



World History JOURNEY ACROSS TIME

The Early Ages

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STANDARDS	PAGE REFERENCES
Grade 7	
Strand: Geography	
Standard 1: Physical and Spatial Students shall develop an understanding of the physical and spatial characteristics and applications of geography.	
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.	
Location, Place, and Region	
<p>G.1.7.1 Determine the <i>absolute</i> and <i>relative location</i> of a specific <i>place</i></p>	<p>Student Edition: <i>Thinking Like A Historian</i> TOOLS7 #1 <i>Tools of the Historian</i> TOOLS6 Teacher Wraparound Edition: T TOOLS6</p>
<p>G.1.7.2 Compare the influence of geographic locations on early civilizations</p>	<p>Student Edition: 10-11. 14. 17, 39-42, 117, 195, 198 <i>National Geographic</i> 17, 117 <i>Reading Check</i> 40, 117 <i>Tools of the Historian</i> TOOLS6 Teacher Wraparound Edition: T 117; WS 19</p>

STANDARDS	PAGE REFERENCES
<p>G.1.7.3</p> <p>Analyze the importance of the following river systems on the emergence of early civilizations:</p> <ul style="list-style-type: none"> • Ganges River • Huang He (Yellow River) • Indus River • Nile River • Tigris/Euphrates River 	<p>Student Edition: 17, 28, 39-42, 195-196, 225 <i>National Geographic</i> 17, 39, 195, 225 <i>Primary Source</i> 41</p> <p>Teacher Wraparound Edition: CC 40; CAT 41; T 195; WS 19</p>
<p>G1.7.4</p> <p>Interpret specific types of charts, maps, and graphs showing weather patterns, <i>climate</i> population, or other specific topics</p>	<p>Student Edition: <i>Geography Handbook</i> GH8 <i>National Geographic</i> 195, 445</p> <p>Teacher Wraparound Edition: T 445</p>
<p>G.1.7.5</p> <p>Compare a variety of <i>regions</i> to determine suitability for growth (e.g., <i>climate</i>, landform, vegetation <i>regions</i>)</p>	<p>Student Edition: 10, 13-14, 41, 117, 199 <i>National Geographic</i> 13</p> <p>Teacher Wraparound Edition: C 15</p>
<p>Map and Globe Skills</p>	
<p>G.1.7.6</p> <p>Compare and contrast the tools used by geographers, past and present, to develop maps and globes (e.g., <i>astrolabe</i>, compass, sextant, Global Positioning System (GPS), (GIS), LANDSAT, Internet)</p>	<p>Student Edition: <i>Geography Handbook</i> GH2-GH11</p>
<p>G.1.7.7</p> <p>Design maps of <i>places</i> and <i>regions</i> that contain map elements:</p> <ul style="list-style-type: none"> • <i>compass rose</i> • <i>inset map</i> • grid system • <i>legend/key</i> • <i>latitude</i> • <i>longitude</i> • <i>map scale</i> • title 	<p>Student Edition: <i>Geography Handbook</i> GH2-GH11</p> <p>Teacher Wraparound Edition: CLA GH8; DI GH5; T GH8</p>
<p>G.1.7.8</p> <p>Determine <i>latitude</i> and <i>longitude</i> using maps or globes</p>	<p>Student Edition: <i>Geography Handbook</i> GH5</p> <p>Teacher Wraparound Edition: CC GH5; T GH5</p>

STANDARDS	PAGE REFERENCES
<p>G.1.7.9 Examine the influence of Earth's physical features on the development of <i>regions</i> of early civilizations</p>	<p>Student Edition: 10, 13,14, 17-18, 39, 41, 69 <i>National Geographic</i> 13 <i>Reading Check</i> 40 Teacher Wraparound Edition: CAT 18; TT 18</p>
<p>Standard 2: Culture and Diversity Students shall develop an understanding of how <i>cultures</i> around the world develop and change.</p> <p>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.</p> <p>Culture/Diversity</p>	
<p>G.2.7.1 Examine creative work as examples of cultural heritage (e.g., literature, <i>mosaics</i>, statuary, architecture, philosophy, dramas)</p>	<p>Student Edition: 53-58, 157-163, 164-167, 169-171, 235, 242 <i>Biography</i> 207 <i>Chinese Philosophers</i> 238 <i>Greek Philosophers</i> 170 <i>History Makers</i> 100, 199 <i>Linking Past & Present</i> 61, 160 <i>Photograph</i> 211 <i>Reading Check</i> 163 Teacher Wraparound Edition: C 163; CAT 170; CLA 238; EC 160</p>
<p>G.2.7.2 Compare and contrast the contributions of people of various racial, <i>ethnic</i>, and religious groups in the development of early civilizations (e.g., Saladin the Great, Chandragupta I, Hatshepsut, Marco Polo, Mansa Musa, Ramses)</p>	<p>Student Edition: 62, 65, 428-429, 449, 465, 542 <i>Biography</i> 63, 66, 466 Teacher Wraparound Edition: CTA 62; E 543; ICA 428; T 66, 466; WA 66</p>
<p>G.2.7.3 Demonstrate examples of <i>cultural exchange</i> throughout various periods of world history</p>	<p>Student Edition: 70-71, 168-171, 178, 183, 334, 476, 499, 619 <i>Linking Past & Present</i> 500 <i>Reading Check</i> 179 Teacher Wraparound Edition: C 163; RS 183, 619; T 183, 499</p>

STANDARDS		PAGE REFERENCES	
Standard 3: Interaction of People and the Environment Students shall develop an understanding of the interactions between people and their environment			
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES			
Movement			
G.3.7.1 Discuss <i>push-pull factors</i> that influenced the growth of population centers (e.g., location, transportation corridors and barriers, distribution of resources)	Student Edition: 29, 71, 263, 382, 388-389, 417, 469, 610 <i>National Geographic</i> 383 <i>Reading Check</i> 610 Teacher Wraparound Edition: RS 263		
G.3.7.2 Investigate the <i>infrastructure</i> of population centers	Student Edition: 29, 382, 388-389, 610-613 Teacher Wraparound Edition: IAW 389		
Human Environment Interaction			
G.3.7.3 Analyze ways people have: <ul style="list-style-type: none"> • adapted to the physical environment • altered the physical environment 	Student Edition: 10, 29, 39-42, 242, 263, 613 <i>Hanging Gardens</i> 29 <i>National Geographic</i> 39 <i>Reading Check</i> 40 Teacher Wraparound Edition: CTA 29; RS 263; T 39		
Strand: Civics			
Standard 4: Government Students shall develop an understanding of the forms and roles of government			
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES			
Forms and Roles of Government			
C.4.7.1 Discuss the different ways executive, legislative, and judicial powers have been organized	Student Edition: 130, 270, 537, 682 <i>Linking Past & Present</i> 536 <i>Primary Source</i> 682 <i>Reading Check</i> 130, 682 Teacher Wraparound Edition: CAT 270; E 130; ERR 537; PS 682		

