



# Exploring Our World

## People, Places, and Cultures

Western Hemisphere,  
Europe, and Russia

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STANDARDS	PAGE REFERENCES
<b>Standard A: Geography</b>	
<b>Performance Standards</b>	
<p>A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</p>	<p><b>Student Edition:</b> 105-109 <i>Geography Skills Handbook</i> 28-29 <i>National Geographic</i> 75, 199, 351 <i>Reference Atlas</i> 1-35 <i>World Atlas</i> 2-9</p> <p><b>Teacher Wraparound Edition:</b> A 2, 29; GFF 105; SP 74</p>
<p>A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape</p>	<p><b>Student Edition:</b> 112, 122 #7 <i>Geography Skills Handbook</i> 22-31</p> <p><b>Teacher Wraparound Edition:</b> GSA 24; IR 103</p>
<p>A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density</p>	<p><b>Student Edition:</b> 2-9, 104-111, 178-187, 258-269, 362-367, 432-455, 458-464, 468-473 <i>Geography Skills Handbook</i> 27 <i>Reference Atlas</i> 2-34</p> <p><b>Teacher Wraparound Edition:</b> SP 7; WAA 6</p>

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A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment	<b>Student Edition:</b> <i>Geography and You</i> 74 <b>Teacher Wraparound Edition:</b> A 19, 31; DI 66; HCP 74; T 15; WS 127
A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases	<b>Student Edition:</b> 93, 121-122, 195-196, 278-279, 375 <i>National Geographic</i> 121, 278 <b>Teacher Wraparound Edition:</b> A 60; CT 196
A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation	<b>Student Edition:</b> 46-48, 57-59, 127-128 <i>Geography &amp; History</i> 123 <i>National Geographic</i> 48 <b>Teacher Wraparound Edition:</b> A 58; CT 48
A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world	<b>Student Edition:</b> 75-76 <i>Geography &amp; History</i> 62 <i>Time Perspectives</i> 77-81 <i>YOU Decide</i> 90-91 <b>Teacher Wraparound Edition:</b> B 108; C 76; CT 78; RS 75
A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities	<b>Student Edition:</b> 146-147, 150, 309-310 <i>Time Perspectives</i> 77-81 <b>Teacher Wraparound Edition:</b> A 120; RS 285
A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals	<b>Student Edition:</b> <i>National Geographic</i> 211, 287 <i>World Literature</i> 51 <b>Teacher Wraparound Edition:</b> A 86
A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment	<b>Student Edition:</b> 73, 86-87, 158-159 <i>Geography &amp; History</i> 281 <i>Time Perspectives</i> 77 <b>Teacher Wraparound Edition:</b> A 87; F 77; SPS 86

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<p>A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations</p>	<p><b>Student Edition:</b> 89, 94-97, 158-162, 213-214, 234-235 <i>Geography &amp; History</i> 281 <i>Time Perspectives</i> 77-79</p> <p><b>Teacher Wraparound Edition:</b> A 80, 91; C 81, 89, 96; CT 91; FF 90; T 78</p>
<p><b>Standard B: History</b></p>	
<p><b>Performance Standards</b></p>	
<p>B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used</p>	<p><b>Student Edition:</b> <i>Document-Based Questions</i> 291, 315, 403, 425 <i>World Literature</i> 324, 381</p> <p><b>Teacher Wraparound Edition:</b> CT 135, 145, 301, 376; T 501</p>
<p>B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history</p>	<p><b>Student Edition:</b> 136-140, 210, 214, 297, 302 <i>History at a Glance</i> 212-213, 300-301, 390-391 <i>National Geographic</i> 297, 393</p> <p><b>Teacher Wraparound Edition:</b> C 141; CT 250, 299; RS 250</p>
<p>B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history</p>	<p><b>Student Edition:</b> 136-140, 210, 214, 297, 302, 394 <i>History at a Glance</i> 136-137 <i>Time Perspectives</i> 163-167, 413-417 <i>YOU Decide</i> 90-91</p> <p><b>Teacher Wraparound Edition:</b> C 215; RS 137, 212</p>
<p>B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians</p>	<p><b>Student Edition:</b> <i>World Literature</i> 51, 324 <i>YOU Decide</i> 90-91, 142-143, 304-305</p> <p><b>Teacher Wraparound Edition:</b> CT 377; RS 235; T 501</p>
<p>B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently</p>	<p><b>Student Edition:</b> <i>Document-Based Questions</i> 315 <i>Extended Response</i> 403, 425 <i>Time Perspectives</i> 413-417 <i>YOU Decide</i> 90-91, 142-143, 304-305</p> <p><b>Teacher Wraparound Edition:</b> RS 90, 142, 304; T 90, 142, 304</p>

