



WORLD HISTORY

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STANDARDS	PAGE REFERENCES
EARLY HIGH SCHOOL	
STATE GOAL 14: Understand political systems, with an emphasis on the United States.	
<p>Why This Goal Is Important: The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of government and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.</p>	
A. Understand and explain basic principles of the United States government.	
<p>14.A.4 Analyze how local, state and national governments serve the purposes for which they were created.</p>	<p>Student Edition: 539-540, 602-603, 886-887 <i>Voices from the Past</i> 536 <i>Section Assessment</i> 540 #5, #8</p> <p>Teacher Wraparound Edition: C 540, 603; CA 539; CLA 602; E 538; RS 887; WA 602</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 243-244, 270-271 <i>Quizzes and Tests</i> 208 #6-#9 <i>Reading Essentials and Study Guide</i> 279-283, 313-314 <i>Unit 3 Resources</i> 158</p>

STANDARDS	PAGE REFERENCES
<p>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</p>	
<p>14.B.4 Compare the political systems of the United States to other nations.</p>	<p>Student Edition: 539-540, 602-603, 878, 879-882, 885-888, 902-903, 908-909, 911-914, 925-926, 932-933, 943-944, 953-954, 956, 958, 961-962</p> <p><i>Voices from the Past</i> 536</p> <p><i>Section Assessment</i> 540 #5, #8</p> <p><i>A Story That Matters</i> 874</p> <p><i>Chart Skills</i> 908</p> <p>Teacher Wraparound Edition: C 540, 603, 946; CA 539; CLA 602; CT 867, 908; E 538, 961; RA 914, 956, 962; RS 887; TP 925; WA 602; WWWWW 954</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 243-244, 270-271, 397-398, 399-401, 408-409, 410-412, 414-415, 417-419, 423-425, 427-428</p> <p><i>Quizzes and Tests</i> 208 #6-#9, 350 #1-#10, 351 #1-#10, 361 #6-#9, 363 #1-#10, 374 #1-#10</p> <p><i>Reading Essentials and Study Guide</i> 279-283, 313-314, 470-473, 474-476, 493-496</p> <p><i>Unit 3 Resources</i> 158</p>
<p>C. Understand election processes and responsibilities of citizens.</p>	
<p>14.C.4 Describe the meaning of participatory citizenship (e.g., volunteerism, voting) at all levels of government and society in the United States.</p>	<p>Student Edition: 540, 625-627, 633, 864-865, 867</p> <p><i>The Way It Was</i> 864-865</p> <p><i>Eyewitness to History</i> 869</p> <p>Teacher Wraparound Edition: C 868; CT 865; CTA 864; EC 865; T 869</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 243-244, 270-271, 280-281, 393</p> <p><i>Quizzes and Tests</i> 339 #8, 342 #20</p> <p><i>Reading Essentials and Study Guide</i> 461-462</p> <p><i>Unit 3 Resources</i> 158</p> <p><i>Unit 5 Resources</i> 80</p>

STANDARDS	PAGE REFERENCES
<p>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</p>	
<p>14.D.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.</p>	<p>Student Edition: 65, 279, 309, 540, 604, 635, 887, 890-892, 893-894 <i>Looking Back...to See Ahead</i> 844-845 <i>Connections Around the World</i> 891</p> <p>Teacher Wraparound Edition: C 868, 888, 894; CLA 844; CT 893; EC 890; RS 892</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 402-403, 404-405 <i>Quizzes and Tests</i> 358 #22 <i>Reading Essentials and Study Guide</i> 402-403, 480-481, 483-484 <i>Unit 5 Resources</i> 80 <i>Unit 6 Resources</i> 163-164, 166</p>
<p>E. Understand United States foreign policy as it relates to other nations and international issues.</p>	
<p>14.E.4 Analyze historical trends of United States foreign policy (e.g., emergence as a world leader - military, industrial, financial).</p>	<p>Student Edition: 676, 725-726, 818, 849-854, 875-876, 890-892, 904, 974-976</p> <p>Teacher Wraparound Edition: CAT 851, 852; CLA 851; CT 724; EC 676, 850; RS 853, 887</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 402-403, 432-433 <i>Quizzes and Tests</i> 352 #1, 396 #6, #8, #10 <i>Reading Essentials and Study Guide</i> 382-383, 450-454, 480-481 <i>Unit 6 Resources</i> 163-164, 166</p>

STANDARDS	PAGE REFERENCES
F. Understand the development of United States political ideas and traditions.	
<p>14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions (e.g., the New Deal, Civil War).</p>	<p>Student Edition: 602-603, 625-627, 756, 850-854, 863-865, 889-890 <i>Section Assessment 756 #4, #9</i> <i>Focus on Everyday Life 864-865</i> <i>Reading Check 890</i></p> <p>Teacher Wraparound Edition: CLA 602; CT 865, 890; E 864; EC 626, 865; WA 602, 627</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 261, 402-403</i> <i>Quizzes and Tests 339 #5, #7, #8, 352 #1, 358 #22</i> <i>Reading Essentials and Study Guide 313-314, 397-398, 461-463</i> <i>Unit 3 Resources 158</i> <i>Unit 5 Resources 80</i> <i>Unit 6 Resources 163-164, 166</i></p>
<p>14.F.4b Describe how United States political ideas, practices and technologies have extended rights for Americans in the 20th century (e.g., suffrage, civil rights, motor-voter registration).</p>	<p>Student Edition: 625-626, 864-865, 867</p> <p>Teacher Wraparound Edition: CT 865; CTA 864; EC 865</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 280, 393-394</i> <i>Reading Essentials and Study Guide 461-463</i> <i>Unit 3 Resources 158</i> <i>Unit 5 Resources 80</i></p>

STANDARDS	PAGE REFERENCES
STATE GOAL 15: Understand economic systems, with an emphasis on the United States.	
Why This Goal Is Important: People's lives are directly affected by the economies of cities, states, nations and the world. All people engage in economic activity: buying, selling, trading, producing and consuming. By understanding economic systems—and how economics blends with other social sciences, students will be able to make more informed choices, prudently use resources and function as effective participants in the economies around them.	
A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	
<p>15.A.4a Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources.</p>	<p>Student Edition: 618-619, 856-857, 877, 878, 886, 887, 901-903, 942, 943 <i>Connections Past to Present</i> 618 <i>Section Assessment</i> 878 #5-#6, 888 #6 <i>Chart Skills</i> 886</p> <p>Teacher Wraparound Edition: CC 618; CTA 618, 972; E 902; RA 619; RS 902</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 261, 276-277 <i>Quizzes and Tests</i> 245 #7, 339 #1, 361 #6, #8, 362 #5 <i>Reading Essentials and Study Guide</i> 321-322, 485-486 <i>Unit 4 Resources</i> 5-8 <i>Unit 5 Resources</i> 5-9</p>
<p>15.A.4b Describe Gross Domestic Product (GDP).</p>	<p>Student Edition: 985 <i>Geography Skills</i> 903 #3</p> <p>Teacher Wraparound Edition: RS 902</p>

STANDARDS	PAGE REFERENCES
<p>15.A.4c Analyze the impact of inflation on an individual and the economy as a whole.</p>	<p>Student Edition: 177, 434-435, 752-753, 902, 985 <i>Section Assessment 178 #1</i> <i>Reading Check 435</i></p> <p>Teacher Wraparound Edition: CC 753, 902</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 195, 338-339</i> <i>Reading Essentials and Study Guide 394-398</i></p>
<p>15.A.4d Explain the effects of unemployment on the economy.</p>	<p>Student Edition: 754-756, 767, 902 <i>A Story That Matters 750</i></p> <p>Teacher Wraparound Edition: CT 755; HY 750; T 750</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 338-339</i> <i>Reading Essentials and Study Guide 394-398</i> <i>Unit 5 Resources 9</i></p>
<p>B. Understand that scarcity necessitates choices by consumers.</p>	
<p>15.B.4a Explain the costs and benefits of making consumer purchases through differing means (e.g., credit, cash).</p>	<p>See Glencoe's <i>Economics: Today and Tomorrow</i> © 2005 to meet this standard.</p>
<p>15.B.4b Analyze the impact of current events (e.g., weather/natural disasters, wars) on consumer prices.</p>	<p>Student Edition: 932, 972</p> <p>Teacher Wraparound Edition: ICA 932</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 430</i> <i>Reading Essentials and Study Guide 504</i></p>

