



# World History

# JOURNEY ACROSS TIME

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STANDARDS	PAGE REFERENCES
<p><b>STANDARD 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.</b></p>	
<p><b>1.1 Students know the general chronological order of events and people in history.</b></p>	
<ul style="list-style-type: none"> <li>chronologically organizing major events and people of United States history; and</li> </ul>	<p><b>Student Edition:</b>            TOOLS 1-TOOLS 3, 905  <i>When &amp; Where?</i> 654, 690, 724, 780, 813, 824, 831, 887  <i>Section Review</i> 700 #3, 830 #3, 894 #3  <i>Unit Review</i> 704-705  <i>Understanding Charts</i> 739  <i>Using Geography Skills</i> 753, 825 #2, 893 #1</p> <p><b>Teacher Wraparound Edition:</b>            A TOOLS 3; CLA 697; CTA 698; EC TOOLS 0, TOOLS 2; RS 696; T TOOLS 2; UWA 705; WW 654</p>
<ul style="list-style-type: none"> <li>describing significant events and people which form the foundation of United States history in the chronological context of the history of the Americas and the world.</li> </ul>	<p><b>Student Edition:</b>            691-694, 695-698, 698-700  <i>Using Geography Skills</i> 691  <i>Primary Source</i> 693, 698  <i>Reading Check</i> 694, 700  <i>Section Review</i> 700 #1-#7</p> <p><b>Teacher Wraparound Edition:</b>            APK 698; CTA 698; DI 692; HM 695; RS 696</p>

STANDARDS	PAGE REFERENCES
<b>1.2 Students use chronology to organize historical events and people.</b>	
<ul style="list-style-type: none"> <li>identifying examples of how various cultures* have used calendars to organize and measure time;</li> </ul>	<p><b>Student Edition:</b>            TOOLS 1-TOOLS 3, 21, 30, 51, 118 (photo), 281, 585  <i>Thinking Like a Historian</i> 31, #3  <i>Reading Review</i> 31  <i>Section Review</i> 52 #4</p> <p><b>Teacher Wraparound Edition:</b>            CTA 280; E TOOLS 1; EC TOOLS 0; TT 280</p>
<ul style="list-style-type: none"> <li>constructing tiered timelines to show how different series of events happened simultaneously; and</li> </ul>	<p><b>Student Edition:</b>            TOOLS 1-TOOLS 3, 0-1, 108-109, 254-255, 400-401, 564-565, 905</p> <p>NOTE: A tiered timeline appears at the beginning of each unit on pages 0-1, 108-109, 254-255, 400-401, 564-565, and 706-707.</p> <p><b>Teacher Wraparound Edition:</b>            EC Tools 2; TLA 0, 108, 254, 400, 564</p>
<ul style="list-style-type: none"> <li>illustrating the time structure of events in historical narratives.</li> </ul>	<p><b>Student Edition:</b>            TOOLS 2-TOOLS 3, TOOLS 8-TOOLS 9  <i>Thinking Like a Historian</i> TOOLS 3 #3</p> <p>NOTE: Each unit, chapter, and section of the text has a <i>When and Where?</i> timeline that illustrates the time structure of the events in that unit, chapter, or section.</p> <p><b>Teacher Wraparound Edition:</b>            A TOOLS 3; CC TOOLS 9</p>
<b>1.3 Students use chronology to examine and explain historical relationships.</b>	
<ul style="list-style-type: none"> <li>interpreting historical data to determine cause-effect and time-order relationships; and</li> </ul>	<p><b>Student Edition:</b>            TOOLS 2-TOOLS 3, TOOLS 5, 905, 906, 914  <i>Thinking Like a Historian</i> TOOLS 5 #3</p> <p><b>Teacher Wraparound Edition:</b>            A TOOLS 11; DI 565 (Kinesthetic); T 906, 914; TLA 0, 108, 254; UWA 107, 705</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>explaining patterns and identifying themes in related events over time.</li> </ul>	<p><b>Student Edition:</b> 0-1, 108-109, 254-255, 400-401, 564-565, 706-707, 906, 914</p> <p>NOTE: The <i>Linking Past and Present</i> features, listed on page T12, highlight related events in different time periods.</p> <p><b>Teacher Wraparound Edition:</b> TLA 706; WII 0, 108, 254, 400, 564, 706</p> <p>NOTE: The <i>Connecting Across Time</i> feature in the TWE asks students to identify themes in related events over time, such as on pages 226, 227, and 234.</p>
