



# The World and Its People

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STANDARDS	PAGE REFERENCES
<b>STATE GOAL 14: Understand political systems, with an emphasis on the United States.</b>	
<b>A. Understand and explain basic principles of the United States government.</b>	
<p><b>14.A.3</b> Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.</p>	<p>Students may discuss these responsibilities using information found on pages:</p> <p><b>Student Edition:</b></p> <p>99, 138-140, 143 #3, 143 #5, 146, 154 #7, 154 #17, 329, 789-792</p> <p><i>Building Citizenship</i> 634, 733</p> <p><i>Making Connections</i> 108</p> <p><i>National Geographic</i> 147, 148</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CTA 139; WIM 125</p>

STANDARDS	PAGE REFERENCES
<b>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</b>	
<p><b>14.B.3</b> Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p>	<p>Students may compare these systems using information found on pages:</p> <p><b>Student Edition:</b>  99, 138-140, 143 #5, 146, 154 #7, 154 #17, 329, 789-792</p> <p><i>Building Citizenship</i> 634, 733  <i>Making Connections</i> 108  <i>National Geographic</i> 147, 148</p> <p><b>Teacher Wraparound Edition:</b>  CTA 139; WIM 125</p>
<b>C. Understand election processes and responsibilities of citizens.</b>	
<p><b>14.C.3</b> Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p>	<p><b>Student Edition:</b>  99, 138-140, 148-149, 593, 673</p> <p><i>Building Citizenship</i> 291, 463, 634, 733  <i>Making Connections</i> 671  <i>Primary Source</i> 167</p> <p><b>Teacher Wraparound Edition:</b>  CLA 149; CTA 139; EI 592; MAP 147; YGY 750</p>
<b>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</b>	
<p><b>14.D.3</b> Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).</p>	<p><b>Student Edition:</b>  143 #5</p> <p><i>Building Citizenship</i> 291, 733  <i>Making Connections</i> 170</p> <p><b>Teacher Wraparound Edition:</b>  CTA 139, 663; F 260, 328; MC 671; PS 167; TTA 95; YGY 676, 750</p>

STANDARDS	PAGE REFERENCES
<b>E. Understand United States foreign policy as it relates to other nations and international issues.</b>	
<p><b>14.E.3</b> Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</p>	<p><b>Student Edition:</b> 99-100, 138-140, 146-148 <i>Making Connections</i> 409 <i>Primary Source</i> 99</p> <p><b>Teacher Wraparound Edition:</b> CTA 102, 663; GI 499, 773; MC 671; YGY 332</p>
<b>F. Understand the development of United States political ideas and traditions.</b>	
<p><b>14.F.3a</b> Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.</p>	<p><b>Student Edition:</b> 99, 100 #4, 125, 139, 146-149, 154 #7, 329, 788-792 <i>National Geographic</i> 147 <i>Primary Source</i> 167</p> <p><b>Teacher Wraparound Edition:</b> MAP 147; RS 146, 225; T 791</p>
<p><b>14.F.3b</b> Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.</p>	<p><b>Student Edition:</b> 99, 100 #4, 125, 139, 146-147, 154 #7, 329, 788-792 <i>National Geographic</i> 147 <i>Primary Source</i> 167</p> <p><b>Teacher Wraparound Edition:</b> MAP 147; RS 146, 225</p>
<b>STATE GOAL 15: Understand economic systems, with an emphasis on the United States.</b>	
<b>A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</b>	
<p><b>15.A.3a</b> Explain how market prices signal producers about what, how and how much to produce.</p>	<p>Economic information related to market prices is found on pages: <b>Student Edition:</b> 92-96, 102-106, 103 #1, 796 <i>Interpreting Maps</i> 102</p> <p><b>Teacher Wraparound Edition:</b> CTA 102; DI 94; F 101; YGY 106</p>

