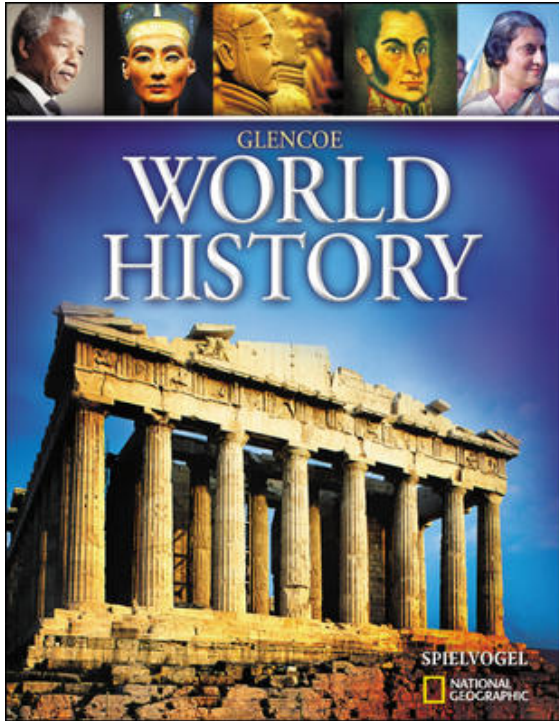




Glencoe

Course Level Expectations
World History



STANDARDS	PAGE REFERENCES
World History	
2. Knowledge of principles and processes of governance systems	
B. Similarities and differences of governmental systems	
<p>Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, and theocratic, and describe their impact.</p>	<p>Student Edition: 29, 57, 87-88, 114, 121, 148-150, 357-359, 464-465, 569, 586-593, 656-657, 668-670, 796-799, 960-961, 975, 1012-1017</p> <p><i>Connecting to the United States</i> 568</p> <p><i>History & Arts</i> 465</p> <p><i>Infographics</i> 149, 357</p> <p><i>National Geographic</i> 797</p> <p><i>Reading Check</i> 359</p> <p>Teacher Wraparound Edition: C 569, 1017; CT 29, 88, 121, 961; DI 148; EC 120</p>

Codes used for Teacher Wraparound Edition pages are the initial caps of headings on that page.

STANDARDS	PAGE REFERENCES
Principles of Constitutional Democracy	
1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	
A. Principles of constitutional democracy in the United States	
<p>a. Analyze changes in democracy and republics over time</p>	<p>Student Edition: 121, 148-150, 152-159, 569, 586-593, 961 <i>Analyzing Primary Sources</i> 594-595 <i>Infographics</i> 149, 153 <i>People in History</i> 155 <i>Reading Check</i> 569 <i>Turning Point</i> 120</p> <p>Teacher Wraparound Edition: ACL 590; C 151, 569; CT 121; DI 121, 148; EC 120; RS 581, 587; WS 157</p>
<p>b. Apply the following in the context of the historical period being studied:</p> <ol style="list-style-type: none"> 1. democracy 2. republic 3. changing role of government 4. representation 	<p>Student Edition: 121, 148-150, 152-159, 569, 586-593, 961 <i>Analyzing Primary Sources</i> 594-595 <i>Infographics</i> 149, 153 <i>People in History</i> 155 <i>Reading Check</i> 569 <i>Turning Point</i> 120</p> <p>Teacher Wraparound Edition: ACL 590; C 151, 569; CT 121; DI 121, 148; EC 120; RS 581, 587; WS 157</p>
B. Role of citizens and governments in carrying out constitutional principles	
<p>Explain the relevance and the connection of constitutional principles in the following documents:</p> <ol style="list-style-type: none"> 1. Magna Carta 2. Enlightenment writings of Hobbes, Locke, Rousseau, Montesquieu and the Social Contract Theory 	<p>Student Edition: 317-318, 476-477, 546-551 <i>Connecting to the United States</i> 476 <i>People in History</i> 549 <i>Reading Check</i> 477, 547, 549 <i>Turning Point</i> 318</p> <p>Teacher Wraparound Edition: ACL 476; AIC 318, 548; C 477; CT 569; DI 318; EC 549; RS 318, 476, 551; WS 477</p>

