



Exploring Our World

People, Places, and Cultures

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STANDARDS	PAGE REFERENCES
GEOGRAPHY GRADES 4-8	
V.GEOGRAPHY	
A. Concepts of Location	
The student will identify and locate major physical and cultural features that played an important role in the history of the United States.	
<p>1. Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as studied.</p>	<p>Student Edition: 113, 116-122, 122 #3,124-127, 129, 159-162 <i>Geography & History</i> 123 <i>National Geographic</i> 117, 118, 119, 120, 125, 160 <i>Reference Atlas</i> RA1, RA6-RA11 <i>Regional Atlas</i> 104-111</p> <p>Teacher Wraparound Edition: CT 117, 118; GFF 105; RS 120; SP 107; WAA 7</p> <p>Teacher's Resources: <i>United States and Canada</i> 1, 2, 4</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will locate the areas that were the major source regions for immigrants to the United States from 1800 to 1877.</p>	<p>Student Edition: 133, 136-137, 145 <i>National Geographic</i> 30, 261, 321</p> <p>Teacher Wraparound Edition: A 344; B 108; CT 136, 145; DI 146; HOCP 135, 146, 151; T 132</p> <p>Teacher’s Resources: <i>United States and Canada</i> 18, 62</p>
<p>The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.</p>	
<p>1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.</p>	<p>Student Edition: 66, 118, 119-120, 122 #4, #7, 128 #2 <i>National Geographic</i> 125 <i>Reference Atlas</i> RA9, RA11 <i>Regional Atlas</i> 106, 108, 109, 110 <i>World Literature</i> 51 #2</p> <p>Teacher Wraparound Edition: A 110; DI 66</p> <p>Teacher’s Resources: <i>United States and Canada</i> 2, 5</p>
<p>The student will identify and locate major countries, events and cultural features that played an important role in the history of the United States.</p>	
<p>1. Students will locate on a map or globe the major empires of the late 19th Century and their largest overseas territories.</p>	<p>Student Edition: 139, 141 #5, 206, 210-214, 215 #4-#6, 300, 551-552, 555 #3, 631-632, 632 #3, 632 #7 <i>National Geographic</i> 30, 139, 302, 554 <i>Regional Atlas</i> 181</p> <p>Teacher Wraparound Edition: CT 211; DI 554; HOCP 553, 559, 565; RS 138, 630</p> <p>Teacher’s Resources: <i>Russia</i> 11-12</p>
<p>2. Students will locate the major source countries for immigration to the United States during the years 1877-1916.</p>	<p>Student Edition: 133, 136-137, 145, 347 #6 <i>National Geographic</i> 30, 261, 321</p> <p>Teacher Wraparound Edition: A 344; B 108; CT 136, 145; DI 146; HOCP 135, 146, 151; T 132</p> <p>Teacher’s Resources: <i>United States and Canada</i> 18, 62</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will describe how the landownership patterns laid out by the French, English, Spanish, and the United States Public Land Survey created different landscapes in different parts of the country.</p>	<p>Student Edition: 133-138, 141 #1, 141 #3, 151 <i>Geography Skills Handbook</i> 30 <i>History at a Glance</i> 136 <i>Map Skills</i> 82 #2 <i>National Geographic</i> 135</p> <p>Teacher Wraparound Edition: CT 135; SP 135</p>
<p>B. Maps and Globes</p>	
<p>The student will use maps and globes to demonstrate specific and increasingly complex geographic knowledge.</p>	
<p>1. Students will use political and thematic maps to locate major physical and cultural regions of the world and ancient civilizations studied.</p>	<p>Student Edition: <i>Geography & History</i> 489, 556 <i>National Geographic</i> 88, 210, 296, 457, 461, 496, 550 <i>Reference Atlas</i> 1-34 <i>Regional Atlas</i> 106, 180, 260, 364, 600 <i>World Atlas</i> 8-9</p> <p>Teacher Wraparound Edition: CT 389; DI 296, 628; SP 210, 296, 461, 550, 556, 618</p> <p>Teacher’s Resources: <i>Australia, Oceania, and Antarctica</i> 2, 5, 19-21 <i>East and Southeast Asia</i> 1-2, 5 <i>Latin America</i> 2, 5, 62 <i>North Africa, Southwest Asia, and Central Asia</i> 2, 5, 11-12, 60 <i>Russia</i> 1, 2, 5, 41-42, 60 <i>South Asia</i> 2, 5, 35, 60 <i>The World</i> 37 <i>United States and Canada</i> 2, 5, 6, 62</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will locate and map areas of major world religions and how they have changed geographically, including Judaism, Hinduism, Buddhism, Confucianism, Christianity, Islam, and indigenous religious traditions.</p>	<p>Student Edition: 8-9, 84, 146, 153, 223, 310-311, 459-461, 492-495, 561-562, 581, 641-642, 705, 718-719 <i>Chart Skills</i> 85 <i>Map Skills</i> 8, 311 <i>National Geographic</i> 311, 459, 460, 461, 641 <i>Time Perspectives</i> 502</p> <p>Teacher Wraparound Edition: A 8; SP 9, 496, 641; WAA 8</p> <p>Teacher’s Resources: <i>Europe 71-72</i> <i>North Africa, Southwest Asia, and Central Asia</i> 59, 77 <i>The World</i> 4</p>
<p>3. Students will distinguish differences among, uses of and limitations of different kinds of thematic maps used to describe the development of the United States.</p>	<p>Student Edition: <i>Geography Skills Handbook</i> 26-27, 30 <i>Map Skills</i> 82 #2 <i>National Geographic</i> 75, 93, 120, 135 <i>Regional Atlas</i> 104-111</p> <p>Teacher Wraparound Edition: A 29, 30, 31; GSA 28, 29, 30; RAA 106, 109; SP 107</p> <p>Teacher’s Resources: <i>United States and Canada</i> 12</p>
<p>4. Students will distinguish differences among uses of, and limitations of, different kinds of thematic maps to describe the development of Minnesota.</p>	<p>Student Edition: <i>Geography Skills Handbook</i> 26-27, 30 <i>Map Skills</i> 82 #2 <i>National Geographic</i> 75, 120, 135 <i>Regional Atlas</i> 104-111</p> <p>Maps that describe the development of the United States and therefore Minnesota appear on the following pages.</p> <p>Teacher Wraparound Edition: A 29, 30, 31; GSA 28, 29, 30; RAA 106, 109; SP 107</p> <p>Teacher’s Resources: <i>United States and Canada</i> 12</p>

