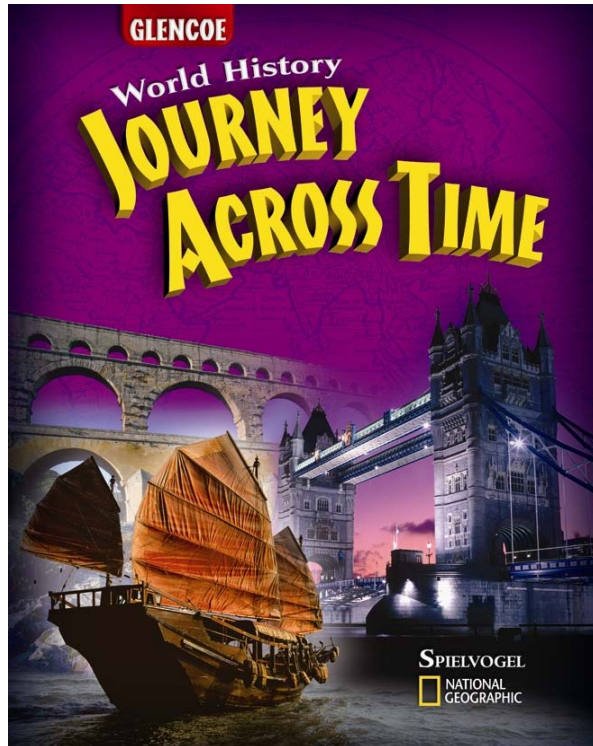




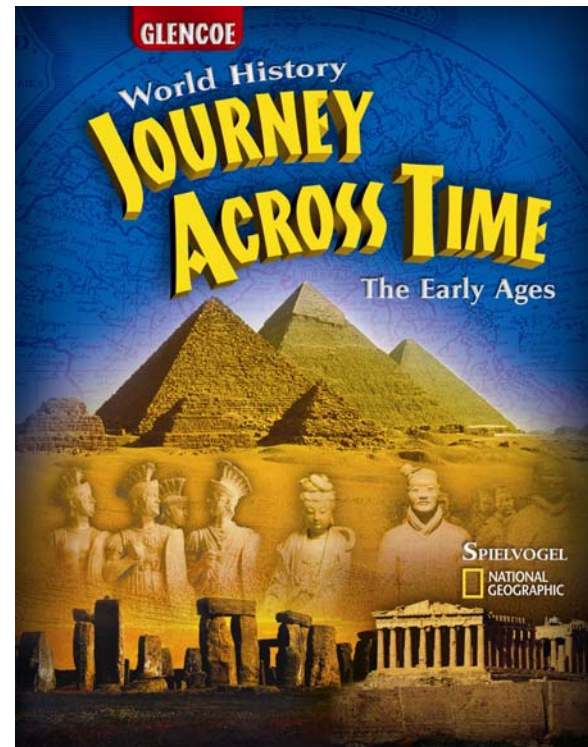
Glencoe

Academic Standards
History, Economics, and Civics
Sixth, Seventh, and Eighth Grades

Colorado



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STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
Grade Level Expectations: Seventh Grade Standard: History Prepared Graduates: ▶ Develop an understanding of how people view, construct, and interpret history		
Concepts and skills students master: 1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence		
Evidence Outcomes		
Students can: a. Determine and explain the interdependence of people around the world during significant eras or events	Student Edition: 246-247, 448, 453, 523-524, 668-669, 692-693, 865, 889-890, 892-894 <i>National Geographic</i> 246, 668, 695 Teacher Wraparound Edition: E 453; S 448; WA 865	Student Edition: 246-247, 448, 453, 523-524, 668-669, 692-693 <i>National Geographic</i> 246, 668, 695 Teacher Wraparound Edition: E 453; MAA 523; RS 523; S 448
b. Analyze historical sources for accuracy and point of view while formulating historical questions using such sources. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts	Student Edition: <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617, 742-743 <i>Primary Source</i> 10, 71, 122, 135, 264, 270, 320, 322, 413, 420, 537, 539, 682, 685, 866, 882 <i>Skillbuilder Handbook</i> 908-910, 913, 919 <i>Standardized Test Practice</i> 925 <i>Primary Sources Library</i> 930-943 Teacher Wraparound Edition: A 25, 181, 285, 533, 617; T 908, 909, 910, 913, 919, 925	Student Edition: <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617 <i>Primary Source</i> 10, 71, 122, 135, 264, 270, 320, 322, 413, 420, 537, 539, 682, 685 <i>Skillbuilder Handbook</i> 714-716, 719, 725 <i>Standardized Test Practice</i> 731 <i>Primary Sources Library</i> 736-747 Teacher Wraparound Edition: A 25, 181, 285, 533, 617; T 714, 715, 716, 719, 725, 731