STANDARDS	PAGE REFERENCES
<p>C.4.7.2</p> <p>Discuss different forms of executive leadership in civilizations (e.g., judge class, patrician, class priest class, warrior class, emperor, nobility)</p>	<p>Student Edition: 171, 270, 329, 383, 523, 537, 682 <i>Biography</i> 243 <i>Reading Check</i> 171</p> <p>Teacher Wraparound Edition: CTA 171; DI 270; T 243</p>
<p>C.4.7.3</p> <p>Compare and contrast forms of government:</p> <ul style="list-style-type: none"> • democracy • dictatorship • monarchy • oligarchy • theocracy 	<p>Student Edition: 126, 129-130, 208, 271 <i>Reading Check</i> 130</p> <p>Teacher Wraparound Edition: E 130</p>
<p>C.4.7.4</p> <p>Discuss individuals and their contributions to changing governments (e.g., Alexander the Great, Attila the Hun, Julius Caesar, Charlemagne, William the Conqueror, Qin Shi-Huangdi, Emperor Wudi)</p>	<p>Student Edition: 176-179, 241-242, 280-281, 515-516, 535-536 <i>Biography</i> 243, 517 <i>Caesar's Rise to Power</i> 280 <i>National Geographic</i> 241 <i>Reading Check</i> 179, 281</p> <p>Teacher Wraparound Edition: C 179; HM 281; RS 241; T 243; TT 280; WA 516</p>
<p>Standard 5: Citizenship Students shall develop an understanding of the rights and responsibilities of citizens.</p>	
<p>Roots of Democracy</p>	
<p>C.5.7.1</p> <p>Examine the concept of <i>codified</i> law:</p> <ul style="list-style-type: none"> • Hammurabi's Code • Justinian's Code 	<p>Student Edition: 23, 330 <i>Biography</i> 22 <i>Reading Check</i> 330 <i>You Decide</i> 24-25</p> <p>Teacher Wraparound Edition: A 25; EC 24; F 24; WA 330</p>

STANDARDS	PAGE REFERENCES
<p>C.5.7.2</p> <p>Investigate the significance of icons, artifacts, and symbols of civilizations using <i>primary</i> and <i>secondary</i> sources (e.g., flags, statues, monuments, coins, heraldry)</p>	<p>Student Edition: 67, 157 <i>Biography</i> 66, 207 <i>Egypt's Religion</i> 50 <i>Linking Past & Present</i> 61 <i>Photograph</i> 48, 94, 118, 265, 394, 436, 545, 591 <i>Primary Source</i> 320 <i>Spartan Warrior</i> 126 <i>The Trojan Horse</i> 157 <i>The Way It Was</i> 64</p> <p>Teacher Wraparound Edition: MAP 48, 94, 118, 126, 157; PS 320</p>
<p>Rights and Responsibilities of Citizens</p>	
<p>C.5.7.3</p> <p>Examine rights, privileges, and responsibilities citizens and non-citizens had in civilizations based upon gender, socio-economic class, ethnicity, religion, or caste</p>	<p>Student Edition: 45-46, 122-123, 200-201, 233, 269-270, 536-537, 700 <i>Biography</i> 237 <i>Linking Past & Present</i> 536 <i>Reading Check</i> 46</p> <p>Teacher Wraparound Edition: CAY 122; 200; E 46; TN 237</p>
<p>C.5.7.4</p> <p>Discuss ways citizens participated in government:</p> <ul style="list-style-type: none"> • Athens • Sparta • Rome 	<p>Student Edition: 122-123, 128-130, 269, 273 <i>Primary Source</i> 122 <i>Reading Check</i> 123</p> <p>Teacher Wraparound Edition: CAY 122; T 269</p>

STANDARDS	PAGE REFERENCES
Strand: History	
Standard 6: Students shall analyze significant ideas, events and people in world, nation, state, and local history and how they affect change over time.	
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES	
Continuity and Change	
<p>H.6.7.1 Examine ways viewpoints expressed in <i>primary</i> and <i>secondary source</i> documents have changed over time</p>	<p>Student Edition: <i>Primary Source</i> 122, 348 <i>Primary Sources Library</i> 736-747 <i>SkillBuilder Handbook</i> 716 <i>Standardized Test Practice</i> 731 Teacher Wraparound Edition: AVM 736; I 736; PP 736; SP 736; T 716</p>
<p>H.6.7.2 Sequence significant historical events on a <i>timeline</i> to make predictions</p>	<p>Student Edition: 8, 16, 26, 47, 68, 80, 108-109, 124, 131, 154, 174, 182, 202, 254, 268, 327, 351, 416, 430, 491, 544, 572, 593, 633, 680 <i>Hebrew Prophets</i> 91 <i>People to Meet</i> 110-111, 256-257 <i>SkillBuilder Handbook</i> 711, 722 <i>Tools of the Historian</i> TOOLS1-3 Teacher Wraparound Edition: E TOOLS3; RS 69; T 711, 722</p>
<p>H.6.7.3 Investigate characteristics of civilizations (e.g., writing, development of communities, government, religion, specialized workers, advanced transportation, commerce)</p>	<p>Student Edition: 17-23, 39-46, 49-52, 666-667 <i>Biography</i> 22 <i>Linking Past & Present</i> 21 <i>Reading Check</i> 21 <i>You Decide</i> 24-25 Teacher Wraparound Edition: HM 42; TT 49</p>
<p>H.6.7.4 Analyze achievements of the early river civilizations (e.g., agricultural improvements, establishment of libraries, architecture, transportation, commerce)</p>	<p>Student Edition: 17-23, 27-30, 39-46, 60-62, 67 <i>Biography</i> 66 <i>Linking Past & Present</i> 61 <i>National Geographic</i> 28 Teacher Wraparound Edition: C 23, 67; LPP 61; TT 18; WA 66</p>