STANDARDS	PAGE REFERENCES
<p>The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.</p>	
<p>1. Students will create a variety of maps to scale.</p>	<p>Students may create maps based on activities and information found on the following pages.</p> <p>Student Edition: 122 #7, 162 #7, 196 #2, 224 #7, 446 #7, 535 #7, 615 #7 <i>Geography Skills Handbook</i> 22-31 <i>National Geographic</i> 119, 275, 276, 532, 533, 611 <i>Reference Atlas</i> 1-37</p> <p>Teacher Wraparound Edition: A 26, 27; GSA 27; RAA 106</p> <p>Questions regarding scale are found on the following pages.</p> <p>Teacher’s Resources: <i>The World</i> 65 #3, 66 #1</p>
<p>2. Students will compare and contrast the differences among a variety of maps and explain the appropriate use of projections, symbols, coloring and shading, and select maps appropriate for answering questions they have.</p>	<p>Student Edition: 16-17 <i>Geography Skills Handbook</i> 22-31 <i>National Geographic</i> 131, 283, 315, 545 <i>Reference Atlas</i> 1-47 <i>Regional Atlas</i> 106-109, 180-183, 260-263, 364-367, 430-433, 516-519, 600-603, 676-679, 766-769 <i>Skills Handbook</i> 841 <i>World Atlas</i> 2-9</p> <p>Teacher Wraparound Edition: A 23, 26, 29; GSA 23, 26, 28, 30</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 93-94 <i>Australia, Oceania, and Antarctica</i> 1-4 <i>East and Southeast Asia</i> 11, 43 <i>Europe</i> 12, 43, 45-46 <i>South Asia</i> 1-4 <i>United States and Canada</i> 1-4</p>

STANDARDS	PAGE REFERENCES
<p>C. Physical Features and Processes</p>	
<p>The student will use basic terminology describing basic physical and cultural features of continents studied.</p>	
<p>1. Students will locate and describe major physical features and analyze how they influenced cultures/civilizations studied.</p>	<p>Student Edition: 280 #6, 288 #3-#6, 356 #5, 370, 446 #4, #7, 465 #2, 582 #6 <i>Geography & History</i> 396, 556, 616, 713 <i>National Geographic</i> 193, 444, 457 Teacher Wraparound Edition: B 600, 676, 766; CT 117, 118, 193, 196, 275, 279, 533; DI 531; IR 513; RAA 600, 676, 766; RS 120, 193, 277, 373; WS 119, 375, 445 Teacher’s Resources: <i>Africa South of the Sahara</i> 2, 5, 35 <i>East and Southeast Asia</i> 35 <i>Latin America</i> 37 <i>North Africa, Southwest Asia, and Central Asia</i> 35 <i>Russia</i> 2, 5, 35 <i>South Asia</i> 2, 5 <i>The World</i> 37 <i>United States and Canada</i> 2, 5</p>
<p>2. Students will describe and locate major physical features in their local community and analyze their impact on the community.</p>	<p>Student Edition: 60, 686 <i>Document-Based Questions</i> 131 #13 <i>Geography and You</i> 65, 117, 119, 127, 159 <i>Reference Atlas</i> 36-37 <i>Regional Atlas</i> 106, 108 #2 <i>World Literature</i> 51 #2 Teacher Wraparound Edition: A 110, 120; GFF 105; HOCP 45, 52, 65, 67; RAA 107 Teacher’s Resources: <i>United States and Canada</i> 2, 5, 37</p>

STANDARDS	PAGE REFERENCES
<p>The student will identify and locate geographic features associated with the development of the United States.</p>	
<p>1. Students will identify physical features and analyze their impact as either hindering or promoting settlement, establishment of cities and states, and economic development in the United States.</p>	<p>Student Edition: 17 #5, 44, 60, 63, 686 <i>National Geographic</i> 15, 52 <i>Reference Atlas</i> 36-37 <i>Regional Atlas</i> 106, 108 #2 <i>World Literature</i> 51 #2 Teacher Wraparound Edition: A120; CT 117, 118; SP 120; WS 119 Teacher’s Resources: <i>United States and Canada</i> 2, 5, 37</p>
<p>The student will identify and locate geographic features associated with the development of Minnesota.</p>	
<p>1. Students will identify and compare and contrast the landforms, natural vegetation, climate, and systems of rivers and lakes of Minnesota with those of other parts of the United States.</p>	<p>Student Edition: 42, 54 #7, 61 #4, 61 #7, 114-115, 116-122, 122 #3, #4, #7, 124-128 <i>National Geographic</i> 125 <i>Regional Atlas</i> 105, 106, 108 #2, 109 <i>World Literature</i> 51 #2 Teacher Wraparound Edition: A 120; CT 117, 118, 125, 126; DI 119, 126; RS 118, 120, 122, 126; WS 127 Teacher’s Resources: <i>The World</i> 1, 2, 9-12, 57, 78 <i>United States and Canada</i> 2,5, 37-38, 43-44</p>
<p>2. Students will identify physical features that shaped settlement and life-ways of the Dakota and the Ojibwe and analyze their impact.</p>	<p>Information about physical features that shaped settlement patterns is found on the following pages. Student Edition: 17 #5, 116-122, 122 #4, #7, 124-128, 128 #2, 686 <i>Geography and You</i> 65 <i>Regional Atlas</i> 106, 108 #2, 110 <i>Time Perspectives</i> 821 #6 <i>World Literature</i> 51 #2 Teacher Wraparound Edition: A 120; CT 118 Information on the physical features of the United States and Canada is found on the following pages. Teacher’s Resources: <i>The World</i> 1, 2, 9-12, 57, 78 <i>United States and Canada</i> 2, 5, 37, 43</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19th Century.</p>	<p>Student Edition: 17 #5, 54 #5-#6, 116-122, 122 #3, #5, #7, 135-137, 686 <i>Geography and You</i> 65 <i>National Geographic</i> 118, 119 <i>Regional Atlas</i> 106, 108 #2 <i>World Literature</i> 51 #2 Students practice identifying physical features that hinder or promote development in the following exercises.</p> <p>Teacher Wraparound Edition: A 120; CT 53, 117, 118; SP 50 Information on the physical features of the United States and Canada is found on the following pages.</p> <p>Teacher’s Resources: <i>The World</i> 1, 2, 9-12, 57, 78 <i>United States and Canada</i> 2, 5, 37, 43</p>
<p>4. Students will identify physical features that either hindered or promoted the industrialization of the state.</p>	<p>Student Edition: 17 #5, 116-122, 122 #7, 135-137, 159-161, 162 #7, 686 <i>National Geographic</i> 120 <i>Regional Atlas</i> 106, 108 #2 <i>World Literature</i> 51 #2 Students practice identifying physical features that hinder or promote development in the following exercises.</p> <p>Teacher Wraparound Edition: CT 53, 117, 118; SP 50 Information on the physical features of the United States and Canada is found on the following pages.</p> <p>Teacher’s Resources: <i>The World</i> 1, 2, 9-12, 57, 78 <i>United States and Canada</i> 2, 5, 37, 43</p>

