

Textbook Alignment to the Utah Core – 6th Grade Social Studies

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvvendor.html.) Yes x No _____

Name of Company and Individual Conducting Alignment: Carrie Smith

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align):

6th Grade Social Studies Core Curriculum

Title: World History: Journey Across Time © 2008 ISBN#: 007-8750504

Publisher: Glencoe/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 93 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____ %

STANDARD I: Students identify the sequence of events that led to the establishment of ancient civilizations.

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____ %

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE) and Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective 1.1: Examine the scientific processes of studying cultures over time.

a. Archaeology.

Student Edition:
 TOOLS 0, 9-10
Archaeological Dig 9
Biography 12
Do Your Own Digging TOOLS 0
Primary Source 10
Section Review 15 #1
Teacher Wraparound Edition:
 HM 11; MAA 9; MAP 5;
 T TOOLS 0; WA 10

b. Anthropology.

Student Edition:
 9-10
Biography 12

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.2: Identify the sequence of history in the Fertile Crescent and ancient Egypt.				
a.	Examine how life in the Fertile Crescent changed over time; e.g., hunter/gatherer to agrarian society.	Student Edition: 13-15, 17-23 <i>Biography</i> 22 <i>Linking Past & Present</i> 21 <i>National Geographic</i> 17 <i>Section Review</i> 23 #3, #4 <i>Sumerian Ziggurat</i> 18-19 Teacher Wraparound Edition: CAT 18; CC 20; DI 18; ICA 20; T 22		
b.	Trace the development of Egypt as a nation; e.g., three kingdoms, government, economy.	Student Edition 39-46, 47-52, 59-67 <i>Biography</i> 63, 66 <i>Egypt's Religion</i> 50-51 <i>Linking Past & Present</i> 61 <i>National Geographic</i> 62 <i>Primary Source</i> 41 <i>The Way It Was</i> 42-43, 64 Teacher Wraparound Edition: ETC 43; TT 61		
Objective 1.3: Trace the development of ancient Greece and Rome.				
a.	Examine the sequence of events that led to the development of democracy in ancient Greece.	Student Edition: 117-123, 124-130, 131-137, 139-146, 155-163 <i>Biography</i> 141 <i>Comparing Governments</i> 140 <i>Primary Source</i> 145 <i>Section Review</i> 130 #7; 146 #3, #6 Teacher Wraparound Edition: CTA 142		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Analyze the events that led to the rise and fall of ancient Rome.	Student Edition: 263-267, 269-276, 277-283, 287-294, 303-310, 317-326 <i>Biography</i> 289 <i>The Julio-Claudian Emperors</i> 288 <i>The Way It Was</i> 291 <i>You Decide...</i> 284-285 Teacher Wraparound Edition: ETC 282; ICA 291		
STANDARD II: Students trace the development of European history from the Middle Ages to 1900.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u> 100 </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
Objective 2.1: Trace historical events of the Middle Ages and the Renaissance.				
a.	Identify the stages of organization of governance; e.g., Germanic tribes, feudal system, merchant class, city-states.	Student Edition: 522-531 <i>You Decide...</i> 532-533 Teacher Wraparound Edition: A 533; ETC 530; ICA 526; MAA 523; RS 523; RT 523		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Contrast the economic systems of the feudal manor and the Italian merchant-princes.	The following page references can be used to conduct oral comparisons in the classroom setting. Student Edition: 523-526, 611-613 <i>Section Review</i> 531 #3, #5; 615 #4 <i>You Decide...</i> 616-617 Teacher Wraparound Edition: CLA 614; CTA 611; MAA 523, 612		
Objective 2.2: Describe the development of European countries from 1700 to 1900.				
a.	Examine how European countries developed over time; e.g., politics, war, economics, religion.	Student Edition: 675-676, 681-682, 684-689, 714-723 <i>Biography</i> 721 <i>Major Scientific Discoveries</i> 739 <i>Primary Sources</i> 716 <i>The Way It Was</i> 686-687 <i>You Decide...</i> 742-743 Teacher Wraparound Edition: CTA 717; ETC 688; ICA 718		
b.	Identify major events of revolution and their effect on Europe; e.g., industrial, French, Russian.	Student Edition: 714-723, 724-730, 731-741 <i>Biography</i> 721 <i>The Way It Was</i> 726-727 Teacher Wraparound Edition: CLA 737; CTA 717, 727; ICA 728; EI 727; ETC 719, 729		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
STANDARD III: Students trace the development of modern Europe from 1900 to the present.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u> 100 </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %	
Objective 3.1 Examine the effects of war and political unrest on Europe.			
a.	Investigate major causes of World War I and World War II; e.g., economics, invasion, tyranny.	Student Edition: 780-788, 804-812, 813-819 <i>History Makers</i> 783 <i>National Geographic</i> 781, 814 <i>Section Review</i> 788 #7; 812 #3 Teacher Wraparound Edition: CTA 783; DI 815; R 788; WA 815	
b.	Identify technological and military developments of World War I and World War II; e.g., trench warfare, airplane, military armament.	Student Edition: 785-786, 787-788, 829-830 <i>The Attack on Pearl Harbor</i> 818 <i>History Makers</i> 829 <i>National Geographic</i> 787 <i>Section Review</i> 788 #5 <i>Trenches of World War I</i> 784-785 Teacher Wraparound Edition: ETC 829; ICA 828	