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B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights	<p><b>Student Edition:</b> 85, 134-138, 140-141, 145 <i>History at a Glance</i> 136-137</p> <p><b>Teacher Wraparound Edition:</b> C 141; CT 140, 301</p>
B.8.7 Identify significant events and people in the major eras of United States and world history	<p><b>Student Edition:</b> 135-138, 168-171, 208-215, 294-303, 388-394 <i>History at a Glance</i> 136-137 <i>Time Perspectives</i> 77-79, 163-167, 413-417</p> <p><b>Teacher Wraparound Edition:</b> RS 137; SP 16</p>
B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society	<p><b>Student Edition:</b> 86-87, 89, 158-159, 302 <i>Geography &amp; History</i> 281 <i>National Geographic</i> 89, 159, 251 <i>Time Perspectives</i> 77</p> <p><b>Teacher Wraparound Edition:</b> A 302; FF 77</p>
B.8.9 Explain the need for laws and policies to regulate science and technology	<p><b>Student Edition:</b> 86-87, 158-159, 170-172 <i>Document-Based Questions</i> 69, 291 <i>Time Global Citizens</i> 392</p> <p><b>Teacher Wraparound Edition:</b> CT 415</p>
B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations	<p><b>Student Edition:</b> 96, 326 <i>Geography &amp; History</i> 197 <i>Global Ties</i> 173 <i>Section 3 Review</i> 96 #6 <i>YOU Decide</i> 90-91</p> <p><b>Teacher Wraparound Edition:</b> A 137</p>
B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin	<p>Information about American Indians in North America is found on the following pages:</p> <p><b>Student Edition:</b> 82, 135, 138-139, 146 <i>National Geographic</i> 139</p> <p><b>Teacher Wraparound Edition:</b> CT 139; HCP 74; RS 211</p>

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B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues	<b>Student Edition:</b> 15-17, 73 <i>Geography Skills Handbook</i> 18-20 <b>Teacher Wraparound Edition:</b> C 17; HCP 146; SP 16
<b>Standard C: Political Science and Citizenship</b>	
<b>Performance Standards</b>	
C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights	<b>Student Edition:</b> 85-86, 136-138, 140-141, 145, 295 <i>Document-Based Questions</i> 153 <i>National Geographic</i> 138, 140 <i>YOU Decide</i> 142-143 <b>Teacher Wraparound Edition:</b> A 137; CT 166, 295; DI 141; RS 86
C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system	<b>Student Edition:</b> 140-141, 145 <i>History at a Glance</i> 136-137 <i>YOU Decide</i> 142-143 <b>Teacher Wraparound Edition:</b> CT 140; DI 141; SP 136
C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused	<b>Student Edition:</b> 85-86, 136-139, 140-141, 295-297 <i>Document-Based Questions</i> 153 <b>Teacher Wraparound Edition:</b> CT 140; DI 297; RS 86, 142; WS 140
C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level	<b>Student Edition:</b> 140-141, 297 <i>National Geographic</i> 297 <b>Teacher Wraparound Edition:</b> VS 151; WS 140
C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights	<b>Student Edition:</b> <i>National Geographic</i> 297 <i>YOU Decide</i> 142-143 <b>Teacher Wraparound Edition:</b> WS 140
C.8.6 Explain the role of political parties and interest groups in American politics	<b>Student Edition:</b> 140-141 <b>Teacher Wraparound Edition:</b> CT 409

