



# The AMERICAN VISION

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STANDARDS	PAGE REFERENCES
<p><b>STANDARD 1:</b> Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.</p>	
<p><b>1.1</b> Students know the general chronological order of events and people in history. As students in grades 9-12 extend their knowledge, what they know and are able to do includes</p>	
<ul style="list-style-type: none"> <li>identifying events and people that characterize each of the major eras in United States and world history (listed below).</li> </ul> <p><b>Eras in United States History</b></p> <p>The Americas to 1600 The Colonial Era, 1500 - 1754 The Revolutionary Era, 1754 - 1783 Nation Building, 1783 - 1815 The Expanding Nation, 1815 - 1850 Civil War and Reconstruction, 1850 - 1877 Development of the Industrial United States, 1865 - 1914 The Progressive Era, 1890 - 1914 Emergence of the United States as a World Power, 1890 - 1920 The 20's: Prosperity &amp; Problems Depression and New Deal, 1929 - 1941 World War II and Post War United States, 1939-1961 Contemporary United States, 1961 - Present</p>	<p><b>Student Edition:</b> 4-11, 34-41, 64-73, 168-171, 172-173, 254-257, 366-371, 410-415, 504-511, 520-527, 596-603, 650-659, 760-765, 1032-1035</p> <p><i>Infographic</i> 597 <i>National Geographic</i> 5, 39 <i>Political Cartoon</i> 172 <i>Primary Source</i> 65, 255, 367, 521</p> <p><b>Teacher Wraparound Edition:</b> C 41, 173; CT 6; DI 508; RS 566; WS 256, 370, 524, 762</p>

STANDARDS	PAGE REFERENCES
<p>Continued from cell above...</p> <p><b>Eras in World History</b></p> <p>Emergence of Civilizations, to 1000 BC  The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC - 600 AD  The Expansion and Interaction of Civilizations, 600 AD - 1450 AD  The Early Modern World, 1450-1800  The World in the 19th Century  The World in the Contemporary Era</p>	<p>Continued from cell above...</p> <p><b>Student Edition:</b></p> <p>4-8, 42-47, 176-181, 1048-1055  <i>National Geographic</i> 5, 43  <i>Primary Source</i> 46, 177</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 11; CT 6; DI 180</p>
<p><b>1.2 Students use chronology to organize historical events and people.</b></p>	
<ul style="list-style-type: none"> <li>reconstructing the time structure and identifying connections found in historical narratives;</li> </ul>	<p><b>Student Edition:</b></p> <p><i>Past and Present</i> 224-225, 388-389, 578-579, 812-813  <i>Skills Handbook</i> R3, R17  <i>Timeline</i> 66-67, 266-267, 304-305, 738-739, 860-861</p> <p><b>Teacher Wraparound Edition:</b></p> <p>Ac 224, 389; SP 66, 266; T R3, R17</p>
<ul style="list-style-type: none"> <li>using timelines to organize large quantities of historical information, compare different time periods and places, and answer historical questions; and</li> </ul>	<p><b>Student Edition:</b></p> <p><i>Skills Handbook</i> R17  <i>Timeline</i> 66-67, 266-267, 304-305, 412-413, 524-525, 654-655, 738-739, 860-861, 1044-1045</p> <p><b>Teacher Wraparound Edition:</b></p> <p>Ac 524; DI 641; RS 26, 412; SP 66, 266, 292, 525, 603, 654, 1045; T R17</p>
<ul style="list-style-type: none"> <li>describing how history can be organized, using various criteria (<i>for example, thematically, chronologically, geographically</i>) to group people and events.</li> </ul>	<p><b>Student Edition:</b></p> <p>GH2-GH13  <i>Geography &amp; History</i> 12-13, 456-457, 988-989  <i>Skills Handbook</i> R17  <i>Technology &amp; History</i> 15  <i>Timeline</i> 66-67, 412-413, 738-739, 1044-1045</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CL 988; CT 456; RS 12, 412; SP 66, 1045</p>

STANDARDS	PAGE REFERENCES
<b>1.3 Students use chronology to examine and explain historical relationships.</b>	
<ul style="list-style-type: none"> <li>distinguishing between cause-and-effect relationships and events that happen or occur concurrently or sequentially;</li> </ul>	<p><b>Student Edition:</b>  <i>Main Ideas</i> 73 #4, 181 #3, 333 #2, 995 #4  <i>Skills Handbook</i> R3, R17</p> <p><b>Teacher Wraparound Edition:</b>            CT 65, 145, 231, 984; RS 290; SP 151, 286; T R17</p>