STANDARDS	PAGE REFERENCES
Principles and Processes of Governance Systems	
2. Knowledge of principles and processes of governance systems	
B. Similarities and differences of governmental systems	
<p>Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchic, oligarchic and theocratic, and describe their impact</p>	<p>Student Edition: 29, 57, 87-88, 114, 121, 148-150, 357-359, 464-465, 569, 586-593, 656-657, 668-670, 796-799, 960-961, 975, 1012-1017</p> <p><i>Connecting to the United States</i> 568 <i>History & Arts</i> 465 <i>Infographics</i> 149, 357 <i>National Geographic</i> 797 <i>Reading Check</i> 359</p> <p>Teacher Wraparound Edition: C 569, 1017; CT 29, 88, 121, 961; DI 148; EC 120</p>
C. Processes of governmental systems	
<p>Analyze the processes pertaining to:</p> <ol style="list-style-type: none"> 1. selection of political leaders 2. functions and styles of leadership (including authoritarian, democratic and <i>laissez faire</i>) 3. governmental systems 4. how laws and rules are made, enforced, changed and interpreted 	<p>Student Edition: 121, 149-150, 548-551, 569</p> <p><i>Infographic</i> 149, 550 <i>People in History</i> 549 <i>Reading Check</i> 550, 569 <i>Turning Point</i> 120</p> <p>Teacher Wraparound Edition: CT 121, 550; DI 121, 568; RS 550, 551; WS 149</p>

STANDARDS	PAGE REFERENCES
Missouri, United States and World History	
3a. Knowledge of continuity and change in the history of Missouri and the United States	
X. Causes, comparisons, and results of major twentieth-century wars	
<p>Examine the wars of the twentieth-century pertinent to US history including: causes, comparisons, consequences and peace efforts</p>	<p>Student Edition:</p> <p>758-761, 762-769, 778-783, 856-861, 864-871, 880-887, 900-907, 1001-1002</p> <p><i>Analyzing Primary Sources</i> 862-863</p> <p><i>Connecting to the United States</i> 1002</p> <p><i>Geography & History</i> 872-873</p> <p><i>History & Arts</i> 760, 782</p> <p><i>Infographics</i> 766, 881, 882</p> <p><i>National Geographic</i> 759, 763, 779, 857, 860, 865, 866, 868, 886, 901</p> <p><i>People in History</i> 781, 870</p> <p><i>Political Cartoons</i> 859</p> <p><i>Reading Check</i> 759, 765, 769, 883, 887</p> <p><i>Science, Technology & Society</i> 764-765</p> <p><i>Social History</i> 922-923</p> <p><i>Turning Point</i> 885</p> <p>Teacher Wraparound Edition:</p> <p>AEC 767; C 769, 783, 907; CT 760, 767, 769, 923; DI 764, 768, 857; EC 866, 883; HCP 760; RS 760, 867, 886; SP 779, 863; WS 760, 765, 1002</p>

STANDARDS	PAGE REFERENCES
3b. Knowledge of continuity and change in the history of the world	
G. Knowledge of contributions and interactions of major world civilizations	
Describe the dominant characteristics, contributions of, and interactions among major civilizations of Asia, Europe, Africa, the Americas and the Middle East in ancient and medieval times	<p>Student Edition:</p> <p>4-11, 14-19, 28-33, 36-43, 48-51, 54-57, 68-71, 76-81, 86-93, 94-99, 108-109, 112-117, 118-123, 126-131, 134-139, 148-151, 152-159, 196-199, 200-203, 204-207, 238-239, 242-249, 270-272, 280-281, 283, 306-307, 308-313, 316-321, 322-327, 386-371, 372-379, 382-385</p> <p><i>Analyzing Primary Sources</i> 58-59</p> <p><i>Connecting to the United States</i> 50</p> <p><i>Egyptian Kingdoms</i> 38-39</p> <p><i>Geography & History</i> 82-83, 240-241</p> <p><i>History & Arts</i> 10, 28, 36, 42, 48, 113, 325</p> <p><i>Infographics</i> 71, 88, 97, 128, 149, 248, 306, 311, 312, 323, 376</p> <p><i>National Geographic</i> 5, 68, 77, 86, 135, 158, 197, 201, 238, 243, 272, 303, 309, 320, 326, 374</p> <p><i>Opposing Viewpoints</i> 198</p> <p><i>People in History</i> 130</p> <p><i>Reading Check</i> 11, 31, 41, 51, 79, 81, 99, 139, 201, 205, 239, 318, 324</p> <p><i>Science, Technology & Society</i> 9, 78, 205, 274</p> <p><i>Social History</i> 12-13, 132-133, 208-209</p> <p><i>Turning Point</i> 17, 91, 120, 246, 280, 318</p> <p>Teacher Wraparound Edition:</p> <p>ACL 16; AEC 41; AIC 138, 376; ATC 39; B 132; C 11, 19, 42, 51, 81, 117, 131, 139, 207, 239, 249, 283, 321, 385; CT 31, 36, 87, 138; DI 69, 377; HCP 29; SP 68</p>

