



World History

JOURNEY ACROSS TIME

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STANDARDS	PAGE REFERENCES
Strand 1: American History	
Concept 1: Research Skills for History	
<p>PO 1. Construct charts, graphs, and narratives using historical data.</p>	<p>Student Edition: 261</p> <p>Teacher Wraparound Edition: CTA 96, 661, 727; DI GH10, GH13; E 85; MG GH11; RS 81; T 60; WA 51, 64, 81, 97</p>
<p>PO 2. Interpret historical data displayed in graphs, tables, and charts.</p>	<p>Student Edition: GH11-GH13, 51</p> <p><i>Understanding Charts</i> 14, 44, 185, 236, 446</p> <p>Teacher Wraparound Edition: C GH13; CTA GH12; IG GH11; UC 14, 44, 185, 236, 446; UI GH11</p>
<p>PO 3. Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).</p>	<p>Student Edition: <i>SkillBuilder</i> 905</p> <p>Teacher Wraparound Edition: DI 1; E Tools 3; RS 69, 81, 132</p>
<p>PO 4. Formulate questions that can be answered by historical study and research.</p>	<p>Student Edition: <i>SkillBuilder</i> 907, 908, 909, 910, 917</p> <p><i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617, 742-748</p> <p>Teacher Wraparound Edition: CTA 142; DI 25, 181, 285; RS 103, 175; T 907, 908</p>

STANDARDS	PAGE REFERENCES
<p>PO 5. Describe the difference between primary and secondary sources.</p>	<p>Student Edition: 932, 933, 934, 935, 936, 937, 938, 939, 940 <i>Primary Source</i> 145, 282, 413, 537, 682, 698, 716 <i>SkillBuilder</i> 910</p> <p>Teacher Wraparound Edition: PS 145, 282, 413, 537; T 910</p>
<p>PO 6. Determine the credibility and bias of primary and secondary sources.</p>	<p>Student Edition: 925, 932, 933, 934, 935, 936, 937, 938, 939, 940 <i>Primary Source</i> 145, 282, 413, 537, 682, 698, 716 <i>SkillBuilder</i> 907, 908, 910</p> <p>Teacher Wraparound Edition: CTA 693; PS 145, 282, 413, 537; T 910, 925</p>
<p>PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.</p>	<p>Student Edition: 317-326, 491-497, 534-543, 557-558, 633-641, 642-650 <i>SkillBuilder</i> 914</p> <p>Teacher Wraparound Edition: C 558; CTA 325, 727; ETC 323; T 914; WA 319</p>
<p>PO 8. Describe how archaeological research adds to our understanding of the past.</p>	<p>Student Edition: Tools 1, 9 <i>Biography</i> 12 <i>What did you learn?</i> 15 #1</p> <p>Teacher Wraparound Edition: CTA 11; ETC 14; HM 11; MAA 9; RR 12; T 12; WA 10</p>
<p>Concept 2: Early Civilizations</p>	
<p>PO 1. Describe the characteristics of hunting and gathering societies in the Americas.</p>	<p>Student Edition: 10, 14, 573, 574, 580</p> <p>Teacher Wraparound Edition: M 574; RS 574</p>
<p>PO 2. Describe factors (i.e., farming methods, domestication of animals) that led to the development of cultures and civilizations from hunting and gathering societies.</p>	<p>Student Edition: 10, 12-15, 573-575 <i>National Geographic</i> 13 <i>Understanding Charts</i> 14</p> <p>Teacher Wraparound Edition: C 15; R 15; UC 14; UG 13</p>