STANDARDS	PAGE REFERENCES
<p>The student will identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.</p>	
<p>1. Students will describe the major physical features of the United States and the regions of the world they study.</p>	<p>Student Edition: 50-52, 116-122, 190-196, 274-280, 372-375, 442-446, 530-535, 610-615, 686-693, 776-779 <i>Regional Atlas</i> 106, 364, 516, 600, 676, 766</p> <p>Teacher Wraparound Edition: A 120, 258; B 260, 676; CT 193; DI 119; GFF 105, 179, 259, 675; RAA 260, 676; RS 118, 120, 193; SP 120, 180, 194, 260, 676</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 2, 5, 35 <i>Latin America</i> 2, 5, 37 <i>North Africa, Southwest Asia, and Central Asia</i> 2, 5, 35 <i>Russia</i> 2, 5, 35 <i>South Asia</i> 2, 5, 35 <i>The World</i> 1, 2, 9-12, 37, 57, 78 <i>United States and Canada</i> 2, 5, 37, 48</p>
<p>2. Students will describe physical systems in the atmosphere and Earth’s crust, and the regional patterns of climate and landforms associated with them.</p>	<p>Student Edition: 15, 45-48, 48 #7, 49-52, 56-61, 61 #2-#6, 69, 117-119, 125-128 <i>National Geographic</i> 47, 59, 61, 125, 199, 284, 379 <i>World Atlas</i> 2-3</p> <p>Teacher Wraparound Edition: A 2, 58; C 61; CT 53, 59; DI 57, 60; RS 46, 58, 60; SP 2, 3, 47; WAA 2WS 59</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 13-16, 35 <i>East and Southeast Asia</i> 36, 41-42 <i>Latin America</i> 38 <i>North Africa, Southwest Asia, and Central Asia</i> 36 <i>Russia</i> 36, 41-42 <i>South Asia</i> 36 <i>The World</i> 1, 9-12, 57, 78 <i>United States and Canada</i> 13-16, 38, 43, 48</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will describe patterns of vegetation and landforms in the United States and around the world.</p>	<p>Student Edition: 46-48, 49-52, 58-61, 117-119, 122, 122 #4 <i>Geography Skills Handbook</i> 31 <i>National Geographic</i> 248, 285 <i>Reference Atlas</i> 1-37 <i>Regional Atlas</i> 105-106, 179-180, 515-516, 599-600, 765-766 <i>World Atlas</i> 4-5</p> <p>Teacher Wraparound Edition: A 4, 120, 258; B 260, 676; CT 193, 248, 287; DI 119; GFF 105, 179, 259, 675; RAA 260, 676; RS 118, 120, 193, 247, 285; SP 4, 5, 120, 180, 194, 260, 676; WAA 4, 5</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 2, 5, 35 <i>Latin America</i> 2, 5, 37 <i>North Africa, Southwest Asia, and Central Asia</i> 2, 5, 35 <i>Russia</i> 2, 5, 35, 53 <i>South Asia</i> 2, 5, 35 <i>The World</i> 1, 2, 9-12, 37, 57, 78 <i>United States and Canada</i> 2, 5, 37, 48</p>
<p>The student will give examples of physical systems and describe their role in shaping life on Earth.</p>	
<p>1. Students will describe how the major regions of the world they study are interconnected through physical processes such as wind and/or ocean currents.</p>	<p>Student Edition: 55-58, 61 #1-3, #5-6, 283, 288 #1, #5, 326, 695 <i>Geography & History</i> 197, 713, 798 <i>National Geographic</i> 56, 58, 179, 283, 756</p> <p>Teacher Wraparound Edition: A 58; CT 59, 283; DI 58; RS 618; SP 56</p> <p>Teacher’s Resources: <i>The World</i> 56 <i>United States and Canada</i> 8</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage.</p>	<p>Student Edition: 47, 57-58, 127-128, 128 #1, #3, #5-#6, 695, 785 <i>Document-Based Questions</i> 701 <i>Geography & History</i> 123, 713 <i>National Geographic</i> 46, 126, 756 <i>Time Perspectives</i> 163-167</p> <p>Teacher Wraparound Edition: A 123; C 128, 695; CT 123, 126, 193, 619; DI 57; RS 46, 123, 618; SP 47, 619; WS 127</p> <p>Teacher’s Resources: <i>East and Southeast Asia</i> 19-21 <i>Latin America</i> 23-24 <i>South Asia</i> 11-12 <i>The World</i> 55 <i>United States and Canada</i> 23-24, 43-44, 47-48</p>
<p>D. Interconnections</p>	
<p>The student will give examples that demonstrate how people are connected to each other and the environment.</p>	
<p>1. Students will identify factors that drew people to their local communities.</p>	<p>Student Edition: 117-122, 122 #4, 125-126, 128 #7, 136, 145-147, 150 #4, 160, 162 #7, 172, 686 <i>National Geographic</i> 125 <i>Regional Atlas</i> 108 #2 <i>Time Perspectives</i> 821 #6 <i>World Literature</i> 51 #2</p> <p>Teacher Wraparound Edition: A110, 120; B 109; CT 125; HOCP 74, 83, 94, 97; SP 74</p> <p>Minnesota appears on the following pages.</p> <p>Teacher’s Resources: <i>United States and Canada</i> 2-4, 12, 43</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will analyze how the physical environment influences human activities.</p>	<p>Student Edition: 63-67, 127-128, 162 #3, 275-279, 326-327, 329, 440, 538, 542 #6, 610 <i>National Geographic</i> 126, 277, 333, 640, 774 <i>YOU Decide</i> 536-537</p> <p>Teacher Wraparound Edition: A 60, 123; B109; C 128; CT 126, 275, 450, 690; HOCP 277, 284, 289; WS 127, 449</p> <p>Teacher’s Resources: <i>Europe</i> 16 <i>Latin America</i> 43-44 <i>South Asia</i> 11-12, 41-42 <i>United States and Canada</i> 37-38</p>
<p>The student will identify examples of the changing relationships between patterns of settlement, land use and topographic features in the United States.</p>	
<p>1. Students will analyze how changes in technology and political attitudes promoted development in various regions of the United States.</p>	<p>Student Edition: 117-122, 122 #5-#6, 134-137, 141 #3, 145-147, 160, 162 #7 <i>National Geographic</i> 86, 120, 135, 160 <i>Time Perspectives</i> 77-79</p> <p>Teacher Wraparound Edition: C 122; CT 135; RS 121</p> <p>Teacher’s Resources: <i>United States and Canada</i> 11-12</p>
<p>2. Students will analyze how changes in transportation affected settlement of the country.</p>	<p>Information about transportation and the settlement of the country is found on the following pages.</p> <p>Student Edition: 75, 114, 122 #5, 135-137, 147, 160, 168 <i>National Geographic</i> 86, 120, 135 <i>Regional Atlas</i> 108 #2 <i>Time Perspectives</i> 79 #2</p> <p>Teacher Wraparound Edition: HOCP 118, 125, 129; RS 136; WS 119</p> <p>Teacher’s Resources: <i>Europe</i> 16 <i>United States and Canada</i> 11-12</p>