STANDARDS	PAGE REFERENCES
C. Understand that scarcity necessitates choices by producers.	
<p>15.C.4a Analyze the impact of political actions and natural phenomena (e.g., wars, legislation, natural disaster) on producers and production decisions.</p>	<p>Student Edition: 756, 830-832, 887, 932, 972 <i>Reading Check</i> 756, 887 <i>Section Assessment</i> 756 #4</p> <p>Teacher Wraparound Edition: CAT 756; EC 831; ICA 932; RS 887</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 430 <i>Quizzes and Tests</i> 324 #1, 330 #17, 332 #26, #27, 395 #8 <i>Reading Essentials and Study Guide</i> 444-446, 504</p>
<p>15.C.4b Explain the importance of research, development, invention, technology and entrepreneurship to the United States economy.</p>	<p>Student Edition: 584, 615-618, 971 <i>Science, Technology & Society</i> 616</p> <p>Teacher Wraparound Edition: CAT 970; CC 616, 618; CLA 584; DI 616; IT 578</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> DYK 258, 259-260, 275, 429-430 <i>Quizzes and Tests</i> 233, #1, #2, #5-#10, 237 #1, #3, #11, #12, 239 #23, 241 #2, #3, #11, 397 #10, #11 <i>Reading Essentials and Study Guide</i> 299-303, 319-320 <i>Unit 4 Resources</i> 19-20, 22, 33, 53-54, 66 <i>Unit 6 Resources</i> 165</p>

STANDARDS	PAGE REFERENCES
D. Understand trade as an exchange of goods or services.	
<p>15.D.4a Explain the meaning and importance of "balance of trade" and how trade surpluses and deficits between nations are determined.</p>	<p>Student Edition: 413, 617, 677, 695, 799-800, 863, 901-902, 972 <i>Section Assessment</i> 413 #1 <i>Geography Skills</i> 903 #3</p> <p>Teacher Wraparound Edition: E 902; CC 800; CT 902; ICA 675; RS 617</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 184, 430 <i>Quizzes and Tests</i> 349 #1 <i>Reading Essentials and Study Guide</i> 426-427, 486 <i>Unit 5 Resources</i> 75</p>
<p>15.D.4b Describe the relationships between the availability and price of a nation's resources and its comparative advantage in relation to other nations.</p>	<p>Student Edition: 413, 582, 677, 799-800, 863, 972 <i>Looking Back...to See Ahead</i> 576-577</p> <p>Teacher Wraparound Edition: CAT 413; CC 800; CT 584; ICA 675; TP 582</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 258-259, 430 <i>Quizzes and Tests</i> 233 #6 <i>Reading Essentials and Study Guide</i> 426-427, 461-462 <i>Unit 4 Resources</i> 5-8</p>
<p>15.D.4c Describe the impact of worker productivity (output per worker) on business, the worker and the consumer.</p>	<p>Student Edition: 582-583</p> <p>Teacher Wraparound Edition: CLA 583; DI 582; WWW 582</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 258-259 <i>Quizzes and Tests</i> 240 #25, 243 #24 <i>Reading Essentials and Study Guide</i> 299-301 <i>Unit 4 Resources</i> 5-8, 34</p>

STANDARDS	PAGE REFERENCES
<p>E. Understand the impact of government policies and decisions on production and consumption in the economy.</p>	
<p>15.E.4a Explain why government may intervene in a market economy.</p>	<p>Student Edition: 619, 754-756, 801-803, 862, 885, 907, 958 <i>Reading Check</i> 756 <i>Section Assessment</i> 756 #4 <i>Chart Skills</i> 886</p> <p>Teacher Wraparound Edition: CC 863; CT 755; EC 862</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 276-277 <i>Quizzes and Tests</i> 297 #4, #5, #9, 312 #7, #10, 362 #5 <i>Reading Essentials and Study Guide</i> 396-398, 461-462 <i>Unit 4 Resources</i> 5-8, 66</p>
<p>15.E.4b Describe social and environmental benefits and consequences of production and consumption.</p>	<p>Student Edition: 585-588, 619, 677, 867, 885, 969-971 <i>The Way It Was</i> 586-587 <i>Picturing History</i> 588 <i>Section Assessment</i> 588 #6, #8, #9 <i>Reading Check</i> 677 <i>Connections Around the World</i> 862</p> <p>Teacher Wraparound Edition: C 588; CAT 586, 970; CC 584, 862; CT 584, 586, 862; EC 801; ICA 861; RS 587</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 260-261, 276-277, 430 <i>Quizzes and Tests</i> 237 #4, #12, 241 #13, #14, 397 #1, #2, #5, #9 <i>Reading Essentials and Study Guide</i> 299-303, 321-322, 523-527 <i>Unit 4 Resources</i> 18, 22, 66</p>

STANDARDS	PAGE REFERENCES
<p>15.E.4c Analyze the relationship between a country's science/technology policies and its level and balance of trade.</p>	<p>Student Edition: 582, 584, 616-617, 861, 971, 972 <i>Looking Back...to See Ahead</i> 576-577</p> <p>Teacher Wraparound Edition: CC 617, 972; CTA 972; EC 676; RS 617; TP 971</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 258, 275, 429-430 <i>Reading Essentials and Study Guide</i> 299-303, 319-321 <i>Unit 4 Resources</i> 53-54 <i>Unit 5 Resources</i> 75</p>
<p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p>	
<p>Why This Goal Is Important: George Santayana said "those who cannot remember the past are condemned to repeat it." In a broader sense, students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.</p>	
<p>A. Apply the skills of historical analysis and interpretation.</p>	
<p>16.A.4a Analyze and report historical events to determine cause-and-effect relationships.</p>	<p>Student Edition: <i>Section Assessment</i> 53 #7, 120 #7, 588 #7 <i>Skillbuilder</i> 65 <i>Assessment and Activities</i> 144 #23</p> <p>Teacher Wraparound Edition: C 53, 125, 162, 603; CC 617; E 852; RS 673; T 65</p> <p>Teacher Resources: <i>Standardized Test Skills Practice</i> 55 <i>Unit 1 Resources</i> 18 <i>Unit 5 Resources</i> 20</p>

STANDARDS	PAGE REFERENCES
<p>16.A.4b Compare competing historical interpretations of an event.</p>	<p>Student Edition: <i>Skillbuilder</i> 114, 351, 604, 635 <i>Opposing Viewpoints</i> 200-201, 410-411, 658-659, 740-741</p> <p>Teacher Wraparound Edition: T 114, 351, 604, 635</p> <p>Teacher Resources: <i>Standardized Test Skills Practice</i> 11, 17, 23, 41, 47</p>
<p>B. Understand the development of significant political events.</p>	
<p>16.B.4 (US) Identify political ideas that have dominated United States historical eras (e.g., Federalist, Jacksonian, Progressivist, New Deal, New Conservative).</p>	<p>Student Edition: 602-603, 633, 673, 676, 756, 815, 849-854, 875-876, 886-887, 890-892</p> <p><i>Section Assessment</i> 603 #6, 854 #6 <i>Reading Check</i> 887</p> <p>Teacher Wraparound Edition: C 603, 854; HY 968; RS 673</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 402-403 <i>Quizzes and Tests</i> 235 #8, 260 #2, 297 #5, 337 #1-#10, 352 #1, 358 #22 <i>Reading Essentials and Study Guide</i> 313-314, 397-398 <i>Unit 3 Resources</i> 158 <i>Unit 5 Resources</i> 80 <i>Unit 6 Resources</i> 163-164, 166</p>

STANDARDS	PAGE REFERENCES
<p>16.B.4a (W) Identify political ideas that began during the Renaissance and the Enlightenment and that persist today (e.g., church/state relationships).</p>	<p>Student Edition: 375-376, 378-380, 382-387, 518-525, 526-528</p> <p>Teacher Wraparound Edition: CAT 378, 379, 522; CC 383; CT 522, 523; CTA 520; E 522; ICA 383, 521; RA 387; WA 519, 520, WWWWW 377</p> <p>Teacher Resources:</p> <p><i>Daily Lecture and Discussion Notes</i> 165-172, 232-238</p> <p><i>High School World History Reading and Study Skills Foldables</i> 59</p> <p><i>Quizzes and Tests</i> 145 #1-#10, 146 #1-#10, 206 #1-#10</p> <p><i>Reading Essentials and Study Guide</i> 191-199</p> <p><i>Unit 3 Resources</i> 18, 24, 27-28, 29-31, 35-37, 40-41, 152, 154, 158-160, 163, 166-169</p>