STANDARDS	PAGE REFERENCES
H. Influence of the Renaissance and Reformation	
<p>Analyze the following developments related to the Renaissance and Reformation including: new ways of thinking, humanism, new developments in arts and their impact on later developments</p>	<p>Student Edition: 398-403, 406-411, 412-417, 418-423 <i>Chart Skills</i> 422 <i>History & Arts</i> 399, 401, 407, 410 <i>National Geographic</i> 419 <i>People in History</i> 408, 414, 420 <i>Reading Check</i> 401, 402, 409, 410, 421, 422, 423 <i>Social History</i> 404-405 <i>Turning Point</i> 413</p> <p>Teacher Wraparound Edition: AIC 405; C 403, 411, 417, 423; CT 402, 407, 413, 415, 417, 420; EC 408, 414, 420; F 404; HCP 401; RS 401, 402, 407, 409, 420; SP 419; WS 410, 413, 416</p>
I. Causes and effects of European overseas expansion	
<p>Assess the impact of the First Global Age, including the Columbian Exchange; the origins and consequences of European overseas expansion; the effect of European arms and economic power on other parts of the world; resulting transformations in the Americas, Africa, Asia and Europe and conflicts among European maritime and land powers</p>	<p>Student Edition: 430-437, 438-441, 444-447 <i>National Geographic</i> 431, 439, 445 <i>Reading Check</i> 431, 436, 437, 447 <i>Science, Technology & Society</i> 433 <i>Social History</i> 442-443 <i>Turning Point</i> 433</p> <p>Teacher Wraparound Edition: C 437, 447; CT 446; DI 436, 439, 446; EC 436; F 442; HCP 431; RS 431, 432; SP 443, 445</p>

STANDARDS	PAGE REFERENCES
J. Impact of Scientific Revolution	
<p>Analyze the Scientific Revolution in the context of what it was, its antecedents and its impact on Europe and the world</p>	<p>Student Edition: 538-545 <i>National Geographic</i> 539 <i>Opposing Viewpoints</i> 541 <i>Reading Check</i> 539, 542, 543, 545 <i>Science, Technology & Society</i> 544 <i>Turning Point</i> 542</p> <p>Teacher Wraparound Edition: ACL 543; C 545; CT 541, 544, 545; DI 540; HCP 539; RS 539, 540, 544; SP 539, 542; WS 541, 543</p>
K. Effect of the Enlightenment on major revolutions	
<p>a. Evaluate the Enlightenment, including its principle ideas, its antecedents, its challenge to absolutist monarchies and others and its effects on world history</p>	<p>Student Edition: 546-553 <i>Infographics</i> 550, 552 <i>National Geographic</i> 547 <i>People in History</i> 549 <i>Reading Check</i> 547, 549, 550, 553</p> <p>Teacher Wraparound Edition: AIC 548; C 553; CT 548, 549, 550, 551; DI 548; EC 549, 551; RS 549, 550, 551, 552; SP 547, 552; WS 547, 551</p>