STANDARDS	PAGE REFERENCES
<p>PO 3. Describe the cultures of the Mogollon, Anasazi (Ancestral Pueblo), and Hohokam:</p> <ol style="list-style-type: none"> location, agriculture, housing, arts, and trade networks how these cultures adapted to and altered their environment 	<p>Student Edition: 578-580 <i>National Geographic</i> 578-579</p> <p>Teacher Wraparound Edition: NG 579</p>
<p>PO 4. Describe the Adena, Hopewell, and Mississippian mound-building cultures:</p> <ol style="list-style-type: none"> location, agriculture, housing, arts, and trade networks how these cultures adapted to and altered their environment 	<p>Student Edition: 580-581</p> <p>Teacher Wraparound Edition: C 581; CTA 580; E 581; M 580</p>
<p>PO 5. Describe the achievements and features (i.e., mathematics, astronomy, architecture, government, social structure, arts and crafts) of the Mayan, Aztec, and Incan/Inkan civilizations.</p>	<p>Student Edition: 582-588, 590-592</p> <p>Teacher Wraparound Edition: CTA 585; CV 586; ETC 587; ICA 586; M 583, 585, 586; RS 583, 584, 588</p>
<p>Concept 3: Exploration and Colonization No performance objectives at this grade.</p>	
<p>Concept 4: Revolution and New Nation No performance objectives at this grade.</p>	
<p>Concept 5: Westward Expansion No performance objectives at this grade.</p>	
<p>Concept 6: Civil War and Reconstruction No performance objectives at this grade.</p>	
<p>Concept 7: Emergence of the Modern United States No performance objectives at this grade.</p>	
<p>Concept 8: Great Depression and World War II No performance objectives at this grade.</p>	
<p>Concept 9: Postwar United States No performance objectives at this grade.</p>	
<p>Concept 10: Contemporary United States</p>	
<p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<p>Student Edition: <i>Section Review: Expository Writing</i> 894</p> <p>Teacher Wraparound Edition: CL 893; CTA 890, 899; DI 889; ICA 891; RS 881; WA 890, 891</p>

STANDARDS	PAGE REFERENCES
<p>PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<p>Student Edition: <i>Linking Past and Present</i> 536, 775, 867 <i>Section Review: Expository Writing</i> 894</p> <p>Teacher Wraparound Edition: CAT 871, 884; CL 893; CTA 890, 899; DI 889; ICA 891; LPP 536, 775, 867; RS 881; WA 890, 891</p>
<p>PO 3. Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p>	<p>Student Edition: 878, 881-882</p> <p>Teacher Wraparound Edition: C 894; CTA 890; E 892, 894; ETC 892; ICA 891</p>
<p>Strand 2: World History</p>	
<p>Concept 1: Research Skills for History</p>	
<p>PO 1. Construct charts, graphs, and narratives using historical data.</p>	<p>Student Edition: 261</p> <p>Teacher Wraparound Edition: CTA 97, 661, 727; DI GH10, GH13; E 85; MG GH11; RS 81; T 60; WA 51, 64, 81, 97</p>
<p>PO 2. Interpret historical data displayed in graphs, tables, and charts.</p>	<p>Student Edition: GH11-GH13, 51</p> <p><i>Understanding Charts</i> 14, 44, 185, 236, 446</p> <p>Teacher Wraparound Edition: C GH13; CTA GH12; IG GH11; UC 14, 44, 185, 236, 446; UI GH11</p>
<p>PO 3. Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).</p>	<p>Student Edition: <i>SkillBuilder</i> 905</p> <p>Teacher Wraparound Edition: DI 1; E Tools 3; RS 69, 81, 132</p>
<p>PO 4. Formulate questions that can be answered by historical study and research.</p>	<p>Student Edition: <i>SkillBuilder</i> 907, 908, 909, 910, 917</p> <p><i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617, 742-748</p> <p>Teacher Wraparound Edition: CTA 142; DI 25, 181, 285; RS 103, 175; T 907, 908</p>
<p>PO 5. Describe the difference between primary and secondary sources.</p>	<p>Student Edition: 932, 933, 934, 935, 936, 937, 938, 939, 940</p> <p><i>Primary Source</i> 145, 282, 413, 537, 682, 698, 716</p> <p><i>SkillBuilder</i> 910</p> <p>Teacher Wraparound Edition: PS 145, 282, 413, 537; T 910</p>

