



# WORLD HISTORY

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STANDARDS	PAGE REFERENCES
<p><b>Strand: Social Movements and Reforms</b></p>	
<p><b>Content Standard 1: Students shall analyze the key elements of social movements and reforms.</b></p>	
<p><b>SMR.1.WH.1</b></p> <p>Examine the key concepts and historical significance of five major religions:</p> <ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Christianity</li> <li>• Hinduism</li> <li>• Islam</li> <li>• Judaism</li> </ul>	<p><b>Student Edition:</b></p> <p>49-51, 72-75, 170-173, 188-191, 216-219, 222-225, 226-227</p> <p><i>Connecting to the United States</i> 50</p> <p><i>Reading Check</i> 51, 191</p> <p><i>History &amp; Arts</i> 72-73</p> <p><i>People in History</i> 74</p> <p><i>Section Review</i> 75 #3-#4, #7, 173 #1-#8, 191 #3-#7</p> <p><i>Turning Point</i> 172</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 74, 216, 219, 222, 224, 226; DI 225; EC 50, 72, 217; C 191; CT 51, 73, 74, 170, 171, 190, 216, 222; HOCP 171, 189, 197, 201; RS 72, 170, 191, 216, 226; SP 171, 218; WS 50, 173, 190, 219</p>

STANDARDS	PAGE REFERENCES
<p>SMR.1.WH.2</p> <p>Examine the key concepts and historical significance of three major Eastern philosophies:</p> <ul style="list-style-type: none"> <li>• <i>Confucianism</i></li> <li>• <i>Daoism</i></li> <li>• <i>Legalism</i></li> </ul>	<p><b>Student Edition:</b></p> <p>90-93, 220-221</p> <p><i>Turning Point</i> 91</p> <p><i>Reading Check</i> 93 #4, #7-#9</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 91, 92, 220; C 93; CT 91, 220, 221; RS 90, 220</p>
<p>SMR.1.WH.3</p> <p>Explain the contributions of Greek philosophers to Western thought using primary and secondary sources:</p> <ul style="list-style-type: none"> <li>• Socrates – Socratic method</li> <li>• Plato – <u>The Republic</u></li> <li>• Aristotle</li> </ul>	<p><b>Student Edition:</b></p> <p>128-131</p> <p><i>People in History</i> 128</p> <p><i>Reading Check</i> 131</p> <p><i>Section Review</i> 131 #4, #6</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CT 129, 131; EC 128; RS 130; WS 129</p>
<p>SMR.1.WH.4</p> <p>Analyze key elements of the Renaissance:</p> <ul style="list-style-type: none"> <li>• <i>Humanism</i></li> <li>• revival of interest in ancient Greece and Rome</li> <li>• changing artistic styles (e.g., music, architecture, literature)</li> </ul>	<p><b>Student Edition:</b></p> <p>398-399, 401, 406-411</p> <p><i>Science, Technology &amp; Society</i> 402</p> <p><i>History &amp; Arts</i> 407, 408</p> <p><i>People in History</i> 410</p> <p><i>Section Review</i> 411 #1-#8</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 411; CT 407, 411; DYK 401; EC 410; HOCP 401; RS 401, 407, 408, 409; WS 410</p>
<p>SMR.1.WH.5</p> <p>Describe the role of the printing press in the spread of ideas:</p> <ul style="list-style-type: none"> <li>• availability of books</li> <li>• increased literacy</li> <li>• Reformation</li> </ul>	<p><b>Student Edition:</b></p> <p>415, 538</p> <p><i>Science, Technology &amp; Society</i> 402</p> <p><i>Turning Point</i> 416</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 402; WS 416</p>