<ul style="list-style-type: none"> <li>analyzing and explaining cause-and-effect relationships using historical information that is organized chronologically; and</li> </ul>	<p><b>Student Edition:</b>  <i>Main Ideas</i> 73 #4, 181 #3, 333 #2, 995 #4  <i>Skills Handbook</i> R3, R17</p> <p><b>Teacher Wraparound Edition:</b>            CT 65, 145, 231, 984; RS 290; SP 151, 286; T R17</p>
<ul style="list-style-type: none"> <li>using both chronological order and the duration of events to detect and analyze patterns of historical continuity and change.</li> </ul>	<p><b>Student Edition:</b>            GH2-GH13  <i>Geography &amp; History</i> 12-13, 456-457, 988-989  <i>Skills Handbook</i> R17  <i>Technology &amp; History</i> 15  <i>Timeline</i> 66-67, 412-413, 738-739, 1044-1045</p> <p><b>Teacher Wraparound Edition:</b>            CL 988; CT 456; RS 12, 412; SP 66, 1045</p>
<p><b>STANDARD 2:</b>  <b>Students know how to use the processes and resources of historical inquiry.</b></p>	
<p><b>2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.</b></p>	
<ul style="list-style-type: none"> <li>formulating historical hypotheses from multiple, historically objective perspectives, using multiple sources; and</li> </ul>	<p><b>Student Edition:</b>  <i>Analyzing Primary Sources</i> 62-63, 448-449, 700-701  <i>Debates in History</i> 70-71, 298-299, 532-533, 886-887  <i>Skills Handbook</i> R5, R11, R18-R20</p> <p><b>Teacher Wraparound Edition:</b>            C 62, 449; CT 299, 700; T R5, R11, R18, R19, R20; WS 71, 532</p>

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<ul style="list-style-type: none"> <li>gathering, analyzing, and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.</li> </ul>	<p><b>Student Edition:</b>  <i>Debates in History</i> 70-71, 272-273, 464-465, 532-533, 664-665, 762-763, 916-917, 1010-1011  <i>Skills Handbook</i> R7, R8, R11, R19, R20</p> <p><b>Teacher Wraparound Edition:</b>  Ac 465, 665; EC 533; T R7, R8, R11, R19, R20; WS 71</p>
<p><b>2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.</b></p>	
<ul style="list-style-type: none"> <li>explaining how historical descriptions, arguments, and judgments can reflect the bias of the author and/or the prevailing ideas of the culture and time period;</li> </ul>	<p><b>Student Edition:</b>  <i>Analyzing Supreme Court Cases</i> 171, 297, 479, 733, 853  <i>Debates in History</i> 70-71, 298-299, 886-887  <i>Skills Handbook</i> R11</p> <p><b>Teacher Wraparound Edition:</b>  EC 887; T 171, 297, 479, 733, 853, R11; WS 71</p>
<ul style="list-style-type: none"> <li>interpreting oral traditions and legends as “histories”;</li> </ul>	<p><b>Student Edition:</b>  R64-R65</p>
<ul style="list-style-type: none"> <li>evaluating data within the social, political, and economic context in which it was created, testing its credibility, and evaluating its bias; and</li> </ul>	<p><b>Student Edition:</b>  <i>Political Cartoon</i> 172, 214, 300, 401, 502, 605, 703, 871, 915, 1009  <i>Skills Handbook</i> R11, R18</p> <p><b>Teacher Wraparound Edition:</b>  SP 300; T R11, R18</p>
<ul style="list-style-type: none"> <li>comparing and contrasting the reliability of information received from multiple sources.</li> </ul>	<p><b>Student Edition:</b>  <i>Analyzing Primary Sources</i> 62-63, 448-449, 700-701  <i>Debates in History</i> 70-71, 298-299, 532-533, 886-887  <i>Skills Handbook</i> R5, R11, R18-R20</p> <p><b>Teacher Wraparound Edition:</b>  C 62, 449; CT 299, 700; T R5, R11, R18, R19, R20; WS 71, 532</p>

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<p><b>2.3</b> Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.</p>	
<ul style="list-style-type: none"> <li>identifying historical contexts of contemporary issues;</li> </ul>	<p><b>Student Edition:</b>  <i>Analyzing Supreme Court Cases</i> 171, 297, 479, 733, 853  <i>Debates in History</i> 70-71, 298-299, 886-887  <i>Skills Handbook</i> R11</p> <p><b>Teacher Wraparound Edition:</b>            EC 887; T 171, 297, 479, 733, 853, R11; WS 71</p>