STANDARDS	PAGE REFERENCES
<p>H.6.7.5</p> <p>Examine the development of ancient non-European civilizations:</p> <ul style="list-style-type: none"> • Arica • The Americas • Asia 	<p>Student Edition: 69-72, 80-85, 195-201, 225-231, 574-581 <i>Early Indian Civilization</i> 196 <i>History Makers</i> 199, 228 <i>National Geographic</i> 198, 575 <i>Photograph</i> 576, 580 <i>Reading Check</i> 201, 231 <i>The Way It Was</i> 227, 578</p> <p>Teacher Wraparound Edition: C 72, 85, 581; CAT 197; DI 226; MAA 580; T 69; WA 196, 227</p>
<p>H.6.7.6</p> <p>Explore the development of the Roman <i>Empire</i> and the people associated with it (e.g., Augustus, Julius Caesar, Hannibal)</p>	<p>Student Edition: 263-267, 269-276, 278-283, 287-294 <i>Biography</i> 289 <i>History Makers</i> 273 <i>National Geographic</i> 263, 269, 292-293 <i>Reading Check</i> 281 <i>You Decide</i> 284-285</p> <p>Teacher Wraparound Edition: C 267, 276, 283; CTA 280; F 284; T 263; TT 280</p>
<p>H.6.7.7</p> <p>Examine contributions that past civilizations made to the modern world (e.g., arts, architecture, aqueducts, legal system, math, language, science, transportation)</p>	<p>Student Edition: 120, 139, 157, 160-163, 183, 185-186, 199, 215-216, 228-229, 272, 291, 303-305 <i>Biography</i> 237 <i>Chinese Numbering System</i> 236 <i>Comparing Governments</i> 140 <i>Greek Alphabet</i> 120 <i>History Makers</i> 199, 215, 228, 273 <i>Linking Past & Present</i> 160, 245 <i>Photograph</i> 303 <i>Reading Check</i> 161, 163, 216 <i>The Way It Was</i> 291</p> <p>Teacher Wraparound Edition: C 163; DI 304; E 186; ICA 291; MAP 303; TT 160</p>
<p>H.6.7.8</p> <p>Describe the development of the dynastic system in China (e.g., <i>Mandate of Heaven</i>)</p>	<p>Student Edition: 226, 229, 230, 244 <i>Four Chinese Dynasties</i> 247</p> <p>Teacher Wraparound Edition: C231, 248</p>

STANDARDS	PAGE REFERENCES
<p>H.6.7.9 Investigate roles of the Christian church in Medieval Europe</p>	<p>Student Edition: 359-364, 515-516, 519-521 <i>Linking Past & Present</i> 362 <i>National Geographic</i> 361 <i>Reading Check</i> 361 Teacher Wraparound Edition: CAT 360; TT 361; WA 360</p>
<p>H.6.7.10 Describe life in Medieval Europe:</p> <ul style="list-style-type: none"> • feudalism • guild system • manorial system 	<p>Student Edition: 523-531 <i>A Medieval Manor</i> 524-525 <i>Reading Check</i> 526 <i>You Be the Historian</i> 533 <i>You Decide</i> 532-533 Teacher Wraparound Edition: A 533; C 531; CAT 524; EC 530; T 523, 532</p>
<p>H.6.7.11 Describe the effects of the following events on the 14th century:</p> <ul style="list-style-type: none"> • Black Death • One Hundred Years War 	<p>Student Edition: 554-558 <i>National Geographic</i> 554, 555, 557 <i>Reading Check</i> 555, 558 Teacher Wraparound Edition: C 558; CC 555; DI 555</p>
<p>H.6.7.12 Investigate the motives for the writing of the Magna Carta and the resulting influence on political power in England (e.g., establishment of the Parliament)</p>	<p>Student Edition: 537 <i>Document Based Questions</i> 537 <i>Linking Past & Present</i> 536 <i>Primary Source</i> 537 <i>Reading Check</i> 537 Teacher Wraparound Edition: ERR 537; PS 537</p>
<p>H.6.7.13 Explore medieval Japan (e.g., Shogunates, Samurai, feudalism)</p>	<p>Student Edition: 492-497 <i>Primary Source</i> 495 <i>Reading Check</i> 495, 497 <i>The Way It Was</i> 496 Teacher Wraparound Edition: C 497; CTA 494; E 497; ICA 495; WA 494</p>

STANDARDS	PAGE REFERENCES
<p>H.6.7.14</p> <p>Describe the role of Constantinople:</p> <ul style="list-style-type: none"> • fall of Rome • Byzantine <i>Empire</i> • influence of art • division of the Christian church 	<p>Student Edition: 324-326, 328-334 <i>National Geographic</i> 329 <i>Reading Check</i> 324, 329, 334 <i>The Way It Was</i> 333</p> <p>Teacher Wraparound Edition: C 326, 334; RS 328</p>
Conflict and Consensus	
<p>H.6.7.15</p> <p>Describe influences of the Persian, Peloponnesian, and Punic Wars on ancient civilization</p>	<p>Student Edition: 134-137, 144-146, 274-276 <i>Battle of Salamis</i> 136 <i>National Geographic</i> 134, 144, 274 <i>Primary Source</i> 145 <i>Reading Check</i> 146, 276</p> <p>Teacher Wraparound Edition: C 137, 276; CAY 275; E 276</p>
<p>H.6.7.16</p> <p>Describe the rise of Alexander the Great and the development of Hellenistic <i>culture</i></p>	<p>Student Edition: 175-179 <i>Alexander the Great</i> 177 <i>Alexandria, Egypt</i> 178 <i>National Geographic</i> 176, 179 <i>Reading Check</i> 179 <i>You Decide</i> 180-181</p> <p>Teacher Wraparound Edition: C 179; MAA 177; WA 177</p>
<p>H.6.7.17</p> <p>Discuss factors that led to the fall of the Roman <i>Empire</i></p>	<p>Student Edition: 318-324 <i>National Geographic</i> 323 <i>Photograph</i> 324 <i>Primary Source</i> 320, 322 <i>Reading Check</i> 320, 324 <i>The Decline of Rome</i> 318</p> <p>Teacher Wraparound Edition: CAT 319; EC 323; RS 318; UC 318</p>
<p>H.6.7.18</p> <p>Investigate the causes and effects of the Crusades</p>	<p>Student Edition: 541-543 <i>National Geographic</i> 542 <i>Reading Check</i> 543</p> <p>Teacher Wraparound Edition: C 543; CLA 541; CTA 542; UWP 541</p>