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.2: Investigate political and economic development of post-World War II Europe to the present.				
a.	Examine political developments of Europe; e.g., NATO, Cold War, Eastern Europe unrest.	Student Edition: 832-836 <i>National Geographic</i> 832, 834 <i>Primary Source</i> 833 <i>Section Review</i> 841 #2 <i>The Way It Was</i> 835 Teacher Wraparound Edition: CLA 840; ICA 835		
b.	Explore the economic development of Europe; e.g., the Common Market, European Union.	Student Edition: 889-890, 891-892 <i>National Geographic</i> 891 <i>Section Review</i> 841 #2, 884 Teacher Wraparound Edition: CAT 892; CC 891; CLA 840		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
STANDARD IV: Students explore the cultures of ancient civilizations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>80</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
Objective 4.1: Explore the culture of the Fertile Crescent and ancient Egypt.				
a.	Examine the role and characteristics of political and social structures in the Fertile Crescent and their significance to the modern world; e.g., Hammurabi's Code, slave labor, gender roles.	Student Edition: 17-20, 23, 28, 30 <i>Biography</i> 22 <i>You Decide...</i> 24-25 Teacher Wraparound Edition: A 25; CC 20; ETC 24; RT 27; T 22		
b.	Explore the importance of religion in ancient Egypt; e.g., governance, art, architecture, everyday life, hieroglyphics.	Student Edition: 45-46, 49-52, 67 <i>Biography</i> 66 <i>Comparing Mesopotamia to Egypt</i> 44 <i>Egypt's Religion</i> 50-51 <i>Linking Past & Present</i> 61 <i>The Way It Was</i> 42-43, 64 Teacher Wraparound Edition: CTA 50; ETC 43; HM 50		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.2: Explore the cultures of ancient Greece and Rome.				
a.	Compare life in Athens and Sparta; e.g., government, recreation, religion, arts, theatre, science.	Student Edition: 122-123, 124-130 <i>National Geographic</i> 125 <i>Primary Source</i> 122 <i>Section Review</i> 130 #3, #4 Teacher Wraparound Edition: CTA 127; DI 126; ICA 128; TT 127; WA 126		
b.	Describe life in ancient Rome; e.g., government, religion, recreation, art.	Student Edition: 265-267, 269-273, 278-283 <i>Biography</i> 272 <i>History Makers</i> 273 <i>The Way It Was</i> 271 <i>You Decide...</i> 284-285 Teacher Wraparound Edition: CAT 270; CTA 271; DI 270; ICA 273		
c.	Examine manmade structures of Rome; e.g., aqueducts, roads, Coliseum.	Student Edition: 258, 294, 303, 304-305 <i>The Roman Colosseum</i> 305 <i>The Way It Was</i> 291 Teacher Wraparound Edition: CTA 305; MAA 305; MAP 259; TT 305		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.3: Identify the roots of democratic and republican forms of government.				
a.	Describe the components of Greek democracy; e.g., Assembly, citizenship, banishment.	Student Edition: 122-123, 128-130, 139, 140 <i>Reading Check</i> 123 <i>Section Review</i> 123 #5 Teacher Wraparound Edition: ICA 128		
b.	Describe the representative government of Rome; e.g., Senate, citizenship, non-citizens, slaves, plebeians.	Student Edition: 265-267, 269-271, 309 Teacher Wraparound Edition: CAT 270; CTA 265, 271; DI 270; ICA 273; RS 267; TN 271		
c.	Identify important leaders of Greece and Rome; e.g., Pericles, Caesar.	Student , 280-281 Edition: 271, 279 <i>Biography</i> 272, 289 <i>Caesar's Rise to Power</i> 280-281 <i>The Julio-Claudian Emperors</i> 288 <i>Primary Source</i> 282 <i>You Decide...</i> 284-285 Teacher Wraparound Edition: HM 281; T 272, 278; TT 280		
Objective 4.4: Participate in democratic processes.				
a.	Take part in establishing classroom rules.	This objective can be met during teacher/class discussion of the democratic process.		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Compare the responsibilities of a good citizen in the United States to a good citizen in Greece and Rome.	This objective can be met during classroom discussion of the following references: Student Edition: 171, 273, 325-326, 925 <i>Comparing Governments</i> 140 Teacher Wraparound Edition: CTA 271; CY 122; DI 270; E 326; ICA 128, 273; PR 112		
c.	Practice the responsibilities of good citizenship; e.g., patriotism, respect others, be responsible.	Student Edition: 942 <i>Linking Past & Present</i> 536 Teacher Wraparound Edition: CTA 693; CY 528, 640, 696; ETC 942		
d.	Make a contribution to the school, neighborhood, and community; e.g., academic service learning project.	Teacher Wraparound Edition: CLA 699		
e.	Participate in patriotic tradition; e.g., pledge allegiance to the flag.	This objective can be met through classroom recitation of the pledge of allegiance and via discussion of the following references: Student Edition: <i>Primary Source</i> 698 Teacher Wraparound Edition: CLA 699		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
STANDARD V: Students examine the development of European culture from the Middle Ages to 1900.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u> 90 </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %	
Objective 5.1: Describe life under the feudal system.			
a.	Compare the lives of a feudal lord and serf.	Student Edition: 523-525, 526-528 <i>A Medieval Castle</i> 527 <i>A Medieval Manor</i> 524-525 <i>Section Review</i> 531 #3 <i>You Decide...</i> 532-533 Teacher Wraparound Edition: A 533; ICA 526; MAA 523; RT 523; TT 527	
b.	Examine the role of religion in everyday life.	Student Edition: 519-521, 541-543 <i>Section Review</i> 521 #2, #3, #6 Teacher Wraparound Edition: CLA 520; HM 528; ICA 526; RS 609	
c.	Describe economic structures of the Feudal system.	Student Edition: 524-525, 528-531 <i>Section Review</i> 531 #3 <i>You Decide...</i> 532-533 Teacher Wraparound Edition: A 533; ICA 526; MAA 524; TT 527	