<ul style="list-style-type: none"> <li>identifying how print and electronic media can affect perspectives regarding historical events; and</li> </ul>	<p><b>Student Edition:</b>            235, 804-805, 824, 892, 900, 984, 1004-1005  <i>Analyzing Supreme Court Cases</i> 901  <i>Political Cartoon</i> 893  <i>Primary Source</i> 804, 1004</p> <p><b>Teacher Wraparound Edition:</b>            SP 804; T 901; WS 895</p>
<ul style="list-style-type: none"> <li>using historical information to interpret and evaluate decisions or policies regarding contemporary issues.</li> </ul>	<p><b>Student Edition:</b>  <i>Analyzing Supreme Court Cases</i> 171, 531, 559, 671, 733, 779, 827, 901, 942  <i>Debates in History</i> 976-977, 1010-1011</p> <p><b>Teacher Wraparound Edition:</b>            CT 976; T 171, 531, 559, 671, 733, 779, 827, 901, 942</p>
<p><b>STANDARD 3:</b>            Students understand that societies are diverse and have changed over time.</p>	
<p><b>3.1</b> Students know how various societies were affected by contacts and exchanges among diverse peoples.</p>	
<ul style="list-style-type: none"> <li>describing the interactions and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the area that is now the United States, including African, Asian, European, Latino, and Native American;</li> </ul>	<p><b>Student Edition:</b>            442-447, 598-599, 616-621, 696, 750, 802-803, 955-957  <i>Critical Thinking</i> 447 #5  <i>Primary Source</i> 444-445, 617, 618-619</p> <p><b>Teacher Wraparound Edition:</b>            C 621, 957; CT 618; DI 696; RS 617</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>describing and explaining the circumstances under which past and current societies have interacted and changed, resulting in cultural diffusion* (for example, trade, war, exploration, imperialism, social disruptions, improvements in communication, and transportation);</li> </ul>	<p><b>Student Edition:</b> 14-23, 86-91, 254-257, 442-447, 576-581, 892-897 <i>National Geographic</i> 17, 256 <i>Primary Source</i> 87</p> <p><b>Teacher Wraparound Edition:</b> C 91, 257; RS 18, 577</p>
<ul style="list-style-type: none"> <li>explaining the reasons for major periods of immigration to the United States and describing how different segments of U.S. society reacted and changed; and</li> </ul>	<p><b>Student Edition:</b> 42-43, 230-232, 442-447, 920-922, 1017-1018 <i>Analyzing Primary Sources</i> 448-449 <i>Primary Source</i> 231, 444-445, 921</p> <p><b>Teacher Wraparound Edition:</b> C 1019; CT 231; RS 43; SP 445</p>
<ul style="list-style-type: none"> <li>describing the demographic changes resulting from major migrations in history (for example, migration of Chinese south; Islamic nomads into Northern India; Germanic migrations into the Roman Empire; Bantu migrations south; Amer-Indian migrations into Central America; trans-Pacific migration).</li> </ul>	<p><b>Student Edition:</b> 227, 558, 616, 620, 730-731 <i>Main Ideas</i> 621 #3 <i>National Geographic</i> 227, 620 <i>Primary Source</i> 730-731</p> <p><b>Teacher Wraparound Edition:</b> CT 226, 620, 731; SP 227, 558</p>
<p><b>3.2 Students understand the history of social organization* in various societies.</b></p>	
<ul style="list-style-type: none"> <li>explaining how societies are maintained when individuals see benefits and fulfill obligations of membership;</li> </ul>	<p><b>Student Edition:</b> 128-129, 236-241, 361, 403, 503, 522-527, 560-561, 732, 860, 986-987 <i>Critical Thinking</i> 129 #4 <i>Primary Source</i> 522-523</p> <p><b>Teacher Wraparound Edition:</b> C 241, 527; CT 239, 402; DI 732; SP 525; WS 860</p>
<ul style="list-style-type: none"> <li>analyzing how forces of tradition and change have influenced, altered, and maintained social roles and the social organization of societies throughout history;</li> </ul>	<p><b>Student Edition:</b> 240-241, 446-447, 524-525, 850-852, 854-855, 914-919 <i>Political Cartoon</i> 605 <i>Primary Source</i> 240 <i>Timeline</i> 524-525</p> <p><b>Teacher Wraparound Edition:</b> CT 256; DI 240; RS 854; WS 605</p>

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<ul style="list-style-type: none"> <li>explaining how, throughout history, social organization has been related to distributions of privilege and power; and</li> </ul>	<p><b>Student Edition:</b> 35-36, 202-205, 420-421, 422-427, 452-454, 493-494 <i>Infographic</i> 424-425 <i>Political Cartoon</i> 420 <i>Primary Source</i> 204-205, 452-453</p> <p><b>Teacher Wraparound Edition:</b> C 421, 427; CT 206; EC 420; RS 204, 894; WS 452</p>