STANDARDS	PAGE REFERENCES
<p>b. Identify and explain the major revolutions of the 18th and 19th centuries, including: political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political and economic globalization)</p>	<p>Student Edition: 538-545, 566-569, 576-583, 586-593, 614-621, 627-629, 652-657</p> <p><i>Analyzing Primary Sources</i> 594-595, 622-623 <i>Connecting to the United States</i> 568, 582 <i>History & Arts</i> 579, 580, 587, 627 <i>National Geographic</i> 539, 567, 615, 653 <i>Opposing Viewpoints</i> 541 <i>People in History</i> 588 <i>Political Cartoons</i> 577, 592 <i>Reading Check</i> 568, 578, 619, 629 <i>Science, Technology & Society</i> 544, 618, 654 <i>The Reign of Terror</i> 590-591 <i>Turning Point</i> 542, 617</p> <p>Teacher Wraparound Edition: ACL 623, 628; AIC 581; C 545, 569, 583, 593, 621, 629, 657; CT 569; DI 568; EC 542, 582; F 622; HCP 539; RS 618, 622, 627; SP 615, 653; WS 592</p>
<p>L. Causes and consequences of economic theories and practices</p>	
<p>Describe the evolution of diverse economic theories and practices, including: manorialism, mercantilism, laissez-faire capitalism and socialism. Describe the social and political effects these have had on various societies</p>	<p>Student Edition: 336-337, 438, 549-550, 655-657</p> <p><i>History & Arts</i> 656 <i>Infographics</i> 337, 550 <i>People in History</i> 549 <i>Reading Check</i> 550, 657</p> <p>Teacher Wraparound Edition: AEC 336, 656; CT 336, 550; RS 336, 656</p>

STANDARDS	PAGE REFERENCES
M. Causes, comparisons and results of major twentieth-century wars	
<p>Analyze all significant wars of the twentieth century, including: causes, comparisons, consequences and peace efforts</p>	<p>Student Edition:</p> <p>758-761, 762-769, 772-777, 778-783, 856-861, 864-871, 880-887, 900-907, 1001-1002</p> <p><i>Analyzing Primary Sources</i> 862-863</p> <p><i>Connecting to the United States</i> 1002</p> <p><i>Geography & History</i> 872-873</p> <p><i>History & Arts</i> 760, 782</p> <p><i>Infographics</i> 766, 776, 881, 882</p> <p><i>National Geographic</i> 759, 763, 773, 779, 857, 860, 865, 866, 868, 886, 901</p> <p><i>People in History</i> 781, 870</p> <p><i>Political Cartoons</i> 859</p> <p><i>Reading Check</i> 759, 765, 769, 774, 777, 883, 887</p> <p><i>Science, Technology & Society</i> 764-765</p> <p><i>Social History</i> 922-923</p> <p><i>Turning Point</i> 775, 885</p> <p>Teacher Wraparound Edition:</p> <p>AEC 767; C 769, 777, 783, 907; CT 760, 767, 769, 774, 775, 776, 923; DI 764, 768, 857; EC 866, 883; HCP 760; RS 760, 774, 867, 886; SP 779, 863; WS 760, 765, 777, 1002</p>

STANDARDS	PAGE REFERENCES
N. Causes, reactions and consequences of European and Japanese imperialism	
<p>Evaluate European and Japanese imperialism of the late 19th and 20th century and the independence movements in Africa and Asia: causes, reactions, short- and long-term consequences</p>	<p>Student Edition: 686-691, 692-699, 702-707, 708-715, 728-731, 743-744, 758-759, 828-832</p> <p><i>Geography & History</i> 700-701</p> <p><i>Infographics</i> 694, 703, 831</p> <p><i>National Geographic</i> 669, 693, 705, 709, 742, 829</p> <p><i>Opposing Viewpoints</i> 698</p> <p><i>People in History</i> 690, 706, 710</p> <p><i>Political Cartoons</i> 689, 713, 730</p> <p><i>Reading Check</i> 687, 690, 691, 694, 695, 705, 707, 729, 745, 831, 832</p> <p><i>Social History</i> 716-717</p> <p><i>Turning Point</i> 744, 833</p> <p>Teacher Wraparound Edition: ACL 698; C 691, 699, 731, 745; AEC 700; CT 690, 697, 706, 715, 729, 730, 832; DI 712, 832; EC 701, 744, 831; HCP 688; IC 833; RS 695, 701; SP 693, 833</p>
O. Causes and consequences of major demographic changes	
<p>Outline major demographic changes and migrations from prehistoric times to the present, including: their causes and consequences (e.g. rural to urban, less developed to more developed)</p>	<p>Student Edition: 14-16, 46-47, 247, 352, 441, 619, 658, 989, 1018, 1050</p> <p><i>Connecting to the United States</i> 768, 964</p> <p><i>Infographics</i> 517, 942</p> <p><i>National Geographic</i> 353, 659</p> <p><i>Reading Check</i> 16, 1050</p> <p><i>Turning Point</i> 17, 246, 354</p> <p>Teacher Wraparound Edition: ACL 16; AIC 353; ATC 942; CT 247; DI 619, 1050; RS 441; SP 353; WS 246</p>