STANDARDS	PAGE REFERENCES
<p>H.6.7.19</p> <p>Discuss the causes, courses, and effects of invasion:</p> <ul style="list-style-type: none"> • Viking • Mongol • Persian 	<p>Student Edition: 134-135, 424-429, 518-519 <i>National Geographic</i> 134, 424, 518 <i>Reading Check</i> 519</p> <p>Teacher Wraparound Edition: C 429</p>
<p>H.6.7.20</p> <p>Examine the consequences of the Norman invasion on England:</p> <ul style="list-style-type: none"> • Battle of Hastings • Domesday Book • feudalism 	<p>Student Edition: 534-536 <i>Photograph</i> 535</p> <p>Teacher Wraparound Edition: HM 536; MAA 535; RS 535; T 535</p>
<p>Movement</p>	
<p>H.6.7.21</p> <p>Illustrate the development of early civilizations using a historical <i>map</i>:</p> <ul style="list-style-type: none"> • Mesopotamia • Egypt • India • China • Kiev • Bantu 	<p>Student Edition: <i>National Geographic</i> 17, 39, 195, 409, 469 <i>Using Geography Skills</i> 17, 39, 195, 409, 469</p> <p>Teacher Wraparound Edition: UGS 17, 39, 195, 409, 469</p>
<p>H.6.7.22</p> <p>Illustrate the expansion of Greece on a map of the ancient Mediterranean world</p>	<p>Student Edition: <i>National Geographic</i> 117, 121, 125 <i>Reading Check</i> 121 <i>Using Geography Skills</i> 117, 121, 125</p> <p>Teacher Wraparound Edition: UGS 117, 121, 125</p>
<p>H.6.7.23</p> <p>Illustrate military expeditions of Alexander the Great</p>	<p>Student Edition: 176-177 <i>National Geographic</i> 176 <i>Using Geography Skills</i> 176</p> <p>Teacher Wraparound Edition: DI 176; UGS 176</p>
<p>H.6.7.24</p> <p>Illustrate the expansion of the Islamic Empire across Asia, Africa, and Europe on a <i>historical map</i></p>	<p>Student Edition: <i>National Geographic</i> 380 <i>Using Geography Skills</i> 380</p> <p>Teacher Wraparound Edition: UGS 380</p>

STANDARDS	PAGE REFERENCES
<p>H.6.7.25</p> <p>Compare the locations of African kingdoms on a <i>historical map</i> including, but not limited to:</p> <ul style="list-style-type: none"> • Ghana • Kush • Mali • Songhai 	<p>Student Edition: <i>African Trading Empires</i> 451 <i>National Geographic</i> 448 <i>Using Geography Skills</i> 448</p> <p>Teacher Wraparound Edition: AT 448; UGS 448</p>
<p>H.6.7.26</p> <p>Compare the locations of early American civilizations on a historical map including, but not limited to:</p> <ul style="list-style-type: none"> • Aztec • Inca • Maya • North American Indians • Olmec 	<p>Student Edition: <i>National Geographic</i> 575, 577 <i>Using Geography Skills</i> 575, 577</p> <p>Teacher Wraparound Edition: UGS 575, 577</p>
<p>H.6.7.27</p> <p>Examine the spread of ideas and <i>goods</i> through the network of trade routes (e.g., Indian Ocean, trans-Saharan, Silk Road)</p>	<p>Student Edition: 246-247, 429, 447-448, 695 <i>National Geographic</i> 246, 448, 695 <i>Photograph</i> 429, 447 <i>Reading Check</i> 247 <i>Using Geography Skills</i> 448, 695</p> <p>Teacher Wraparound Edition: CAT 447; CLA 247; MAA 447</p>
<p>Cultural Diversity and Uniformity</p>	
<p>H.6.7.28</p> <p>Contrast characteristics of the Paleolithic and Neolithic Ages</p>	<p>Student Edition: 9-11, 13-15 <i>Comparing the Neolithic and Paleolithic Ages</i> 14 <i>Primary Source</i> 10 <i>Reading Check</i> 11, 15 <i>Understanding Charts</i> 14</p> <p>Teacher Wraparound Edition: C 15; CTA 11; E 15; R 15; RS 9; T 9</p>
<p>H.6.7.29</p> <p>Examine the development of monotheism</p>	<p>Student Edition: 81, 83</p> <p>Teacher Wraparound Edition: WA 81</p>

STANDARDS	PAGE REFERENCES
<p>H.6.7.30</p> <p>Compare and contrast life in Athens and Sparta (e.g., the role of citizens, social classes, Olympic games)</p>	<p>Student Edition: 126-130 <i>Main Idea</i> 128 <i>Photograph</i> 127 <i>Reading Check</i> 127, 130 <i>Spartan Warrior</i> 126</p> <p>Teacher Wraparound Edition: C 130; E 130; R 130; TT 127</p>
<p>H.6.7.31</p> <p>Examine the historical development and the basic tenets of world belief systems:</p> <ul style="list-style-type: none"> • Buddhism • Christianity • Confucianism • Hinduism • Islam • Judaism 	<p>Student Edition: 81, 94-98, 203-208, 235-239, 342-350, 373-378 <i>Biography</i> 207, 237, 346, 349, 376 <i>Linking Past & Present</i> 97 <i>Major Hindu Deities</i> 204 <i>Major Jewish Holy Days</i> 96 <i>Reading Check</i> 347 <i>The Five Pillars of Islam</i> 378 <i>The Way It Was</i> 98</p> <p>Teacher Wraparound Edition: C 378; CAT 96; CTA 205; ICA 377; RS 204, 373; T 203, 207, 237; WA 205</p>
Regionalism and Nationalism	
<p>H.6.7.32</p> <p>Examine the development of the Frankish kingdom under Clovis and Charlemagne</p>	<p>Student Edition: 514-516 <i>Biography</i> 517 <i>National Geographic</i> 514, 516 <i>The Crowning of Charlemagne</i> 515</p> <p>Teacher Wraparound Edition: CAT 515; CTA 515; WA 516</p>
<p>H.6.7.33</p> <p>Describe the development of Russia (e.g., Kiev, Eastern Orthodox Church, Czars)</p>	<p>Student Edition: 539-540 <i>National Geographic</i> 540</p> <p>Teacher Wraparound Edition: CAT 539, 540; EC 539; RS 540</p>