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time The Early Ages</i> © 2008
Prepared Graduates: ▶ Analyze key historical periods and patterns of change over time within and across nations and cultures		
Concepts and skills students master: 2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another		
Evidence Outcomes		
a. Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere	Student Edition: 246-247, 380-381, 426, 448, 453, 469, 472-473, 889-890, 892-894 <i>National Geographic</i> 246, 380, 469, 473 Teacher Wraparound Edition: DI 381; E 453; S 448; WA 473	Student Edition: 246-247, 380-381, 426, 448, 453, 469, 472-473 <i>National Geographic</i> 246, 380, 469, 473 Teacher Wraparound Edition: DI 381; E 453; S 448; WA 473
b. Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved	Student Edition: <i>Biography</i> 22, 66, 141, 159, 212, 237, 346, 376, 427, 466, 589, 598, 677, 683 <i>History Makers</i> 100, 199, 215, 228, 273, 620, 729, 783, 829, 889 <i>Skillbuilder Handbook</i> 907 Teacher Wraparound Edition: HM 100, 199, 215, 228, 273, 729, 829, 889; T 22, 141, 212, 346, 376, 589	Student Edition: <i>Biography</i> 22, 66, 141, 159, 212, 237, 346, 376, 427, 466, 589, 598, 677, 683 <i>History Makers</i> 100, 199, 215, 228, 273, 620 <i>Skillbuilder Handbook</i> 713 Teacher Wraparound Edition: HM 100, 199, 215, 228, 273; T 22, 141, 212, 346, 376, 589

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
c. Describe the foundation and development of key historical topics. Topics to include but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism	<p>Student Edition: 16-20, 39-46, 122-130, 155-163, 195-201, 202-208, 225-231, 263-271, 303-310, 447-453, 523-531, 541-543 <i>National Geographic</i> 17, 39, 125, 195, 225, 263, 269, 448, 513, 542 <i>Primary Source</i> 41 <i>Understanding Charts</i> 451 <i>You Decide</i> 532-533</p> <p>Teacher Wraparound Edition: C 46, 163, 208, 231, 267, 453, 543; CAT 524; CC 20; CTA 447; CY 122; DI 226; E 163; HM 197, 264; IAW 128; ICA 198, 526; RS 226; T 155, 303, 523; T 532; TIA 44; WA 20, 43, 205</p>	<p>Student Edition: 16-20, 39-46, 122-130, 155-163, 195-201, 202-208, 225-231, 263-271, 303-310, 447-453, 523-531, 541-543 <i>National Geographic</i> 17, 39, 125, 195, 225, 263, 269, 448, 513, 542 <i>Primary Source</i> 41 <i>Understanding Charts</i> 451 <i>You Decide</i> 532-533</p> <p>Teacher Wraparound Edition: C 46, 163, 208, 231, 267, 453, 543; CAT 524; CC 20; CTA 447; CY 122; DI 226; E 163; HM 197, 264; IAW 128; ICA 198, 526; RS 226; T 155, 303, 523; T 532; TIA 44; WA 20, 43, 205</p>