STANDARDS	PAGE REFERENCES
Economic Concepts and Principles	
4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	
J. Knowledge of economic institutions	
<p>Explain the roles of trade, treaties, international organizations and comparative advantage in the global economy</p>	<p>Student Edition: 16, 247, 338, 435-436, 438-441, 528, 940, 945, 1051-1053 <i>Geography & History</i> 82-83, 240-241 <i>Infographics</i> 247 <i>National Geographic</i> 439, 941 <i>Reading Check</i> 440, 1053 <i>Social History</i> 442-443 <i>Turning Point</i> 436</p> <p>Teacher Wraparound Edition: AEC 240, 1052; C 441; CT 83, 1052; EC 83; F 240; SP 16; WS 1051</p>
Elements of Geographical Study and Analysis	
5. Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment	
C. Understanding the concept of place	
<p>a. Describe physical characteristics and human characteristics that make specific places unique</p>	<p>Student Edition: 26-29, 34-36, 41-43, 66-68, 84-85, 106-107, 146-147, 368-371 <i>Connecting to the United States</i> 161 <i>History & Arts</i> 28, 36, 42, 434 <i>Infographics</i> 370 <i>Making Connections</i> 24 <i>National Geographic</i> 35, 67, 85, 107, 147, 369 <i>Reading Check</i> 27, 36, 43, 85, 107, 147 <i>Social History</i> 44-45, 166-167</p> <p>Teacher Wraparound Edition: AIC 147; C 43, 371; MAP 25; WS 41</p>

STANDARDS	PAGE REFERENCES
<p>b. Explain how and why places change</p>	<p>Student Edition: 273, 283, 284-286, 566-568, 774-777, 939 <i>Infographics</i> 71, 938 <i>Making Connections</i> 24 <i>National Geographic</i> 567, 937 <i>Reading Check</i> 286, 939 <i>Turning Point</i> 120, 318, 502, 775, 885, 970, 991</p> <p>Teacher Wraparound Edition: CT 285; WS 777, 938</p>
<p>c. Explain how and why different people may perceive the same place in varied ways</p>	<p>Student Edition: 996, 998-1000, 1020 <i>History & Arts</i> 434 <i>National Geographic</i> 997, 998 <i>Social History</i> 842-843</p> <p>Teacher Wraparound Edition: AIC 434; RS 842; SP 434; WS 1021</p>
<p>F. Understanding relationships between and among regions</p>	
<p>a. List and explain criteria that give regions their identities in different periods of world history</p>	<p>Student Edition: 26-33, 34-36, 46-51, 54-57, 66-75, 84-93, 484-489, 492-495, 498-503, 510-515, 516-519 <i>Analyzing Primary Sources</i> 58-59 <i>History & Arts</i> 28, 36, 48, 487, 499, 518 <i>Infographics</i> 71, 88 <i>Making Connections</i> 24, 64 <i>National Geographic</i> 27, 35, 67, 485, 493, 501, 511, 513 <i>Reading Check</i> 27, 33, 489 <i>Social History</i> 44-45 <i>Turning Point</i> 32, 502</p> <p>Teacher Wraparound Edition: C 75; CT 28, 36; RS 27, 90, 486; SP 27, 35; WS 56, 487</p>