STANDARDS	PAGE REFERENCES
<p>16.B.4b (W) Identify political ideas from the early modern historical era to the present which have had worldwide impact (e.g., nationalism/Sun Yat-Sen, non-violence/Gandhi, independence/Kenyatta).</p>	<p>Student Edition: 590-592, 647-648, 660, 669-670, 692, 786-788, 849-854, 890-892 <i>Reading Check</i> 591, 592 <i>Section Assessment</i> 594 #7, 894 #5, #7 <i>People in History</i> 692 <i>A Story That Matters</i> 780 <i>Connections Around the World</i> 891</p> <p>Teacher Wraparound Edition: AA 780; CAT 592, 669; CC 787; CLA 851; CT 59; E 789, 852; HY 646, 780; ICA 787; RS 648, 692, 788; TP 788</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 262-264, 402-403 <i>High School World History Reading and Study Skills Foldables</i> 67 <i>Performance Assessment and Activities Rubrics</i> 25 <i>Quizzes and Tests</i> 352 #1, 358 #22 <i>Reading Essentials and Study Guide</i> 304-306, 340, 352, 417-419, 450-454, 480-481 <i>Unit 4 Resources</i> 87 <i>Unit 5 Resources</i> 80-85, 91, 92, 96-97, 99 <i>Unit 6 Resources</i> 163-164, 166</p>
<p>C. Understand the development of economic systems.</p>	
<p>16.C.4a (US) Explain how trade patterns developed between the Americas and the rest of the global economy, 1500 - 1840.</p>	<p>Student Edition: 410-413, 537, 583, 675, 677 <i>Reading Check</i> 413 <i>Geography Skills</i> 537</p> <p>Teacher Wraparound Edition: C 413; CT 410; GG 411</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 259-260 <i>Quizzes and Tests</i> 157 #4, #5-#8, #10, 158 #1-#3 <i>Reading Essentials and Study Guide</i> 210-214</p>

STANDARDS	PAGE REFERENCES
<p>16.C.4b (US) Analyze the impact of westward expansion on the United States economy.</p>	<p>Student Edition: 633</p> <p>Teacher Wraparound Edition:</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 286</i> <i>Reading Essentials and Study Guide 331</i></p>
<p>16.C.4c (US) Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</p>	<p>Student Edition: 584, 615-617, 633, 756, 867 <i>Looking Back...to See Ahead 577</i></p> <p>Information on economic institutions in Europe on pages 585-588 applies to the United States as well.</p> <p>Teacher Wraparound Edition: CAT 756; CC 616; CT 584; DI 616</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 261, 276-277</i> <i>Quizzes and Tests 245 #1-#3, 249 #12, #13</i> <i>Reading Essentials and Study Guide 299-303, 319-322</i> <i>Unit 4 Resources 5-8, 34, 66</i></p>
<p>16.C.4a (W) Describe the growing dominance of American and European capitalism and their institutions after 1500.</p>	<p>Student Edition: 581-584, 586, 615-619</p> <p>Teacher Wraparound Edition: CC 617, 618; CLA 584; IT 578; TP 583</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 258-261, 275-276</i> <i>Quizzes and Tests 233 #6, 237 #2, 241 #3</i> <i>Reading Essentials and Study Guide 299-303, 319-322</i> <i>Unit 4 Resources 5-8, 66</i></p>

STANDARDS	PAGE REFERENCES
<p>16.C.4b (W) Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.</p>	<p>Student Edition: 618-619, 736-737, 754, 791, 850, 853-854, 857-858, 863-864</p> <p><i>Connections Past to Present</i> 618</p> <p><i>Eyewitness to History</i> 620, 738</p> <p>Teacher Wraparound Edition: CTA 618; E 864; RS 863; T 738; WA 736</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 261, 276-277</p> <p><i>Quizzes and Tests</i> 341 #13, 342 #15, #17-#19, #21</p> <p><i>Reading Essentials and Study Guide</i> 321-322, 461-462</p> <p><i>Unit 4 Resources</i> 5-8, 17, 66</p> <p><i>Unit 5 Resources</i> 5-9</p>
<p>16.C.4c (W) Describe the impact of key individuals/ideas from 1500 - present, including Adam Smith, Karl Marx and John Maynard Keynes.</p>	<p>Student Edition: 413, 521, 525, 582, 618-619, 756, 886, 887</p> <p><i>Reading Check</i> 522, 756</p> <p><i>Section Assessment</i> 619 #4</p> <p>Teacher Wraparound Edition: CC 618, 753; CTA 618; DI 582; TP 583</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 233-234, 261, 276-277, 338, 340</p> <p><i>Quizzes and Tests</i> 245 #1-#3, #7-#9, 249 #12</p> <p><i>Reading Essentials and Study Guide</i> 397</p> <p><i>Unit 3 Resources</i> 158, 166</p> <p><i>Unit 4 Resources</i> 17, 66</p>

STANDARDS	PAGE REFERENCES
<p>16.C.4d (W) Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism.</p>	<p>Student Edition: 647-652, 654-660, 702-703 <i>Geography Skills</i> 702</p> <p>Teacher Wraparound Edition: C 652; CA 656; CT 650; E 649; HY 646; WA 650</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 292-295, 296-301, 322 <i>High School World History Reading and Study Skills Foldables</i> 63 <i>Performance Assessment and Activities Rubrics</i> 21 <i>Quizzes and Tests</i> 257 #7-#10, 258 #6-#10 <i>Reading Essentials and Study Guide</i> 340-343, 344-349, 373-374 <i>Team-Teaching Interdisciplinary Strategies and Activities</i> 21 <i>Unit 4 Resources</i> 72, 77, 79-80, 83, 85, 89, 90, 94, 95, 96</p>
<p>D. Understand Illinois, United States and world social history.</p>	
<p>16.D.4a (US) Describe the immediate and long-range social impacts of slavery.</p>	<p>Student Edition: 415-417, 602-603, 633, 864-865 <i>Section Assessment</i> 418 #5, #6, #8, #9</p> <p>Teacher Wraparound Edition: CLA 417, 602; CT 417; EC 865; RS 416</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 271, 393 <i>Quizzes and Tests</i> 158 #1-#10 <i>Reading Essentials and Study Guide</i> 313-314, 462-463</p>

STANDARDS	PAGE REFERENCES
<p>16.D.4b (US) Describe unintended social consequences of political events in United States history (e.g., Civil War/emancipation, National Defense Highway Act/decline of inner cities, Vietnam War/anti-government activity).</p>	<p>Student Edition: 602-603, 863-865, 866-868, 886-887 <i>Focus on Everyday Life</i> 864-865</p> <p>Teacher Wraparound Edition: EC 867; ICA 866; RS 887</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 270-271, 393, 400 <i>Quizzes and Tests</i> 339 #8, 342 #20 <i>Reading Essentials and Study Guide</i> 313-314, 461-463</p>
<p>16.D.4 (W) Identify significant events and developments since 1500 that altered world social history in ways that persist today including colonization, Protestant Reformation, industrialization, the rise of technology and human rights movements.</p>	<p>Student Edition: 389-393, 536-540, 581-588, 615-619, 890-892, 969-973, 974-976 <i>Looking Back...to See Ahead</i> 844-845</p> <p>Teacher Wraparound Edition: C 894; CA 539; CAT 585, 970; CC 617; CLA 583; CT 537; E 538; RS 971; TP 391, 583, 971</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 173-180, 275-277, 402-403, 429-431 <i>High School World History Reading and Study Skills Foldables</i> 54 <i>Performance Assessment and Activities Rubrics</i> 19 <i>Quizzes and Tests</i> 147 #1-#10, 148 #1-#10, 233 #1-#10, 245 #1-#10, 352 #1, 358 #22, 395 #1-#10, 396 #1-#10 <i>Reading Essentials and Study Guide</i> 200-209, 299-303 <i>Unit 3 Resources</i> 18, 23, 29, 32, 35, 42-43, 158 <i>Unit 4 Resources</i> 18, 22, 23-24, 56, 66 <i>Unit 5 Resources</i> 80 <i>Unit 6 Resources</i> 163-164, 166</p>