<p><b>STANDARD 2: Students know how to use the processes and resources of historical inquiry.</b></p>	
<p><b>2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.</b></p>	
<ul style="list-style-type: none"> <li>formulating historical questions based on examination of primary* and secondary* sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts;</li> </ul>	<p><b>Student Edition:</b> TOOLS 4-TOOLS 5, 909, 910, 925 <i>Thinking Like a Historian</i> TOOLS 5 #1, #2</p> <p><b>Teacher Wraparound Edition:</b> CTA TOOLS 4; E TOOLS 5; T TOOLS 4, 909, 910, 925</p>
<ul style="list-style-type: none"> <li>gathering information from multiple sources, including electronic databases, to understand events from multiple perspectives; and</li> </ul>	<p><b>Student Edition:</b> Skills related to gathering information from multiple perspectives are practiced on pages 904, 905, 909, 910, 911, 913, 919, 921, 922, 923, 925, 926, 927, and 929. The <i>You Decide</i> feature, on pages 24-25, 180-181, 284-285, 532-533, 616-617, and 742-743, presents events from multiple perspectives.</p> <p><b>Teacher Wraparound Edition:</b> A 25, 181, 285, 533, 617, 743; T 904, 905, 909, 910, 911, 913, 919, 921, 922, 923, 925, 926, 927, 929</p>
<ul style="list-style-type: none"> <li>determining if the information gathered is sufficient to answer historical questions.</li> </ul>	<p><b>Student Edition:</b> TOOLS 4-TOOLS 5</p> <p>Related skills are practiced on pages 909, 910, and 913.</p> <p><b>Teacher Wraparound Edition:</b> T 909, 910, 913</p>

STANDARDS	PAGE REFERENCES
<b>2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.</b>	
<ul style="list-style-type: none"> <li>distinguishing between primary and secondary sources;</li> </ul>	<p><b>Student Edition:</b>            TOOLS 4-TOOLS 5, 909, 910, 925  <i>Thinking Like a Historian</i> TOOLS 5 #1, #2</p> <p><b>Teacher Wraparound Edition:</b>            CTA TOOLS 4; E TOOLS 5; T TOOLS 4, 909, 910, 925</p>
<ul style="list-style-type: none"> <li>interpreting the data in historical maps, photographs, art works, and other artifacts; and</li> </ul>	<p><b>Student Edition:</b>            TOOLS 4-TOOLS 5, TOOLS 8-TOOLS 9, 910, 921, 922, 923, 925, 926, 927</p> <p><b>Teacher Wraparound Edition:</b>            CC TOOLS 9; E TOOLS 9; T 910, 921, 922, 923, 925, 926, 927</p>
<ul style="list-style-type: none"> <li>examining data for point of view, historical context, bias, distortion, or propaganda.</li> </ul>	<p><b>Student Edition:</b>            24-25, 180-181, 284-285, 532-533, 616-617, 742-743, 907, 908, 917, 928</p> <p><b>Teacher Wraparound Edition:</b>            A 25, 181, 285, 533, 617, 743; T 907, 908, 917, 928</p>
<b>2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.</b>	
<ul style="list-style-type: none"> <li>examining current concepts, issues, events, and themes from multiple historical perspectives.</li> </ul>	<p><b>Student Edition:</b>            Skills related to examining current concepts, issues, events and themes from multiple perspectives are practiced on pages 907, 908, 909, 910, 913, 921, 922, 923, 924, 925, 926, 927 and 929. The <i>You Decide</i> feature, on pages 24-25, 180-181, 284-285, 532-533, 616-617, and 742-743, presents events from multiple perspectives.</p> <p><b>Teacher Wraparound Edition:</b>            A 25, 181, 285, 533, 617, 743; T 907, 908, 909, 910, 913, 921, 922, 923, 924, 925, 926, 927, 929</p>