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.2: Explore the impact of inventions and new knowledge leading to and during the Renaissance.				
a.	Explore technological and scientific developments of the time period.	Student Edition: 670-679 <i>Biography</i> 677 <i>History Makers</i> 620 <i>The Microscope</i> 678 <i>Primary Source</i> 621 <i>The Scientific Revolution</i> 676 Teacher Wraparound Edition: ETC 675; ICA 674; MAA 675; TT 674		
b.	Examine the influence of merchant princes of Italy on the development of art and architecture.	Student Edition: 611-612, 614-615 <i>Biography</i> 647 <i>Florence Cathedral</i> 610 <i>Section Review</i> 615 #5 <i>You Decide...</i> 616-617		
c.	Identify the Renaissance masters and their contributions to art and architecture, perspective, portraiture, and sculpture.	Student Edition: 616, 620-621, 623-624, 626 <i>Biography</i> 622 <i>Florence Cathedral</i> 610 <i>History Makers</i> 620 <i>Primary Source</i> 621 <i>The Way It Was</i> 624 Teacher Wraparound Edition: ICA 623; RT 619		
d.	Analyze the impact of the Reformation on Western Europe.	Student Edition: 633-641, 643-649 <i>Biography</i> 638 Teacher Wraparound Edition: CAT 636; CTA 636; ETC 639; IAW 637; ICA 637, 646; WA 635, 645		