<ul style="list-style-type: none"> <li>describing how societies have become increasingly complex in responding to the fundamental issues of social organization.</li> </ul>	<p><b>Student Edition:</b> 42-47, 212-215, 314-319, 470-475, 1022-1025 <i>National Geographic</i> 213, 1023</p> <p><b>Teacher Wraparound Edition:</b> Ac 317; C 1025; CT 44; RS 43, 471</p>
<p><b>STANDARD 4:</b> <b>Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.</b></p>	
<p><b>4.1 Students understand the impact of scientific and technological developments on individuals and societies.</b></p>	
<ul style="list-style-type: none"> <li>analyzing the major technological turning points in history (<i>for example, agricultural revolution, revolutions in transportation, industrial revolution</i>);</li> </ul>	<p><b>Student Edition:</b> 198-199, 598-599, 802-803, 1002-1005 <i>Technology &amp; History</i> 15, 196-197, 203, 396, 418-419, 598-599, 691, 832-833</p> <p><b>Teacher Wraparound Edition:</b> DI 15; RS 198, 199, 599; WS 196</p>
<ul style="list-style-type: none"> <li>explaining how the scientific revolution affected how people lived in and viewed the world;</li> </ul>	<p><b>Student Edition:</b> 15-16 <i>Main Ideas</i> 23 #2 <i>Technology &amp; History</i> 15</p> <p><b>Teacher Wraparound Edition:</b> CT 16; DI 15</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>describing and explaining the social and economic changes that resulted from industrialization; and</li> </ul>	<p><b>Student Edition:</b>  194-201, 410-415  <i>National Geographic</i> 195  <i>Primary Source</i> 198, 200  <i>Technology &amp; History</i> 196-197  <i>Timeline</i> 412-413</p> <p><b>Teacher Wraparound Edition:</b>  Ac 200; C 201; WS 196</p>
<ul style="list-style-type: none"> <li>analyzing the impact of rapid developments in areas such as transportation, technology, and telecommunications on individuals and the world today.</li> </ul>	<p><b>Student Edition:</b>  194-196, 199, 412-414, 799, 1003-1005  <i>Geography and History</i> 798  <i>National Geographic</i> 195  <i>Technology &amp; History</i> 196-197, 1003  <i>Timeline</i> 412-413</p> <p><b>Teacher Wraparound Edition:</b>  RS 195, 199, 1003; WS 196, 412, 413, 414</p>
<p><b>4.2 Students understand how economic factors have influenced historical events.</b></p>	
<ul style="list-style-type: none"> <li>describing how systems of exchange and other economic developments influenced the growth and history of civilizations;</li> </ul>	<p><b>Student Edition:</b>  14-15, 16, 23, 38, 40-41, 44, 176-177, 594-595  <i>Main Ideas</i> 23 #2, 41 #2  <i>National Geographic</i> 17, 39  <i>Primary Source</i> 44-45, 177</p> <p><b>Teacher Wraparound Edition:</b>  C 23</p>
<ul style="list-style-type: none"> <li>explaining how economic changes led to the growth of towns, cities, and eventually, the modern nation-state; and</li> </ul>	<p><b>Student Edition:</b>  4-5, 37-38, 199, 200-201, 450-455  <i>Technology &amp; History</i> 451  <i>Time Notebook</i> 468</p> <p><b>Teacher Wraparound Edition:</b>  CT 38</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>analyzing the relationship between economic factors and social and political policies throughout United States history;</li> </ul>	<p><b>Student Edition:</b> 462-463, 596-603, 794-795, 946-948, 982-983 <i>Infographic</i> 597 <i>Political Cartoon</i> 463 <i>Primary Source</i> 600-601, 947, 983</p> <p><b>Teacher Wraparound Edition:</b> Ac 947; RS 599; WS 597</p>
<ul style="list-style-type: none"> <li>explaining how the rise and expansion of trade have connected and affected the history of regions of the world; and</li> </ul>	<p><b>Student Edition:</b> 162-163, 504-505, 594-595, 1022-1023 <i>Critical Thinking</i> 1025 #4 <i>Main Ideas</i> 1025 #2 <i>National Geographic</i> 505, 1023</p> <p><b>Teacher Wraparound Edition:</b> Ac 506; CT 1023; DI 594; RS 505; WS 505</p>