STANDARDS	PAGE REFERENCES
<p>b. Explain how parts of a region relate to each other and to the region as a whole (e.g., states to nation)</p>	<p>Student Edition: 85, 932-939, 940-945, 960-965, 966-971, 972-977 <i>National Geographic</i> 85, 961, 967, 973, 941 <i>Reading Check</i> 85, 945, 971</p> <p>Teacher Wraparound Edition: C 939; CT 939, 961</p>
<p>c. Explain how regions relate to one another (e.g., river-drainage regions)</p>	<p>Student Edition: 932-939, 940-945, 951, 962-963, 966-971, 972-977 <i>Connecting to the United States</i> 964 <i>National Geographic</i> 967 <i>Turning Point</i> 970</p> <p>Teacher Wraparound Edition: C 515, 939, 965; CT 968</p>
<p>d. Explain how and why regions change</p>	<p>Student Edition: 515, 702-707, 930-932, 936-937, 946-951 <i>Infographics</i> 71, 517, 947 <i>National Geographic</i> 705, 937 <i>Reading Check</i> 931, 932 <i>Turning Point</i> 933</p> <p>Teacher Wraparound Edition: C 515; DI 515, 704</p>

STANDARDS	PAGE REFERENCES
Relationships of Individuals and Groups to Institutions and Traditions	
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions	
K. Ideas and beliefs of different cultures	
<p>Compare and contrast the major ideas and beliefs of different cultures</p>	<p>Student Edition: 50-51, 70-75, 87-93, 124-131, 168-173, 250-255, 372-379, 406, 412, 950-951</p> <p><i>Analyzing Primary Sources</i> 58-59, 386-387 <i>Connecting to the United States</i> 50 <i>History & Arts</i> 72, 251 <i>Infographics</i> 71, 125, 128 <i>National Geographic</i> 374 <i>People in History</i> 130 <i>Reading Check</i> 75, 93 <i>Social History</i> 44-45, 256-257 <i>Turning Point</i> 91, 120, 172 <i>World Religions</i> 214-232</p> <p>Teacher Wraparound Edition: AC 45, 387; AIC 58; C 93, 379; CT 74, 89, 221, 951; DI 126, 225, 229; F 386; RS 70, 216; WS 219, 223</p>
L. Changing of roles of various groups	
<p>Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects</p>	<p>Student Edition: 89, 162-165, 202-203, 250-252, 281, 336-338, 378-379, 488, 495, 517-518, 660-663, 678-679, 742-743, 882, 947-948, 1043, 1045, 1050</p> <p><i>Connecting to the United States</i> 661 <i>Infographics</i> 202, 337, 882, 948 <i>Reading Check</i> 1045, 1050 <i>Social History</i> 256-257, 1030-1031</p> <p>Teacher Wraparound Edition: ACL 378; C 203, 495, 665; CT 89, 203, 252, 337, 489, 662, 939, 1045; DI 251, 378; EC 660, 882; RS 336, 679, 882, 948, 1045; WS 252, 948</p>

STANDARDS	PAGE REFERENCES
M. Major social institutions	
<p>Describe the major social institutions (family, education, religion, economy and government) and how they fulfill human needs</p>	<p>Student Edition: 50-51, 70-75, 162-165, 168-173, 202-203, 250-255, 288-289, 378-379, 488-489, 495, 664-665, 742-743, 799-801, 947-948</p> <p><i>Analyzing Primary Sources</i> 58-59, 386-387 <i>Connecting to the United States</i> 50 <i>Infographics</i> 71, 378 <i>Reading Check</i> 254, 801 <i>Social History</i> 44-45 <i>World Religions</i> 214-232</p> <p>Teacher Wraparound Edition: AC 387; ACL 162' C 495; CT 51, 386, 664; DI 225, 742; F 386; RS 220, 378, 948; WS 219, 223</p>
N. Consequences of individual or institutional failure	
<p>Predict the consequences that can occur when:</p> <ol style="list-style-type: none"> institutions fail to meet the needs of individuals and groups individuals fail to carry out their personal responsibilities 	<p>Student Edition: 174-177, 355, 576-580, 800-801, 936-938, 1012-1015</p> <p><i>Political Cartoons</i> 577 <i>Reading Check</i> 176, 355, 801, 1014</p> <p>Teacher Wraparound Edition: AEC 1013; CT 939; DI 578, 1013; RS 938, 1013; WS 580</p>
O. Causes, effects and resolutions of cultural conflict	
<p>Determine the causes, consequences and possible resolutions of cultural conflicts</p>	<p>Student Edition: 322-327, 356-359, 454-457, 939, 950-951, 1047, 1050</p> <p><i>Infographics</i> 357 <i>Reading Check</i> 324, 359, 457, 939 <i>Turning Point</i> 456</p> <p>Teacher Wraparound Edition: C 457, 939, 951; CT 939, 951, 1047; DI 358; WS 359</p>