STANDARDS	PAGE REFERENCES
<p>The student will identify examples of the changing relationships between the patterns of settlement and land use in Minnesota.</p>	
<p>1. Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization than others.</p>	<p>Information about technology and urbanization is found on the following pages.</p> <p>Student Edition: 73, 75-76, 76 #3, 94-96, 160, 172 <i>National Geographic</i> 86, 120 <i>Regional Atlas</i> 108 #2</p> <p>Teacher Wraparound Edition: CT 160; SP 74; WS 161</p>
<p>2. Students will analyze how changes in transportation affected settlement of the state.</p>	<p>Information about transportation and the settlement of the state is found on the following pages.</p> <p>Student Edition: 75, 114, 119-120, 122 #5, #7, 136-137, 160 <i>National Geographic</i> 86, 120 <i>Regional Atlas</i> 108 #2 <i>Time Perspectives</i> 79 #2</p> <p>Teacher Wraparound Edition: HOCP 74, 83, 94, 97</p> <p>Teacher's Resources: <i>Europe</i> 16 <i>United States and Canada</i> 11-12</p>
<p>3. Students will explain the importance of site features in the establishment of Minnesota's largest cities.</p>	<p>Student Edition: 15, 74-76, 76 #3, 114, 117-122, 122 #5, #7, 126, 160, 172 <i>National Geographic</i> 120, 125 <i>Regional Atlas</i> 108 #2, 109 <i>World Literature</i> 51 #2</p> <p>Teacher Wraparound Edition: A 120; CT 125; HOCP 15, 35, 39</p>
<p>4. Students will explain the changing situation of Minnesota's largest cities and suburbs and analyze associated effects.</p>	<p>Student Edition: 76, 114, 122 #5, #7, 145-147, 150 #4, 160, 172 <i>Document-Based Questions</i> 131 #13 <i>National Geographic</i> 120, 145 <i>Time Perspectives</i> 821 #6</p> <p>Teacher Wraparound Edition: A 19; CT 147</p>

STANDARDS	PAGE REFERENCES
<p>5. Students will identify the areas of origin for people coming to Minnesota, explain the push and pull factors that brought people to the state, and analyze the impact of these changes.</p>	<p>Student Edition: 15, 75-76, 76 #6, 98 #6, 114, 117-122, 128 #6, 133, 136-137, 145-147, 160 <i>National Geographic</i> 75, 120, 145 <i>Regional Atlas</i> 109 <i>Time Perspectives</i> 821 #6 Teacher Wraparound Edition: HOCP 74, 83, 94, 97, 135, 146, 151 Teacher’s Resources: <i>United States and Canada</i> 18, 62</p>
<p>6. Students will describe the settlement pattern of Minnesota’s largest immigrant groups.</p>	<p>Student Edition: 76, 76 #3, 132, 133, 136-137, 145-147, 150 #4, 160 <i>National Geographic</i> 30, 145 <i>Time Perspectives</i> 821 #6 Teacher Wraparound Edition: HOCP 74, 83, 94, 97, 135, 146, 151</p>
<p>7. Students will use regions to analyze modern agriculture in Minnesota.</p>	<p>Student Edition: 15, 66 #3, 114, 117-122, 122 #4, 126, 160, 162 #7, 171-172 <i>Document-Based Questions</i> 131 #13 <i>National Geographic</i> 125, 160 <i>Regional Atlas</i> 109 Teacher Wraparound Edition: RS 122 Teacher’s Resources: <i>United States and Canada</i> 106</p>
<p>The student will identify how technology made some parts of Minnesota more valuable at particular times in history.</p>	
<p>1. Students will explain how Minnesota is connected to the rest of the world through international trade, and analyze the impact of this connection.</p>	<p>Student Edition: 20, 96 #6, 115, 122 #4, #5, #7, 132, 156, 162 #6-#7, 169-172 <i>Geography and You</i> 169 <i>National Geographic</i> 120 <i>Regional Atlas</i> 108 #2 Teacher Wraparound Edition: A 91; CT 169; DI 169; HOCP 159, 170, 173; RS 170 Teacher’s Resources: <i>The World</i> 5-6, 83 <i>United States and Canada</i> 9-10</p>