STANDARDS	PAGE REFERENCES
<b>STANDARD 3: Students understand that societies are diverse and have changed over time.</b>	
<b>3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.</b>	
<ul style="list-style-type: none"> <li>describing the common traits and characteristics that unite the United States as a nation and a society;</li> </ul>	<p><b>Student Edition:</b> 692-694, 699-700, 751-752, 753-754, 832, 834, 840-841, 892 <i>Primary Source</i> 693, 698 <i>Section Review</i> 700 #6, 754 #7, 841 #4 <i>Assessment and Activities</i> 703 #20</p> <p><b>Teacher Wraparound Edition:</b> CAT 694; CTA 693; CY 696; E 842; EC 892; TT 834; WA 696</p>
<ul style="list-style-type: none"> <li>describing the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere;</li> </ul>	<p><b>Student Edition:</b> 472-473, 474-476, 574-578, 578-581, 583-588, 590-592, 691-694, 753, 754 <i>Linking Past and Present</i> 475 <i>The Way It Was</i> 578-579, 584 <i>Reading Check</i> 694</p> <p><b>Teacher Wraparound Edition:</b> CLA 579, 588; CY 578; E 476, 592; RS 588</p>
<ul style="list-style-type: none"> <li>describing the history, interactions, and contributions of various groups of people who make up the major culture regions* of the world; and</li> </ul>	<p><b>Student Edition:</b> 155-163, 169-173, 183-186, 203-208, 214-216, 235-239, 273, 303-305, 325-326, 350, 377-378, 390-394, 418-422, 474-476, 499-501, 585, 588, 619-626, 671-679, 681-682 <i>History Makers</i> 215, 273, 620 <i>The Way It Was</i> 419</p> <p><b>Teacher Wraparound Edition:</b> C 163, 186, 422, 394, 679; CAT 170; CLA 162; CTA 305; E 163, 173, 326, 621; EC 160, 215; ICA 674; RS 204; S 391</p>
<ul style="list-style-type: none"> <li>explaining how the cultures of the earliest civilizations spread and interacted (<i>for example, the civilizations of the river valleys of India, Africa, Mesopotamia, and Mesoamerica</i>).</li> </ul>	<p><b>Student Edition:</b> 10, 18-19, 40, 60, 62, 196-197, 198, 210-211, 213, 573, 575 <i>Using Geography Skills</i> 62, 198, 573 <i>Reading Check</i> 62</p> <p><b>Teacher Wraparound Edition:</b> EC 199</p>

STANDARDS	PAGE REFERENCES
<b>3.2 Students understand the history of social organization* in various societies.</b>	
<ul style="list-style-type: none"> <li>describing and giving examples of basic elements of culture and social organization;</li> </ul>	<p><b>Student Edition:</b> 20-21, 45-46, 49-52, 112-123, 129-130, 199-201, 230, 233-235, 270, 306-309, 681-682, 684-686, 752-753 <i>Reading Check</i> 201, 273 <i>Primary Source</i> 682, 685</p> <p><b>Teacher Wraparound Edition:</b> C 231; CTA 50; CY 21, 122; TN 271</p>
<ul style="list-style-type: none"> <li>explaining how forces of tradition have acted to maintain elements of social organization throughout history;</li> </ul>	<p><b>Student Edition:</b> 21, 45-46, 122-123, 199-201, 234, 270, 306, 307, 684-685, 752-753, 840-841</p> <p><b>Teacher Wraparound Edition:</b> C 231; CAT 234; CY 21, 44, 122, 308</p>
<ul style="list-style-type: none"> <li>comparing how roles of people have differed throughout history based on various factors (<i>for example, gender, age, caste, racial identity, wealth, and/or social position</i>); and</li> </ul>	<p><b>Student Edition:</b> 21, 45-46, 122-123, 130, 199-201, 206. 233-235, 270, 307-309, 685, 733-734, 752-753, 754, 840-841 <i>Reading Check</i> 201, 273, 310 <i>Primary Source</i> 685</p> <p><b>Teacher Wraparound Edition:</b> CY 21, 308; EC 307; MAA 200; R 123, 310</p>