STANDARDS	PAGE REFERENCES
<p><b>15.A.3b</b> Explain the relationship between productivity and wages.</p>	<p>Economic information related to productivity and wages is found on pages:</p> <p><b>Student Edition:</b> 85, 92-96, 96 #3, 102-106, 103 #1, 221, 796 <i>Exploring Economics</i> 664 <i>Interpreting Maps</i> 102</p> <p><b>Teacher Wraparound Edition:</b> CTA 663; F 101; RS 105</p>
<p><b>15.A.3c</b> Describe the relationship between consumer purchases and businesses paying for productive resources.</p>	<p>Students may describe this relationship using information found on pages:</p> <p><b>Student Edition:</b> 92-96, 330, 796 <i>Exploring Economics</i> 664 <i>Interpreting Maps</i> 102</p> <p><b>Teacher Wraparound Edition:</b> CTA 102; YGY 106</p>
<p><b>15.A.3d</b> Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).</p>	<p><b>Student Edition:</b> 102-106, 103 #1, 223 #6, 272, 331 <i>Building Citizenship</i> 401 <i>Interpreting Maps</i> 102</p> <p><b>Teacher Wraparound Edition:</b> CTA 663; F 101</p>
<p><b>B. Understand that scarcity necessitates choices by consumers.</b></p>	
<p><b>15.B.3a</b> Describe the "market clearing price" of a good or service.</p>	<p>Students may describe the market clearing price using information found on pages:</p> <p><b>Student Edition:</b> 92-96, 102-106 <i>Interpreting Maps</i> 102</p> <p><b>Teacher Wraparound Edition:</b> CTA 102; F 101</p>

STANDARDS	PAGE REFERENCES
<p><b>15.B.3b</b> Explain the effects of choice and competition on individuals and the economy as a whole.</p>	<p><b>Student Edition:</b> 93-96, 96 #5, 102-106, 103 #1-2, 131-136, 223, 328-332 <i>Building Citizenship</i> 401 <i>National Geographic</i> 94</p> <p><b>Teacher Wraparound Edition:</b> CTA 102; DI 94; F 101; MC 101, 327; RP 97</p>
<p><b>C. Understand that scarcity necessitates choices by producers.</b></p>	
<p><b>15.C.3</b> Identify and explain the effects of various incentives to produce a good or service.</p>	<p><b>Student Edition:</b> 92-96, 102-106, 330, 766 <i>Building Citizenship</i> 401 <i>Exploring Economics</i> 664</p> <p><b>Teacher Wraparound Edition:</b> F 101; MC 327; RS 105; YGY 105</p>
<p><b>D. Understand trade as an exchange of goods or services.</b></p>	
<p><b>15.D.3a</b> Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.</p>	<p><b>Student Edition:</b> 92-96, 96 #5, 102-106, 103 # 1-2, 131-136, 223, 328-332, 692-693 <i>Building Skills for Reading Tables</i> 333</p> <p><b>Teacher Wraparound Edition:</b> CTA 663; DI 94; F 101; MC 101; YGY 106</p>
<p><b>15.D.3b</b> Explain how comparative advantage forms the basis for specialization and trade among nations.</p>	<p><b>Student Edition:</b> 85, 92-96, 96 #3, 102-106, 103 #2, 131-139, 223 #6, 692-693 <i>Believe It or Not!</i> 93</p> <p><b>Teacher Wraparound Edition:</b> CTA 663; DI 94; MC 101; YGY 106</p>
<p><b>15.D.3c</b> Explain how workers can affect their productivity through training and by using tools, machinery and technology.</p>	<p><b>Student Edition:</b> 85, 96 #3, 97-100, 102-106, 103 #2, 131-136, 692, 797 <i>National Geographic</i> 98</p> <p><b>Teacher Wraparound Edition:</b> DYK 102; TTA 104</p>