STANDARDS	PAGE REFERENCES
The student will describe how humans influence the environment and in turn are influenced by it.	
<p>1. Students will recognize changes over time in nearby landscapes, resulting from human occupation.</p>	<p>Student Edition: 15, 114, 117-122, 122 #4, 124, 135-137, 159-161, 172 #3 <i>Document-Based Questions</i> 131 #13 <i>National Geographic</i> 120 <i>Regional Atlas</i> 108 #2</p> <p>Teacher Wraparound Edition: A 19; RS 15 Changes over time in world landscapes are described on the following pages.</p> <p>Teacher’s Resources: <i>East and Southeast Asia</i> 23-24 <i>Latin America</i> 13-16 <i>The World</i> 58</p>
The student will demonstrate how various regional frameworks are used to analyze the variation in culture and human occupation of the Earth’s surface.	
<p>1. Students will explain the patterns of population density on the surface of the Earth and analyze the causes of population change.</p>	<p>Student Edition: 74, 99, 575 #5 <i>National Geographic</i> 74, 639 <i>Regional Atlas</i> 108, 182, 262, 366, 432, 518, 602, 678, 768 <i>Skills Handbook</i> 846</p> <p>Teacher Wraparound Edition: B 108, DI 74; RAA 262, 366, 432, 602, 678, 768; RS 75; SP 74, 432, 518, 602; WS 639</p> <p>Teacher’s Resources: <i>Australia, Oceania, and Antarctica</i> 6 #, #5, #9, 7 <i>East Asia and Southeast Asia</i> 6 #1, #3, 93-94 <i>Latin America</i> 7 <i>North Africa, Southwest Asia, and Central Asia</i> 6 #1, #4, #7, 7 <i>South Asia</i> 70 <i>The World</i> 3, 81</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will describe the patterns of languages on the surface of the Earth and identify patterns of change.</p>	<p>Student Edition: 83-84, 146, 206, 220-221, 297, 323, 472-473, 564 #6, 640, 801 <i>National Geographic</i> 83, 351, 653 <i>Time Perspectives</i> 817-819, 821 #4 <i>YOU Decide</i> 304-305</p> <p>Teacher Wraparound Edition: A 84, 221, 561, 640; CT 221, 801</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 6 #4, 60 #5 <i>Australia, Oceania, and Antarctica</i> 6 #1 <i>East and Southeast Asia</i> 6 #7 <i>North Africa, Southwest Asia, and Central Asia</i> 6 #8 <i>Russia</i> 89-90 <i>South Asia</i> 60 #5</p>
<p>3. Students will describe the patterns of religion on the surface of the Earth and identify geographic patterns of change.</p>	<p>Student Edition: 8-9, 84, 146, 153, 223, 310-311, 459-461, 492-495, 561-562, 581, 641-642, 719 <i>Chart Skills</i> 85 <i>National Geographic</i> 311, 460, 461, 641 <i>Time Perspectives</i> 502</p> <p>Teacher Wraparound Edition: A 8; CT 311, 497; RS 459, 460; SP 9, 496, 641, 718; WAA 8, 9; WS 459</p> <p>Teacher’s Resources: <i>Australia, Oceania, and Antarctica</i> 60 #10 <i>East Asia and Southeast Asia</i> 60 #7 <i>Latin America</i> 62 #7 <i>North Africa, Southwest Asia, and Central Asia</i> 59 #7-#8 <i>South Asia</i> 60 #6 <i>The World</i> 4</p>

STANDARDS	PAGE REFERENCES
<p>4. Students will describe the locations of government systems on the surface of the Earth and identify patterns of change.</p>	<p>Student Edition: 85-86, 140-141, 233, 294-303, 303 #8, 574, 653-654, 662, 737, 796-797, 797 #4 <i>National Geographic</i> 297, 322, 654 <i>Time Perspectives</i> 166-167</p> <p>Teacher Wraparound Edition: A 393; B 413; C 141; CT 140, 233, 295, 302, 414; DI 240, 297; F 413; RS 86, 394; WS 555</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 59 #5, #7 <i>Australia, Oceania, and Antarctica</i> 59 <i>East and Southeast Asia</i> 103 <i>Europe</i> 18-21, 61 #3-#4, #6 <i>North Africa, Southwest Asia, and Central Asia</i> 19-21 <i>Russia</i> 59 #3, #5, #9-#10 <i>South Asia</i> 59 <i>United States and Canada</i> 71-72</p>
<p>5. Students will describe the patterns of economies on the surface of the Earth and explain how changes in technology affect patterns of change.</p>	<p>Student Edition: 86, 94-96, 535 #4, 575 #6, 582 #7, 656-657 <i>National Geographic</i> 86, 251, 302, 325 <i>Time Perspectives</i> 77-81 <i>YOU Decide</i> 90-91, 216-217, 658-659, 747-751</p> <p>Teacher Wraparound Edition: A 333, 349, 796; CT 160, 330; DI 738; HOCP 159, 170, 173, 322, 330, 341, 351, 357; RS 731; SP 235; WS 161</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 19, 93-94 <i>Australia, Oceania, and Antarctica</i> 6 #2, #7-#8 <i>Latin America</i> 9-10 <i>North Africa, Southwest Asia, and Central Asia</i> 91-92 <i>South Asia</i> 9-10, 19-21 <i>The World</i> 5-6, 83 <i>United States and Canada</i> 9-10</p>

STANDARDS	PAGE REFERENCES
<p>6. Students will describe patterns of major regions or areas on the surface of the Earth and identify patterns of change.</p>	<p>Student Edition: 15, 19, 82-89, 96 #6, 132, 206, 465 #6, 564 #6 <i>National Geographic</i> 83, 86, 87, 88, 160 <i>Time Perspectives</i> 77-81, 817-819, 821 #4</p> <p>Teacher Wraparound Edition: B 108, 182, 262, 366, 432, 518, 602, 678, 768; RS 88; SP 88; WS 88</p> <p>Teacher's Resources: <i>Africa South of the Sahara</i> 83-85 <i>Europe</i> 105; <i>North Africa, Southwest Asia, and Central Asia</i> 103 <i>Russia</i> 1-5, 104 <i>South Asia</i> 83-85 <i>The World</i> 82 <i>United States and Canada</i> 106</p>
<p>7. Students will identify current or historic conflicts and explain how those conflicts are/were influenced by geography.</p>	<p>Student Edition: 326, 463-465, 508, 582 #5 <i>Document-Based Questions</i> 595 #14 <i>Geography & History</i> 489, 713 <i>National Geographic</i> 421, 464 <i>Time Perspectives</i> 241-245, 343-347, 583-587, 817-821 <i>You Decide</i> 90-91, 467-468, 780-781</p> <p>Teacher Wraparound Edition: A 326, 713; B 107, 181, 261, 365, 431, 517, 583, 601, 677, 767; CT 462, 463, 464, 818; DI 508; RS 464; SP 585; WS 326</p> <p>Teacher's Resources: <i>Africa South of the Sahara</i> 84-85, 106 <i>East and Southeast Asia</i> 59 #6-#8, 91-92 <i>Russia</i> 84 <i>United States and Canada</i> 61 #4-#6</p>