<ul style="list-style-type: none"> <li>describing how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (<i>for example, family structures, community structures</i>).</li> </ul>	<p><b>Student Edition:</b> 733-734, 752-753, 754, 840-841</p> <p><b>Teacher Wraparound Edition:</b> CAT 234, 685; E 841; R 123; TN 271</p>
<b>STANDARD 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.</b>	
<b>4.1 Students understand the impact of scientific and technological developments on individuals and societies.</b>	
<ul style="list-style-type: none"> <li>explaining the significance of the achievements of individual scientists and inventors from many cultures (<i>for example, the impact of germ theory on medical practice and sanitation; the impact of the steamship on transportation and trade; the impact of the printing press on who had access to books and knowledge</i>);</li> </ul>	<p><b>Student Edition:</b> 185-186, 216, 391, 673-679, 730, 738-741 <i>Reading Check</i> 186, 394 <i>Section Review</i> 186 #3, 730 #3 <i>Primary Source</i> 391 <i>Biography</i> 677, 740 <i>Understanding Charts</i> 676, 739 <i>History Makers</i> 729</p> <p><b>Teacher Wraparound Edition:</b> E 679; EC 729; HM 729; MAA 673, 675; S 391; TT 674</p>

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<ul style="list-style-type: none"> <li>describing and explaining how industrialization influenced the movement of people (<i>for example, to and from urban, suburban, and rural areas</i>);</li> </ul>	<p><b>Student Edition:</b> 732, 754</p> <p><b>Teacher Wraparound Edition:</b> RS 732</p>
<ul style="list-style-type: none"> <li>identifying and explaining the consequences of scientific and technological changes (<i>for example, navigation, transportation, printing, weaponry, agriculture, communication, and medicine</i>); and</li> </ul>	<p><b>Student Edition:</b> 11, 41, 418-420, 659-660, 676, 730, 888-889 <i>The Way It Was</i> 11 <i>Primary Source</i> 391 <i>Reading Check</i> 420, 730 <i>Linking Past and Present</i> 674 <i>Understanding Charts</i> 679 <i>You Decide</i> 742-743 <i>History Makers</i> 889</p> <p><b>Teacher Wraparound Edition:</b> C 679; CAT 889; CTA 419, 673, 739; E 419; ICA 391, 674; RS 743; T 659, 742</p>
<ul style="list-style-type: none"> <li>relating differences in technology to differences in how people live in various regions of the world.</li> </ul>	<p><b>Student Edition:</b> This objective can be met through the study of the scientific and technological changes discussed on pages 11, 41, 418-420, 659-660, 676, 730, 888-889 and through practicing the related skill of making comparisons on pages 915 and 924.</p> <p><b>Teacher Wraparound Edition:</b> T 915, 924</p>
<p><b>4.2 Students understand how economic factors have influenced historical events.</b></p>	
<ul style="list-style-type: none"> <li>explaining how the economy of the Western United States has historically depended upon natural resources and how this has affected the region;</li> </ul>	<p><b>Student Edition:</b> Information on the economic history of the United States appears on pages 696-697, 729, 752-753, 754, 806-807, 840, 888-889, and 892.</p>
<ul style="list-style-type: none"> <li>explaining how economic factors influenced historical events in the United States and in various regions of the world (<i>for example, the history of Colorado's "boom and bust" economy</i>); and</li> </ul>	<p><b>Student Edition:</b> 696-697, 752-753, 732-734, 806-807, 892 <i>Reading Check</i> 698, 754 <i>The Way It Was</i> 733, 806 <i>Section Review</i> 812 #1, #6</p> <p><b>Teacher Wraparound Edition:</b> C 700; CAT 734; CC 752; MAA 736</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>explaining how societies are and have been linked by economic factors.</li> </ul>	<p><b>Student Edition:</b> 121, 213, 292-293, 451, 453, 528-529, 613, 666, 668-669, 889 <i>Reading Check</i> 121, 669 <i>Using Geography Skills</i> 293 #2, 695</p> <p><b>Teacher Wraparound Edition:</b> CAT 666; DI 889; TT 449</p>