STANDARDS	PAGE REFERENCES
<p>SMR.1.WH.6</p> <p>Explain notable contributions made by individuals during the Scientific Revolution (e.g., Copernicus, Newton, Galileo, Bacon)</p>	<p><b>Student Edition:</b></p> <p>538-545</p> <p><i>Geography Skills</i> 539</p> <p><i>Reading Check</i> 539, 542, 543</p> <p><i>Opposing Viewpoints</i> 541</p> <p><i>Turning Point</i> 542</p> <p><i>Science, Technology &amp; Society</i> 544</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 545; CT 540, 541, 544, 545; DI 540; EC 542; RS 539; WS 541</p>
<p>SMR.1.WH.7</p> <p>Explain notable contributions made by individuals during the Enlightenment (e.g., Locke, Voltaire, Rousseau, Montesquieu)</p>	<p><b>Student Edition:</b></p> <p>546-553</p> <p><i>People in History</i> 549</p> <p><i>Infographics</i> 550</p> <p><i>Section Review</i> 553 #2</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 549; CT 551; EC 549, 551; RS 550</p>
<p><b>Content Standard 2: Students shall analyze societal changes resulting from movements and reforms.</b></p>	
<p>SMR.2.WH.1</p> <p>Explain the characteristics of a civilization:</p> <ul style="list-style-type: none"> <li>• calendar</li> <li>• writing</li> <li>• specialization of workers</li> <li>• rise of cities</li> <li>• advanced technology</li> <li>• development of complex institutions</li> </ul>	<p><b>Student Edition:</b></p> <p>18-19, 376</p> <p><i>Reading Check</i> 19</p> <p><i>Section Review</i> 19 #2-#6, #8</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 376; CT 19; WS 18</p>

STANDARDS	PAGE REFERENCES
<p>SMR.2.WH.2</p> <p>Investigate the changing roles of women using primary and secondary sources</p>	<p><b>Student Edition:</b></p> <p>661-663, 794, 920-921, 948, 1045</p> <p><i>Analyzing Primary Sources</i> 594</p> <p><i>Connecting to the United States</i> 661, 920</p> <p><i>Infographics</i> 663, 1044</p> <p><i>Reading Check</i> 921, 948</p> <p><i>Primary Source Library</i> R39, R43, R47, R52-R53</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 663, R52; C 921; CT 663, 1045, R39, R47, R53; DI 794, R43; EC 661; RS 661, 662, 948, R52, R53; WS 948</p>
<p>SMR.2.WH.3</p> <p>Examine the spread of the major religions using historical maps:</p> <ul style="list-style-type: none"> <li>• Buddhism</li> <li>• Christianity</li> <li>• Hinduism</li> <li>• Islam</li> <li>• Judaism</li> </ul>	<p><b>Student Edition:</b></p> <p><i>Geography Skills</i> 171, 193, 419, 527, 1019</p> <p><b>Teacher Wraparound Edition:</b></p> <p>SP 171, 193, 419, 527, 1019</p>
<p>SMR.2.WH.4</p> <p>Research the effects of the Black Death on Medieval and early Renaissance society (e.g., population, economics, religion)</p>	<p><b>Student Edition:</b></p> <p>352-353</p> <p><i>Geography Skills</i> 353</p> <p><i>Reading Check</i> 353</p> <p><i>Turning Point</i> 354</p> <p><i>TIME Notebook</i> 393</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 353; CT 354</p>
<p>SMR.2.WH.5</p> <p>Evaluate the effect of the Renaissance on subsequent events in Europe:</p> <ul style="list-style-type: none"> <li>• Reformation</li> <li>• exploration</li> <li>• Enlightenment</li> <li>• Scientific Revolution</li> </ul>	<p><b>Student Edition:</b></p> <p>406, 412-414, 538</p> <p><b>Teacher Wraparound Edition:</b></p> <p>EC 413, 414</p>

STANDARDS	PAGE REFERENCES
<b>Strand: Conflict and Compromise</b>	
<b>Content Standard 3: Students shall analyze the causes of conflict in the world.</b>	
<p>CC.3.WH.1</p> <p>Explain the causes of the fall of the Roman Empire (e.g., economic, political, military)</p>	<p><b>Student Edition:</b></p> <p>174-177</p> <p><i>Section Review 177 #3-#5</i></p> <p><b>Teacher Wraparound Edition:</b></p> <p>CT 176; HOCP 176; RS 175; WS 177</p>
<p>CC.3.WH.2</p> <p>Investigate the causes of the Crusades (e.g., religious, economic, military, political)</p>	<p><b>Student Edition:</b></p> <p>198, 325-327</p> <p><i>Document-Based Questions 326</i></p> <p><b>Teacher Wraparound Edition:</b></p> <p>EC 198, 325; RS 325</p>
<p>CC.3.WH.3</p> <p>Compare and contrast the Reformation and the Counter-Reformation (e.g., religious, economic, political)</p>	<p><b>Student Edition:</b></p> <p>412-416, 420-421, 423</p> <p><i>Turning Point 416</i></p> <p><i>Section Review 423 #5</i></p> <p><b>Teacher Wraparound Edition:</b></p> <p>CT 415, 423; RS 415; WS 416</p>
<p>CC.3.WH.4</p> <p>Analyze the causes of the 18<sup>th</sup> and 19<sup>th</sup> century revolutions (e.g., <i>liberalism, nationalism, imperialism</i>)</p>	<p><b>Student Edition:</b></p> <p>567-568, 576-580, 626-629, 708-711</p> <p><i>Section Review 569 #5</i></p> <p><i>People in History 710</i></p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 581; CT 579, 709, 710; DI 578; EC 580; HOCP 567</p>
<p>CC.3.WH.5</p> <p>Analyze the causes of World War I (e.g., <i>alliances, imperialism, nationalism, militarism</i>)</p>	<p><b>Student Edition:</b></p> <p>758-761</p> <p><i>Reading Check 759</i></p> <p><i>Section Review 761 #2-#8</i></p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 761; CT 760; RS 760; WS 760, 761</p>