STANDARDS	PAGE REFERENCES
<p>PO 6. Determine the credibility and bias of primary and secondary sources.</p>	<p>Student Edition: 925, 932, 933, 934, 935, 936, 937, 938, 939, 940 <i>Primary Source</i> 145, 282, 413, 537, 682, 698, 716 <i>SkillBuilder</i> 907, 908, 910</p> <p>Teacher Wraparound Edition: CTA 693; PS 145, 282, 413, 537; T 910, 925</p>
<p>PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.</p>	<p>Student Edition: 317-326, 491-497, 534-543, 557-558, 633-641, 642-650 <i>SkillBuilder</i> 914</p> <p>Teacher Wraparound Edition: C 558; CTA 325, 727; ETC 323; T 914; WA 319</p>
<p>PO 8. Describe how archaeological research adds to our understanding of the past.</p>	<p>Student Edition: Tools 1, 9 <i>Biography</i> 12 <i>What did you learn?</i> 15 #1</p> <p>Teacher Wraparound Edition: CTA 11; ETC 14; HM 11; MAA 9; RR 12; T 12; WA 10</p>
<p>Concept 2: Early Civilizations (Note: Early civilizations were introduced in Grades 1 [Egypt], 2 [Asia], 3 [Greece and Rome], 4 [North and South America].)</p>	
<p>PO 1. Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.</p>	<p>Student Edition: 9-11, 13-15 <i>Biography</i> 12 <i>Understanding Charts</i> 14</p> <p>Teacher Wraparound Edition: CAT 13; CC 13; CTA 11; E 15; ICA 13; R 15; T 9, 12; UC 14; WA 10</p>
<p>PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China:</p> <ol style="list-style-type: none"> farming methods domestication of animals division of labor geographic factors <p>Connect with: Strand 4 Concept 2, 4, 6 Strand 5 Concept 1</p>	<p>Student Edition: 17-23, 39-42 <i>National Geographic</i> 39, 42-43 <i>Reading Check</i> 40</p> <p>Teacher Wraparound Edition: CAT 18; CC 40; ETC 43; G 19; MA 40; RC 40; WA 43</p>

STANDARDS	PAGE REFERENCES
<p>PO 3. Describe the importance of the following river valleys in the development of ancient civilizations:</p> <ul style="list-style-type: none"> a. Tigris and Euphrates – Mesopotamia b. Nile – Egypt c. Huang He – China d. Indus – India <p>Connect with: Strand 4 Concept 1, 2, 4, 5</p>	<p>Student Edition: 39-40, 41-42 <i>National Geographic</i> 17, 39 <i>Primary Source</i> 41</p> <p>Teacher Wraparound Edition: G 19; MA 40; PS 41; UG 17, 39</p>
<p>PO 4. Compare the forms of government of the following ancient civilizations:</p> <ul style="list-style-type: none"> a. Mesopotamia – laws of Hammurabi b. Egypt – theocracy c. China – dynasty <p>Connect with: Strand 3 Concept 3, 5</p>	<p>Student Edition: 19, 28, 43-44 <i>Biography</i> 23 <i>You Decide</i> 24-25</p> <p>Teacher Wraparound Edition: C 24; CTA 19; CY 21; DI 25; ETC 24; R 23; T 22; WA 19</p>
<p>PO 5. Describe the religious traditions that helped shape the culture of the following ancient civilizations:</p> <ul style="list-style-type: none"> a. Sumeria, India – polytheism b. Egypt – belief in an afterlife c. China – ancestor worship d. Middle East - monotheism 	<p>Student Edition: 19, 49-52, 64, 81-85, 89-92, 93-102, 227-228, 236, 238-239 <i>Biography</i> 237</p> <p>Teacher Wraparound Edition: CTA 91; E 239; MA 50; T 237</p>
<p>PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:</p> <ul style="list-style-type: none"> a. Mesopotamia – laws of Hammurabi b. Egypt – mummification, hieroglyphs, papyrus c. China – silk, gunpowder/fireworks, compass d. Central and South America – astronomy, agriculture <p>Connect with: Strand 5 Concept 2</p>	<p>Student Edition: 23, 42, 49-52 <i>Biography</i> 22 <i>You Decide</i> 24-25</p> <p>Teacher Wraparound Edition: C 24; DI 25; ETC 24; HM 42; MA 49; R 23; T 22; TT 49</p>
<p>PO 7. Describe the development of the following types of government and citizenship in ancient Greece and Rome:</p> <ul style="list-style-type: none"> a. democracy b. republics/empires <p>Connect with: Strand 3 Concept 5</p>	<p>Student Edition: 122-123, 126-127, 129-130, 133, 139 <i>Understanding Charts</i> 140</p> <p>Teacher Wraparound Edition: CAT 143; CTA 142; CY 122; R 123; UC 140</p>