<p><b>4.3 Students understand the historical development and know the characteristics of various economic systems.</b></p>	
<ul style="list-style-type: none"> <li>describing the general characteristics of economic systems (<i>for example, scarcity, growth, distribution of goods and services, production, and consumption</i>); and</li> </ul>	<p><b>Student Edition:</b> 10, 43, 244-245, 247, 417-418, 421-422, 448-449, 453, 503, 611, 666-667, 669, 726, 735-736, 889 <i>Reading Check</i> 247, 449, 669 <i>Connecting to the Past</i> 389 #2 <i>The Way It Was</i> 449</p> <p><b>Teacher Wraparound Edition:</b> CAT 18, 666, 667; RS 666; TT 449</p>
<ul style="list-style-type: none"> <li>describing historical events and individuals in the economic development of the United States.</li> </ul>	<p><b>Student Edition:</b> 696-697, 729, 752-753, 754, 806-807, 840, 888-889, 892 <i>Reading Check</i> 698, 754 <i>The Way It Was</i> 733, 806 <i>Section Review</i> 812 #1, #6 <i>History Makers</i> 889</p> <p><b>Teacher Wraparound Edition:</b> C 700; CC 752; Ci 807; HM 889</p>
<p><b>STANDARD 5: Students understand political institutions and theories that have developed and changed over time.</b></p>	
<p><b>5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.</b></p>	
<ul style="list-style-type: none"> <li>explaining the historical development of democratic governmental principles and institutions;</li> </ul>	<p><b>Student Edition:</b> 128-130, 139-140, 269-273, 699-700 <i>Reading Check</i> 130, 140 <i>Section Review</i> 130 #7 <i>Understanding Charts</i> 140 <i>Biography</i> 141 <i>History Makers</i> 273 <i>Primary Source</i> 693</p> <p><b>Teacher Wraparound Edition:</b> APK 698; CTA 142; E 700; ICA 128; PS 693, 698; RS 269</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>describing the basic ideas set forth in the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights; and</li> </ul>	<p><b>Student Edition:</b> 698-700 <i>Primary Source</i> 698 <i>Section Review</i> 700 #2, #5</p> <p><b>Teacher Wraparound Edition:</b> APK 698; E 700; PS 698</p>
<ul style="list-style-type: none"> <li>giving examples of extensions and restrictions of political and civil rights in United States history.</li> </ul>	<p><b>Student Edition:</b> 700, 752-753, 733-734, 754, 840-841</p> <p><b>Teacher Wraparound Edition:</b> E 700, 819, 841</p>
<p><b>5.2 Students know how various systems of government have developed and functioned throughout history.</b></p>	
<ul style="list-style-type: none"> <li>identifying the ancient and medieval roots of governmental principles and institutions (<i>for example, Hammurabi’s Code, Roman Republicanism, Mosaic Law, Greek Democracy, Islamic Law</i>);</li> </ul>	<p><b>Student Edition:</b> 23, 128-130, 139-140, 269-273, 375 <i>Biography</i> 22 <i>You Decide</i> 24-25 <i>History Makers</i> 273</p> <p><b>Teacher Wraparound Edition:</b> A 25; CTA 142; DL 273; HM 273; ICA 128; RS 269; T 24</p>
<ul style="list-style-type: none"> <li>describing the basic forms of government, and giving examples of societies that have practiced them (<i>for example, monarchy, oligarchy, clan/tribal, autocracy, dynasties, theocracy, republic, democracy</i>); and</li> </ul>	<p><b>Student Edition:</b> 43-44, 48, 87, 89-90, 122-123, 125-126, 127, 128-130, 210-213, 226-227, 229-230, 269-273, 280, 375, 461-462, 492-495, 523-524, 686-689, 694, 699-700, 808-810</p> <p><i>Reading Check</i> 44, 48, 87, 123, 462 <i>Section Review</i> 123 #5, 130 #2-#7, 231 #1-#2, 283 #1, 467 #4, 497 #7, 531 #3-#4 <i>Primary Source</i> 382 <i>You Decide</i> 532-533</p> <p><b>Teacher Wraparound Edition:</b> C 231, 283; CAT 49; CTA 227, 494; DI 462; E 130; ICA 228; IAW 808; R 123; T 125, 269, 700; WA 227</p>