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
d. Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome “c”	<p>Student Edition: 19-21, 42-46, 50-52, 139-140, 169-173, 202-208, 214-216, 230, 235-239, 273, 303-305, 463-467, 523-524, 528-530, 543</p> <p><i>Linking Past & Present</i> 21 <i>You Decide</i> 24-25 <i>The Way It Was</i> 42-43, 291 <i>Understanding Charts</i> 140, 238 <i>Biography</i> 172, 207, 237 <i>History Makers</i> 199, 215, 228, 273</p> <p>Teacher Wraparound Edition: A 25; C 208, 231; CTA 305, 463; CY 21; E 173; EC 43, 530; F 24; HM 42, 170, 199, 215; ICA 20; MAA 464; MC 525; R 239; S 526; T 24, 237; WA 20, 205</p>	<p>Student Edition: 19-21, 42-46, 50-52, 139-140, 169-173, 202-208, 214-216, 230, 235-239, 273, 303-305, 463-467, 523-524, 528-530, 543</p> <p><i>Linking Past & Present</i> 21 <i>You Decide</i> 24-25 <i>The Way It Was</i> 42-43, 291 <i>Understanding Charts</i> 140, 238 <i>Biography</i> 172, 207, 237 <i>History Makers</i> 199, 215, 228, 273</p> <p>Teacher Wraparound Edition: A 25; C 208, 231; CTA 305, 463; CY 21; E 173; EC 43, 530; F 24; HM 42, 170, 199, 215; ICA 20; MAA 464; MC 525; R 239; S 526; T 24, 237; WA 20, 205</p>
e. Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere. Topics to include but not limited to world religions, the Silk Road, East/West contact and settlement patterns	<p>Student Edition: 183, 202-208, 303-304, 361-364, 373-378, 380-386, 618-626, 668-669, 692-693, 865, 889-890, 892-894</p> <p><i>Primary Source</i> 206 <i>National Geographic</i> 361, 380, 383, 385, 668, 695 <i>Linking Past & Present</i> 362 <i>History Makers</i> 620</p> <p>Teacher Wraparound Edition: C 378; CC 384; CTA 305, 361, 621; DI 381; E 378; ICA 383; T 183, 203; WA 205, 375, 865</p>	<p>Student Edition: 183, 202-208, 303-304, 361-364, 373-378, 380-386, 618-626, 668-669, 692-693</p> <p><i>Primary Source</i> 206 <i>National Geographic</i> 361, 380, 383, 385, 668, 695 <i>Linking Past & Present</i> 362 <i>History Makers</i> 620</p> <p>Teacher Wraparound Edition: C 378; CC 385; CTA 305, 361, 621; DI 381; E 378; ICA 383; T 183; WA 205, 375</p>

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
Grade Level Expectation: Sixth Grade Standard: History Prepared Graduates: ▶ Develop an understanding of how people view, construct, and interpret history		
Concepts and skills students master: 1. Analyze and interpret historical sources to ask and research historical questions		
Evidence Outcomes		
Students can: a. Identify ways different cultures record history	Student Edition: 42, 81, 173, 304, 393 <i>History Makers</i> 100 <i>Section Review</i> 173 #5 <i>Biography</i> 392 <i>Primary Source</i> 599 Teacher Wraparound Edition: HM 42, 82, 100; PS 145, 599	Student Edition: 42, 81, 173, 304, 393 <i>History Makers</i> 100 <i>Section Review</i> 173 #5 <i>Biography</i> 392 <i>Primary Source</i> 599 Teacher Wraparound Edition: HM 42, 82, 100; PS 145, 599

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
b. Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts	<p>Student Edition: <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617, 742-743 <i>Primary Source</i> 10, 71, 122, 135, 264, 270, 320, 322, 413, 420, 537, 539, 682, 685, 866, 882 <i>Skillbuilder Handbook</i> 909, 910, 913, 919 <i>Standardized Test Practice</i> 925 <i>Primary Sources Library</i> 930-943</p> <p>Teacher Wraparound Edition: A 25, 181, 285, 533, 617; T 909, 910, 913, 919</p>	<p>Student Edition: <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617 <i>Primary Source</i> 10, 71, 122, 135, 264, 270, 320, 322, 413, 420, 537, 539, 682, 685 <i>Skillbuilder Handbook</i> 715, 716, 719, 725 <i>Standardized Test Practice</i> 731 <i>Primary Sources Library</i> 736-747</p> <p>Teacher Wraparound Edition: A 25, 181, 285, 533, 617; T 715, 176, 19, 725</p>
c. Critique information to determine if it is sufficient to answer historical questions	<p>Student Edition: <i>Reading Social Studies</i> 606-607, 858-859 <i>Skillbuilder Handbook</i> 715, 716, 719</p> <p>Teacher Wraparound Edition: AI 607, 859; LI 606, 858; PI 607, 859; T 715, 716, 719</p>	<p>Student Edition: <i>Reading Social Studies</i> 606-607, 858-859 <i>Skillbuilder Handbook</i> 909, 910, 913</p> <p>Teacher Wraparound Edition: AI 607, 859; LI 606, 858; PI 607, 859; T 909, 910, 913</p>