<ul style="list-style-type: none"> <li>describing modern historical developments in economic interdependence (<i>for example, the emergence of the Pacific Rim, NAFTA, the European Union</i>), and their impact on individuals and societies.</li> </ul>	<p><b>Student Edition:</b> 1022-1024 <i>Critical Thinking</i> 1025 #4 <i>Main Ideas</i> 1025 #2 <i>National Geographic</i> 1023 <i>Primary Source</i> 1024</p> <p><b>Teacher Wraparound Edition:</b> Ac 414; C 1025; CT 1023</p>
<p><b>4.3 Students understand the historical development and know the characteristics of various economic systems.</b></p>	
<ul style="list-style-type: none"> <li>explaining the historical development of the economic system of the United States;</li> </ul>	<p><b>Student Edition:</b> 102-103, 155-158, 414-415, 596-603, 946-948, 982-983 <i>People in History</i> 158 <i>Political Cartoon</i> 414 <i>Primary Source</i> 156-157, 983</p> <p><b>Teacher Wraparound Edition:</b> Ac 102, 414, 947; C 415, 603; RS 155</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>analyzing the history of the relationship between economics systems and the role of governments throughout history;</li> </ul>	<p><b>Student Edition:</b> 102-103, 155-158, 414-415, 596-603, 946-948, 982-983</p> <p><i>People in History</i> 158</p> <p><i>Political Cartoon</i> 414</p> <p><i>Primary Source</i> 156-157, 983</p> <p><b>Teacher Wraparound Edition:</b> Ac 102, 414, 947; C 415, 603; RS 155</p>
<ul style="list-style-type: none"> <li>describing characteristics of specific economic systems and how these systems have existed in different ways at different times throughout history (<i>for example, manorialism, mercantilism, capitalism, socialism, communism</i>); and</li> </ul>	<p><b>Student Edition:</b> 40, 188-189, 414-415, 434-435</p> <p><i>Debates in History</i> 664-665</p> <p><i>Main Ideas</i> 41 #5, 415 #4</p> <p><b>Teacher Wraparound Edition:</b> Ac 665; RS 40</p>
<ul style="list-style-type: none"> <li>tracing the historical factors that lead to the transition from local and regional economies to a globally interdependent economy.</li> </ul>	<p><b>Student Edition:</b> 102-103, 155-158, 414-415, 596-603, 946-948, 982-983, 1022-1024</p> <p><i>National Geographic</i> 1023</p> <p><i>People in History</i> 158</p> <p><i>Political Cartoon</i> 414</p> <p><i>Primary Source</i> 156-157, 983</p> <p><b>Teacher Wraparound Edition:</b> Ac 102, 414, 947; C 415, 603, 1025; RS 155</p>
<p><b>STANDARD 5:</b></p>	
<p><b>Students understand political institutions and theories that have developed and changed over time.</b></p>	
<p><b>5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.</b></p>	
<ul style="list-style-type: none"> <li>identifying and explaining the role of the ideas expressed in the documents that influenced the development of constitutional democracy (<i>for example, Magna Carta, English Bill of Rights, Mayflower Compact</i>);</li> </ul>	<p><b>Student Edition:</b> 41, 87, 155, R38-R41</p> <p><i>Chart</i> 155</p> <p><i>National Geographic</i> 28</p> <p><i>People in History</i> 41</p> <p><b>Teacher Wraparound Edition:</b> Ac 29; EC 40</p>

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<ul style="list-style-type: none"> <li>analyzing how the ideas set forth in the Declaration of Independence, Constitution and Bill of Rights, Federalist Papers, and landmark Supreme Court cases affect and operate in the contemporary United States;</li> </ul>	<p><b>Student Edition:</b>  74-77, 112, 120-129, 170  <i>Analyzing Supreme Court Cases</i> 17  <i>Critical Thinking</i> 173 #4  <i>Debates in History</i> 112-113  <i>Main Ideas</i> 115 #2  <i>Writing About History</i> 129</p> <p><b>Teacher Wraparound Edition:</b>  CT 121; DI 122; SP 77; T 171; WS 112, 127</p>
<ul style="list-style-type: none"> <li>identifying and analyzing how historical events have affected the organization of the political system of the United States (<i>for example, the American Revolution, the Civil War, the Mexican War, the Populist and Progressive Movements</i>); and</li> <li>analyzing how the United States' political system has dealt</li> </ul>	<p><b>Student Edition:</b>  86-91, 270-275, 356-363, 372-377, 470-475, 536-541  <i>Infographic</i> 357  <i>Political Cartoon</i> 472  <i>Primary Source</i> 87</p> <p><b>Teacher Wraparound Edition:</b>  C 91, 363, 475, 541; RS 358; WS 272</p>