STANDARDS		PAGE REFERENCES
Strand: Economics		
Standard 7: Choices Students shall analyze the costs and benefits of making economic choices		
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES		
Costs and Benefits		
E.7.7.1 Discuss economic wants and needs of people over time.	Student Edition: 319, 386, 503, 611, 613 <i>Linking Past & Present</i> 595 <i>The Way It Was</i> 449	
E.7.7.2 Investigate choices made by early civilizations that had long-range economic consequences	Student Edition: 15, 294, 319 <i>Primary Source</i> 320 Teacher Wraparound Edition: C 15; PS 320	
E.7.7.3 Discuss ways <i>scarcity</i> has influenced economic wants and needs resulting in the need to make choices	Student Edition: 319, 503, 611 <i>Linking Past & Present</i> 595 <i>The Way It Was</i> 449	
E.7.7.4 Discuss <i>opportunity costs</i> associated with decision making.	Student Edition: 319	
E.7.7.5 Determine influences of <i>limited resources</i> on <i>economies</i> due to choices made by leaders	Student Edition: 319, 611, 614-615 <i>Primary Source</i> 320 Teacher Wraparound Edition: PS 320	
E.7.7.6 Explain how trade-offs have allowed civilizations to get the most of scarce resources	Student Edition: 611, 666-669 <i>Linking Past & Present</i> 595 <i>National Geographic</i> 667, 668 <i>Reading Check</i> 669 Teacher Wraparound Edition: DI 667	

STANDARDS	PAGE REFERENCES
<p>Standard 8: Resources</p> <p>Students shall evaluate the use and allocation of <i>human, natural, and capital resources</i></p>	
<p>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES</p>	
<p>Factors of Production</p>	
<p>E.8.7.1</p> <p>Describe ways advancement of technologies in division of labor and <i>specialization</i> helped the development of civilization and <i>economies</i> (e.g., metallurgy across the Copper, Bronze, and Iron Ages)</p>	<p>Student Edition:</p> <p>15, 43, 121, 197, 230</p> <p><i>Reading Check</i> 15</p>
<p>E.8.7.2</p> <p>Discuss effects of improving the quality of quantity of <i>human capital</i> and the increase of <i>productivity</i> (e.g., library at Alexandria, Chinese civil service system, guild systems, importation of labor)</p>	<p>Student Edition:</p> <p>244, 414-415, 503, 530, 550</p> <p><i>Painting</i> 244</p> <p><i>The Way It Was</i> 414</p> <p>Teacher Wraparound Edition:</p> <p>CAY 414; EC 530; MAA 244; WA 245</p>
<p>E.8.7.3</p> <p>Discuss changing factors of <i>production</i> over time:</p> <ul style="list-style-type: none"> • <i>human resources</i> • <i>capital resources</i> • <i>natural resources</i> • entrepreneurship 	<p>Student Edition:</p> <p>121, 230, 447-451, 611, 667</p> <p><i>Linking Past & Present</i> 245, 595</p> <p><i>The Way It Was</i> 42, 449</p>
<p>E.8.7.4</p> <p>Analyze ways distribution of <i>natural resources</i> determined settlement patterns</p>	<p>Student Edition:</p> <p>15, 196, 230, 263, 447, 450-451, 503, 577-579</p> <p><i>National Geographic</i> 263</p> <p><i>Reading Check</i> 449, 451</p> <p><i>The Way It Was</i> 449, 578</p> <p>Teacher Wraparound Edition:</p> <p>RS 263; WA 196</p>

STANDARDS		PAGE REFERENCES
<p>Standard 9: Markets</p> <p>Students shall analyze the exchange of <i>goods</i> and <i>services</i> and the roles of governments, businesses, and individuals in the <i>market</i> place.</p>		
<p>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES</p>		
<p>Financial Markets</p>		
<p>E.9.7.1</p> <p>Examine the characteristics of different types of currency in early civilizations (e.g., shells, bars of iron, gold, metal coins, pelts)</p>	<p>Student Edition: 121, 213, 294, 319, 332, 388-389, 447, 529, 612-613, 666-669 <i>African Trading Empires</i> 451 <i>Primary Source</i> 320 <i>Reading Check</i> 390, 531 Teacher Wraparound Edition: PS 320</p>	
<p>E.9.7.2</p> <p>Discuss advantages of using early banking institutions</p>	<p>Student Edition: 388-389, 529, 549, 612 <i>Painting</i> 612 <i>Reading Check</i> 390, 531, 613 Teacher Wraparound Edition: ICA 612; MAA 612</p>	
<p>E.9.7.3</p> <p>Discuss the necessity of accounting systems to document transactions</p>	<p>Student Edition: 612-613 Teacher Wraparound Edition: ICA 612</p>	
<p>Global Markets</p>		
<p>E.9.7.4</p> <p>Discuss advantages and disadvantages of trade among early to medieval civilizations</p>	<p>Student Edition: 213, 246-247, 388-389, 529, 666-669 <i>African Trading Empires</i> 451 <i>National Geographic</i> 448, 668 <i>Reading Check</i> 213, 669 Teacher Wraparound Edition: CTA 244; IAW 389</p>	
<p>E.9.7.5</p> <p>Examine effects of standardization of currency on trade (e.g., Egypt, Greece, Persia, Rome, China)</p>	<p>Student Edition: 294, 319, 388, 529, 666-669 <i>African Trading Empires</i> 451 <i>National Geographic</i> 448 <i>Primary Source</i> 320 <i>Reading Check</i> 390 Teacher Wraparound Edition: CAT 666; E 294</p>	