STANDARDS	PAGE REFERENCES
<b>E. Understand the impact of government policies and decisions on production and consumption in the economy.</b>	
<p><b>15.E.3a</b> Identify the types of taxes levied by differing levels of governments (e.g., income tax, sales tax, property tax).</p>	<p><b>Student Edition:</b> 95-96, 131, 223, 329-330</p> <p><b>Teacher Wraparound Edition:</b> DI 94; F 328; MAP 138; MC 327; RS 93</p>
<p><b>15.E.3b</b> Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.</p>	<p><b>Student Edition:</b> 92-96, 102-106, 131-136, 222-223, 328-332 <i>Building Citizenship</i> 401</p> <p><b>Teacher Wraparound Edition:</b> CTA 102, 663; DI 94; F 101, 328; RS 93; TTA 329; YGY 106</p>
<b>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</b>	
<b>A. Apply the skills of historical analysis and interpretation.</b>	
<p><b>16.A.3a</b> Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</p>	<p>Examples of models can be found on pages:</p> <p><b>Student Edition:</b> 792 <i>Critical Thinking Skills</i> 555, 598, 682, 702 <i>Study and Writing Skills</i> 376, 448, 478, 752, 763</p> <p><b>Teacher Wraparound Edition:</b> IA 105</p>
<p><b>16.A.3b</b> Make inferences about historical events and eras using historical maps and other historical sources.</p>	<p><b>Student Edition:</b> 791, 794 <i>Critical Thinking Skills</i> 555, 682 <i>Study and Writing Skills</i> 448</p> <p><b>Teacher Wraparound Edition:</b> C 317; CLA 149, 414; CTA 83; DI 316; RAA 285; RS 166, 225</p>

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<p><b>16.A.3c</b> Identify the differences between historical fact and interpretation.</p>	<p><b>Student Edition:</b> 332 <i>Critical Thinking Skills</i> 682 <i>Study and Writing Skills</i> 448</p> <p><b>Teacher Wraparound Edition:</b> CEJ 143; CLA 149; CTA 102, 663; F 746; IA 105; RS 753</p>
<p><b>B. Understand the development of significant political events.</b></p>	
<p><b>16.B.3a (US)</b> Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.</p>	<p><b>Student Edition:</b> 146-148, 329, 788-791 <i>National Geographic</i> 147</p> <p><b>Teacher Wraparound Edition:</b> RS 146, 225; T 791</p>
<p><b>16.B.3b (US)</b> Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.</p>	<p><b>Student Edition:</b> 138-140, 146-148, 154 #7, 329, 788-792 <i>National Geographic</i> 147</p> <p><b>Teacher Wraparound Edition:</b> MAP 147; RS 146; T 791</p>
<p><b>16.B.3c (US)</b> Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.</p>	<p><b>Student Edition:</b> 138-140, 143 #3, 143 #5, 146, 154 #7, 788-792 <i>Building Citizenship</i> 634 <i>National Geographic</i> 148</p> <p><b>Teacher Wraparound Edition:</b> BC 733; CTA 139; RS 105</p>
<p><b>16.B.3d (US)</b> Describe ways in which the United States developed as a world political power.</p>	<p><b>Student Edition:</b> 97-100, 102-103, 116-117, 131-136, 146-149, 329, 788-791, 796-797 <i>Building Graph Reading Skills</i> 107 <i>Why It Matters</i> 125</p> <p><b>Teacher Wraparound Edition:</b> CTA 102; MAP 128; RS 146, 225</p>