<ul style="list-style-type: none"> <li>analyzing how the United States' political system has dealt with various constitutional crises (<i>for example, the Civil War, Alien-Sedition Acts, assassinations, Watergate</i>).</li> </ul>	<p><b>Student Edition:</b>  165-167, 225, 287-288, 349, 835, 940-942, 944-945  <i>Analyzing Supreme Court Cases</i> 943  <i>Political Cartoon</i> 941  <i>Primary Source</i> 941  <i>Timeline</i> 304-305</p> <p><b>Teacher Wraparound Edition:</b>  DI 225; RS 166; WS 166, 348</p>

STANDARDS	PAGE REFERENCES
<p><b>5.2</b> Students know how various systems of government have developed and functioned throughout history.</p>	
<ul style="list-style-type: none"> <li>comparing and contrasting the characteristics and effects of the various political systems that developed throughout history (<i>for example, republics, representative and direct democracy, feudalism, centralized monarchy, absolutism, principalities, imperial dynasties, tribal kingdoms</i>);</li> </ul>	<p><b>Student Edition:</b> 40-41, 86, 120-129, 522-523, 682-685 <i>Critical Thinking</i> 687 #5 <i>Main Ideas</i> 527 #3 <i>National Geographic</i> 683 <i>Primary Source</i> 522-523</p> <p><b>Teacher Wraparound Edition:</b> C 129; CT 121, 522, 684; SP 127</p>
<ul style="list-style-type: none"> <li>comparing and contrasting the political traditions of Western Hemisphere nations;</li> </ul>	<p><b>Student Edition:</b> 41, 74-77, 87, 112, 120-129, 155, 170, R38-R41 <i>Analyzing Supreme Court Cases</i> 17 <i>Chart</i> 155 <i>Critical Thinking</i> 173 #4 <i>Debates in History</i> 112-113 <i>Main Ideas</i> 115 #2 <i>National Geographic</i> 28 <i>People in History</i> 41 <i>Writing About History</i> 129</p> <p><b>Teacher Wraparound Edition:</b> Ac 29; CT 121; DI 122; EC 40; SP 77; T 171; WS 112, 127</p>
<ul style="list-style-type: none"> <li>describing the characteristics and ideas of various modern political systems, and giving examples of nations that have used them (<i>for example, democracy, fascism, and communism</i>); and</li> </ul>	<p><b>Student Edition:</b> 40-41, 86, 120-129, 522-523, 682-685 <i>Critical Thinking</i> 687 #5 <i>Main Ideas</i> 527 #3 <i>National Geographic</i> 683 <i>Primary Source</i> 522-523</p> <p><b>Teacher Wraparound Edition:</b> C 129; CT 121, 522, 684; SP 127</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>explaining why nation-states developed throughout the world and became the dominant form of contemporary political organization.</li> </ul>	<p><b>Student Edition:</b> 4-5, 37-39, 199, 200-201, 450-453 <i>Technology &amp; History</i> 451 <i>Time Notebook</i> 468</p> <p><b>Teacher Wraparound Edition:</b> CT 38</p>
<p><b>5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.</b></p>	
<ul style="list-style-type: none"> <li>explaining how military conquest and invasion have been used to assume, maintain, and extend political power throughout history;</li> </ul>	<p><b>Student Edition:</b> 176-181, 548-551, 682-687, 993, 1014-1015 <i>National Geographic</i> 179, 549, 683, 684-685, 992 <i>Primary Source</i> 177</p> <p><b>Teacher Wraparound Edition:</b> CT 178, 685; RS 550; SP 551</p>
<ul style="list-style-type: none"> <li>analyzing the impact of major revolutions on the realignment of political power throughout the modern world;</li> </ul>	<p><b>Student Edition:</b> 80-85, 162, 567, 683, 990-992 <i>Main Ideas</i> 995 #2 <i>National Geographic</i> 81, 84, 991</p> <p><b>Teacher Wraparound Edition:</b> C 85; CT 82, 567; DI 683; RS 991</p>
<ul style="list-style-type: none"> <li>analyzing how genocide has been used to acquire or maintain political power;</li> </ul>	<p><b>Student Edition:</b> 694-699, 1014-1015 <i>Critical Thinking</i> 699 #5 <i>National Geographic</i> 698 <i>Primary Source</i> 695, 696-697</p> <p><b>Teacher Wraparound Edition:</b> RS 698</p>