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<p>PO 8. Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy). Connect with: Strand 4 Concept 2, 4, 5 Strand 5 Concept 2</p>	<p>Student Edition: 120, 156-158, 160-163, 183-186 <i>Biography</i> 159 Teacher Wraparound Edition: CLA 162; CY 161; E 163; ICA 158; MA 161, 162; T 159; TT 160; WA 157</p>
<p>PO 9. Identify the roles and contributions of individuals in the following ancient civilizations: a. Greece (e.g., Sophocles, Euripides, Pericles, Homer) b. Alexander the Great c. Rome (e.g., Julius Caesar, Augustus) d. China (e.g., Qin Shi Huan Di, Confucius) e. Egypt (e.g., Hatshepsut, Ramses, Cleopatra) Connect with: Strand 3 Concept 5</p>	<p>Student Edition: 110-111, 135-137, 140, 145, 157-163 <i>Biography</i> 141 Teacher Wraparound Edition: CLA 145; E 146; ETC 144; PPM 110; R 146; RR 141; T 111, 141</p>
<p>PO 10. Describe the transition from the Roman Empire to the Byzantine Empire: a. “decline and fall” of the Roman Empire b. empire split in eastern and western regions c. capital moved to Byzantium/Constantinople d. Germanic invasions Connect with: Strand 4 Concept 2</p>	<p>Student Edition: 318-320, 322-326, 328-334 <i>National Geographic</i> 323 <i>Primary Source</i> 322 <i>Understanding Charts</i> 318 Teacher Wraparound Edition: CTA 320, 325; ETC 323; NG 329; PS 322; RS 328; UC 318; UG 323, 329</p>
<p>Concept 3: World in Transition (Note: The Middle Ages were introduced in Grade 4.)</p>	
<p>PO 1. Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of major religions (i.e., Hinduism, Buddhism, Judaism, Christianity, and Islam). Connect with: Strand 4 Concept 2, 4</p>	<p>Student Edition: 81-83, 84-85, 93-102, 203-204, 205-206 <i>Biography</i> 207 <i>Primary Source</i> 83 <i>Understanding Charts</i> 204 Teacher Wraparound Edition: CAT 96; CTA 96; DI 95; PS 83; RS 203; T 203; UC 204</p>

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<p>PO 2. Describe the development of the medieval kingdoms of Africa (i.e., Ghana, Mali, Songhai):</p> <ul style="list-style-type: none"> a. Islamic influences b. mining of gold and salt c. centers of commerce <p>Connect with: Strand 5 Concept 1</p>	<p>Student Edition: 447-453, 461-462, 464-465, 467 <i>Biography</i> 466 <i>National Geographic</i> 448 <i>Primary Source</i> 462, 465 <i>Understanding Charts</i> 451</p> <p>Teacher Wraparound Edition: CLA 451; DI 462; ICA 448; PS 462, 465; T 466; UC 451; UG 448</p>
<p>PO 3. Describe the culture and way of life of the Arab Empire:</p> <ul style="list-style-type: none"> a. Muslim religion – Mohammad, Mecca b. extensive trade and banking network c. interest in science – medicine, astronomy d. translation and preservation of Greek and Roman literature <p>Connect with: Strand 5 Concept 1</p>	<p>Student Edition: 373-375, 377-378, 380-386, 388-394 <i>Biography</i> 376 <i>National Geographic</i> 374</p> <p>Teacher Wraparound Edition: C 378; CAT 373; DI 374; E 378; RR 376; T 376; UG 374; WA 375</p>
<p>PO 4. Describe the Catholic church’s role in the following activities during the Middle Ages:</p> <ul style="list-style-type: none"> a. Crusades b. Inquisition c. education d. government e. spread of Christianity 	<p>Student Edition: 519-521; 534, 541-543, 545-548 <i>National Geographic</i> 542 <i>Reading Check</i> 543</p> <p>Teacher Wraparound Edition: C 543; CLA 541; CTA 542; E 543; MA 547; RC 543; UG 542; UWP 541</p>
<p>PO 5. Describe the transition from feudalism to nationalism at the end of the Middle Ages.</p>	<p>Student Edition: 523-531, 554-558, 659-664, 715-720 <i>You Decide</i> 532-533</p> <p>Teacher Wraparound Edition: CAT 524; CLA 529; DI 533; E 531; ETC 530; MA 523; T 523</p>
<p>PO 6. Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15th and 16th centuries.</p> <p>Connect with: Strand 4 Concept 2, 4 Strand 5 Concept 1</p>	<p>Student Edition: 554-555, 611-613, 659, 660, 666 <i>National Geographic</i> 555, 667 <i>Reading Check</i> 660</p> <p>Teacher Wraparound Edition: CTA 611; DI 667; RC 660; RS 666; UG 554, 667</p>