STANDARDS	PAGE REFERENCES
<p>CC.3.WH.6</p> <p>Analyze the causes of World War II (e.g., Treaty of Versailles, the Great Depression, rise of dictators)</p>	<p><b>Student Edition:</b></p> <p>796-799, 804-809, 856-861</p> <p><i>Infographics</i> 798, 805, 807, 808</p> <p><i>Political Cartoons</i> 859</p> <p><i>Section Review</i> 861 #1-#8</p> <p><i>Primary Sources</i> 862-863</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 808, 858; C 809; CT 806, 858, 860, 861; DI 798; EC 798; HOCP 857; RS 797, 805; WS 858</p>
<p>CC.3.WH.7</p> <p>Research the causes of the Cold War using available technology (e.g., ideological differences between the United States and the U.S.S.R.)</p>	<p><b>Student Edition:</b></p> <p>900-905</p> <p><i>Geography Skills</i> 901</p> <p><i>Turning Point</i> 904</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 901, 903; CT 904; DI 902; EC 902; RS 901; SP 901</p>
<p>CC.3.WH.8</p> <p>Analyze the role extremist groups have played in creating world instability</p>	<p><b>Student Edition:</b></p> <p>944-945, 999-1003, 1044, 1046-1047</p> <p><i>Infographics</i> 944, 1000</p> <p><i>Connecting to the United States</i> 1002</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 1003; DYK 1044; WS 1002</p>
<p><b>Content Standard 4: Students shall analyze the effect of conflict and subsequent resolution in the world.</b></p>	
<p>CC.4.WH.1</p> <p>Analyze the effect of the Punic Wars on transforming Rome from Republic to Empire</p>	<p><b>Student Edition:</b></p> <p>150-151</p> <p><i>Geography Skills</i> 150</p> <p><i>Reading Check</i> 151</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 151</p>

STANDARDS	PAGE REFERENCES
<p>CC.4.WH.2</p> <p>Investigate the effects of the collapse of the Roman Empire on civilization (e.g., barbarian invasions, changing structure of the church, the Byzantine Empire)</p>	<p><b>Student Edition:</b></p> <p>302-307, 322-324</p> <p><i>Geography Skills</i> 303</p> <p><i>Reading Check</i> 306</p> <p><i>Section Review</i> 307 #5</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 304; CT 304, 305; DI 324; HOCP 303; WS 304</p>
<p>CC.4.WH.3</p> <p>Explain the consequences of the Crusades (e.g., decline in feudalism, increase in trade, shifting political power)</p>	<p><b>Student Edition:</b></p> <p>198, 327</p> <p><i>Section Review</i> 327 #5</p> <p><b>Teacher Wraparound Edition:</b></p> <p>DYK 198; EC 198</p>
<p>CC.4.WH.4</p> <p>Analyze the effect of revolution on the creation of independent nation-states (e.g., American Revolution, French Revolution, unification of Germany, unification of Italy, and Latin American independence movements)</p>	<p><b>Student Edition:</b></p> <p>568-569, 586, 627-629, 631-633, 708-712</p> <p><i>Section Review</i> 569 #5</p> <p><i>People in History</i> 633</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 711; C 569; CT 632, 711; DI 632; RS 627</p>
<p>CC.4.WH.5</p> <p>Summarize the consequences of the Napoleonic Wars (e.g., the Louisiana Purchase, the Congress of Vienna)</p>	<p><b>Student Edition:</b></p> <p>624-625</p> <p><i>Connecting to the United States</i> 598</p> <p><i>Reading Check</i> 625</p> <p><b>Teacher Wraparound Edition:</b></p> <p>EC 598; RS 626</p>
<p>CC.4.WH.6</p> <p>Summarize the consequences of the Russian Revolution (e.g., Russian Civil War, withdrawal from World War I, end of Czarist rule)</p>	<p><b>Student Edition:</b></p> <p>774-777</p> <p><i>Geography Skills</i> 773</p> <p><i>Turning Point</i> 775</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 775; CT 776; RS 774; SP 773; WS 777</p>