<ul style="list-style-type: none"> <li>describing how the development, expansion, and collapse of empires throughout history has affected the extension of political power;</li> </ul>	<p><b>Student Edition:</b> 162, 490-495, 548-551, 567, 685-687, 990-992 <i>Main Ideas</i> 495 #2 <i>National Geographic</i> 549, 991 <i>Primary Source</i> 491</p> <p><b>Teacher Wraparound Edition:</b> C 495; CT 567; RS 550, 991; SP 549</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>describing and analyzing the major events in the expansion of the political power of the United States (<i>for example, the American Revolution, the Louisiana Purchase, the Mexican War</i>);</li> </ul>	<p><b>Student Edition:</b> 80-85, 168-170, 272-275, 490-495, 504-511 <i>National Geographic</i> 81, 169, 279, 505, 509 <i>Primary Source</i> 492-493</p> <p><b>Teacher Wraparound Edition:</b> C 555, 573; CT 567; DI 683; WS 549</p>
<ul style="list-style-type: none"> <li>analyzing the causes and events of major wars of the contemporary era and the resulting changes in the distribution of political power (<i>for example, World War I, World War II, War in Vietnam, the Russian Invasion of Afghanistan</i>); and</li> </ul>	<p><b>Student Edition:</b> 548-555, 564-573, 682-687, 736-743, 882-889, 1039 <i>National Geographic</i> 549, 565, 683, 737, 883 <i>Primary Source</i> 569 <i>Timeline</i> 738-739 <i>Turning Point</i> 554</p> <p><b>Teacher Wraparound Edition:</b> C 555, 573; CT 567; DI 683; WS 549</p>
<ul style="list-style-type: none"> <li>giving examples of former colonies and dependent states throughout the world that have gained independence in the 20th century, and explaining how they have addressed the political issues related to independence.</li> </ul>	<p><b>Student Edition:</b> 509-510, 990-992 <i>Main Ideas</i> 995 #2 <i>National Geographic</i> 991 <i>Writing About History</i> 995</p> <p><b>Teacher Wraparound Edition:</b> RS 991; WS 991</p>
<p><b>5.4 Students know the history of relationships among different political powers and the development of international relations.</b></p>	
<ul style="list-style-type: none"> <li>describing the characteristics of relationships among political entities in the past (<i>for example, monarchies, empires, principalities, city-states, federations</i>);</li> </ul>	<p><b>Student Edition:</b> 40-41, 86, 120-129, 522-523, 682-685 <i>Critical Thinking</i> 687 #5 <i>Main Ideas</i> 527 #3 <i>National Geographic</i> 683 <i>Primary Source</i> 522-523</p> <p><b>Teacher Wraparound Edition:</b> C 129; CT 121, 522, 684; SP 127</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>explaining how the growth of nationalism affected the relationships among political powers;</li> </ul>	<p><b>Student Edition:</b> 181, 188-190, 192-193, 550, 685, 882-883 <i>Critical Thinking</i> 193 #6 <i>Primary Source</i> 192, 550-551</p> <p><b>Teacher Wraparound Edition:</b> C 193; RS 550</p>
<ul style="list-style-type: none"> <li>describing the eras of United States diplomacy from the Revolution through the modern period (<i>for example, the Monroe Doctrine, the domino theory, detente</i>);</li> </ul>	<p><b>Student Edition:</b> 193, 508, 509-510, 686-687, 883, 939, 948, 951, 1014-1015 <i>Critical Thinking</i> 193 #5 <i>Infographic</i> 686 <i>Main Ideas</i> 511 #2 <i>National Geographic</i> 509 <i>Primary Source</i> 192, 1014</p> <p><b>Teacher Wraparound Edition:</b> C 511, 939, 957; CT 509, 883; DI 686</p>
<ul style="list-style-type: none"> <li>explaining how the foreign policy of the United States and other nations continues to develop and change; and</li> </ul>	<p><b>Student Edition:</b> 316-317, 937, 948, 951, 979-981, 992-993, 1014-1015, 1036-1041 <i>Critical Thinking</i> 981 #5 <i>People in History</i> 937</p> <p><b>Teacher Wraparound Edition:</b> C 951, 1041; CT 937; DI 979, 980; RS 993, 1014; WS 979</p>
<ul style="list-style-type: none"> <li>analyzing the development of and issues associated with worldwide movements and organizations such as the League of Nations, the United Nations, and Amnesty International. <i>Colorado Content</i></li> </ul>	<p><b>Student Edition:</b> 570, 571, 573, 594, 752-753, 993, 1045, 1046 <i>Infographic</i> 570-571 <i>Main Ideas</i> 753 #4 <i>Primary Source</i> 752</p> <p><b>Teacher Wraparound Edition:</b> WS 1046</p>

STANDARDS	PAGE REFERENCES