STANDARDS	PAGE REFERENCES
<p>PO 7. Describe how trade routes led to the exchange of ideas (e.g., spread of religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15th and 16th centuries.</p> <p>Connect with:</p> <p>Strand 3 Concept 1 Strand 4 Concept 4, 5 Strand 5 Concept 1</p>	<p>Student Edition: 611-612, 619-621, 623-626, 634-641, 659-669, 671-679</p> <p><i>National Geographic</i> 620 <i>Primary Source</i> 621</p> <p>Teacher Wraparound Edition: C 626; CAT 621; CTA 621; DI 635; NG 620; PS 621; T 619</p>
<p>Concept 4: Renaissance and Reformation</p>	
<p>PO 1. Describe how the Renaissance was a time of renewal and advancement in Europe:</p> <ol style="list-style-type: none"> rebirth of Greek and Roman ideas new ideas and products as a result of trade the arts science <p>Connect with:</p> <p>Strand 3 Concept 5, Strand 4 Concept 2, 4, 5 Strand 5 Concept 1, 2</p>	<p>Student Edition: 609-615, 619-621, 623-626</p> <p><i>National Geographic</i> 620</p> <p>Teacher Wraparound Edition: CAT 621; CLA 625; CTA 621; ISR 611; NG 620; RS 609, 619; T 609</p>
<p>PO 2. Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation:</p> <ol style="list-style-type: none"> Leonardo da Vinci Michelangelo Gutenberg Martin Luther <p>Connect with:</p> <p>Strand 3 Concept 1 Strand 4 Concept 4</p>	<p>Student Edition: 609-615, 619-621, 623-626, 634-641</p> <p><i>Biography</i> 622, 638 <i>National Geographic</i> 620 <i>Primary Source</i> 614, 621</p> <p>Teacher Wraparound Edition: E 614; ETC 613; ICA 623; NG 620; PS 614, 621; T 622; TT 612</p>

STANDARDS	PAGE REFERENCES
<p>Concept 5: Encounters and Exchange (Note: The growth of European nations was taught in Grade 5.)</p>	
<p>PO 1. Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society:</p> <ol style="list-style-type: none"> Scientific Revolution – Copernicus, Galileo, Newton natural rights – life, liberty, property governmental separation of powers vs. monarchy religious freedom Magna Carta <p>Connect with: Strand 3 Concept 1, 4, 5 Science Strand 2 Concept 1</p>	<p>Student Edition: 671-676, 678-679, 680-682, 684-689 <i>Biography</i> 677 <i>Understanding Charts</i> 672, 676, 683</p> <p>Teacher Wraparound Edition: C 689; CAT 686; CLA 687; DI 672; MA 673; T 677; UC 672, 676</p>
<p>Concept 6: Age of Revolution</p>	
<p>Concept 7: Age of Imperialism</p>	
<p>Concept 8: World at War</p>	
<p>Concept 9: Contemporary World</p>	
<p>PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<p>Student Edition: 888-894 <i>National Geographic</i> 889</p> <p>Teacher Wraparound Edition: C 894; CAT 889; CL 893; CTA 890; DI 889; E 892; I 889; ICA 891; NG 889; RS 895; UT 892; WA 890, 891</p>
<p>PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<p>Student Edition: <i>Linking Past and Present</i> 325, 362, 390, 536, 734</p> <p>Teacher Wraparound Edition: CAT 610, 666, 892; CL 893; LPP 325, 362, 390, 536, 734; RS 895</p>