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
Prepared Graduates:		
▶ Analyze key historical periods and patterns of change over time within and across nations and cultures		
Concepts and skills students master:		
2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another		
Evidence Outcomes		
a. Explain how people, products, cultures, and ideas interacted and are interconnected over key eras in the Western Hemisphere	Student Edition: 575, 577, 578-579, 580, 594-597, 599-600, 662-664, 668-669, 691-694, 696-699, 788, 818-819, 832, 861-862, 892-893 <i>Biography</i> 589 <i>Linking Past & Present</i> 595, 867 <i>Primary Source</i> 597, 598 <i>National Geographic</i> 662-663, 691, 695, 861 Teacher Wraparound Edition: AM 663; APK 698; C 788; CAT 862; CC 663; CAT 596; CTA 863; DI 595; E 669; P 697; RH 694; RS 596; T 589, 691, 861; WA 595	Student Edition: 575, 577, 578-579, 580, 594-597, 599-600, 662-664, 668-669, 691-694, 696-699 <i>Biography</i> 589 <i>Linking Past & Present</i> 595 <i>Primary Source</i> 597, 598 <i>National Geographic</i> 662-663, 691, 695 Teacher Wraparound Edition: AM 663; APK 698; CC 663; CAT 596; DI 595; E 669; P 697; RH 694; RS 596; T 589, 691; WA 595

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
b. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. Topics to include but not limited to Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange	<p>Student Edition: 583-588, 594-600, 662-664, 668-669, 691-694, 698-700, 807, 832, 840-841, 861-865, 892-893 <i>Biography</i> 589, 598, 817 <i>National Geographic</i> 668, 691, 695, 861 <i>Primary Source</i> 698 <i>Skillbuilder Handbook</i> 907</p> <p>Teacher Wraparound Edition: A 862; APK 698; C 807; CAT 596; E 700, 841; T 589, 598, 861, 907; TT 863; WA 595, 864</p>	<p>Student Edition: 583-588, 594-600, 662-664, 668-669, 691-694 <i>Biography</i> 589, 598 <i>National Geographic</i> 668, 691, 695 <i>Skillbuilder Handbook</i> 713</p> <p>Teacher Wraparound Edition: CAT 596; T 589, 598, 713; WA 595</p>
c. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere	<p>Student Edition: 584-588, 592, 594-600, 662-664, 691-694, 696-700, 807, 832, 840-841, 861-868 <i>Biography</i> 589, 598 <i>Section Review</i> 592 #1, #4, #6 <i>Primary Source</i> 599, 693, 698 <i>National Geographic</i> 662-663, 694, 695, 861</p> <p>Teacher Wraparound Edition: APK 698; C 807; CAT 596, 694; CC 863; CSA 587; CTA 585, 596, 693; CVA 586; E 700; EC 587; PS 693, 698; RS 588, 866; WA 595, 693, 696</p>	<p>Student Edition: 584-588, 592, 594-600, 662-664, 691-694, 696-700 <i>Biography</i> 589, 598 <i>Section Review</i> 592 #1, #4, #6 <i>Primary Source</i> 599, 693, 698 <i>National Geographic</i> 662-663, 694, 695</p> <p>Teacher Wraparound Edition: APK 698; CAT 596, 694; CSA 587; CTA 585, 596, 693; CVA 586; E 700; EC 587; PS 693, 698; RS 588; WA 595, 693, 696</p>

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
Grade Level Expectation: Eighth Grade Standard: Economics Prepared Graduates: ▶ Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy		
Concepts and skills students master: 1. Economic freedom, including free trade, is important for economic growth		
Evidence Outcomes		
a. Give examples of international differences in resources, productivity, and prices that provide a basis for international trade	Student Edition: 17, 39-40, 143, 246, 292-293, 388, 448-449, 726-727 <i>National Geographic</i> 17, 246, 293, 695 Teacher Wraparound Edition: CTA 727; EC 729; S 448	Student Edition: 17, 39-40, 143, 246, 292-293, 388, 448-449 <i>National Geographic</i> 17, 246, 293, 695 Teacher Wraparound Edition: CTA 727; EC 729; S 448
b. Describe the factors that lead to a nation having a comparative and absolute advantage in trade	Student Edition: 15, 121, 417-418, 421-422, 448-449, 726-727 <i>The Way It Was</i> 449 Teacher Wraparound Edition: CTA 727; EC 729; IAW 246; S 448; TT 449	Student Edition: 15, 121, 417-418, 421-422, 448-449 <i>The Way It Was</i> 449 Teacher Wraparound Edition: IAW 246; S 448; TT 449
c. Explain effects of domestic policies on international trade	Student Edition: 247, 448, 530, 666, 692-693, 695-697 <i>Reading Check</i> 247 Teacher Wraparound Edition: CC 692; MAA 666; RS 666	Student Edition: 247, 448, 530, 666, 692-693, 696-697 <i>Reading Check</i> 247 Teacher Wraparound Edition: CC 692; MAA 666; RS 666