<p><b>STANDARD 6:</b>  <b>Students know that religious and philosophical ideas have been powerful forces throughout history.</b></p>	
<p><b>6.1 Students know the historical development of religions and philosophies.</b></p>	
<ul style="list-style-type: none"> <li>describing basic tenets of world religions that have acted as major forces throughout history including, but not limited to, Buddhism, Christianity, Hinduism, Islam, and Judaism;</li> </ul>	<p><b>Student Edition:</b>  21-22, 466-467, 885, 973, 1038, 1047  <i>People in History</i> 22</p> <p><b>Teacher Wraparound Edition:</b>  RS 21, 885</p>
<ul style="list-style-type: none"> <li>tracing the history of how principal world religions and belief systems developed and spread;</li> </ul>	<p><b>Student Edition:</b>  21-22, 47, 232-234, 466-467, 885, 973, 1038, 1047  <i>People in History</i> 22  <i>Primary Source</i> 232-233</p> <p><b>Teacher Wraparound Edition:</b>  RS 21, 232, 233, 885</p>
<ul style="list-style-type: none"> <li>explaining how, throughout history, conflicts among peoples have arisen because of different ways of knowing and believing; and</li> </ul>	<p><b>Student Edition:</b>  28-32, 694-699  <i>Analyzing Primary Sources</i> 700-701  <i>National Geographic</i> 698  <i>People in History</i> 30  <i>Primary Source</i> 25, 695, 696-697</p> <p><b>Teacher Wraparound Edition:</b>  C 699; CT 30; EC 30; RS 695; SP 696</p>
<ul style="list-style-type: none"> <li>describing basic ideas of various schools of philosophy that have affected societies throughout history (<i>for example, rationalism, idealism, liberalism, conservatism</i>).</li> </ul>	<p><b>Student Edition:</b>  45, 798-799, 968-973  <i>Main Ideas</i> 799 #4  <i>Political Cartoon</i> 969  <i>Primary Source</i> 972</p> <p><b>Teacher Wraparound Edition:</b>  C 973; DI 972; RS 969; SP 798, 969</p>

STANDARDS	PAGE REFERENCES
<b>6.2 Students know how societies have been affected by religions and philosophies.</b>	
<ul style="list-style-type: none"> <li>giving examples of how religion and philosophical beliefs have influenced various aspects of society throughout history;</li> </ul>	<p><b>Student Edition:</b> 21-22, 47, 232-234, 466-467, 885, 973, 1038, 1047 <i>People in History</i> 22 <i>Primary Source</i> 232-233</p> <p><b>Teacher Wraparound Edition:</b> RS 21, 232, 233, 885</p>
<ul style="list-style-type: none"> <li>explaining how, throughout history, the power of the state has been both derived from religious authority and/or in conflict with religious authority;</li> </ul>	<p><b>Student Edition:</b> 24-25, 27, 28-31, 32, 33, 37, 41, 88, 155, 829 <i>Infographic</i> 155 <i>People in History</i> 30 <i>Primary Source</i> 25</p> <p><b>Teacher Wraparound Edition:</b> CT 30; WS 25</p>
<ul style="list-style-type: none"> <li>explaining how the focus on individualism and reason expressed in Western philosophy has affected the history of Western culture, including the history of the United States; and</li> </ul>	<p><b>Student Edition:</b> 128-129, 458-459, 640</p> <p><b>Teacher Wraparound Edition:</b> WS 128</p>
<ul style="list-style-type: none"> <li>explaining how the beliefs expressed in Eastern philosophy and religion have affected the history of Eastern cultures.</li> </ul>	<p>This standard can be covered during classroom discussion of world religions.</p>
<b>6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.</b>	
<ul style="list-style-type: none"> <li>explaining from an historical context why artistic and literary expression have often resulted in controversy; and</li> </ul>	<p><b>Student Edition:</b> 460-461, 610-612 <i>American Literature Library</i> R64-R81 <i>Primary Source</i> 460-461, 611</p> <p><b>Teacher Wraparound Edition:</b> EC 664; SP 461; WS 611</p>
<ul style="list-style-type: none"> <li>giving examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explaining what they indicate about the values and beliefs of various societies.</li> </ul>	<p><b>Student Edition:</b> 91, 460-461, 610-612, 616-619, 637, 664, 805-806 <i>Primary Source</i> 460-461, 611, 617, 618-619, 806</p> <p><b>Teacher Wraparound Edition:</b> DI 618; SP 461; WS 611, 619, 805</p>