STANDARDS	PAGE REFERENCES
<p>E.9.7.6 Describe roles ancient and medieval cities played in the crossroads of trade (e.g., Corinth, Byzantium, Mecca, Babylon, Ur, Baghdad, Alexandria)</p>	<p>Student Edition: 332, 388, 447, 529, 666-669 <i>National Geographic</i> 448 <i>Photograph</i> 388 Teacher Wraparound Edition: MAP 388; RM 529</p>
Goods and Services	
<p>E.9.7.7 Compare effects of <i>supply and demand</i> on prices in early <i>markets</i></p>	<p>Student Edition: 43, 121, 319, 417, 450, 529, 611, 666-669 <i>National Geographic</i> 668 Teacher Wraparound Edition: RS 666; WA 43</p>
<p>E.9.7.8 Examine the effects of early world marketing practices (e.g., bazaars, <i>market</i> places, medieval fairs)</p>	<p>Student Edition: 388-389, 503, 529 <i>Photograph</i> 388 Teacher Wraparound Edition: IAW 389; MAP 388</p>
Grade 8	
Strand: Geography	
<p>Standard 1: Physical and Spatial Students shall develop an understanding of the physical and spatial characteristics and applications of geography.</p>	
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.	
Location, Place, and Region	
<p>G.1.8.1 Analyze the importance of the following navigation systems on the development of world civilizations:</p> <ul style="list-style-type: none"> • Amazon River • Mississippi River • Panama Canal • Rhine River • Suez Canal • Thames River • Volga River 	<p>Student Edition: 292, 323, 513, 539 <i>National Geographic</i> 513 <i>Primary Source</i> 539 Teacher Wraparound Edition: T 513</p>

STANDARDS	PAGE REFERENCES
Map and Globe Skills	
<p>G.1.8.2 Analyze a physical map or global projection created by geographer’s tools (e.g., <i>astrolabe</i>, compass, sextant, Global Positioning System (GPS), Geographic Information Systems (GIS), LANDSAT, Internet)</p>	<p>Student Edition: <i>Geography Handbook</i> GH6</p>
<p>G.1.8.3 Construct specialized maps using data (e.g., <i>climate</i>, population, <i>political</i> units, resources)</p>	<p>Student Edition: <i>Geography Handbook</i> GH8-GH9 Teacher Wraparound Edition: T GH9</p>
<p>G.1.8.4 Locate specific places on maps and globes using grid points (<i>longitude</i> and <i>latitude</i>)</p>	<p>Student Edition: <i>Geography Handbook</i> GH5-GH7 Teacher Wraparound Edition: CC GH6; DI GH5; T GH5</p>
<p>G.1.8.5 Analyze the influence of Earth’s physical features on the development of <i>regions</i> of the world.</p>	<p>Student Edition:39-41, 69, 117, 445-446, 583, 591 <i>National Geographic</i> 39, 117, 445 <i>Reading Check</i> 446 Teacher Wraparound Edition: DI 446; EC 591; IAW 446; T 117</p>
<p>Standard 2: Culture and Diversity Students shall develop an understanding of how <i>cultures</i> around the world develop and change.</p>	
<p>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES.</p>	
Culture/Diversity	
<p>G.2.8.1 Analyze the work of writers and artists as examples of <i>cultural</i> heritage from communities around the world.</p>	<p>Student Edition: <i>Biography</i> 622 <i>Painting</i> 611, 612, 613 <i>The Way It Was</i> 389, 624 <i>World Literature</i> 53-58, 164-167, 311-316, 454-459, 627-632 Teacher Wraparound Edition: C 58, 167, 632; DI 389; MAA 612</p>
<p>G.2.8.2 Research the contributions of people of various racial, ethnic and religious backgrounds (e.g., de Medici, Emperor Meiji, Matthew Perry, Akbar the Great)</p>	<p>Student Edition: 386, 612 <i>Biography</i> 647 <i>Reading Check</i> 612 Teacher Wraparound Edition: CTA 537</p>

STANDARDS	PAGE REFERENCES
<p>G.2.8.3 Examine <i>cultures</i> to determine the level of assimilation and <i>cultural exchange</i> brought about by technological advances:</p> <ul style="list-style-type: none"> • printed press • telegraph • railroad • radio • television • Internet 	<p>Student Edition: 620-621 <i>History Makers</i> 620 <i>Linking Past & Present</i> 674 Teacher Wraparound Edition: CAT 621; CTA 621</p>
<p>Standard 3: Interaction of People and the Environment Students shall develop an understanding of the interactions between people and their environment</p>	
<p>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES</p>	
<p>Movement</p>	
<p>G.3.8.1 Examine effects of <i>push-pull factors</i> on various regions (e.g., disease, resources, <i>industrialization</i>, technology)</p>	<p>Student Edition: 375, 554-555, 668-669 <i>National Geographic</i> 554, 668 <i>Reading Check</i> 555 Teacher Wraparound Edition: WA 555</p>
<p>G.3.8.2 Analyze the impact of ideas, information, and technology on global <i>interdependence</i></p>	<p>Student Edition: 668-669 <i>Linking Past & Present</i> 674 <i>Using Geography Skills</i> 554-555 Teacher Wraparound Edition: ICA 674; UGS 554, 555</p>
<p>G.3.8.3 Analyze changes in infrastructure brought about by <i>globalization</i></p>	<p>Student Edition: 102, 310, 594, 650, 661, 668-669 <i>Reading Check</i> 102, 650 Teacher Wraparound Edition: C 102</p>
<p>Human Environment Interaction</p>	
<p>G.3.8.4 Determine the impact of population growth on renewable and nonrenewable resources</p>	<p>This objective can be met through classroom discussion and activities based on current renewable and non renewable resources.</p>