STANDARDS	PAGE REFERENCES
<p>CC.4.WH.7</p> <p>Examine the consequences of World War I and the Treaty of Versailles:</p> <ul style="list-style-type: none"> <li>• changing national boundaries</li> <li>• advances in military technology</li> <li>• deterioration of Germany</li> <li>• the League of Nations</li> </ul>	<p><b>Student Edition:</b></p> <p>782-783, 790-791</p> <p><i>Social History</i> 770-771</p> <p><i>Reading Check</i> 783</p> <p><i>Section Review</i> 783 #4</p> <p><b>Teacher Wraparound Edition:</b></p> <p>AC 771; C 783; CT 782, 783; RS 782; WS 771</p>
<p>CC.4.WH.8</p> <p>Examine the outcomes of World War II:</p> <ul style="list-style-type: none"> <li>• creation of United Nations</li> <li>• North Atlantic Treaty Organization (NATO)</li> <li>• advances in technology</li> <li>• creation of satellite nations</li> <li>• Cold War</li> </ul>	<p><b>Student Edition:</b></p> <p>900-907, 912-913, 914-918, 1048-1049</p> <p><i>Geography Skills</i> 901</p> <p><i>Turning Point</i> 904</p> <p><i>Geography &amp; History</i> 908-909</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 901, 903; CT 919; DI 902; EC 902; RS 902</p>
<p>CC.4.WH.9</p> <p>Investigate the world-wide effect of <i>genocide</i> in the 20<sup>th</sup> and 21<sup>st</sup> centuries using available technology (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo, Sudan)</p>	<p><b>Student Edition:</b></p> <p>823-824, 874-878, 939, 990, 1021, 1044</p> <p><i>Geography Skills</i> 875</p> <p><i>History &amp; Arts</i> 877</p> <p><i>Connecting to the United States</i> 878</p> <p><i>Reading Check</i> 939</p> <p><i>TIME Notebook</i> 1059</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 879; CT 876, 878; DI 990; EC 878; HOCP 875; WS 875</p>
<p>CC.4.WH.10</p> <p>Investigate the effects of the Cold War on the post-World War II era (e.g., emerging superpowers, containment policies, space race, arms race)</p>	<p><b>Student Edition:</b></p> <p>900-907, 912-913</p> <p><i>Geography Skills</i> 901</p> <p><i>Infographics</i> 903</p> <p><i>Turning Point</i> 904</p> <p><i>Geography &amp; History</i> 908-909</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 901, 903, 908; CT 905, 913; DI 902; EC 902, 909; HOCP 906; RS 901, 905, 912; WS 903</p>

STANDARDS	PAGE REFERENCES
<p>CC.4.WH.11</p> <p>Discuss the post-Cold War era (e.g., <i>Strategic Arms Limitation Treaty</i>, <i>glasnost</i>, <i>perestroika</i>, fall of Berlin Wall)</p>	<p><b>Student Edition:</b></p> <p>914-921, 930-932, 936-939</p> <p><i>Geography Skills</i> 915</p> <p><i>Infographics</i> 916, 938</p> <p><i>Social History</i> 922-923</p> <p><i>Turning Point</i> 933</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 916, 918, 933; CT 917; DI 915, 932; HOCP 915; RS 916, 918, 932; SP 915, 937; WS 918</p>
<p>CC.4.WH.12</p> <p>Investigate the consequences of the Arab - Israeli conflicts from 1948 to the present</p>	<p><b>Student Edition:</b></p> <p>996, 998-1000</p> <p><i>Geography Skills</i> 997</p> <p><i>Infographics</i> 1000</p> <p><i>Section Review</i> 1003 #5, #8</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CT 998; DI 999; RS 999; SP 997</p>
<p>CC.4.WH.13</p> <p>Analyze the responses to imperialism by people under colonial rule at the end of the 19<sup>th</sup> century (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars)</p>	<p><b>Student Edition:</b></p> <p>696-697, 702-703, 726, 731</p> <p><i>People in History</i> 696</p> <p><i>Infographics</i> 703</p> <p><i>Reading Check</i> 703, 728, 731</p> <p><i>History &amp; Arts</i> 727</p> <p><i>Section Review</i> 731 #4, #6</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 703; SP 703</p>