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
d. Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers	Student Edition: 576, 666, 695-697, 872	Student Edition: 576, 666, 695-697
Prepared Graduates: ▶ Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)		
Concepts and skills students master: 2. Manage personal credit and debt (PFL)		
Evidence Outcomes		
Students can:		
a. Identify and differentiate between purposes and reasons for debt	See Glencoe's <i>Economics: Today and Tomorrow</i> © 2008.	See Glencoe's <i>Economics: Today and Tomorrow</i> © 2008.
b. Analyze benefits and costs of credit and debt	See Glencoe's <i>Economics: Today and Tomorrow</i> © 2008.	See Glencoe's <i>Economics: Today and Tomorrow</i> © 2008.
c. Compare sources of credit	See Glencoe's <i>Economics: Today and Tomorrow</i> © 2008.	See Glencoe's <i>Economics: Today and Tomorrow</i> © 2008.
d. Describe the components of a credit history	See Glencoe's <i>Economics: Today and Tomorrow</i> © 2008.	See Glencoe's <i>Economics: Today and Tomorrow</i> © 2008.

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
Grade Level Expectation: Eighth Grade Standard: Civics Prepared Graduates: ▶ Analyze and practice rights, roles, and responsibilities of citizens		
Concepts and skills students master: 1. Analyze elements of continuity and change in the United States government and the role of citizens over time		
Evidence Outcomes		
Students can: a. Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes	Student Edition: 13-15, 17-18, 20-21, 139-140, 169-171, 269-273, 348-350, 374-375, 523-525, 619-626, 634-637, 793-794, 832-836 <i>Understanding Charts</i> 14 <i>National Geographic</i> 17 <i>History Makers</i> 215, 273, 620, 829 Teacher Wraparound Edition: C 15, 350; CAT 524; CTA 19, 621; E 15; R 15; T 269, 523; TL 623; WA 20, 375	Student Edition: 13-15, 17-18, 20-21, 139-140, 169-171, 269-273, 348-350, 374-375, 523-525, 619-626, 634-637 <i>Understanding Charts</i> 14 <i>National Geographic</i> 17 <i>History Makers</i> 215, 273, 620 Teacher Wraparound Edition: C 15, 350; CAT 524; CTA 19, 621; E 15; R 15; T 269, 523; TL 623; WA 20, 375
b. Analyze the changing definition of citizenship and give examples of the expansion of rights	Student Edition: 139-140, 269-271, 292, 537, 681-682, 694, 699-700, 753, 754, 840-841 <i>History Makers</i> 273 <i>Primary Source</i> 537, 693, 698 Teacher Wraparound Edition: C 700; CTA 693; E 700, 841; ERR 537; RS 269; WA 693	Student Edition: 139-140, 269-271, 292, 537, 681-682, 694, 699-700 <i>History Makers</i> 273 <i>Primary Source</i> 537, 693, 698 Teacher Wraparound Edition: C 700; CTA 693; E 700; ERR 537; RS 269; WA 693