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<ul style="list-style-type: none"> <li>describing how various other nations have pursued, established, and maintained democratic forms of government.</li> </ul>	<p><b>Student Edition:</b>  128-130, 139-140, 269-273, 699-700, 835, 838, 843, 847, 850-851, 864, 866-867, 872, 882-883, 884, 886  <i>Reading Check</i> 130, 140, 886  <i>Section Review</i> 130 #7  <i>Understanding Charts</i> 140  <i>Biography</i> 141, 873  <i>History Makers</i> 273  <i>Primary Source</i> 693</p> <p><b>Teacher Wraparound Edition:</b>  APK 698; CTA 142; E 700; ICA 128; MP 883; PS 693, 698; RS 269</p>
<p><b>5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.</b></p>	
<ul style="list-style-type: none"> <li>describing how attributes of various people have affected their individual political rights (<i>for example, gender, racial identity, national origin, property ownership, religion, legal status</i>);</li> </ul>	<p><b>Student Edition:</b>  62, 126-127, 143-144, 199-201, 234, 270-271, 309, 385, 523-524, 547-548, 696-697, 751, 752-753, 763-768, 808-809, 810, 827, 840-841, 884  <i>Reading Check</i> 273  <i>Primary Source</i> 766</p> <p><b>Teacher Wraparound Edition:</b>  CY 308, EC 767; RS 763, 884; TN 271,</p>
<ul style="list-style-type: none"> <li>describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history; and</li> </ul>	<p><b>Student Edition:</b>  27-28, 175-177, 287, 380-381, 541-543, 595-600, 698-699, 719-720, 763-770, 814-818  <i>Reading Check</i> 28, 176, 381, 543, 770  <i>Using Geography Skills</i> 293, 380, 814</p> <p><b>Teacher Wraparound Edition:</b>  CLA 769; CTA 542; CY 720; DI 176; R 600, WA 515</p>
<ul style="list-style-type: none"> <li>describing how forms of involuntary servitude have been used to maintain and expand political power throughout history (<i>for example, slavery, serfdom, impressment</i>).</li> </ul>	<p><b>Student Edition:</b>  126, 127, 294, 309, 389-390, 472-473, 669  <i>Reading Check</i> 127</p> <p><b>Teacher Wraparound Edition:</b>  E 310, 819; RS 310</p>

STANDARDS	PAGE REFERENCES
<b>5.4 Students know the history of relationships among different political powers and the development of international relations.</b>	
<ul style="list-style-type: none"> <li>describing how the relationships between the United States and external political powers developed with the growth of the nation; and</li> </ul>	<p><b>Student Edition:</b> 751-752, 769-770, 786-788, 791, 816, 818-819, 833-836, 848-849 <i>Section Review</i> 770 #6 <i>Reading Check</i> 788, 792</p> <p><b>Teacher Wraparound Edition:</b> C 788; CLA 769; CTA 834; EC 753, 787; ICA 835; R 788; TT 834</p>
<ul style="list-style-type: none"> <li>identifying basic patterns of political alliances in the modern world.</li> </ul>	<p><b>Student Edition:</b> 782-783, 815, 825, 832, 835, 891-892 <i>Section Review</i> 788</p> <p><b>Teacher Wraparound Edition:</b> CAT 892; CC 891; ICA 835</p>
<b>STANDARD 6: Students know that religious and philosophical ideas have been powerful forces throughout history.</b>	
<b>6.1 Students know the historical development of religions and philosophies.</b>	