STANDARDS	PAGE REFERENCES
<b>Strand: Migration and Settlement</b>	
<b>Content Standard 5: Students shall analyze the reasons for and consequences of migration.</b>	
<p>MS.5.WH.1</p> <p>Examine the effects of the Neolithic revolution on society (e.g., domestication of plants and animals, increased population, changing technologies)</p>	<p><b>Student Edition:</b></p> <p>14-16</p> <p><i>Connecting to the United States</i> 15</p> <p><i>Turning Point</i> 17</p> <p><i>Section Review</i> 19 #4-#5</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 16; C 19; DI 15; EC 15</p>
<p>MS.5.WH.2</p> <p>Describe the causes of mass migration (e.g., famine, disease, war, religious persecution, ethnic cleansing)</p>	<p><b>Student Edition:</b></p> <p>247, 942, 1018, 1050</p> <p><i>Infographics</i> 942</p> <p><i>Geography Skills</i> 1019</p> <p><i>Reading Check</i> 1050</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 942; CT 247</p>
<p>MS.5.WH.3</p> <p>Describe the effects of mass migrations on civilization (e.g., Bantu, Great Trek, Irish, Vietnamese)</p>	<p><b>Student Edition:</b></p> <p>247, 619, 696, 1050</p> <p><i>Turning Point</i> 246</p> <p><i>Connecting to the United States</i> 434</p> <p><i>Political Cartoons</i> 620</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CT 696; RS 696</p>
<p>MS.5.WH.4</p> <p>Discuss the spread of forced labor (e.g., slavery in ancient civilizations, American Indians, Africa)</p>	<p><b>Student Edition:</b></p> <p>164, 202-203, 252, 441-443, 637</p> <p><i>Geography Skills</i> 441</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CT 164; DI 441; RS 202</p>

STANDARDS	PAGE REFERENCES
<b>Content Standard 6: Students shall analyze the interactions of peoples, cultures, and ideas.</b>	
<p>MS.6.WH.1</p> <p>Illustrate the movement of people over time to different locations using historical maps</p>	<p><b>Student Edition:</b></p> <p><i>Assessment 22</i> #15-#16</p> <p><i>Geography Skills</i> 78, 115, 158, 176, 246, 309, 441, 659</p> <p><b>Teacher Wraparound Edition:</b></p> <p>SP 79, 115, 158, 176, 309, 659</p>
<p>MS.6.WH.2</p> <p>Investigate the cultures that developed in the Americas prior to European exploration (e.g., Maya, Inca, Aztec, and North American Indian tribes)</p>	<p><b>Student Edition:</b></p> <p>368-371, 372-379, 382-385</p> <p><i>Geography Skills</i> 369</p> <p><i>Infographics</i> 370, 376, 378</p> <p><i>History &amp; Arts</i> 373</p> <p><i>Social History</i> 380-381</p> <p><i>People in History</i> 384</p> <p><i>Primary Sources</i> 386-387</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 376, 378, 381; B 380; C 371, 379; CT 371, 373, 384; DI 377, 383; EC 373; HOCP 370, 374, 383; RS 369, 377, 378, 379; SP 369; WS 370, 376, 385</p>
<p>MS.6.WH.3</p> <p>Describe the contributions of early African civilizations (e.g., Ghana, Mali, Songhai)</p>	<p><b>Student Edition:</b></p> <p>238-239, 242-249</p> <p><i>Infographics</i> 243</p> <p><i>Reading Check</i> 244, 245</p> <p><i>Turning Point</i> 246</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 248; C 249; EC 245, 247; RS 244; WS 239, 247</p>
<p>MS.6.WH.4</p> <p>Describe the contributions of early Asian civilizations (e.g., Zhou, Qin, Han, Indo-European)</p>	<p><b>Student Edition:</b></p> <p>69-71, 76-81, 86-90, 94-99</p> <p><i>Infographics</i> 71, 88, 97</p> <p><i>Reading Check</i> 79, 81, 96, 99</p> <p><i>Turning Point</i> 91</p> <p><i>History &amp; Arts</i> 95</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 80, 88, 89, 91, 98; C 81; DI 990; EC 95; WS 79</p>

