i>
X. Civic Ideals and Practices	
a. examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;	<i>Beware the Vikings In a Class of Her Own</i>
b. identify and interpret sources and examples of the rights and responsibilities of citizens;	<i>In a Class of Her Own Nellie in the News Fight for Rights</i>
c. locate, access, analyze, organize, and apply information about selected public issues — recognizing and explaining multiple points of view;	<i>In a Class of Her Own</i>
d. practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;	N/A
e. explain and analyze various forms of citizen action that influence public policy decisions;	<i>In a Class of Her Own Nellie in the News Escape From East Berlin Fight for Rights</i>
f. identify and explain the roles of formal and informal political actors in influencing and shaping public policy and decision making;	<i>In a Class of Her Own Escape From East Berlin Napoleon's Last Stand Pearl Harbor Rebel Prince</i>
g. analyze the influence of diverse forms of public opinion on the development of public policy and decision making;	<i>In a Class of Her Own Fight for Rights</i>
h. analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government;	<i>In a Class of Her Own Fight for Rights</i>

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i. explain the relationship between policy statements and action plans used to address issues of public concern;	<i>In a Class of Her Own</i> <i>Pearl Harbor</i>
j. examine strategies designed to strengthen the "common good," which consider a range of options for citizen action.	<i>Fight for Rights</i>