STANDARDS	PAGE REFERENCES
E. Understand Illinois, United States and world environmental history.	
<p>16.E.4a (US) Describe the causes and effects of conservation and environmental movements in the United States, 1900 - present.</p>	<p>Student Edition: 969-971 <i>Section Assessment 973 #1, #9</i></p> <p>Teacher Wraparound Edition: CLA 970</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 429</i> <i>Quizzes and Tests 395 #1-#10</i> <i>Reading Essentials and Study Guide 524</i></p>
<p>16.E.4b (US) Describe different and sometimes competing views, as substantiated by scientific fact, that people in North America have historically held towards the environment (e.g., private and public land ownership and use, resource use vs. preservation).</p>	<p>Student Edition: 969-971 <i>Geography Skills 970</i> <i>Section Assessment 973 #1, #9</i></p> <p>Teacher Wraparound Edition: CLA 970</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 429</i> <i>Reading Essentials and Study Guide 524</i></p>

STANDARDS	PAGE REFERENCES
<p>16.E.4a (W) Describe how cultural encounters among peoples of the world (e.g., Columbian exchange, opening of China and Japan to external trade, building of Suez canal) affected the environment, 1500 - present.</p>	<p>Student Edition: 412, 684-685, 686, 688-689, 697-698 <i>Opposing Viewpoints</i> 410-411 <i>Connections Past to Present</i> 685 <i>Then and Now</i> 686 <i>Picturing History</i> 698 <i>Eyewitness to History</i> 935</p> <p>Teacher Wraparound Edition: CA 686; CC 685; EC 698; TP 698; WA 686</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 269 #6-#8 <i>Reading Essentials and Study Guide</i> 360-361, 363, 370 <i>Team-Teaching Interdisciplinary Strategies and Activities</i> 13 <i>Unit 4 Resources</i> 109-110, 115-116, 117</p>
<p>16.E.4b (W) Describe how migration has altered the world's environment since 1450.</p>	<p>Student Edition: 413, 415-417 <i>Opposing Viewpoints</i> 410-411 <i>Connections Around the World</i> 930</p> <p>Teacher Wraparound Edition: E 416</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 186-187 <i>Quizzes and Tests</i> 158 #1, #3,-#4, #7, #10 <i>Reading Essentials and Study Guide</i> 216-217</p>

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p>	
<p>Why This Goal Is Important: The need for geographic literacy has never been greater or more obvious than in today's tightly interrelated world. Students must understand the world's physical features, how they blend with social systems and how they affect economies, politics and human interaction. Isolated geographic facts are not enough. To grasp geography and its effect on individuals and societies, students must know the broad concepts of spatial patterns, mapping, population and physical systems (land, air, water). The combination of geographic facts and broad concepts provides a deeper understanding of geography and its effects on individuals and societies.</p>	
<p>A. Locate, describe and explain places, regions and features on the Earth.</p>	
<p>17.A.4a Use mental maps of physical features to answer complex geographic questions (e.g., how physical features have deterred or enabled migration).</p>	<p>Student Edition: 4-9, 26, 334</p> <p>Teacher Wraparound Edition: CLA 6; E 7; T 26, 334</p> <p>Teacher Resources: <i>Building Geography Skills for Life</i> 51-54</p>
<p>17.A.4b Use maps and other geographic instruments and technologies to analyze spatial patterns and distributions on earth.</p>	<p>Student Edition: 4-9, 26, 334, 947</p> <p>Teacher Wraparound Edition: CLA 9; CT 902; E 5; EC 5; T 26, 334, 947</p> <p>Teacher Resources: <i>Building Geography Skills for Life</i> 118-157</p>
<p>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</p>	
<p>17.B.4a Explain the dynamic interactions within and among the Earth's physical systems including variation, productivity and constructive and destructive processes.</p>	<p>Student Edition: 2-3, 28-29, 46, 72, <i>Reading Check</i> 72 <i>Eyewitness to History</i> 235 <i>Science, Technology & Society</i> 316 <i>Connections Around the World</i> 438 <i>Fact, Fiction, Folklore</i> 475</p> <p>Teacher Wraparound Edition: CA 46; CAT 49; E 29; TP 28; WA 39</p> <p>Teacher Resources: <i>Building Geography Skills for Life</i> 98-117</p>

STANDARDS	PAGE REFERENCES
<p>17.B.4b Analyze trends in world demographics as they relate to physical systems.</p>	<p>Student Edition: 2-3, 984-987 <i>Connections Around the World</i> 492, 930</p> <p>Teacher Wraparound Edition: RS 492</p> <p>Teacher Resources: <i>Building Geography Skills for Life</i> 98-117, 118-157</p>
<p>C. Understand relationships between geographic factors and society.</p>	
<p>17.C.4a Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities.</p>	<p>Student Edition: 2-3, 538, 969-972 <i>National Geographic Special Report</i> 948-951 <i>Geography Skills</i> 970 <i>Section Assessment</i> 973 #7, #9</p> <p>Teacher Wraparound Edition: CAT 950; CC 584, 951; T 948-949; TP 971; WWW 950</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 429-431 <i>Quizzes and Tests</i> 395 #1, #2, #5, #9 <i>Reading Essentials and Study Guide</i> 524-525 <i>Unit 4 Resources</i> 31-32</p>
<p>17.C.4b Analyze growth trends in selected urban areas as they relate to geographic factors.</p>	<p>Student Edition: 585-586, 621-622, 972 <i>Picturing History</i> 588 <i>Reading Check</i> 622 <i>Geography Skills</i> 622-623</p> <p>Teacher Wraparound Edition: CA 623; DI 622</p> <p>Teacher Resources: <i>Building Geography Skills for Life</i> 129-137 <i>Quizzes and Tests</i> 398 #17 <i>Reading Essentials and Study Guide</i> 526</p>

STANDARDS	PAGE REFERENCES
<p>17.C.4c Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban).</p>	<p>Student Edition: 537, 585-586, 621-622, 972, 984 <i>Picturing History</i> 588 <i>Reading Check</i> 622 <i>Geography Skills</i> 622-623</p> <p>Teacher Wraparound Edition: CA 623; DI 622</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 233 #3, #8 <i>Reading Essentials and Study Guide</i> 299-303, 319-320</p>
<p>D. Understand the historical significance of geography.</p>	
<p>17.D.4 Explain how processes of spatial change have affected human history (e.g., resource development and use, natural disasters).</p>	<p>Student Edition: 2-3, 28-29, 37-38, 45-46, 72, 88-89 <i>Reading Check</i> 72 <i>Eyewitness to History</i> 235 <i>Science, Technology & Society</i> 316 <i>Connections Around the World</i> 438 <i>Fact, Fiction, Folklore</i> 475</p> <p>Teacher Wraparound Edition: CA 46; CAT 49; CT 90; E 29; TP 28; WA 39</p> <p>Teacher Resources: <i>Building Geography Skills for Life</i> 143-153, 160-193 <i>Quizzes and Tests</i> 2 #2, #10, 11 #2, 12 #7</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 18: Understand social systems, with an emphasis on the United States.	
<p>Why This Goal Is Important: A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how cultural contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.</p>	
<p>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p>	
<p>18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies.</p>	<p>Student Edition: 30-31, 39, 41-43, 46-47, 51-53, 56, 85-86, 91-92, 93-94, 127-133, 163-168, 504-507</p> <p><i>Chart Skills</i> 55</p> <p><i>Connections Around the World</i> 128</p> <p>Teacher Wraparound Edition: CAT 505; CC 506, 507; CLA 506; CT 95, 131, 504, 506; CTA 42, 77; EC 52; ICA 55, 504; WWW 505</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 2 #6, #8-#9, 11 #4, #7, #10, 12 #3, #9, 25 #5-#9</p> <p>This standard also can be met through the <i>Unit Resources</i> workbooks, each of which provides a World Art and Music Activity for each chapter.</p>
<p>B. Understand the roles and interactions of individuals and groups in society.</p>	
<p>18.B.4 Analyze various forms of institutions (e.g., educational, military, charitable, governmental).</p>	<p>Student Edition: 974-975</p> <p><i>People in History</i> 954</p> <p><i>Reading Check</i> 975, 976</p> <p><i>Section Assessment</i> 976 #9</p> <p>Teacher Wraparound Edition: C 976; RA 976; RS 975</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 432-433</p> <p><i>Quizzes and Tests</i> 396 #3, #8, #10, 398 #20, #22</p> <p><i>Reading Essentials and Study Guide</i> 528-530</p>