STANDARDS	PAGE REFERENCES
Strand 3: Civics/Government	
Concept 1: Foundations of Government	
<p>PO 1. Discuss the important ideas of the Enlightenment period that fostered the creation of the United States government (e.g., natural rights, separation of powers, religious freedom). Connect with: Strand 2 Concept 4, 5</p>	<p>Student Edition: 681-682, 684-689, 700 <i>Biography</i> 683 <i>Primary Source</i> 682 Teacher Wraparound Edition: DI 682; PS 682; T 683; WA 681</p>
<p>Concept 2: Structure of Government No performance objectives at this grade.</p>	
Concept 3: Functions of Government	
<p>PO 1. Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws. Connect with: Strand 2 Concept 2</p>	<p>Student Edition: 23 <i>Biography</i> 22 <i>You Decide</i> 24-25 Teacher Wraparound Edition: C 24; ETC 24; F 24; R 23; RS 25; T 22</p>
<p>PO 2. Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government. Connect with: Strand 2 Concept 2</p>	<p>Student Edition: 119, 125-126, 127-128, 139, 171 <i>Understanding Charts</i> 140 Teacher Wraparound Edition: RC 171; RS 140; T 125; UC 142</p>
<p>PO 3. Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government. Connect with: Strand 2 Concept 2</p>	<p>Student Edition: 265-267, 269-271 Teacher Wraparound Edition: CAT 270; CTA 265, 271; DI 270; E 267; ICA 273; RS 267; T 269; TN 271</p>
Concept 4: Rights, Responsibilities, and Roles of Citizenship	
<p>PO 1. Describe ways an individual can contribute to a school or community.</p>	<p>Student Edition: <i>The following pages reference citizenship and democracy in world history:</i> 122-123 <i>Primary Source</i> 122 <i>Understanding Charts</i> 140 Teacher Wraparound Edition: C 140; CY 122; PS 122; R 123; RC 140; UC 140</p>

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<p>PO 2. Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.</p> <p>Connect with: Strand 2 Concept 5</p>	<p>Student Edition: The following pages reference citizenship and democracy in world history: 122-123, 700, 754 Primary Source 122 Understanding Charts 140</p> <p>Teacher Wraparound Edition: C 140; CY 122; PS 122; R 123; RC 140; UC 140</p>
<p>PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</p> <p>Connect with: Strand 2 Concept 5</p>	<p>Student Edition: The following pages reference citizenship and democracy in world history: 122-123, 700, 754 Primary Source 122 Understanding Charts 140</p> <p>Teacher Wraparound Edition: C 140; CY 122; PS 122; R 123; RC 140; UC 140</p>
Concept 5: Government Systems of the World	
<p>PO 1. Describe the structure of the following governments:</p> <ul style="list-style-type: none"> a. theocracy b. dictatorship c. republic d. monarchy e. democracy f. anarchy <p>Connect with: Strand 2 Concept 2, 4, 5</p>	<p>Student Edition: 126, 129-130, 139, 208, 265-266, 808-812 Understanding Charts 140</p> <p>Teacher Wraparound Edition: C 267; CY 810; E 130; R 812; RC 140; UC 140</p>
Strand 4: Geography	
Concept 1: The World in Spatial Terms	
<p>PO 1. Construct maps, charts, and graphs to display geographic information.</p>	<p>Student Edition: GH4-GH5, GH6-GH13, 260, 261</p> <p>Teacher Wraparound Edition: CLA GH8; CTA 96, 727; DI GH10, GH13; E 85; MC GH12; MG GH11; MM 661; RS 81; T 60; WA 51</p>

STANDARDS	PAGE REFERENCES
<p>PO 2. Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.</p>	<p>Student Edition: GH4-GH5, GH6-GH13, 260, 261</p> <p>Teacher Wraparound Edition: CLA GH8; CTA 96, 727; DI GH10, GH13; E 85; MC GH12; MG GH11; MM 661; RS 81; T 60; WA 51</p>
<p>PO 3. Interpret maps, charts, and geographic databases using geographic information.</p>	<p>Student Edition: GH4-GH5, GH6-GH13, 260, 261</p> <p>Teacher Wraparound Edition: CLA GH8; CTA 96, 727, GH12; DI GH10, GH13; E 85; MC GH12; MG GH11; MM 661; RS 81; T 60; WA 51</p>
<p>PO 4. Locate physical and human features in the United States and in regions of the world on a map (e.g., continents, significant waterways, mountain ranges, cities, countries).</p> <p>Connect with: Strand 2 Concept 2</p>	<p>Student Edition: R2-R26 <i>National Geographic</i> 198, 230, 241, 246, 452</p> <p>Teacher Wraparound Edition: UG 198, 230, 241, 246, 452</p>
<p>PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied.)</p>	<p>Student Edition: R2-R26, GH4-GH5, GH6-GH13, 260, 261 <i>National Geographic</i> 198, 230, 241, 246, 452</p> <p>Teacher Wraparound Edition: CLA GH8; CTA 96, 727, GH12; DI GH10, GH13; E 85; MC GH12; MG GH11; MM 661; RS 81; T 60; WA 51</p>
<p>Concept 2: Places and Regions</p>	
<p>PO 1. Identify regions studied (i.e., Greece, Rome) using a variety of criteria (e.g., climate, landforms, culture, vegetation).</p> <p>Connect with: Strand 2 Concept 2</p>	<p>Student Edition: 38-42, 71-72, 117 <i>National Geographic</i> 39, 117</p> <p>Teacher Wraparound Edition: C 72; CAT 41; CC 40, 118; DI 40; M 40; RC 117; T 39, 117; UG 39, 117</p>
<p>PO 2. Describe the factors that cause regions and places to change.</p> <p>Connect with: Strand 2 Concept 2</p>	<p>Student Edition: 13-15, 18-21, 658-664, 724-730, 732-733 <i>National Geographic</i> 13, 725, 726</p> <p>Teacher Wraparound Edition: CTA 661; EI 727; UG 13, 725; WA 734</p>