STANDARDS	PAGE REFERENCES
Tools of Social Science Inquiry	
7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	
A. Identify, select, use, analyze and create appropriate resources for social science inquiry	
<p>Distinguish between and analyze primary sources and secondary sources</p>	<p>Student Edition: 51, 79, 375, 555, 662, 733 <i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005 <i>Eyewitness Account</i> 587 <i>History & Arts</i> 36, 579, 627 <i>Infographics</i> 323, 663, 808, 826, 840, 881, 1044 <i>Opposing Viewpoints</i> 198, 541, 698 <i>Political Cartoons</i> 577, 592, 634, 672, 689, 730, 859, 906 <i>Primary Sources & Literature Library</i> R32-R57 <i>Skills Handbook</i> R31</p> <p>Teacher Wraparound Edition: AC 595, 623; CT R31, 375, 541, 662, 733, 881, 906; DI R31, 862; RS 555, 826; SP 623, 863</p>
B. Knowledge to create various social studies maps and graphics	
<p>Create maps, charts, diagrams, graphs, timelines and political cartoons to assist in analyzing and visualizing concepts in social studies</p>	<p>Student Edition: <i>Analyzing Timelines</i> 39, 267, 591 <i>Geography Skills Handbook</i> GH3-GH11 <i>Infographics</i> 293 <i>Political Cartoons</i> 577, 592, 634, 672, 689, 730, 859 <i>Section 1 Review</i> 191 #4, 269 #4, 761 #4 <i>Sections 2 Review</i> 463 #3 <i>Section 3 Review</i> 637 #2 <i>Sections 4 Review</i> 477 #2 <i>Skills Handbook</i> R27, R28, R30</p> <p>Teacher Wraparound Edition: ACGO GH4; ACL 953; AIC 48; DI GH4, R27, R46, R30, 15; HCP 997; RS 849; SP R24, 293, 672; WS R28</p>

STANDARDS	PAGE REFERENCES
C. Understanding fact, opinion, bias and points of view in sources	
Distinguish between fact and opinion and analyze sources to recognize bias and points of view	<p>Student Edition: <i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005 <i>Opposing Viewpoints</i> 198, 541, 698 <i>Primary Sources & Literature Library</i> R32-R57 <i>Skills Handbook</i> R16, R22, R31</p> <p>Teacher Wraparound Edition: ACL 840, 858; CT R22, R31, R48; DI R16, R31, R33; RS R16, R47; SP 58; WS R22</p>
E. Developing a research plan and identifying resources	
Develop a research plan and identify appropriate resources for investigating social studies topics	<p>Student Edition: <i>Primary Sources & Literature Library</i> R32-R57 <i>Skills Handbook</i> R15, R16, R17, R29, R30, R31</p> <p>Teacher Wraparound Edition: CT R15, R31, R33; DI R31; F R38; RS R47; WS 71</p>
F. Interpreting various social studies resources	
Interpret maps, statistics, charts, diagrams, graphs, timelines, pictures, political cartoons, audiovisual materials, continua, written resources, art and artifacts	<p>Student Edition: <i>Analyzing Timelines</i> 39, 267, 591 <i>Connecting to the United States</i> 15, 964 <i>Geography & History</i> 240-241, 700-701 <i>Geography Skills Handbook</i> GH3-GH11 <i>History & Arts</i> 18, 48, 55, 72, 110, 113, 116, 163, 410, 465, 579, 640, 675, 848 <i>Infographics</i> 97, 153, 285, 293, 517, 703, 948 <i>National Geographic</i> 35, 56, 653, 693, 742, 1013, 1019 <i>Political Cartoons</i> 577, 592, 634, 672, 689, 730, 859 <i>Primary Sources & Literature Library</i> R32-R57 <i>Reading Check</i> 849 <i>Social History</i> 404-405, 952-953</p> <p>Teacher Wraparound Edition: ACL 266, 953; DI R27, R30, R46, 266; SP R27, R28, 35, 653, 672, 703, 742; WS R28, 97</p>