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
c. Describe examples of citizens and groups who have influenced change in United States government and politics	Student Edition: 694, 697-700, 753-754, 840-841 <i>Section Review 700 #7</i> <i>Primary Sources Library 943</i> Teacher Wraparound Edition: APK 698; CAT 694; E 841; MAA 696; PS 698; RS 696	Student Edition: 694, 697-700 <i>Section Review 700 #7</i> Teacher Wraparound Edition: APK 698; CAT 694; MAA 696; PS 698; RS 696
d. Evaluate the result of various strategies for political change over time	Student Edition: 139, 230, 280-281, 697-700, 715-719, 794, 796, 840-841, 843, 886 <i>Primary Source 698, 716</i> <i>Biography 844</i> <i>Primary Sources Library 942-943</i> Teacher Wraparound Edition: C 231, 716; CAT 718; E 796; P 697; T 844; WA 845	Student Edition: 139, 230, 280-281, 697-700 <i>Primary Source 698</i> Teacher Wraparound Edition: C 231; P 697
e. Analyze primary sources supporting democratic freedoms and the founding of our government. Topics to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change	Student Edition: 699-700, 754 <i>Primary Source 698</i> <i>Section Review 700 #2, #5</i> <i>Assessment and Activities 703 #20</i> Teacher Wraparound Edition: APK 698; E 700; PS 698	Student Edition: 699-700 <i>Primary Source 698</i> <i>Section Review 700 #2, #5</i> <i>Assessment and Activities 703 #20</i> Teacher Wraparound Edition: APK 698; E 700; PS 698

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
f. Examine ways citizens may effectively voice opinions, monitor government, and bring about change nationally	Student Edition: 694, 697-700, 753-754, 840-841 <i>Section Review</i> 700 #7 <i>Primary Sources Library</i> 943 Teacher Wraparound Edition: APK 698; CAT 694; E 841; MAA 696; PS 698; RS 696	Student Edition: 694, 697-700 <i>Section Review</i> 700 #7 Teacher Wraparound Edition: APK 698; CAT 694; MAA 696; PS 698; RS 696
Prepared Graduates: ► Analyze origins, structure, and functions of governments and their impacts on societies and citizens		
Concepts and skills students master: 2. The place of law in a constitutional system		
Evidence Outcomes		
Students can: a. Discern various types of law	Student Edition: 23, 82-83, 273, 330, 699-700 <i>Primary Source</i> 83 <i>History Makers</i> 273 Teacher Wraparound Edition: E 700; EC 24; WA 330	Student Edition: 23, 82-83, 273, 330, 699-700 <i>Primary Source</i> 83 <i>History Makers</i> 273 Teacher Wraparound Edition: E 700; EC 24; WA 330
b. Evaluate the strengths and weaknesses of rule of law	Student Edition: 23, 83, 330, 699-700 <i>You Decide</i> 24-25 <i>History Makers</i> 273 Teacher Wraparound Edition: A 25; E 700; F 24; T 24; TDL 273; R 23	Student Edition: 23, 83, 330, 699-700 <i>You Decide</i> 24-25 <i>History Makers</i> 273 Teacher Wraparound Edition: A 25; E 700; F 24; T 24; TDL 273; R 23

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
c. Describe and engage in various means of conflict management	Student Edition: 840, 843 <i>Caption Question</i> 843 <i>Biography</i> 844 <i>Primary Sources Library</i> 942 Teacher Wraparound Edition: EC 942; T 844	See Glencoe's <i>World History: Journey Across Time</i> © 2008.
d. Explain the role and importance of the Constitution	Student Edition: 699-700, 754 <i>Section Review</i> 700 #2 <i>Assessment and Activities</i> 703 #20 Teacher Wraparound Edition: E 700	Student Edition: 699-700 <i>Section Review</i> 700 #2 <i>Assessment and Activities</i> 703 #20 Teacher Wraparound Edition: E 700
e. Discuss the tensions between individual rights, state law, and national law	Student Edition: 682, 700, 753-754, 840-841 <i>Section Review</i> 700 #2 Teacher Wraparound Edition: E 700	Student Edition: 682, 700 <i>Section Review</i> 700 #2 Teacher Wraparound Edition: E 700
f. Explain how state and federal court power of judicial review is reflected in the United States form of constitutional government	See Glencoe's <i>The American Journey</i> © 2009.	See Glencoe's <i>The American Journey</i> © 2009.

STANDARDS	PAGE REFERENCES	
	<i>World History Journey Across Time</i> © 2008	<i>World History Journey Across Time</i> <i>The Early Ages</i> © 2008
g. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good	Student Edition: <i>You Decide</i> 24-25, 284-285, 532 <i>Primary Sources Library</i> 935, 939, 942-943 Teacher Wraparound Edition: A 25, 285, 533; F 24, 532; T 24, 284; WA 890	Student Edition: <i>You Decide</i> 24-25, 284-285, 532 <i>Primary Sources Library</i> 741, 745 Teacher Wraparound Edition: A 25, 285, 533; F 24, 532; T 24, 284