OBJECTIVES & INDICATORS	Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓	
Objective 5.3: Examine social and economic issues of Europe from 1700-1900.				
a.	Determine the impact of the Industrial Revolution on Europe; e.g., labor, manufacturing, trade, availability of goods.	Student Edition: 724-730. 731-734 <i>History Makers</i> 729 <i>Linking Past & Present</i> 734 <i>National Geographic</i> 725 <i>The Way It Was</i> 726-727 Teacher Wraparound Edition: CAT 734; CTA 727; EI 727; ETC 729		
b.	Identify the social classes of Europe; e.g., aristocracy, merchants, commoners.	Student Edition: 715, 735, 746 <i>The French Revolution</i> 718 <i>Section Review</i> 723 #3 <i>The Three Estates in Prerevolutionary France</i> 715 Teacher Wraparound Edition: CAT 734; CTA 734; ETC 729; TT 717		
c.	Describe the impact of the French and Russian Revolutions on the people of Europe.	Student Edition: 714-723, 746, 793-794 <i>The French Revolution</i> 718 <i>Periods of Revolution and Empire in France</i> 719 <i>Primary Source</i> 716 <i>The Three Estates in Prerevolutionary France</i> 715 Teacher Wraparound Edition: CTA 717; ICA 718, 748; TT 717		
d.	Describe how social and economic issues led to emigration.	This objective can be met during classroom discussion using the following references. Student Edition: 691-694		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
STANDARD VI: Students examine the development of European culture from 1900 to the present.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u> 100 </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: <u> </u> %		
Objective 6.1: Analyze the impact of war on Europe.				
a.	Examine the reasons for war; e.g., religion, politics, power, economics.	Student Edition: 781-783, 784, 814-816 <i>History Makers</i> 783 <i>National Geographic</i> 814 Teacher Wraparound Edition: CTA 783; RT 781		
b.	Identify the governance structures of Europe 1900-1945; e.g., fascism, socialism, communism.	Student Edition: 791-792, 794, 808-809, 810-811 Teacher Wraparound Edition: MAA 808		
c.	Analyze the consequences of war on Europe; e.g., poverty, famine, disease, destruction of life and property.	Student Edition: 805-807, 827, 830 <i>The Way It Was</i> 806 <i>World War I Military Deaths</i> 787 Teacher Wraparound Edition: CC 785; CLA 818; CTA 827; DI 791; ETC 785; ICA 784		
Objective 6.2: Explore the culture and current events of modern Europe.				
a.	Examine governance and economic structures.	Student Edition: 881-883, 891-892 <i>National Geographic</i> 883, 891 <i>Section Review</i> 886 #4, #5 Teacher Wraparound Edition: CC 891; DI 882; ETC 885		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Explore the effect of world influence on country traditions; e.g., pop music, clothing, food.	This objective can be met during teacher/class discussion.		
c.	Investigate issues facing Europe today; e.g., pollution, economics, social structure, country borders.	Student Edition: 884, 891-892 <i>National Geographic</i> 883, 891 Teacher Wraparound Edition: CAT 884; DI 889; ETC 885; MP 883; RS 882		
STANDARD VII: Students explore the geographical features of ancient civilizations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u> 80 </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
Objective 7.1: Examine the major physical and political features of early civilizations.				
a.	Compare the physical features surrounding the Fertile Crescent and ancient Egypt; e.g., water, deserts, mountains.	Student Edition: 39-40, 41-42 <i>Comparing Mesopotamia to Egypt</i> 44 <i>Using Geography Skills</i> 17, 28, 39 Teacher Wraparound Edition: CAT 18, 41; G 19; TT 18		
b.	Examine the importance of water in the development of civilization.	Student Edition: 17-18, 39, 41-42 <i>Primary Source</i> 41 <i>Using Geography Skills</i> 17, 28, 39 Teacher Wraparound Edition: CAT 18; CTA 41; G 19; MAP 40; TT 18		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Analyze the importance of geographical features and climate in agriculture.	Student Edition: 14, 39-40, 41-42 <i>Primary Source</i> 41 <i>Using Geography Skills</i> 17, 39 Teacher Wraparound Edition: CAT 18; G 19; MAP 40; TT 18		