STANDARDS	PAGE REFERENCES
<p>MS.6.WH.5</p> <p>Compare and contrast the consequences of the Mongol invasion on India, China, and Russia</p>	<p><b>Student Edition:</b></p> <p>199, 270-272, 275, 321</p> <p><i>Reading Check</i> 199</p> <p><i>Geography Skills</i> 271</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 272; CT 271, 272; HOCP 271</p>
<p><b>Strand: Economics and Trade</b></p>	
<p><b>Content Standard 7: Students shall analyze global interactions created through trade.</b></p>	
<p>ET.7.WH.1</p> <p>Investigate the significance of the Silk Road using historical maps</p>	<p><b>Student Edition:</b></p> <p>78-79, 268</p> <p><i>Geography Skills</i> 78</p> <p><b>Teacher Wraparound Edition:</b></p> <p>DI 78</p>
<p>ET.7.WH.2</p> <p>Research the motivations which drove European exploration (e.g., <i>mercantilism</i>, <i>colonialism</i>, religion)</p>	<p><b>Student Edition:</b></p> <p>430-431, 440-441</p> <p><i>Reading Check</i> 431</p> <p><i>Science, Technology &amp; Society</i> 433</p> <p><i>Section Review</i> 437 #2, #5</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 466; RS 431</p>
<p>ET.7.WH.3</p> <p>Analyze the contributions of explorers (e.g., Magellan, Columbus, De Gama, Drake, Zheng He)</p>	<p><b>Student Edition:</b></p> <p>432-433</p> <p><i>Turning Point</i> 436</p> <p><i>Social History</i> 438-439</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 436; AC 439; C 437; CT 432; RS 432</p>
<p>ET.7.WH.4</p> <p>Analyze the results of slave labor on economic systems</p>	<p><b>Student Edition:</b></p> <p>440-443, 637</p> <p><i>Geography Skills</i> 441</p> <p><i>Reading Check</i> 442, 443</p> <p><b>Teacher Wraparound Edition:</b></p> <p>B 438; CT 442; DI 441; RS 443; WS 442</p>

STANDARDS	PAGE REFERENCES
<p>ET.7.WH.5</p> <p>Describe the four factors of production necessary to foster an industrial revolution:</p> <ul style="list-style-type: none"> <li>natural resources</li> <li>human resources</li> <li>capital resources</li> <li>entrepreneurship</li> </ul>	<p><b>Student Edition:</b></p> <p>614</p> <p><i>Geography Skills</i> 615</p> <p><i>Section Review</i> 621 #2</p> <p><b>Teacher Wraparound Edition:</b></p> <p>SP 615</p>
<p>ET.7.WH.6</p> <p>Investigate the role 19<sup>th</sup> century <i>imperialism</i> played in creating spheres of influence and colonization (e.g., partition of Africa, East Asia, India, Latin America)</p>	<p><b>Student Edition:</b></p> <p>686-691, 692-699, 702-704</p> <p><i>Geography Skills</i> 687, 690</p> <p><i>Reading Check</i> 687, 689, 690, 694</p> <p><i>Opposing Viewpoints</i> 698</p> <p><i>Geography &amp; History</i> 700-701</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 700; AN 610B; C 691; CT 690; EC 701; HOCP 688, 695; RS 688, 689, 695; T 684; TTA 610; WS 695</p>
<p>ET.7.WH.7</p> <p>Compare and contrast the economic elements of <i>capitalism, socialism, and communism</i></p>	<p><b>Student Edition:</b></p> <p>338, 550, 620, 621, 655-657, 880-801</p> <p><i>Infographics</i> 340, 550</p> <p><i>Reading Check</i> 657</p> <p><i>Infographics</i> 911</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 656; C 621; CT 800; DI 656; RS 550, 656</p>
<p><b>Content Standard 8: Students shall analyze specialization and interdependence in the world.</b></p>	
<p>ET.8.WH.1</p> <p>Analyze the development of mass production methods during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries:</p> <ul style="list-style-type: none"> <li>division of labor</li> <li>assembly line</li> <li>interchangeable parts</li> </ul>	<p><b>Student Edition:</b></p> <p>616, 654-655, 813</p> <p><i>Turning Point</i> 617</p> <p><i>Social History</i> 645</p> <p><i>Science, Technology &amp; Society</i> 654</p> <p><i>Section Review</i> 657 #2</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CT 645, 813</p>