STANDARDS	PAGE REFERENCES
<p>PO 3. Describe the interactions of people in different places and regions.</p> <p>Connect with:</p> <p>Strand 2 Concept 3, 4, 5</p>	<p>Student Edition: 447, 448-449, 451, 452, 772, 891 <i>National Geographic</i> 448 <i>Understanding Charts</i> 451</p> <p>Teacher Wraparound Edition: CAT 447; UC 451; UG 448</p>
<p>PO 4. Explain why places and regions serve as cultural symbols (e.g., Jerusalem as a sacred place for Jews, Christians, and Muslims).</p> <p>Connect with:</p> <p>Strand 2 Concept 2</p>	<p>Student Edition: 90, 94, 101, 875</p> <p>Teacher Wraparound Edition: ETC 875; M 90, 101</p>
<p>PO 5. Describe the physical and human characteristics of places and regions of a Middle Eastern country.</p> <p>Connect with:</p> <p>Strand 2 Concept 2</p>	<p>Student Edition: 372-375, 377-378, 380-386, 387-394 <i>Biography</i> 376 <i>National Geographic</i> 374, 383</p> <p>Teacher Wraparound Edition: DI 374; ICA 377; M 373; UG 374, 383</p>
<p>Concept 3: Physical Systems (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p>	
<p>PO 1. Identify the physical processes that influence the formation and location of resources (e.g., oil, coal, diamonds, copper).</p> <p>Connect with:</p> <p>Science Strand 3 Concept 1 Evaluate the effects of, and describe how people plan for and respond to natural disasters.</p> <p>Science Strand 4 Concept 3 Describe how sunlight, water quality, climate, population density and pollution affect quality of life.</p> <p>Science Strand 6 Concept 1 Describe the composition of and interactions between bodies of water and the atmosphere.</p> <p>Science Strand 6 Concept 2 Explain the water cycle and factors that affect climate.</p>	<p>Student Edition: 41, 732, 742-743, 890</p> <p>Teacher Wraparound Edition: A 743; C 742; R 730; WA 890</p>

STANDARDS	PAGE REFERENCES
Concept 4: Human Systems	
<p>PO 1. Interpret the demographic structure of places and regions using a population pyramid.</p>	<p>Student Edition: <i>The following pages reference population concepts in graphic representations:</i> GH10, GH12</p> <p>Teacher Wraparound Edition: APK GH10; MC GH12</p>
<p>PO 2. Describe the environmental, economic, cultural and political effects of human migrations and cultural diffusion on places and regions.</p>	<p>Student Edition: 447, 448-449, 451, 452, 469, 573, 772, 891 <i>National Geographic</i> 448, 469, 573 <i>Understanding Charts</i> 451</p> <p>Teacher Wraparound Edition: CAT 447; UC 451; UG 448, 469, 573</p>
<p>PO 3. Analyze the causes and effects of settlement patterns. Connect with: Strand 1 Concept 2 Strand 2 Concept 2</p>	<p>Student Edition: 17-18, 39-42, 69-72, 117-123 <i>National Geographic</i> 17</p> <p>Teacher Wraparound Edition: C 72; CAT 18, 41; M 40; T 39; UG 17; WA 19</p>
<p>PO 4. Identify factors (e.g., river/coastal civilizations, trade) that influence the location, distribution, and interrelationships of economic activities over time in different regions. Connect with: Strand 2 Concept 2, 3, 4</p>	<p>Student Edition: 17-18, 39-42, 69-72, 117-123 <i>National Geographic</i> 17</p> <p>Teacher Wraparound Edition: C 72; CAT 18, 41; M 40; T 39; UG 17; WA 19</p>
<p>PO 5. Identify cultural norms that influence different social, political and economic activities of men and women. Connect with: Strand 2 Concept 2</p>	<p>Student Edition: 234-235, 308, 333-334, 353, 470, 504, 587, 685, 733-734 <i>Biography</i> 471 <i>Linking Past and Present</i> 734</p> <p>Teacher Wraparound Edition: CAT 685; CY 308; LPP 734; T 471</p>