STANDARDS	PAGE REFERENCES
<p><b>16.B.3a (W)</b> Compare the political characteristics of Greek and Roman civilizations with non-Western civilizations, including the early Han dynasty and Gupta empire, between 500 BCE and 500 CE.</p>	<p><b>Student Edition:</b> 197-198, 294-297, 311 #26, 666-667 <i>Exploring Economics</i> 468 <i>Geography &amp; History</i> 686</p> <p><b>Teacher Wraparound Edition:</b> AP 659; C 297; CB 641; DI 296; RS 216, 683</p>
<p><b>16.B.3b (W)</b> Identify causes and effects of the decline of the Roman empire and other major world political events (e.g., rise of the Islamic empire, rise and decline of the T'ang dynasty, establishment of the kingdom of Ghana) between 500 CE and 1500 CE.</p>	<p><b>Student Edition:</b> 197-199, 296-297, 410-411, 476-477, 557, 573, 680, 693</p> <p><b>Teacher Wraparound Edition:</b> AP 659; CB 546</p>
<p><b>16.B.3c (W)</b> Identify causes and effects of European feudalism and the emergence of nation states between 500 CE and 1500 CE.</p>	<p><b>Student Edition:</b> 299-302, 302 #1, 302 #5, 303-304, 310 #16, 310 #17</p> <p><i>Exploring Economics</i> 300</p> <p><b>Teacher Wraparound Edition:</b> DI 301</p>
<p><b>16.B.3d (W)</b> Describe political effects of European exploration and expansion on the Americas, Asia, and Africa after 1500 CE.</p>	<p><b>Student Edition:</b> 146, 165-166, 199-200, 236, 244-245, 305-307, 557-558, 605-606, 641, 667</p> <p><i>Exploring Economics</i> 715</p> <p><b>Teacher Wraparound Edition:</b> IC 546; RS 146, 225; TTA 573</p>
<p><b>C. Understand the development of economic systems.</b></p>	
<p><b>16.C.3a (US)</b> Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750.</p>	<p><b>Student Edition:</b> 146, 165-166, 199-200, 216, 220-221, 236, 240, 243-245, 305-307, 796</p> <p><i>Geography &amp; History</i> 228</p> <p><b>Teacher Wraparound Edition:</b> IC 546; RS 225</p>
<p><b>16.C.3b (US)</b> Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p>	<p><b>Student Edition:</b> 116-117, 133-136, 146-151, 155 #24, 794</p> <p><b>Teacher Wraparound Edition:</b> IC 148, 546; MAP 128; RS 105, 127, 225; YGY 750</p>

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<p><b>16.C.3c (US)</b> Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.</p>	<p><b>Student Edition:</b> 102-103, 105, 147-148, 797 <i>Exploring Economics</i> 664</p> <p><b>Teacher Wraparound Edition:</b> CTA 102, 663; RS 105, 225; TTA 104; YGY 750</p>
<p><b>16.C.3a (W)</b> Describe major economic trends from 1000 to 1500 CE including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.</p>	<p><b>Student Edition:</b> 300-302, 302 #3, 302 #5, 303-305, 307 #4 <i>Exploring Economics</i> 300, 715 <i>Geography &amp; History</i> 228</p> <p><b>Teacher Wraparound Edition:</b> DI 301; GHA 229</p>
<p><b>16.C.3b (W)</b> Describe the economic systems and trade patterns of North America, South America and Mesoamerica before the encounter with the Europeans.</p>	<p><b>Student Edition:</b> 145-146, 165, 178, 197-199, 267 <i>Exploring Economics</i> 267</p> <p><b>Teacher Wraparound Edition:</b> DYK 267; EOW 266; RS 146; UI 174</p>
<p><b>16.C.3c (W)</b> Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500-present.</p>	<p><b>Student Edition:</b> 97-100, 134-136, 146-148 <i>Making Connections</i> 28, 108, 218, 409, 608, 665 <i>National Geographic</i> 98</p> <p><b>Teacher Wraparound Edition:</b> RS 146, 225; T 98; WIM 659</p>
<p><b>D. Understand Illinois, United States and world social history.</b></p>	
<p><b>16.D.3a (US)</b> Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.</p>	<p><b>Student Edition:</b> 146-148, 155 #24, 794</p> <p><b>Teacher Wraparound Edition:</b> CTA 125; IC 148; MAP 128; RAA 120; RS 105, 225</p>
<p><b>16.D.3b (US)</b> Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.</p>	<p><b>Student Edition:</b> 148, 155 #24, 794</p> <p><b>Teacher Wraparound Edition:</b> CB 148; RAA 120; RS 105, 225</p>