STANDARDS	PAGE REFERENCES
<p>The student will demonstrate how various regional frameworks are used to analyze the variation in physical environment.</p>	
<p>1. Students will analyze the way peoples' perception of regions vary and are affected by individual perspective and culture.</p>	<p>Student Edition: 15, 19-20, 88-89, 132, 133, 206, 324-326, 492-494 <i>Geography and You</i> 145 <i>National Geographic</i> 88, 160 <i>Time Perspectives</i> 413-417, 821 #6, 499-503 <i>YOU Decide</i> 90-91</p> <p>Teacher Wraparound Edition: A 91, 326, 405, 481, 495, 502, 569, 725; CT 160, 475, 495; WS 161, 326</p> <p>Teacher's Resources: <i>Australia, Oceania, and Antarctica</i> 19-21 <i>Latin America</i> 62 <i>North Africa, Southwest Asia, and Central Asia</i> 60 <i>Russia</i> 13-14, 41-42, 56 <i>South Asia</i> 60 <i>United States and Canada</i> 62</p>
<p>2. Students will provide examples at differing scales of how regions are important to people as symbols for unifying society.</p>	<p>Student Edition: 15, 19-20, 88-89, 206, 292, 307, 312 #7, 326, 492-494, 564 #5 <i>National Geographic</i> 88, 160 <i>Time Perspectives</i> 434-347, 499-503 <i>YOU Decide</i> 90-91</p> <p>Teacher Wraparound Edition: AC 91; B 108, 182, 262, 366, 432, 518, 602, 678, 768; CT 344; RS 90; WPI 155, 229, 317, 405, 481, 569, 649, 725, 809</p> <p>Teacher's Resources: <i>Africa South of the Sahara</i> 103 <i>Australia, Oceania, and Antarctica</i> 19-21, 65-66 <i>Latin America</i> 62, 67-68 <i>North Africa, Southwest Asia, and Central Asia</i> 60 <i>Russia</i> 13-14, 19-21, 41-42, 56 <i>South Asia</i> 60 <i>United States and Canada</i> 62</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will describe how physical processes affect different regions of the world.</p>	<p>Student Edition: 19-20, 42-48, 49-54, 55-61, 535 #6, 582 #7 <i>Geography & History</i> 62, 123, 281 <i>National Geographic</i> 47, 618, 756, 830 <i>Time Perspectives</i> 241-243 <i>YOU Decide</i> 536-537</p> <p>Teacher Wraparound Edition: A 58, 123; CT 48, 52, 53, 54; DI 47; RS 46, 118, 618; SP 47, 50</p> <p>Teacher’s Resources: <i>Russia</i> 41-42 <i>The World</i> 55 <i>United States and Canada</i> 23-24, 43-44, 47-48</p>
<p>4. Students will interpret regional variation in the relationships among soil, climate, plant and animal life, and landforms.</p>	<p>Student Edition: 19, 49-54, 55-61, 124-128, 198-202, 538-542 <i>National Geographic</i> 31, 125, 199, 284, 285, 379, 539, 696, 784 <i>Reference Atlas</i> 1-37 <i>Time Perspectives</i> 241-243 <i>World Atlas</i> 2-5</p> <p>Teacher Wraparound Edition: B 106, 180, 260, 364, 430, 516, 600, 676, 766; C 202; CT 200, 202; HOCP 533, 539, 543; RS 125, 126, 199, 200; SP 127, 201</p> <p>Teacher’s Resources: <i>Latin America</i> 38 <i>North Africa, Southwest Asia, and Central Asia</i> 36, 41-42 <i>Russia</i> 36, 41-42 <i>South Asia</i> 36 <i>The World</i> 1, 2, 9-12, 57, 78 <i>United States and Canada</i> 13-16, 38</p>

STANDARDS	PAGE REFERENCES
E. Essential Skills	
The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.	
<p>1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.</p>	<p>Student Edition: 66 #7, 328 #7, 498 #7 <i>Extended Response</i> 425 <i>Skills Handbook</i> 839 <i>Time Perspectives</i> 81, 167, 245, 347, 417, 503, 587, 637, 751, 821</p> <p>Teacher Wraparound Edition: CT 839, 842; RS 839; SP 842</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 69-70 <i>Europe</i> 69-70, 95-96 <i>Latin America</i> 45-46, 95-96 <i>Russia</i> 7, 27-32 <i>South Asia</i> 27-32 <i>United States and Canada</i> 9-10, 12, 48, 93-94</p>
<p>2. Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos, and other images.</p>	<p>Student Edition: 16-17, 34, 44, 70, 230, 329, 694, 702 <i>Geography Skills Handbook</i> 22-33 <i>National Geographic</i> 36, 52, 333, 506 <i>Reference Atlas</i> 1-37 <i>Regional Atlas</i> 605 <i>World Atlas</i> 2-9</p> <p>Teacher Wraparound Edition: AI 271; LI 270; MAP 1, 103, 177, 257, 361, 427, 513, 597, 673, 763; PI 271; RS 270, 271; SP 390; WMIII 270</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 93-94 <i>East and Southeast Asia</i> 43 <i>Latin America</i> 19-21 <i>The World</i> 1-4 <i>United States and Canada</i> 1-5, 12, 48</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will locate major political and physical features of the United States and the world.</p>	<p>Student Edition: 140-141, 653-654, 743-744 <i>National Geographic</i> 214, 297, 322, 493, 611, 743 <i>Reference Atlas</i> 1-37 <i>Regional Atlas</i> 105-107, 179-181, 259-261, 515-517, 599-601, 765-767</p> <p>Teacher Wraparound Edition: A 120, 258; B 260, 676; CT 117, 118, 193; DI 119; GFF 105, 179, 259, 675; RAA 107, 260, 516, 517, 676; RS 118, 120, 193; SP 107, 120, 180, 194, 260, 676; WAA 7</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 1-5, 35 <i>East and Southeast Asia</i> 35, 37 <i>Europe</i> 3, 4; <i>Latin America</i> 37 <i>North Africa, Southwest Asia, and Central Asia</i> 35 <i>Russia</i> 1-5, 35 <i>The World</i> 37 <i>United States and Canada</i> 1-5,</p>
<p>HISTORICAL SKILLS GRADES 4-8</p>	
<p>IV. HISTORICAL SKILLS</p>	
<p>A. Concepts of Time</p>	
<p>The student will acquire skills of chronological thinking.</p>	
<p>1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.</p>	<p>Student Edition: 16, 69, 76 #7 <i>Geography Skills Handbook</i> 33 <i>History at a Glance</i> 136-137, 212-213, 300-301, 390-391, 462-463, 552-553, 630-631, 710-711, 794-795 <i>National Geographic</i> 135, 738 <i>Skills Handbook</i> 845</p> <p>Teacher Wraparound Edition: DI 845; SP 136, 212, 213, 463, 553, 710, 794, 845</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 18 <i>Australia, Oceania, and Antarctica</i> 18, 77, 80 <i>Europe</i> 18 <i>Latin America</i> 17-18 <i>North Africa, Southwest Asia, and Central Asia</i> 80, 95-96 <i>Russia</i> 17-18 <i>South Asia</i> 17-18 <i>The World</i> 13-14</p>