STANDARDS	PAGE REFERENCES
Concept 5: Environment and Society	
<p>PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade and migration.</p>	<p>Student Edition: 17-18, 39-42, 69-72, 117-123, 447, 448-449, 451, 452, 772, 891 <i>National Geographic</i> 17, 448 <i>Understanding Charts</i> 451</p> <p>Teacher Wraparound Edition: C 72; CAT 18, 41, 447; M 40; T 39; UC 451; UG 448; WA 19</p>
<p>PO 2. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment. Connect with: Strand 2 Concept 2</p>	<p>Student Edition: 18, 22, 29, 41, 230, 303, 417, 577, 769, 770 <i>National Geographic</i> 234-235, 291</p> <p>Teacher Wraparound Edition: ICA 291; NG 291</p>
<p>PO 3. Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities. Connect with: Strand 2 Concept 2</p>	<p>Student Edition: 41, 890</p> <p>Teacher Wraparound Edition: WA 890</p>
<p>PO 4. Identify the way humans respond to/ prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, and earthquakes) in order to remain safe.</p>	<p>The standard can be met during teacher/class discussion of natural hazards.</p>
Concept 6: Geographic Applications	
<p>PO 1. Describe ways geographic features and conditions influenced settlement (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) in different periods of time, places, and regions. Connect with: Strand 2 Concept 2</p>	<p>Student Edition: 17-18, 39-42, 69-72, 117-123 <i>National Geographic</i> 17</p> <p>Teacher Wraparound Edition: C 72; CAT 18, 41; M 40; T 39; UG 17; WA 19</p>
<p>PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p>	<p>Student Edition: R2-R23, GH4-GH13 <i>National Geographic</i> 891, 893</p> <p>Teacher Wraparound Edition: CLA GH4; CTA GH12; MC GH12; MG GH11; T GH10; UG 891, 893; UI GH11</p>

STANDARDS	PAGE REFERENCES
Strand 5: Economics	
Concept 1: Foundations of Economics	
<p>PO 1. Identify how limited resources and unlimited human wants cause people to choose some things and give up others.</p>	<p>Student Edition: 862, 865, 867-868, 874, 875, 876 <i>National Geographic</i> 792 <i>Understanding Charts</i> 862</p> <p>Teacher Wraparound Edition: DI 862; ICA 874; M 865; UC 862; UG 792, 875; WA 865</p>
<p>PO 2. Determine how scarcity, opportunity costs, and trade-offs influence decision-making.</p>	<p>Student Edition: 862, 865, 867-868, 874, 875, 876 <i>National Geographic</i> 792 <i>Understanding Charts</i> 862</p> <p>Teacher Wraparound Edition: DI 862; ICA 874; M 865; UC 862; UG 792, 875; WA 865</p>
<p>PO 3. Explain why specialization improves standards of living. Connect with: Strand 2 Concept 2</p>	<p>Student Edition: <i>The following pages reference economics:</i> 15, 724-730, 732-734 <i>You Decide</i> 742-743</p> <p>Teacher Wraparound Edition: A 743; C 742; DI 733; EI 727; RC 121; T 725; WA 727</p>
<p>PO 4. Compare how money, as opposed to barter, facilitates trade.</p>	<p>Student Edition: 121, 242, 294, 319, 388, 529 <i>Primary Source</i> 320</p> <p>Teacher Wraparound Edition: E 294; PS 320; RC 121</p>
<p>PO 5. Explain how trade promoted economic growth throughout world regions. Connect with: Strand 2 Concept 3 Strand 2 Concept 4</p>	<p>Student Edition: 17-18, 39-42, 69-72, 117-123, 447, 448-449, 451, 452, 772, 891 <i>National Geographic</i> 17, 448 <i>Understanding Charts</i> 451</p> <p>Teacher Wraparound Edition: C 72; CAT 18, 41, 447; M 40; T 39; UC 451; UG 448; WA 19</p>