STANDARDS	PAGE REFERENCES
<p>ET.8.WH.2</p> <p>Summarize the Marxist theory of social and political reform (e.g., <i>proletariat</i>, <i>bourgeoisie</i>)</p>	<p><b>Student Edition:</b></p> <p>655-657</p> <p><i>History &amp; Arts</i> 656</p> <p><i>Reading Check</i> 657</p> <p><i>Section Review</i> 657 #4</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 656; DI 656; RS 656</p>
<p>ET.8.WH.3</p> <p>Describe economic interdependence of nations [e.g., North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), General Agreement on Trade and Tariffs (GATT), European Economic Union (EEU), Organization of Petroleum Exporting Countries (OPEC)]</p>	<p><b>Student Edition:</b></p> <p>940, 945, 1017, 1051-1052</p> <p><i>Geography Skills</i> 941</p> <p><i>Infographics</i> 1051</p> <p><i>Reading Check</i> 1053</p> <p><i>Section Review</i> 1053 #4</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 1052; CT 1052; RS 1052; SP 941; WS 1051</p>
<p><b>Strand: Politics and Government</b></p>	
<p><b>Content Standard 9: Students shall analyze the different theories of government throughout history.</b></p>	
<p>PG.9.WH.1</p> <p>Summarize the development of political structures in the cradles of civilization (e.g., Nile River Valley, Indus River Valley, Mesopotamia, China, and South America)</p>	<p><b>Student Edition:</b></p> <p>29, 33, 37-40, 69, 86-88, 384</p> <p><i>Reading Check</i> 29, 69</p> <p><i>Turning Point</i> 32</p> <p><i>Section Review</i> 33 #6, 93 #3, 385 #5</p> <p><i>Analyzing Time Lines</i> 39</p> <p><i>People in History</i> 40</p> <p><i>Infographics</i> 88</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 32, 88; CT 29, 32, 38, 87; RS 29, 37, 39</p>
<p>PG.9.WH.2</p> <p>Compare and contrast the political theories found in the Greek <i>city-states</i> of Sparta and Athens</p>	<p><b>Student Edition:</b></p> <p>115-117</p> <p><i>Reading Check</i> 117</p> <p><i>Section Review</i> #4-#6, #7</p> <p><b>Teacher Wraparound Edition:</b></p> <p>C 117; CT 115; DI 116; EC 115; RS 116; WS 117</p>

STANDARDS	PAGE REFERENCES
<p>PG.9.WH.3</p> <p>Summarize political power resulting from the following:</p> <ul style="list-style-type: none"> <li>• <i>Mandate of Heaven</i></li> <li>• <i>divine right</i></li> <li>• <i>absolutism</i></li> </ul>	<p><b>Student Edition:</b></p> <p>87, 461, 463, 464-469</p> <p><i>Infographics</i> 88</p> <p><i>Section Review</i> 93 #3</p> <p><i>People in History</i> 462</p> <p><i>Section Review</i> 463 #6, 469 #5, #7-#8</p> <p><i>History &amp; Arts</i> 465</p> <p><i>Reading Check</i> 466, 468</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 88; C 469; CT 87; DI 461; SP 465; RS 467; WS 467</p>
<p>PG.9.WH.4</p> <p>Investigate the origin and development of the imperial state:</p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Asia</li> <li>• Europe</li> <li>• Middle East</li> </ul>	<p><b>Student Edition:</b></p> <p>54-57, 76-79, 94-99, 156-159, 192-196</p> <p><i>Reading Check</i> 57, 77, 79, 96</p> <p><i>Geography Skills</i> 77, 98</p> <p><i>Section Review</i> 99 #4, #6-#7, 159 #3-#5, 199 #6</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 193; C 81; CT 56, 193, 194; DI 196; DYK 158; RS 55; SP 79, 95; WS 79, 96, 157</p>
<p>PG.9.WH.5</p> <p>Compare and contrast the political structure of European and Japanese feudalism</p>	<p><b>Student Edition:</b></p> <p>280-281, 310-313</p> <p><i>Infographics</i> 311</p> <p><i>Reading Check</i> 313</p> <p><i>Section Review</i> 313 #3, #5</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 311; C 313; CT 281, 313; DI 280, 311; EC 312; HOCP 281; RS 280; WS 312</p>
<p>PG.9.WH.6</p> <p>Describe the political ideologies of the 18<sup>th</sup> and 19<sup>th</sup> century revolutions using primary and secondary documents (e.g., American, French, and Latin American revolutions)</p>	<p><b>Student Edition:</b></p> <p><i>Political Cartoons</i> 577, 592,</p> <p><i>History &amp; Arts</i> 579, 580, 587</p> <p><i>Analyzing Primary Sources</i> 594-595</p> <p><i>Assessment</i> 607 #18</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 595; AC 595; F 594; RS 594; WS 595</p>