STANDARDS	PAGE REFERENCES
B. Historical Resources	
The student will begin to use historical resources.	
<p>1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.</p>	<p>Student Edition: <i>Document-Based Questions</i> 69, 315, 479, 567, 623, 701, 807 <i>Skills Handbook</i> 839, 842, 843 <i>Time Perspectives</i> 77-81, 241-245, 413-417, 633-637, 747-751 <i>World Literature</i> 51, 324</p> <p>Teacher Wraparound Edition: T54-T55 CT 839, 842; RS 78, 79, 244, 415, 634, 635, 749, 839; SP 842; T51, 148, 222, 324</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 27-32, 69-70 <i>Latin America</i> 27-34 <i>Russia</i> 27-32, 45-46, 67 <i>South Asia</i> 27-32, 45-49 <i>The World</i> 23-28 <i>United States and Canada</i> 27-34, 97</p>
<p>2. Students will assess the credibility and determine appropriate use of different sorts of sources.</p>	<p>Student Edition: <i>Reading Social Studies</i> 606-607 <i>Skills Handbook</i> 839, 842, 843 <i>Time Perspectives</i> 343-347, 499-503, 817-821 <i>World Literature</i> 324 <i>YOU Decide</i> 90-91, 142-143, 216-217, 304-305, 376-377, 466-467, 536-537, 658-659, 734-745, 780-781</p> <p>Teacher Wraparound Edition: AC 217; AI 607; CT 376, 839, 842, 843; LI 606; PI 607; RS 216, 606, 607, 839</p> <p>Teacher’s Resources: <i>East and Southeast Asia</i> 45-46 <i>Russia</i> 71-73, 93-94, 99-100 <i>South Asia</i> 71-73 <i>United States and Canada</i> 97-99</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will investigate the ways historians learn about the past if there are no written records.</p>	<p>Student Edition: 16, 82, 135, 294-295, 456-458, 562 <i>History at a Glance</i> 136, 300-301, 630-631 <i>National Geographic</i> 36, 298, 299, 459, 562, 627, 705 <i>YOU Decide</i> 466-467 Teacher Wraparound Edition: A 467; AC 467; F 466</p>
<p>C. Historical Inquiry The student will apply research skills by investigating a topic in U.S. history.</p>	
<p>1. Students will define a research topic that can be studied using a variety of historical sources.</p>	<p>Student Edition: 412 #7, 498 #7, 582 #5, 632 #4 <i>Extended Response</i> 545, 701 <i>Time Perspectives</i> 81, 167, 245, 347, 417, 503, 587, 637, 751, 821 Teacher Wraparound Edition: AI 685; CT 839, 842; HOCP 74, 83, 94, 97, 118, 125, 129; LI 684; PI 685; RS 684, 685, 839; SP 842 Teacher's Resources: <i>Africa South of the Sahara</i> 45-46 <i>East and Southeast Asia</i> 25-26 <i>Europe</i> 103-104 <i>The World</i> 73-74</p>
<p>2. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.</p>	<p>Student Edition: 712 #2, 733 #4, 741 #5 <i>Extended Response</i> 567, 723 <i>Skills Handbook</i> 843 <i>Time Perspectives</i> 81, 167, 245, 347, 417, 503, 587, 637, 751, 821 Teacher Wraparound Edition: CT 839, 842; HOCP 74, 83, 94, 97, 118, 125, 129; RS 839; SP 842 Teacher's Resources: <i>Africa South of the Sahara</i> 69-70 <i>Australia, Oceania, and Antarctica</i> 69-70 <i>North Africa, Southwest Asia, and Central Asia</i> 98-99 <i>South Asia</i> 93-94 <i>United States and Canada</i> 97-99</p>

STANDARDS	PAGE REFERENCES
<p>3. Students will develop strategies to find, collect, and organize historical research.</p>	<p>Student Edition: 15, 303 #5, 741 #5 <i>Extended Response</i> 723 <i>Reading Social Studies</i> 188-189, 368-369 <i>Skills Handbook</i> 839, 843 <i>Time Perspectives</i> 81, 167, 245, 347, 417, 503, 587, 637, 751, 821</p> <p>Teacher Wraparound Edition: AI 189; CT 839, 842; HOCP 74, 83, 94, 97, 118, 125, 129; LI 188; PI 189; RS 188, 189, 839; SP 842</p> <p>Teacher’s Resources: <i>Australia, Oceania, and Antarctica</i> 45-46, 69-70 <i>East and Southeast Asia</i> 95-96 <i>Europe</i> 97-98 <i>Latin America</i> 47-51, 53-54, 71-72, 97-98 <i>North Africa, Southwest Asia, and Central Asia</i> 45-46 <i>Russia</i> 67-70 <i>South Asia</i> 95-96 <i>United States and Canada</i> 97-99</p>
<p>The student will analyze historical evidence and draw conclusions.</p>	
<p>1. Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author’s interpretation of historical events.</p>	<p>Student Edition: <i>Document-Based Questions</i> 69, 153, 315, 479, 567, 623, 701, 807, 833 <i>Reading Social Studies</i> 606-607 <i>Skills Handbook</i> 839, 842, 843 <i>World Literature</i> 51, 324, 381, 717</p> <p>Teacher Wraparound Edition: T54-T55 AI 607; CT 842, 843; LI 606; PI 607; RS 606, 607; SP 842</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 27-30, 69-70 <i>Latin America</i> 27-30 <i>Russia</i> 27-30 <i>South Asia</i> 27-30 <i>The World</i> 23-26 <i>United States and Canada</i> 27-30</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.</p>	<p>Student Edition: <i>Document-Based Questions</i> 99, 175, 227, 291 <i>Reading Social Studies</i> 368-369, 606-607 <i>Skills Handbook</i> 839, 841, 842 <i>Time Perspectives</i> 165 #2, 345 #1 <i>YOU Decide</i> 90-91, 304-305, 734-735, 780-781</p> <p>Teacher Wraparound Edition: T54-T55 A 502; AI 369, 607; CT 842, 843; LI 368, 606; PI 369, 607; RS 368, 369, 606, 607; SP 842</p> <p>Teacher's Resources: <i>Africa South of the Sahara</i> 27-30, 69-70 <i>Australia, Oceania, and Antarctica</i> 95-96 <i>Latin America</i> 27-30 <i>North Africa, Southwest Asia, and Central Asia</i> 69 <i>Russia</i> 27-30, 71-73 <i>South Asia</i> 27-30 <i>The World</i> 23-26 <i>United States and Canada</i> 27-30, 71-72</p>
<p>3. Students will understand the concepts of historical context and multiple causation.</p>	<p>Student Edition: 298-303, 459-465, 549-555, 661-662, 705-712 <i>Time Perspectives</i> 77-81, 163-167, 241-245, 343-347, 413-417, 499-503, 583-587, 633-637, 747-751, 817-821</p> <p>Teacher Wraparound Edition: A 344; AI 439; DI 459, 551; LI 438; PI 439; RS 438, 439; WS 551</p> <p>Teacher's Resources: <i>Africa South of the Sahara</i> 19-21, 43, 67, 101-102; <i>Europe</i> 48 <i>North Africa, Southwest Asia, and Central Asia</i> 25-26</p>