STANDARDS	PAGE REFERENCES
<p>G.3.8.5 Analyze methods and consequences of environmental modification on world <i>regions</i> and populations (e.g., acid rain, erosion, clear cutting, desertification, global warming, ozone depletion, strip mining)</p>	<p>This objective can be met through classroom discussion and activities based on internet research.</p>
<p>Strand: Civics</p>	
<p>Standard 4: Government Students shall develop an understanding of the forms and roles of government</p>	
<p>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES</p>	
<p>Forms and Roles of Government</p>	
<p>C.4.8.1 Analyze forms of government pertaining to the legislative, executive, and judicial branches:</p> <ul style="list-style-type: none"> • democracy • dictatorship • monarchy • oligarchy • theocracy • totalitarianism 	<p>Student Edition: 126-130, 171, 537, 682 <i>Linking Past & Present</i> 536 <i>Primary Source</i> 145 <i>Reading Check</i> 130, 682 Teacher Wraparound Edition: ERR 537</p>
<p>C.4.8.2 Research individuals and their roles in changing governments (e.g., Otto von Bismarch, Mikhail Gorbachev, Abdel Nasser, Juan Peron, Lech Walesa, George Washington, Sun Yatsen)</p>	<p>This objective can be met through classroom discussion and activities based on recent government leaders.</p>
<p>C.4.8.3 Discuss the origins of political parties/movements (e.g., Communist Party, Fascist Party, Green party, Nazi Party, socialist parties, environmentalist movement, human rights movement, feminist movement)</p>	<p>This objective can be met through discussion and activities based on 20th Century political parties and movements.</p>
<p>Standard 5: Citizenship Students shall develop an understanding of the rights and responsibilities of citizens.</p>	
<p>Roots of Democracy</p>	
<p>C.5.8.1 Examine the influence of constitutions used by various nations</p>	<p>Student Edition: 283, 488, 694, 699 <i>Primary Source</i> 488 <i>Reading Check</i> 283 Teacher Wraparound Edition: CAT 694; ICA 488</p>

STANDARDS	PAGE REFERENCES
C.5.8.2 Research national symbols from other nations of the world (e.g., national flags, statues, monuments)	This objective can be met through internet searches and activities on national flags, statues and monuments.
Rights and Responsibilities of Citizens	
C.5.8.3 Discuss struggles to gain rights for citizens in various countries (e.g., China, France, Mexico, South Africa, United States)	Student Edition: 326, 537, 682, 698-700 Teacher Wraparound Edition: E 326, 700; ERR 537
C.5.8.4 Examine the value citizens of other countries place on voting	Student Edition: 122-123, 326, 537 <i>Comparing Governments</i> 140 Teacher Wraparound Edition: CAY 122; ICA 128
C.5.8.5 Analyze the influence citizen participation has on government	Student Edition: 122-123, 326, 698-700 <i>Comparing Governments</i> 140 <i>Reading Check</i> 123 Teacher Wraparound Edition: CAY 122; E 326
C.5.8.6 Analyze world organizations involved in citizens' rights (e.g., Amnesty International, Doctors Without Borders, United Nations)	This objective can be met through class discussion and internet searches on citizens' rights organizations.
Strand: History	
Standard 6: Students shall analyze significant ideas, events and people in world, nation, state, and local history and how they affect change over time.	
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES	
Continuity and Change	
H.6.8.1 Examine ways viewpoints expressed in <i>primary</i> and <i>secondary source</i> documents have changed policy and public perception	Student Edition: <i>Primary Source</i> 122, 145, 320, 348, 413, 488, 685 <i>SkillBuilder Handbook</i> 715 <i>Tools of the Historian</i> TOOLS4
Teacher Wraparound Edition: CAT 685; PS 122, 145, 320, 348, 413, 488, 685	

STANDARDS	PAGE REFERENCES
<p>H.6.8.2</p> <p>Compare historical events on a <i>timeline</i> to discover correlations</p>	<p>Student Edition: 8, 16, 26, 47, 68, 80, 108-109, 124, 131, 154, 174, 182, 202, 254, 268, 327, 351, 416, 430, 491, 544, 572, 593, 633, 680 <i>Hebrew Prophets</i> 91 <i>People to Meet</i> 110-111, 256-257 <i>SkillBuilder Handbook</i> 711, 722 <i>Tools of the Historian</i> TOOLS1-3 Teacher Wraparound Edition: E TOOLS3; RS 69; T 711, 722</p>
<p>H.6.8.3</p> <p>Examine Catholic Church policies that led to the <i>Protestant Reformation</i> (e.g., Great Schism, French papacy, indulgences, <i>simony</i>, lay investiture)</p>	<p>Student Edition: 634-641 <i>Biography</i> 638 <i>Reading Check</i> 637, 641 Teacher Wraparound Edition: C 641; CAY 640; IAW 637; RC 637; RS 634; T 638; WA 635</p>
<p>H.6.8.4</p> <p>Investigate Protestant reformers:</p> <ul style="list-style-type: none"> • Martin Luther • Henry VII • John Calvin 	<p>Student Edition: 634-641 <i>Biography</i> 638 <i>Primary Source</i> 640 <i>Reading Check</i> 641 Teacher Wraparound Edition: C 641; T 638</p>
<p>H.6.8.5</p> <p>Describe the <i>Counter reformation</i> (e.g., Jesuits, Council of Trent, Inquisition)</p>	<p>Student Edition: 643-647 <i>Painting</i> 643 <i>Primary Source</i> 644 Teacher Wraparound Edition: DI 644; MAA 643</p>
<p>H.6.8.6</p> <p>Identify new technologies that made European exploration possible (e.g., <i>astrolabe</i>, cartography, <i>caravel</i>, compass)</p>	<p>Student Edition: 659-660 <i>Painting</i> 659 Teacher Wraparound Edition: MAA 659; T 659</p>
<p>H.6.8.7</p> <p>Describe the establishment of colonies as a result of the conquest of <i>indigenous</i> people (e.g., Africa, Asia, New World)</p>	<p>Student Edition: 691-693 <i>National Geographic</i> 691 <i>Painting</i> 692 Teacher Wraparound Edition: MAA 692</p>

STANDARDS	PAGE REFERENCES
H.6.8.8 Investigate the influence of the Ottoman <i>Empire</i>	Student Edition: 384-385 <i>National Geographic</i> 385 Teacher Wraparound Edition:
Continuity and Change	
H.6.8.9 Identify major contributors of the Scientific Revolution (e.g., Muhammad Al-Khwarizmi, Francis Bacon, Nicholas Copernicus, Galileo Galilei, Johannes Kepler, Isaac Newton, Zhang Heng)	Student Edition: 671-679 <i>A New View of the Universe</i> 672 <i>Biography</i> 677 <i>Linking Past & Present</i> 674 <i>Reading Check</i> 673 <i>The Microscope</i> 678 <i>The Scientific Revolution</i> 676 Teacher Wraparound Edition: C 679; CTA 673; DI 672, 676; EC 575; ICA 674; MAA 673; P 676; T 677; TT 674; UC 672; WA 675
H.6.8.10 Discuss the rise of <i>absolute rulers</i> and the <i>divine right of kings</i> (e.g., African, Asian, European)	Student Edition: 686-689 <i>Reading Check</i> 689 Teacher Wraparound Edition: EC 686
H.6.8.11 Analyze consequences of the <i>triangular trade</i> and the <i>Columbian Exchange</i> between Africa, the Americas, and Europe	Student Edition: 666-669 <i>National Geographic</i> 667, 668 <i>Painting</i> 666 <i>Reading Check</i> 669 Teacher Wraparound Edition: DI 667; MAA 666; RC 669
H.6.8.12 Investigate influences on modern society of Enlightenment thinkers including, but not limited to: <ul style="list-style-type: none"> • John Locke • Baron de Montesquieu • Jean Jacques Rousseau 	Student Edition: 681-686 <i>Biography</i> 683 <i>Primary Source</i> 682, 685 <i>Reading Check</i> 682 Teacher Wraparound Edition: CAT 686; CTA 684; DI 682; RS 682; T 683; WA 681