STANDARDS	PAGE REFERENCES
<p>PG.9.WH.7</p> <p>Discuss <i>theocracy</i> (e.g., John Calvin, Puritans, Islam)</p>	<p><b>Student Edition:</b></p> <p>29, 191, 418-420, 461, 1000-1001, 1003</p> <p><i>Reading Check</i> 29, 420</p> <p><i>Section Review</i> 191 #6</p> <p><i>Chart Skills</i> 422</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CT 420; RS 191</p>
<p>PG.9.WH.8</p> <p>Examine the political theories of <i>socialism</i>, <i>communism</i>, and <i>fascism</i></p>	<p><b>Student Edition:</b></p> <p>621, 655-657, 800-801, 910-913, 1012-1014</p> <p><i>History &amp; Arts</i> 656</p> <p><i>Reading Check</i> 657</p> <p><i>Section Review</i> 913 #4</p> <p><i>Infographics</i> 1015</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 1013; CT 800, 913; DI 656; RS 656; WS 800, 1015</p>
<p><b>Content Standard 10: Students shall analyze the structure and purpose of political organizations and alliances.</b></p>	
<p>PG.10.WH.1</p> <p>Investigate historical law codes using primary and secondary documents (e.g., Hammurabi, Justinian, Magna Carta, Napoleonic)</p>	<p><b>Student Edition:</b></p> <p>33, 317-318, 322, 599</p> <p><i>Turning Point</i> 32, 318</p> <p><i>Reading Check</i> 33</p> <p><i>Infographics</i> 323</p> <p><i>Reading Check</i> 599</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 32, 318; CT 323; DI 318; RS 318</p>
<p>PG.10.WH.2</p> <p>Research the formation of alliances in World War I and World War II using available technology (e.g., Triple Alliance, Triple Entente, Axis and Allies)</p>	<p><b>Student Edition:</b></p> <p>759, 760-761, 857-858, 868-869</p> <p><i>Geography Skills</i> 759</p> <p><i>Section Review</i> 761 #2</p> <p><i>Political Cartoons</i> 859</p> <p><b>Teacher Wraparound Edition:</b></p> <p>CT 858; WS 869</p>

STANDARDS	PAGE REFERENCES
<p>PG.10.WH.3</p> <p>Analyze the structure and purpose of the United Nations</p>	<p><b>Student Edition:</b></p> <p>887, 996, 1017, 1041, 1045, 1048-1049</p> <p><i>Infographics</i> 1028, 1049, 1052</p> <p><i>Reading Check</i> 1049</p> <p><i>Section Review</i> 1053 #2, #5</p> <p><b>Teacher Wraparound Edition:</b></p> <p>WS 887</p>
<p>PG.10.WH.4</p> <p>Analyze the purpose of post-World War II military alliances [e.g., North Atlantic Treaty Organization (NATO), Southeast Asia Treaty Organization (SEATO), Warsaw Pact]</p>	<p><b>Student Edition:</b></p> <p>900, 904-905</p> <p><i>Geography Skills</i> 901</p> <p><i>Turning Point</i> 904</p> <p><b>Teacher Wraparound Edition:</b></p> <p>A 901; CT 905; SP 901</p>