STANDARDS	PAGE REFERENCES
C. Understand how social systems form and develop over time.	
<p>18.C.4a Analyze major cultural exchanges of the past (e.g., Columbian exchange, the Silk Road, the Crusades).</p>	<p>Student Edition: 83-84, 201-202, 251, 306-308, 412 <i>Geography Skills</i> 83, 306-307 <i>Reading Check</i> 84</p> <p>Teacher Wraparound Edition: C 308; CC 84, 307; CT 306; E 306; WWW 83</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 27, 83, 103, 135-136, <i>Quizzes and Tests</i> 24 #1, 27 #14, 108 #4 <i>Reading Essentials and Study Guide</i> 34-35, 159-160</p>
<p>18.C.4b Analyze major contemporary cultural exchanges as influenced by worldwide communications.</p>	<p>Student Edition: 616, 951, 971, 987 <i>Looking Back...to See Ahead</i> 844-845</p> <p>Teacher Wraparound Edition: CD 845; CLA 844; G 845</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 275, 429 <i>Reading Essentials and Study Guide</i> 525</p>

STANDARDS	PAGE REFERENCES
LATE HIGH SCHOOL	
STATE GOAL 14: Understand political systems, with an emphasis on the United States.	
<p>Why This Goal Is Important: The existence and advancement of a free society depend on the knowledge, skills and understanding of its citizenry. Through the study of various forms and levels of government and the documents and institutions of the United States, students will develop the skills and knowledge that they need to be contributing citizens, now and in the future.</p>	
A. Understand and explain basic principles of the United States government.	
<p>14.A.5 Analyze ways in which federalism protects individual rights and promotes the common good and how at times has made it possible for states to protect and deny rights for certain groups.</p>	<p>Student Edition: 540, 602-603, 832, 864-865 <i>Picturing History</i> 831</p> <p>Teacher Wraparound Edition: CA 539; CT 865; CTA 864; TP 832</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 243-244, 270, 380, 393 <i>Quizzes and Tests</i> 208 #5, #7, #8 <i>Reading Essentials and Study Guide</i> 313-314, 461-463 <i>Unit 3 Resources</i> 158</p>

STANDARDS	PAGE REFERENCES
<p>B. Understand the structures and functions of the political systems of Illinois, the United States and other nations.</p>	
<p>14.B.5 Analyze similarities and differences among world political systems (e.g., democracy, socialism, communism).</p>	<p>Student Edition: 118, 123, 540, 588, 619, 735-737, 876-878, 879-881, 885, 923, 941-944 <i>A Story That Matters</i> 940 <i>People in History</i> 943</p> <p>Teacher Wraparound Edition: C 946; CA 539; CC 972; CT 943; E 123, 944; EC 942; I 940; ICA 735; TP 123; WA 735, 736, 877</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 261, 276-277, 431 <i>Quizzes and Tests</i> 208 #6-#8, 245 #1-#10, 287 #1-#2, #5, 349 #3, #6, #8, 350 #1-#10, 383 #6-#10 <i>Reading Essentials and Study Guide</i> 321-322 <i>Unit 3 Resources</i> 158 <i>Unit 4 Resources</i> 17, 66 <i>Unit 5 Resources</i> 5-9, 80</p>
<p>C. Understand election processes and responsibilities of citizens.</p>	
<p>14.C.5 Analyze the consequences of participation and non-participation in the electoral process (e.g., women’s suffrage, voter registration, effects of media).</p>	<p>Student Edition: 625-626, 633, 864-865, 867, 925 <i>Picturing History</i> 625 <i>A Story That Matters</i> 940</p> <p>Teacher Wraparound Edition: AA 940; CT 865; EC 625, 865</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 279-280, 285, 393, 394, 414-415 <i>Reading Essentials and Study Guide</i> 461-463 <i>Unit 3 Resources</i> 158</p>

STANDARDS	PAGE REFERENCES
<p>D. Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.</p>	
<p>14.D.5 Interpret a variety of public policies and issues from the perspectives of different individuals and groups.</p>	<p>Student Edition: 114, 179, 279, 309, 604, 635, 864-865, 889-894, 969-973, 974-976 <i>The Way It Was</i> 864 <i>Reading Check</i> 865</p> <p>Teacher Wraparound Edition: C 894, 973; CAT 892, 970; CC 972; CLA 970; CT 865, 867, 890; CTA 864, 972; ICA 866; RA 973; RS 887, 892, 971; T 114, 179, 279, 309, 604, 635</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 402-403, 429-431, 432-433 <i>Quizzes and Tests</i> 395 #1-#10, 396 #1-#10 <i>Reading Essentials and Study Guide</i> 461-463 <i>Unit 5 Resources</i> 80 <i>Unit 6 Resources</i> 163-164, 166</p>
<p>E. Understand United States foreign policy as it relates to other nations and international issues.</p>	
<p>14.E.5 Analyze relationships and tensions among members of the international community.</p>	<p>Student Edition: 65, 279, 604, 745, 890-892, 929-933, 954, 955-956, 972 <i>Reading Check</i> 892 <i>Section Assessment</i> 894 #5, #7 <i>A Story That Matters</i> 968</p> <p>Teacher Wraparound Edition: CAT 933; CC 931; CT 932; CTA 933; ICA 930; RS 931; T 65, 279, 604, 745</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 402-403 <i>Quizzes and Tests</i> 352 #1, 358 #22, 396 #8, #10 <i>Reading Essentials and Study Guide</i> 480-481 <i>Unit 6 Resources</i> 163-164, 166</p>

STANDARDS**PAGE REFERENCES****F. Understand the development of United States political ideas and traditions.**

14.F.5 Interpret how changing geographical, economic, technological and social forces affect United States political ideas and traditions (e.g., freedom, equality and justice, individual rights).

Student Edition:

602-603, 633, 832, 864-865, 867, 890-892, 969-973

Picturing History 831

The Way It Was 864-865

Teacher Wraparound Edition:

CC 972; CLA 602; CT 865; CTA 864; EC 865, 890, 891; TP 832

Teacher Resources:

Daily Lecture and Discussion Notes 402-403, 429-431

Quizzes and Tests 339 #7, #8, 352 #1, 358 #22

Reading Essentials and Study Guide 313-314, 461-462

Unit 5 Resources 80

Unit 6 Resources 163-164, 166

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 15: Understand economic systems, with an emphasis on the United States.</p>	
<p>Why This Goal Is Important: People's lives are directly affected by the economies of cities, states, nations and the world. All people engage in economic activity: buying, selling, trading, producing and consuming. By understanding economic systems—and how economics blends with other social sciences, students will be able to make more informed choices, prudently use resources and function as effective participants in the economies around them.</p>	
<p>A. Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.</p>	
<p>15.A.5a Explain the impact of various determinants of economic growth (e.g., investments in human/physical capital, research and development, technological change) on the economy.</p>	<p>Student Edition: 581-584, 615-618, 959, 961-962, 972-973 <i>Science, Technology & Society</i> 616</p> <p>Teacher Wraparound Edition: CC 616, 617; CLA 584; CT 584, 585; DI 616; E 959; RS 617, 961; TI 578</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 275-276, 429-430 <i>Quizzes and Tests</i> 237 #1-#4, #11, 241 #2-#3, #11-#12, 395 #7, #8 <i>Reading Essentials and Study Guide</i> 299-303, 319-320 <i>Unit 4 Resources</i> 3, 5-8, 18, 33, 34, 53-54</p>

STANDARDS	PAGE REFERENCES
<p>15.A.5b Analyze the impact of economic growth.</p>	<p>Student Edition: 585-588, 617-619, 762, 959, 961-962, 972-973 <i>The Way It Was</i> 586-587 <i>Picturing History</i> 588 <i>Section Assessment</i> 588 #6, #7, #9 <i>Connections Around the World</i> 960</p> <p>Teacher Wraparound Edition: CAT 585, 586; CC 616, 617, 960; CT 585, 586; DI 616; E 959; ICA 585; RS 617; TI 578</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 258-261, 275-277, 430 <i>Performance Assessment and Activities Rubrics</i> 19 <i>Quizzes and Tests</i> 241 #13-#14 <i>Reading Essentials and Study Guide</i> 299-303, 319-322 <i>Unit 4 Resources</i> 18, 22, 23-24, 66</p>
<p>15.A.5c Analyze the impact of various determinants on the levels of GDP (e.g., quantity/quality of natural/capital resources, size/skills of the labor force).</p>	<p>Student Edition: 582, 617, 959, 961-962, 985 <i>Section Assessment</i> 962 #7</p> <p>Teacher Wraparound Edition: CT 584; RS 617</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 427-428 <i>Quizzes and Tests</i> 233 #1, #2, #6 <i>Reading Essentials and Study Guide</i> 518-522 <i>Unit 4 Resources</i> 5-8, 53-54</p>
<p>15.A.5d Explain the comparative value of the Consumer Price Index (e.g., goods and services in one year with earlier or later periods).</p>	<p>See Glencoe's <i>Economics: Today and Tomorrow</i> © 2005 to meet this standard.</p>