d.	Compare historical and modern maps of the region.	This objective can be met through comparison of the following references. Student Edition: <i>National Geographic</i> 13, 17, 28, 39, 62, 875 Teacher Wraparound Edition: CAT 18; G 19; PR 4		
Objective 7.2: Explain how the physical geography of a region determines isolation or economic expansion.				
a.	Examine the impact of mountains and seas on ancient Greece.	Student Edition: 117 <i>National Geographic</i> 292-293 <i>Reading Check</i> 117 <i>Section Review</i> 267 #5 Teacher Wraparound Edition: CC 118; RT 263; T 117		
b.	Analyze the geographic features that aided Rome's growth; e.g., Mediterranean Sea, Red Sea, Nile River, mountains, plains, valleys.	Student Edition: 263-264, 275-276 <i>Linking Past & Present</i> 290 <i>National Geographic</i> 274, 292-293 <i>Reading Check</i> 265 <i>Section Review</i> 267 #3, #5 <i>Using Geography Skills</i> 263 Teacher Wraparound Edition: RT 263; T 263		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Compare historical and modern maps of the region.	This objective can be met through comparison of the following references. Student Edition: 117 <i>National Geographic</i> 117, 121, 125, 263, 269, 274, 292-293, 814 Teacher Wraparound Edition: HM 274		
STANDARD VIII: Students examine the boundary changes of Europe from the Renaissance to 1900.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <u>80</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
Objective 8.1: Analyze the influence of geographic features in determining country borders.				
a.	Use maps to identify the geographic features of Europe.	Student Edition: R16-R17, 513-514 <i>National Geographic</i> 513, 514, 516, 518, 538, 540, 609 Teacher Wraparound Edition: ETC 518; TT 516		
b.	Relate the establishment of countries to the physical features of Europe.	This objective can be met through classroom discussion of the following references. Student Edition: R16-R17, 518-519, 539, 611-612 <i>Using Geography Skills</i> 540		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 8.2: Determine the influence of political change on country borders.				
a.	Compare maps of Europe from 1700 to 1900.	Student Edition: <i>National Geographic</i> 689, 722, 747		
b.	Describe the role of politics in changing country borders from 1700 to 1900.	Student Edition: 688-689, 720-723, 745-746, 747-748 Teacher Wraparound Edition: CTA 747		
STANDARD IX: Students analyze European boundary changes from 1900 to the present.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
Objective 9.1: Investigate the role of invasion on changing political boundaries of Europe.				
a.	Compare the changes in country borders before and after World War I.	Student Edition: 791-792 <i>National Geographic</i> 781, 786, 787, 790, 792		
b.	Locate the Allied and Axis powers during World War II.	Student Edition: 825, 828 <i>National Geographic</i> 825		
c.	Compare pre- and post-World War II boundaries.	Student Edition: 833-835 <i>National Geographic</i> 814, 825, 832, 834 Teacher Wraparound Edition: DI 815, 826		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 9.2: Describe the changes in country borders after the breakup of the Soviet Union in 1990 and today.				
a.	Identify the European countries that emerged in 1990.	Student Edition: 881-883 Teacher Wraparound Edition: ETC 885		
b.	Compare maps of Europe in 1990 with those of today.	Student Edition: R16-R17, R22-R23 <i>National Geographic</i> 891 <i>Using Geography Skills</i> 883		
c.	Identify current political and physical boundaries of modern Europe.	Student Edition: R16-R17, R22-R23 891-892 <i>National Geographic</i> 891 Teacher Wraparound Edition: CC 891		