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C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate	<p><b>Student Edition:</b>  <i>YOU Decide</i> 90-91, 142-143, 216-217, 304-305, 376-377</p> <p><b>Teacher Wraparound Edition:</b>  A 143; DI 165; T 90, 142, 304</p>
C.8.8 Identify ways in which advocates participate in public policy debates	<p><b>Student Edition:</b>  66 #7, 137, 145  <i>National Geographic</i> 140  <i>YOU Decide</i> 90-91, 142-143, 216-217, 304-305, 376-377</p> <p><b>Teacher Wraparound Edition:</b>  CT 164</p>
C.8.9 Describe the role of international organizations such as military alliances and trade associations	<p><b>Student Edition:</b>  169, 235, 393, 422  <i>National Geographic</i> 169, 235  <i>Time Perspectives</i> 347 #4</p> <p><b>Teacher Wraparound Edition:</b>  A 166; B 163; CT 169</p>
<p><b>Standard D: Economics</b></p> <p><b>Performance Standards</b></p>	
D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services	<p><b>Student Edition:</b>  94-96, 97, 159, 409, 410, 418  <i>Time Perspectives</i> 77-79</p> <p><b>Teacher Wraparound Edition:</b>  CT 170; SP 235</p>
D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services	<p><b>Student Edition:</b>  94-96, 97, 159, 213-214, 409, 410, 418  <i>Time Perspectives</i> 77-79</p> <p><b>Teacher Wraparound Edition:</b>  A 80; C 96; CT 327, 350; DI 409, 410; RS 95, 159, 170; WS 410</p>
D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets	<p>Examples of local, national, and global economies are found on the following pages:</p> <p><b>Student Edition:</b>  92, 94-96, 160-162, 418  <i>Document-Based Questions</i> 99  <i>Time Perspectives</i> 77-79</p> <p><b>Teacher Wraparound Edition:</b>  HCP 74, 170; RS 90, 170, 414; T 156</p>

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D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life	<b>Student Edition:</b> 92, 94-96, 235-236, 309 <i>Essential Question 70</i> <i>Time Perspectives 77-79</i> <b>Teacher Wraparound Edition:</b> CT 94; F 77
D.8.5 Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity	<b>Student Edition:</b> 94-96, 159, 161 <i>Time Perspectives 163-167</i> <b>Teacher Wraparound Edition:</b> C 122; CT 169; DI 161
D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income	<b>Student Edition:</b> 94-96, 309, 340-341, 410, 420-421 <i>Extended Response 425</i> <i>National Geographic 420</i> <b>Teacher Wraparound Edition:</b> DI 410; RS 350
D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns	<b>Student Edition:</b> 94-96, 121-122, 195-196, 278-279, 375 <i>Section 1 Review 196 #6, 280 #3, 375 #5</i> <b>Teacher Wraparound Edition:</b> A 278
D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive	<b>Student Edition:</b> 158-159 <i>Document-Based Questions 255</i> <i>Time Global Citizens 170</i> <b>Teacher Wraparound Edition:</b> HCP 409
D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce	<b>Student Edition:</b> 76, 239, 409-410 <i>Document-Based Questions 255</i> <i>National Geographic 420</i> <i>YOU Decide 90-91</i> <b>Teacher Wraparound Edition:</b> WS 410

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D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System	<p><b>Student Edition:</b> 94-96, 239, 309, 322, 420-421 <i>Time Perspectives</i> 417 #4</p> <p><b>Teacher Wraparound Edition:</b> HCP 409; SP 235; WS 161</p>
D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment	<p><b>Student Edition:</b> 93 <i>Document-Based Questions</i> 99 #13 <i>National Geographic</i> 139 <i>Time Global Citizens</i> 95, 170, 238, 331, 392 <i>Time Perspectives</i> 77-79</p> <p><b>Teacher Wraparound Edition:</b> DI 93; WS 280</p>