STANDARDS	PAGE REFERENCES
B. Understand that scarcity necessitates choices by consumers.	
<p>15.B.5a Analyze the impact of changes in non-price determinants (e.g., changes in consumer income, changes in tastes and preferences) on consumer demand.</p>	<p>Student Edition: 84, 229, 408, 863, 866-867</p> <p>Teacher Wraparound Edition: E 408; EC 84, 230</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 392, 394 <i>Reading Essentials and Study Guide</i> 461-462 <i>Unit 4 Resources</i> 5-8</p>
<p>15.B.5b Analyze how inflation and interest rates affect consumer purchasing power.</p>	<p>Student Edition: 177, 434-435, 752-753, 887, 902-903</p> <p><i>Reading Check</i> 435</p> <p>Teacher Wraparound Edition: CC 177, 902</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 74, 195, 338, 400</p>
<p>15.B.5c Analyze elasticity as it applies to supply and demand and consumer decisions.</p>	<p>See Glencoe's <i>Economics: Principles & Practices</i> © 2005 to meet this standard.</p>
C. Understand that scarcity necessitates choices by producers.	
<p>15.C.5a Explain how competition is maintained in the United States economy and how the level of competition varies in differing market structures (e.g., monopoly, oligopoly, monopolistic and perfect competition).</p>	<p>Student Edition: 582, 619, 700, 761, 762-763, 942, 943, 958</p> <p><i>Eyewitness to History</i> 765</p> <p>Teacher Wraparound Edition: CC 618, 765; CLA 761; T 765; WWW 582</p> <p>Teacher Resources: <i>Unit 4 Resources</i> 5-8, 17</p>
<p>15.C.5b Explain how changes in non-price determinants of supply (e.g., number of producers) affect producer decisions.</p>	<p>See Glencoe's <i>Economics: Principles & Practices</i> © 2005 to meet this standard.</p>

STANDARDS	PAGE REFERENCES
<p>15.C.5c Explain how government intervention with market prices can cause shortages or surpluses of a good or service (e.g., minimum wage policies, rent freezes, farm subsidies).</p>	<p>Student Edition: 754, 756, 762-763, 942, 958 <i>Reading Check</i> 942</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 339, 340, 344, 420, 426 <i>Reading Essentials and Study Guide</i> 401-403 <i>Unit 4 Resources</i> 5-8 <i>Unit 5 Resources</i> 5-9</p>
<p>D. Understand trade as an exchange of goods or services.</p>	
<p>15.D.5a Explain how transaction costs affect decisions to produce or consume.</p>	<p>See Glencoe's <i>Economics: Principles & Practices</i> © 2005 to meet this standard.</p>
<p>15.D.5b Analyze why trade barriers and exchange rates affect the flow of goods and services among nations.</p>	<p>Student Edition: 754, 756, 907, 959</p> <p>Teacher Wraparound Edition: ICA 932</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 408 <i>Quizzes and Tests</i> 362 #5 <i>Reading Essentials and Study Guide</i> 490-491</p>
<p>15.D.5c Explain how technology has affected trade in the areas of transportation, communication, finance and manufacturing.</p>	<p>Student Edition: 583, 584, 616-617, 971 <i>Science, Technology & Society</i> 409, 616 <i>Looking Back...to See Ahead</i> 576-577, 844-845 <i>Graph Skills</i> 584</p> <p>Teacher Wraparound Edition: CC 408; CLA 584; CT 409</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 258-260, 275-276, 429-430 <i>Quizzes and Tests</i> 233 #9, #10, 237 #3, 238 #21 <i>Reading Essentials and Study Guide</i> 525 <i>Unit 4 Resources</i> 19-20, 31-32, 33, 53-54, 66</p>

STANDARDS	PAGE REFERENCES
<p>E. Understand the impact of government policies and decisions on production and consumption in the economy.</p>	
<p>15.E.5a Explain how and why government redistributes income in the economy.</p>	<p>Student Edition: 756, 862, 863, 864, 887 <i>Section Assessment 756 #4</i></p> <p>Teacher Wraparound Edition: CC 863; CTA 864</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 340, 391</i> <i>Quizzes and Tests 339 #1</i> <i>Reading Essentials and Study Guide 394-398, 461-462</i></p>
<p>15.E.5b Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption.</p>	<p>Student Edition: 754, 756, 862, 863, 864, 886, 887, 888, 902-903, 907, 959, 972 <i>Section Assessment 756 #4</i></p> <p>Teacher Wraparound Edition: E 902</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 399, 400, 401, 406, 408, 426-427</i> <i>Quizzes and Tests 339 #1</i> <i>Reading Essentials and Study Guide 394-398, 461-462</i> <i>Unit 4 Resources 5-8</i></p>
<p>15.E.5c Describe key schools of thought (e.g., classical, Keynesian, monetarist, supply-side) and explain their impact on government policies.</p>	<p>Student Edition: Keynesian economics is discussed on page 756. <i>Reading Check 756</i></p> <p>Teacher Wraparound Edition: CC 753</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 340</i> <i>Quizzes and Tests 297 #9</i> <i>Reading Essentials and Study Guide 397</i> <i>Unit 3 Resources 166</i></p>

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.</p>	
<p>Why This Goal Is Important: George Santayana said "those who cannot remember the past are condemned to repeat it." In a broader sense, students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, actions and interactions have led to today's realities. In the process, they can better define their own roles as participating citizens.</p>	
<p>A. Apply the skills of historical analysis and interpretation.</p>	
<p>16.A.5a Analyze historical and contemporary developments using methods of historical inquiry (pose questions, collect and analyze data, make and support inferences with evidence, report findings).</p>	<p>Student Edition: <i>Skillbuilder</i> 179, 211, 279, 309, 351, 394, 423, 472, 535, 604, 635, 661, 690, 798, 837, 895, 915, 977</p> <p>Teacher Wraparound Edition: T 179, 211, 279, 309, 351, 394, 423, 472, 535, 604, 635, 661, 690, 798, 837, 895, 915, 977</p> <p>Teacher Resources: <i>Standardized Test Skills Practice</i> 5, 7, 9, 17, 25, 29, 33, 35, 41, 43, 45, 47, 49, 55, 57</p>
<p>16.A.5b Explain the tentative nature of historical interpretations.</p>	<p>Student Edition: <i>Skillbuilder</i> 114, 309, 351, 635</p> <p><i>Opposing Viewpoints</i> 200-201, 410-411, 658-659, 740-741</p> <p>Teacher Wraparound Edition: T 114, 309, 351, 635</p> <p>Teacher Resources: <i>Standardized Test Skills Practice</i> 25, 41, 23</p>
<p>B. Understand the development of significant political events.</p>	
<p>16.B.5a (US) Describe how modern political positions are affected by differences in ideologies and viewpoints that have developed over time (e.g., political parties' positions on government intervention in the economy).</p>	<p>Student Edition: 602-603, 756, 863-865, 886-887</p> <p>Teacher Wraparound Edition: CTA 864; RS 887</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 270, 340-341, 392-393, 394</p> <p><i>Reading Essentials and Study Guide</i> 313-314, 394-398, 461-462</p> <p><i>Unit 5 Resources</i> 80</p>

STANDARDS	PAGE REFERENCES
<p>16.B.5b (US) Analyze how United States political history has been influenced by the nation’s economic, social and environmental history.</p>	<p>Student Edition: 538-540, 602-603, 756, 863-865, 866-868, 886-887</p> <p>Teacher Wraparound Edition: C 868; EC 865; ICA 866; RA 868; RS 887</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 243-244, 270-271, 340-341, 392-393, 394, 400 <i>Reading Essentials and Study Guide</i> 299-303, 313-314, 319-322, 461-462 <i>Unit 5 Resources</i> 5-9, 80</p>
<p>16.B.5a (W) Analyze worldwide consequences of isolated political events, including the events triggering the Napoleonic Wars and World Wars I and II.</p>	<p>Student Edition: 568-569, 716-720, 809-813, 818, 890-892 <i>What If...</i> 569 <i>Picturing History</i> 890</p> <p>Teacher Wraparound Edition: CLA 719; CT 812; RA 720; RS 718; WWWWW 818</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 324-326, 367-369, 371-372, 402-403 <i>Quizzes and Tests</i> 352 #1, 358 #22 <i>Reading Essentials and Study Guide</i> 298, 375-378, 432-433, 436, 480-481 <i>Unit 5 Resources</i> 31, 35, 40, 11-112, 113, 124 <i>Unit 6 Resources</i> 163-164, 166</p>