STANDARDS	PAGE REFERENCES
<p>4. Students will create a timeline that illustrates the relationship of their topic to other historic events.</p>	<p>Students may create timelines based on information on the following pages.</p> <p>Student Edition: 16, 112-113, 134, 294, 498 #2 <i>History at a Glance</i> 136-137, 212-213, 300-301, 390-391, 462-463, 552-553, 630-631, 710-711, 794-795 <i>National Geographic</i> 135 <i>Skills Handbook</i> 845 <i>Time Journal</i> 100, 154, 228, 316, 404, 480, 568, 648, 724, 808</p> <p>Teacher Wraparound Edition: A 464; HOCP 74, 83, 94, 97; RS 460; SP 16</p> <p>Teacher’s Resources: <i>Africa South of the Sahara</i> 17 <i>Australia, Oceania, and Antarctica</i> 17 <i>Europe</i> 17 <i>Latin America</i> 17, 69-70 <i>North Africa, Southwest Asia, and Central Asia</i> 67-68 <i>Russia</i> 17-18 <i>South Asia</i> 17 <i>The World</i> 13-14 <i>United States and Canada</i> 17;</p>
<p>The student will present and explain the findings of a research project.</p>	
<p>1. Students will analyze how historians present their work in multiple formats.</p>	<p>Student Edition: <i>Document-Based Questions</i> 69, 227, 291, 425, 567, 623, 701, 807 <i>Reading Social Studies</i> 368-369, 438-439, 606-607 <i>Skills Handbook</i> 837, 839-840, 842-845 <i>YOU Decide</i> 466-467</p> <p>Teacher Wraparound Edition: HOCP 580, 591, 593, 573, 628, 641, 645, 654, 662, 667, 669, 711, 716, 721; RS 840, 844; SP 842</p> <p>Teacher’s Resources: <i>Australia, Oceania, and Antarctica</i> 97-99 <i>Europe</i> 49-51 <i>Latin America</i> 73-75 <i>North Africa, Southwest Asia, and Central Asia</i> 97-100 <i>Russia</i> 47-48, 95-97 <i>South Asia</i> 101-102 <i>The World</i> 47-48, 69-71 <i>United States and Canada</i> 53-54</p>

STANDARDS	PAGE REFERENCES
<p>2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.</p>	<p>Student Edition: 816 #7 <i>Extended Response</i> 255, 453, 671 <i>Time Perspectives</i> 81, 167, 245, 347, 417, 503, 587, 637, 751, 821 <i>World Literature</i> 717 #2</p> <p>Teacher Wraparound Edition: HOCP 74, 83, 94, 97, 580, 591, 593, 573, 628, 641, 645, 654, 662, 667, 669, 711, 716, 721</p> <p>Teacher’s Resources: <i>Australia, Oceania, and Antarctica</i> 97-100 <i>Europe</i> 49-52; <i>East and Southeast Asia</i> 71-73 <i>Latin America</i> 73-75, 99-101 <i>North Africa, Southwest Asia, and Central Asia</i> 97-100 <i>Russia</i> 47-49, 95-97 <i>South Asia</i> 43-44, 101-102 <i>The World</i> 47-48, 69-71, 95-98 <i>United States and Canada</i> 19-21, 49-54, 73-75</p>
<p>3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.</p>	<p>Student Edition: 303 #6, 720 #6, 733 #5, 741 #6, 746 #7 <i>Extended Response</i> 723 <i>Time Perspectives</i> 81, 167, 245, 347, 417, 503, 587, 637, 751, 821</p> <p>Teacher Wraparound Edition: AI 10; C 81, 167, 245; LI 10; PI 10; RS 10, 11</p> <p>Teacher’s Resources: <i>The World</i> 99 <i>United States and Canada</i> 101-102</p>
<p>4. Students will learn how to cite sources and to document their research in the form of a bibliography.</p>	<p>Students may cite resources using information and activities on the following pages.</p> <p>Student Edition: 741 #5, 746 #4 <i>Extended Response</i> 255, 723 <i>Skills Handbook</i> 839 <i>Time Perspectives</i> 81, 167, 245, 347, 417, 503, 587, 637, 751, 821</p> <p>Teacher’s Resources: <i>Australia, Oceania, and Antarctica</i> 51-52</p>

STANDARDS	PAGE REFERENCES
<p>5. Students will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in a new interpretive format.</p>	<p>Students may paraphrase and analyze for plagiarism during information and activities on the following pages.</p> <p>Student Edition: 303 #7, 741 #6 <i>Extended Response</i> 723 <i>Reading Social Studies</i> 526-527 <i>Skills Handbook</i> 839 <i>Time Perspectives</i> 81, 167, 245, 347, 417, 503, 587, 637, 751, 821</p> <p>Teacher Wraparound Edition: AI 527; LI 526; PI 527; RS 302, 526, 527</p> <p>Teacher's Resources: <i>Africa South of the Sahara</i> 25-26, 75-76</p>