<ul style="list-style-type: none"> <li>describing religious traditions of various ethnic groups in the United States;</li> </ul>	<p><b>Student Edition:</b> 693-694 <i>Primary Source</i> 693 <i>Reading Check</i> 694</p> <p>NOTE: The three largest religions in the United States are Christianity, Judaism, and Islam. The basic tenets of these faiths are discussed on pages 81-83, 344-347, 350, and 377-378.</p> <p><b>Teacher Wraparound Edition:</b> EC 695</p>
<ul style="list-style-type: none"> <li>describing religious developments in United States history (<i>for example, the Puritans, the Great Awakening; the Christian Abolitionists, the Mission System, the Mormon Trek, the founding of utopian religious communities</i>); and</li> </ul>	<p><b>Student Edition:</b> 692, 693-694 <i>Primary Source</i> 693 <i>Reading Check</i> 694</p> <p><b>Teacher Wraparound Edition:</b> CTA 83; EC 695, 736; ICA 91</p> <p>NOTE: DI 692 (Intrapersonal) supports this learning standard when the perspective chosen is of a Spanish priest or English Puritan.</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>describing different religious concepts that have developed throughout history (<i>for example, monotheism and polytheism</i>).</li> </ul>	<p><b>Student Edition:</b> 81-83, 155-156, 203-208, 344-347, 350, 377-378 <i>Primary Source</i> 83 <i>Section Review</i> 85 #1</p> <p><b>Teacher Wraparound Edition:</b> C 85, 378; CAT 345; CTA 90; RS 204; T 155, 203; WA 81, 205, 345</p>
<p><b>6.2 Students know how societies have been affected by religions and philosophies.</b></p>	
<ul style="list-style-type: none"> <li>giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice; and</li> </ul>	<p><b>Student Edition:</b> 82-83, 204, 206, 377 <i>Primary Source</i> 83, 102 <i>Section Review</i> 85 #6, 208 #4-#5, <i>Reading Check</i> 204</p> <p><b>Teacher Wraparound Edition:</b> DI 344; E 350; R 208</p>
<ul style="list-style-type: none"> <li>giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs.</li> </ul>	<p><b>Student Edition:</b> <i>Biography</i> 88, 99, 207, 212, 346, 349, 357, 376, 551, 556, 638, 844</p> <p><b>Teacher Wraparound Edition:</b> T 88, 99, 207, 212, 346, 349, 357, 376, 551, 556, 638, 844</p>
<p><b>6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.</b></p>	
<ul style="list-style-type: none"> <li>describing how societies have used various forms of visual arts, dance, theater, and music to express their religious beliefs and philosophical ideas throughout history;</li> </ul>	<p><b>Student Edition:</b> 160-161, 183, 474-476, 501 <i>Linking Past and Present</i> 160, 475 <i>Section Review</i> 476 #2-#4</p> <p><b>Teacher Wraparound Edition:</b> CC 161, CLA 162, 475; CY 161; E 160; ICA 503, 548; MAA 161, 501; TT 160</p>
<ul style="list-style-type: none"> <li>giving examples of the unique art forms that characterize the various ethnic groups in the United States and the religious or philosophical ideas they express;</li> </ul>	<p><b>Student Edition:</b> <i>Linking Past and Present</i> 475</p> <p><b>Teacher Wraparound Edition:</b> CLA 475</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>explaining how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies; and</li> </ul>	<p><b>Student Edition:</b>  <i>Primary Source</i> 41, 83, 89, 102, 183, 214, 264, 348, 614  <i>World Literature</i> 53-58, 164-167, 311-316, 454-459, 627-632, 820-823</p> <p><b>Teacher Wraparound Edition:</b>  C 167; CY 161; EC 57, 160, 166, 315, 631; F 164, 311, 454, 627, 820; RS 53</p>
<ul style="list-style-type: none"> <li>explaining the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds.</li> </ul>	<p><b>Student Edition:</b>  50-52, 162-163, 549-550, 580-581  <i>Reading Check</i> 52, 163  <i>The Way It Was</i> 353</p> <p><b>Teacher Wraparound Edition:</b>  E 163; EC 549; MAA 549, 580; WA 51</p>