STANDARDS	PAGE REFERENCES
<p>16.B.5b (W) Describe how tensions in the modern world are affected by different political ideologies including democracy and totalitarianism.</p>	<p>Student Edition: 890-892, 906-909, 924-926, 929-933, 961-962 <i>Connections Around the World</i> 891 <i>A Story That Matters</i> 920 <i>Reading Check</i> 962 <i>Section Assessment</i> 962 #6</p> <p>Teacher Wraparound Edition: CC 931; CTA 933; EC 890, 891; HY 920; RS 931; TP 907, 925</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 402-403, 417-419 <i>Quizzes and Tests</i> 352 #1, 358 #22 <i>Reading Essentials and Study Guide</i> 480-481, 489-492, 500, 502-506 <i>Unit 5 Resources</i> 80 <i>Unit 6 Resources</i> 163-164, 166</p>
<p>16.B.5c (W) Analyze the relationship of an issue in world history to the related aspects of world economic, social and environmental history.</p>	<p>Student Edition: 65, 114, 179, 279, 423, 440, 604, 837, 890-892, 969-973 <i>Connections Around the World</i> 891 <i>Section Assessment</i> 894 #3, #5</p> <p>Teacher Wraparound Edition: CC 972; CT 971; EC 890, 891; RS 971; T 65, 114, 179, 279, 423, 440, 604, 837</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 402-403, 429-431 <i>Performance Assessment and Activities Rubrics</i> 32 <i>Quizzes and Tests</i> 352 #1, 358 #22, 395 #1-#10 <i>Reading Essentials and Study Guide</i> 480-481 <i>Unit 5 Resources</i> 5-9 <i>Unit 6 Resources</i> 148, 151-159, 163-164, 166</p>

STANDARDS	PAGE REFERENCES
C. Understand the development of economic systems.	
<p>16.C.5a (US) Analyze how and why the role of the United States in the world economy has changed since World War II.</p>	<p>Student Edition: 850, 866-867, 972 <i>Reading Check</i> 851</p> <p>Teacher Wraparound Edition: CLA 851; EC 850</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 430 <i>Reading Essentials and Study Guide</i> 464-465 <i>Unit 4 Resources</i> 5-8</p>
<p>16.C.5b (US) Analyze the relationship between an issue in United States economic history and the related aspects of political, social and environmental history.</p>	<p>Student Edition: 602-603, 756, 850, 863, 866-867, 972 <i>Geography Skills</i> 602 <i>Section Assessment</i> 756 #4, #7</p> <p>Teacher Wraparound Edition: C 756; CC 863; CLA 851; CTA 972; EC 850</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 429-431 <i>Performance Assessment and Activities Rubrics</i> 32 <i>Quizzes and Tests</i> 395 #1-#10 <i>Reading Essentials and Study Guide</i> 313-314, 461-462 <i>Unit 5 Resources</i> 5-9 <i>Unit 6 Resources</i> 148, 159, 160, 161, 163-164, 165, 166</p>

STANDARDS	PAGE REFERENCES
<p>16.C.5a (W) Explain how industrial capitalism became the dominant economic model in the world.</p>	<p>Student Edition: 581-582, 584, 615-618, 866-867 <i>Section Assessment</i> 588 <i>Eyewitness to History</i> 620</p> <p>Teacher Wraparound Edition: CC 618; CT 585; CTA 618; RS 587; T 620; TP 582</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 258-261, 275-277 <i>Quizzes and Tests</i> 241 #3 <i>Reading Essentials and Study Guide</i> 299-303, 319-322 <i>Unit 4 Resources</i> 5-8, 66</p>
<p>16.C.5b (W) Describe how historical trends in population, urbanization, economic development and technological advancements have caused change in world economic systems.</p>	<p>Student Edition: 582, 585-586, 615-619, 972 <i>Picturing History</i> 588 <i>Section Assessment</i> 619 #6, #7</p> <p>Teacher Wraparound Edition: C 619; CA 623; CC 616; CT 585; RA 588</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 261, 275-277, 429-431 <i>Quizzes and Tests</i> 241 #13-#14, 245 #1-#10, 395 #7, #8 <i>Reading Essentials and Study Guide</i> 299-303, 319-322 <i>Unit 4 Resources</i> 3, 16, 18, 22, 23-24, 27, 33, 34, 53-54, 66 <i>Unit 5 Resources</i> 5-9 <i>Unit 6 Resources</i> 165</p>

STANDARDS	PAGE REFERENCES
<p>16.C.5c (W) Analyze the relationship between an issue in world economic history and the related aspects of political, social and environmental history.</p>	<p>Student Edition: 581-588, 615-619, 754-756 <i>The Way It Was</i> 586-587</p> <p>Teacher Wraparound Edition: C 619, 756; CAT 586, 754; CC 584; CT 586; RA 619; RS 617; TP 582, 583</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 258-261, 275-277 <i>Performance Assessment and Activities Rubrics</i> 32 <i>Quizzes and Tests</i> 233 #1-#10, 245 #1-#10 <i>Reading Essentials and Study Guide</i> 299-303, 319-322 <i>Unit 4 Resources</i> 16, 18, 19-20, 22, 23-24, 27, 33, 34, 66 <i>Unit 5 Resources</i> 5-9</p>
<p>D. Understand Illinois, United States and world social history.</p>	
<p>16.D.5 (US) Analyze the relationship between an issue in United States social history and the related aspects of political, economic and environmental history.</p>	<p>Student Edition: 602-603, 638, 726-727, 864-865, 866-868 <i>Focus on Everyday Life</i> 864 <i>Eyewitness to History</i> 869</p> <p>Teacher Wraparound Edition: C 603, 868; CAT 970; CLA 602; CTA 638; E 727; EC 865; ICA 726; RA 868; T 869; WWW 726</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 429-431 <i>Performance Assessment and Activities Rubrics</i> 32 <i>Quizzes and Tests</i> 339 #1, #5, #7, #8, #10, 395 #1-#10 <i>Reading Essentials and Study Guide</i> 313-314, 461-463 <i>Unit 5 Resources</i> 5-9, 80</p>

STANDARDS	PAGE REFERENCES
<p>16.D.5 (W) Analyze the relationship between an issue in world social history and the related aspects of political, economic and environmental history.</p>	<p>Student Edition: 600-602, 638-639, 726-727, 866-868</p> <p>Teacher Wraparound Edition: C 603, 868; CT 639; E 727; ICA 726; RA 868</p> <p>Teacher Resources: <i>Performance Assessment and Activities Rubrics 32</i> <i>Quizzes and Tests 395 #1-#10</i> <i>Team-Teaching Interdisciplinary Strategies and Activities 17, 20</i> <i>Unit 5 Resources 5-9</i></p>
<p>E. Understand Illinois, United States and world environmental history.</p>	
<p>16.E.5a (US) Analyze positive and negative aspects of human effects on the environment in the United States including damming rivers, fencing prairies and building cities.</p>	<p>Student Edition: 584, 621-622, 969-971 <i>Voices from the Past 969</i></p> <p>Teacher Wraparound Edition: C 973; CAT 3; CLA 970</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 429</i> <i>Quizzes and Tests 395 #1, #9, 397 #4, #8, #13</i> <i>Reading Essentials and Study Guide 524</i> <i>Unit 4 Resources 22, 33</i> <i>Unit 6 Resources 160-161</i></p>
<p>16.E.5b (US) Analyze the relationship between an issue in United States environmental history and the related aspects of political, economic and social history.</p>	<p>Student Edition: 584, 621-622, 969-971 <i>Voices from the Past 969</i></p> <p>Teacher Wraparound Edition: C 973; CAT 3; CLA 970</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes 429-431</i> <i>Performance Assessment and Activities Rubrics 32</i> <i>Quizzes and Tests 395 #1-#10</i> <i>Reading Essentials and Study Guide 299-303, 319-322</i> <i>Unit 4 Resources 22, 33</i></p>