STANDARDS	PAGE REFERENCES
<p><b>16.D.3 (W)</b> Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.</p>	<p><b>Student Edition:</b> 87-91, 138-142, 146-149, 220-221, 236, 305, 794 <i>National Geographic</i> 90</p> <p><b>Teacher Wraparound Edition:</b> IC 546; RS 105, 146, 225</p>
<p><b>E. Understand Illinois, United States and world environmental history.</b></p>	
<p><b>16.E.3a (US)</b> Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.</p>	<p><b>Student Edition:</b> 112D, 116, 126-129</p> <p><b>Teacher Wraparound Edition:</b> CEJ 113; CTA 129; RAA 120; RS 225; TT 124D</p>
<p><b>16.E.3b (US)</b> Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p>	<p><b>Student Edition:</b> 126-129, 131-136</p> <p><i>Geography &amp; History</i> 11</p> <p><b>Teacher Wraparound Edition:</b> C 123; CEJ 113; CTA 129; MAP 128; RAA 120, RS 133, 225; TT 124D; TTA 135; YGY 750</p>
<p><b>16.E.3c (US)</b> Describe the impact of urbanization and suburbanization, 1850-present, on the environment.</p>	<p><b>Student Edition:</b> 90-91, 127</p> <p><i>Geography &amp; History</i> 11</p> <p><b>Teacher Wraparound Edition:</b> C 123; CEJ 113; EOW 131; RS 105, 133, 225; TT 124D; TTA 135</p>
<p><b>16.E.3a (W)</b> Describe how the people of the Huang He, Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution, 4000-1000 BCE.</p>	<p><b>Student Edition:</b> 84-85, 466-471, 471 #5, 471 #7, 481 # 24, 640, 795</p> <p><i>Making Connections</i> 472 <i>National Geographic</i> 467 <i>Social Studies Skills</i> 86</p> <p><b>Teacher Wraparound Edition:</b> AP 231; CLA 84, 470; RS 479; T 467</p>

STANDARDS	PAGE REFERENCES
<p><b>16.E.3b (W)</b> Explain how expanded European and Asian contacts affected the environment of both continents, 1000 BCE-1500 CE.</p>	<p><b>Student Edition:</b> 294-297, 299-302, 302 #5, 468-469, 474-477, 653, 666-667 <i>Geography &amp; History</i> 228, 686 <i>National Geographic</i> 295-301</p> <p><b>Teacher Wraparound Edition:</b> GTA 567; T 295; TL 687</p>
<p><b>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</b></p>	
<p><b>A. Locate, describe and explain places, regions and features on the Earth.</b></p>	
<p><b>17.A.3a</b> Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).</p>	<p><b>Student Edition:</b> 22-26, 39-42, 53-58, 61-67 <i>Geography Handbook</i> 4-7 <i>Making Connections</i> 28 <i>Social Studies Skills</i> 60</p> <p><b>Teacher Wraparound Edition:</b> CB 10; CLA 4; CTA 129; DI 5, 41; RAA 122; T 8, 625; TT 20D</p>
<p><b>17.A.3b</b> Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.</p>	<p><b>Student Edition:</b> 24-25 <i>Geography Handbook</i> 4-13 <i>Making Connections</i> 28 <i>Social Studies Skills</i> 33, 60, 86, 196, 224</p> <p><b>Teacher Wraparound Edition:</b> C 15; CTA 25; DI 24; E 27; RS 529</p>
<p><b>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</b></p>	
<p><b>17.B.3a</b> Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.</p>	<p><b>Student Edition:</b> 29-32, 34-38, 44, 190 <i>Why It Matters</i> 231</p> <p><b>Teacher Wraparound Edition:</b> C 38; DI 160, 606; RAA 181; RS 43; TT 46D; WIM 47, 231</p>