STANDARDS	PAGE REFERENCES
<p>16.E.5a (W) Analyze how technological and scientific developments have affected human productivity, human comfort and the environment.</p>	<p>Student Edition: 581-588, 607-608, 615-619, 971-972 <i>The Way It Was</i> 587 <i>Picturing History</i> 588, 608 <i>Section Assessment</i> 609 #4, #7, 973 #7 <i>Science, Technology & Society</i> 616</p> <p>Teacher Wraparound Edition: C 588; CAT 585; CC 617, 866; ICA 617; TP 583, 617, 971</p> <p>Teacher Resources <i>Daily Lecture and Discussion Notes</i> 227-231, 275-276, 429-430 <i>Performance Assessment Activities and Rubrics</i> 17 <i>Quizzes and Tests</i> 233 #1-#10, 395 #1, #4, #6 <i>Reading Essentials and Study Guide</i> 264-268, 299-303, 319-322 <i>Unit 3 Resources</i> 152, 157, 159-160, 163-165 <i>Unit 4 Resources</i> 3, 16, 18, 19-20, 22, 24-27, 33-34, 53-54, 66 <i>Unit 6 Resources</i> 160-161, 165</p>
<p>16.E.5b (W) Analyze the relationship between an issue in world environmental history and the related aspects of political, economic and social history.</p>	<p>Student Edition: 969-971 <i>Reading Check</i> 970</p> <p>Teacher Wraparound Edition: CLA 970</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 429-431 <i>Performance Assessment and Activities Rubrics</i> 32 <i>Quizzes and Tests</i> 395 #1-#3, #5, #9 <i>Reading Essentials and Study Guide</i> 524 <i>Unit 6 Resources</i> 160-161</p>

STANDARDS	PAGE REFERENCES
<p>STATE GOAL 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.</p>	
<p>Why This Goal Is Important: The need for geographic literacy has never been greater or more obvious than in today's tightly interrelated world. Students must understand the world's physical features, how they blend with social systems and how they affect economies, politics and human interaction. Isolated geographic facts are not enough. To grasp geography and its effect on individuals and societies, students must know the broad concepts of spatial patterns, mapping, population and physical systems (land, air, water). The combination of geographic facts and broad concepts provides a deeper understanding of geography and its effects on individuals and societies.</p>	
<p>A. Locate, describe and explain places, regions and features on the Earth.</p>	
<p>17.A.5 Demonstrate how maps, other geographic instruments and technologies are used to solve spatial problems (e.g., land use, ecological concerns).</p>	<p>Student Edition: 4-9</p> <p>Teacher Wraparound Edition: CC 11; CLA 4; CT 7; EC 3, 5, 7</p> <p>Teacher Resources: <i>Building Geography Skills for Life</i> 120-125, 129-137, 158-193</p> <p>Each <i>Unit Resources</i> workbook provides a Mapping History activity for each chapter.</p>
<p>B. Analyze and explain characteristics and interactions of the Earth's physical systems.</p>	
<p>17.B.5 Analyze international issues and problems using ecosystems and physical geography concepts.</p>	<p>Student Edition: RH10-RH11, 2-3, 969-971</p> <p>Teacher Wraparound Edition: CT 2 (second CT), 3; WA 2</p> <p>Teacher Resources: <i>Building Geography Skills for Life</i> 74-95 <i>Daily Lecture and Discussion Notes</i> 429-431 <i>Quizzes and Tests</i> 395 #1, #2, #5, #9 <i>Reading Essentials and Study Guide</i> 523-527 <i>Unit 6 Resources</i> 160-161</p>

STANDARDS	PAGE REFERENCES
C. Understand relationships between geographic factors and society.	
<p>17.C.5a Compare resource management methods and policies in different regions of the world.</p>	<p>Student Edition: 932, 969-970 <i>Geography Skills</i> 970</p> <p>Teacher Wraparound Edition: CAT 3; CLA 970; ICA 932</p> <p>Teacher Resources: <i>Building Geography Skills for Life</i> 160-164, 183-186, 212-215 <i>Quizzes and Tests</i> 395 #3, #9, 397 #13, 398 #15, #18 <i>Daily Lecture and Discussion Notes</i> 430 <i>Reading Essentials and Study Guide</i> 523-527 <i>Unit 6 Resources</i> 160-161</p>
<p>17.C.5b Describe the impact of human migrations and increased urbanization on ecosystems.</p>	<p>Student Edition: 3, 585-586, 621-622, 970, 972 <i>Picturing History</i> 588</p> <p>Teacher Wraparound Edition: CC 584; CT 3; DI 622</p> <p>Teacher Resources: <i>Building Geography Skills for Life</i> 120-122, 129-133, 183-186 <i>Daily Lecture and Discussion Notes</i> 260-261, 278 <i>Reading Essentials and Study Guide</i> 524, 526 <i>Unit 4 Resources</i> 22, 33 <i>Unit 6 Resources</i> 160-161</p>

STANDARDS	PAGE REFERENCES
<p>17.C.5c Describe geographic factors that affect cooperation and conflict among societies.</p>	<p>Student Edition: RH10-RH11, 2-3, 969-973</p> <p>Teacher Wraparound Edition: CT 2 (second CT), 3; WA 2</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 429-430, 432-433 <i>Quizzes and Tests</i> 398 #21 <i>Reading Essentials and Study Guide</i> 523-527</p>
<p>D. Understand the historical significance of geography.</p>	
<p>17.D.5 Analyze the historical development of a current issue involving the interaction of people and geographic factors (e.g., mass transportation, changes in agricultural subsidies, flood control).</p>	<p>Student Edition: RH10-RH11, 969-971</p> <p>Teacher Wraparound Edition: CAT 3, 970; CLA 970; CT 2 (second CT)</p> <p>Teacher Resources: <i>Building Geography Skills for Life</i> 129-133, 143-153, 165-189 <i>Quizzes and Tests</i> 395 #1, #2, #9, 397 #4, #8, #13 <i>Daily Lecture and Discussion Notes</i> 429-431 <i>Reading Essentials and Study Guide</i> 523-527 <i>Unit 6 Resources</i> 160-161</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 18: Understand social systems, with an emphasis on the United States.	
<p>Why This Goal Is Important: A study of social systems has two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of the language, literature, arts and traditions of various groups of people. Students should understand common characteristics of different cultures and explain how cultural contributions shape societies over time. The second aspect is the interaction among individuals, groups and institutions. Students should know how and why groups and institutions are formed, what roles they play in society, and how individuals and groups interact with and influence institutions.</p>	
<p>A. Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.</p>	
<p>18.A.5 Compare ways in which social systems are affected by political, environmental, economic and technological changes.</p>	<p>Student Edition: 586-588, 602-603, 622-624, 864-865, 913, 942-943 <i>Geography Skills</i> 602 <i>Eyewitness to History</i> 620 <i>Reading Check</i> 624, 943</p> <p>Teacher Wraparound Edition: CLA 602; CT 586, 865; EC 865</p> <p>Teacher Resources: <i>Daily Lecture and Discussion Notes</i> 260-261, 270-271, 278, 420-421 <i>Quizzes and Tests</i> 245 #1-#10, 339 #10 <i>Reading Essentials and Study Guide</i> 299-303, 313-314, 319-322, 461-463 <i>Unit 4 Resources</i> 3, 16, 17, 18 <i>Unit 5 Resources</i> 5-9</p>

STANDARDS	PAGE REFERENCES
B. Understand the roles and interactions of individuals and groups in society.	
<p>18.B.5 Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.</p>	<p>Student Edition: <i>Skillbuilder</i> 179, 211, 279, 351, 394, 472, 535, 604, 690, 837, 895</p> <p>Teacher Wraparound Edition: T 179, 211, 351, 394, 472, 535, 604, 690, 837, 895</p> <p>Teacher Resources: <i>Standardized Test Skills Practice</i> 5, 7, 9, 17, 25, 29, 33, 35, 41, 45, 47, 49, 55</p> <p>This standard also can be met through the <i>Unit Resources</i> workbooks, each of which provides a Skills Reinforcement Activity, Critical Thinking Skills Activity, Historical Significance Activity, and Primary Source Activity per chapter.</p>
C. Understand how social systems form and develop over time.	
<p>18.C.5 Analyze how social scientists' interpretations of societies, cultures and institutions change over time.</p>	<p>Student Edition: <i>Skillbuilder</i> 351</p> <p>Teacher Wraparound Edition: EC 623; T 351</p> <p>Teacher Resources: <i>Standardized Test Skills Practice</i> 23, 41, 47</p> <p>This standard also can be met through the <i>Unit Resources</i> workbooks, each of which provides a Linking Past and Present Activity per chapter.</p>