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<p><b>17.B.3b</b> Explain how changes in components of an ecosystem affect the system overall.</p>	<p><b>Student Edition:</b>            24-25, 58-59, 69-72, 76-77, 250-251, 428, 498-499, 772-773  <i>Building Citizenship</i> 187  <i>Why It Matters</i> 231</p> <p><b>Teacher Wraparound Edition:</b>            CB 58; F 76; GI 77; MAI 76; T 76</p>
<p><b>C. Understand relationships between geographic factors and society.</b></p>	
<p><b>17.C.3a</b> Explain how human activity is affected by geographic factors.</p>	<p><b>Student Edition:</b>            36-37, 41, 192-194  <i>Exploring Culture</i> 37  <i>Geography &amp; History</i> 420, 566  <i>Making Connections</i> 218, 665</p> <p><b>Teacher Wraparound Edition:</b>            CB 58; CTA 37, 129; DI 41; RS 15, 171; T 420; TTA 56</p>
<p><b>17.C.3b</b> Explain how patterns of resources are used throughout the world.</p>	<p><b>Student Edition:</b>            49-50, 92-96, 131-136, 158-163, 425-427, 604-605  <i>National Geographic</i> 95, 132, 425</p> <p><b>Teacher Wraparound Edition:</b>            GHA 229; RAA 540; RS 160, 529; TT 78D</p>
<p><b>17.C.3c</b> Analyze how human processes influence settlement patterns including migration and population growth.</p>	<p><b>Student Edition:</b>            87-91, 151 #7, 154 #24, 473-477, 794  <i>National Geographic</i> 90</p> <p><b>Teacher Wraparound Edition:</b>            DI 89; EOW 131; RS 88, 225; T 88; TTA 90; WIM 125</p>
<p><b>D. Understand the historical significance of geography.</b></p>	
<p><b>17.D.3a</b> Explain how and why spatial patterns of settlement change over time.</p>	<p><b>Student Edition:</b>            87-91, 150, 151 #7, 154 #24, 477 #3, 794  <i>National Geographic</i> 90</p> <p><b>Teacher Wraparound Edition:</b>            CTA 129; EOW 131; RS 88, 127, 225; T 88; TTA 90</p>

STANDARDS	PAGE REFERENCES
<p><b>17.D.3b</b> Explain how interactions of geographic factors have shaped present conditions.</p>	<p><b>Student Edition:</b> 87-91</p> <p><b>Teacher Wraparound Edition:</b> CEJ 113; CTA 129; RAA 285; RS 15, 88, 127, 275; T 88; UI 18</p>
<p><b>STATE GOAL 18: Understand social systems, with an emphasis on the United States.</b></p>	
<p><b>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</b></p>	
<p><b>18.A.3</b> Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p>	<p><b>Student Edition:</b> 685 #23, 698-699</p> <p><i>Exploring Culture</i> 203, 695, 711</p> <p><i>Making Connections</i> 246, 435, 562, 697</p> <p><b>Teacher Wraparound Edition:</b> CTA 669; IA 675; MA 643; TT 602D; WIM 637</p>
<p><b>B. Understand the roles and interactions of individuals and groups in society.</b></p>	
<p><b>18.B.3a</b> Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p>	<p><b>Student Edition:</b> 80-85, 93-94, 328, 473-477</p> <p><i>National Geographic</i> 82, 83, 94</p> <p><b>Teacher Wraparound Edition:</b> CLA 84; CTA 102, 476; DI 468; MC 745; YGY 750</p>
<p><b>18.B.3b</b> Explain how social institutions contribute to the development and transmission of culture.</p>	<p><b>Student Edition:</b> 80-85, 473-477</p> <p><i>National Geographic</i> 82, 83</p> <p><b>Teacher Wraparound Edition:</b> AP 79; C 477; CLA 84; CTA 81, 476; DI 468; MC 755; RS 78; T 81; WIM 79</p>
<p><b>C. Understand how social systems form and develop over time.</b></p>	
<p><b>18.C.3a</b> Describe ways in which a diverse U.S. population has developed and maintained common beliefs (e.g., life, liberty and the pursuit of happiness; the Constitution and the Bill of Rights).</p>	<p><b>Student Edition:</b> 80-85, 99, 149-151, 154 #17, 798</p> <p><b>Teacher Wraparound Edition:</b> AP 125; C 151; CLA 84, 149; DI 138; MAP 150; RS 153, 225; T 81; TTA 746</p>

STANDARDS	PAGE REFERENCES
<p><b>18.C.3b</b> Explain how diverse groups have contributed to U.S. social systems over time.</p>	<p><b>Student Edition:</b>  80-85, 149-150, 154 #24  <i>Why It Matters</i> 79</p> <p><b>Teacher Wraparound Edition:</b>  AI 147; C 151, 153; CLA 84, 149; DI 138;  MAP 150; MC 745; RS 109, 225; TTA 746</p>