STANDARDS	PAGE REFERENCES
<p>H.6.8.13 Examine the influence of Enlightenment ideas on revolutionary movements (e.g., American Revolution, French Revolution, Latin American revolutions, Revolutions of 1848)</p>	<p>Student Edition: 687-689, 699 <i>National Geographic</i> 688 <i>Reading Check</i> 689 Teacher Wraparound Edition: C 689</p>
<p>H.6.8.14 Investigate causes and consequences of the Industrial Revolution (e.g., changing technology, mass production, societal changes)</p>	<p>This objective can be met through class discussion and activities based on the Industrial Revolution.</p>
<p>H.6.8.15 Discuss societal changes resulting from pandemics (e.g., bubonic plague/Black Death, small pox, tuberculosis, influenza, polio, HIV-AIDS)</p>	<p>Student Edition: 554-555 <i>National Geographic</i> 554-555 <i>Reading Check</i> 555 Teacher Wraparound Edition: CC 555; DI 555; T 554; WA 555</p>
<p>H.6.8.16 Investigate 19th century social and political reform movements (e.g., abolition, education, extension of <i>suffrage</i>, labor movements rise of socialism, <i>temperance</i>)</p>	<p>This objective can be met through class discussion and activities based on the 19th century social and political reforms.</p>
<p>H.6.8.17 Explain the influences that changing technology had on World War I and World War II (e.g., weapons, medicine, transportation, communication)</p>	<p>This objective can be met through class discussion and internet research on World War I and World War II.</p>
<p>H.6.8.18 Examine the impact of the Cold War on global relations</p>	<p>This objective can be met through class discussion and internet research on the Cold War.</p>
<p>H.6.8.19 Discuss the downfall of communist governments (e.g., Soviet Union, Poland)</p>	<p>This objective can be met through class discussion and internet research based on communist governments.</p>
<p>H.6.8.20 Examine reasons for the transformation of world <i>economies</i> in the late 20th century (e.g., technology, communication, transportation, Organization of Petroleum Exporting Countries (OPEC), resource allocation)</p>	<p>This objective can be met through class discussion and internet research based on the economies in the late 20th century.</p>
<p>E.6.8.21 Discuss the growth of technology resulting from the space race (e.g., artificial satellites, computers, new food technologies)</p>	<p>This objective can be met through class discussion and activities based on internet research of the space race.</p>

STANDARDS	PAGE REFERENCES
Conflict and Consensus	
<p>H.6.8.22 Discuss the emergence of England as a world power during the Elizabethan period (e.g., Spanish Armada, sea dogs)</p>	<p>Student Edition: 664 <i>Biography</i> 665 <i>Painting</i> 664 Teacher Wraparound Edition: CAT 664; MAA 664; T 665</p>
<p>H.6.8.23 Describe causes and consequences of World War I (e.g., imperialism, militarism, <i>nationalism</i>, alliances, Treaty of Versailles, League of Nations)</p>	<p>This objective can be met through class discussion based on World War I.</p>
<p>H.6.8.24 Discuss the Russian Revolutions and the establishment of a communist state (e.g., Bolsheviks, Lenin, Stalin)</p>	<p>This objective can be met through class discussion and activities based on information gathered from the internet on the Russian Revolution.</p>
<p>H.6.8.25 Describe causes and consequences of World War II (e.g., <i>fascism</i>, anti-Semitism, Pearl Harbor, atomic bomb, satellite countries)</p>	<p>This objective can be met through class discussion based on World War II.</p>
<p>H.6.8.26 Examine the following battles as turning points of World War II:</p> <ul style="list-style-type: none"> • Battle of Britain • Battle of the Bulge • D-Day • Midway • Pearl Harbor • Stalingrad 	<p>This objective can be met through class discussion based on World War II.</p>
<p>H.6.8.27 Identify the functions of post World War II international organizations (e.g., Southeast Asia Treaty Organization (SEATO), North Atlantic Treaty Organization (NATO), Warsaw Pact, United Nations)</p>	<p>This objective can be met through class discussion based on World War II.</p>
<p>H.6.8.28 Discuss causes and effects of post-World War II conflicts (e.g., Southeast Asia, Middle East, Balkans, Sub-Saharan Africa)</p>	<p>This objective can be met through class discussion based on World War II.</p>

STANDARDS	PAGE REFERENCES
<p>H.6.8.29</p> <p>Examine changes brought about by the following world leaders including, but not limited to:</p> <ul style="list-style-type: none"> • Mahatma Gandhi • Martin Luther King, Jr. • Nelson Mandela • Anwar Sadat • Margaret Thatcher • Mao Zedong 	<p>This objective can be met through class discussion and activities based on research gathered from the internet on 20th century world leaders.</p>
<p>H.6.8.30</p> <p>Examine causes and effects of terrorism (e.g., economics, safety and security, tourism, patriotism, <i>nationalism</i>, 9/11)</p>	<p>This objective can be met through class discussion on recent terrorist activity.</p>
<p>Movement</p>	
<p>H.6.8.31</p> <p>Illustrate routs of European explorers during the Age of Exploration including, but not limited to:</p> <ul style="list-style-type: none"> • Christopher Columbus • Ferdinand Magellan • Vasco Da Gama • Vasco Nunez de Balboa • Bartolomeu Dias 	<p>Student Edition: 661-664 <i>Important European Explorers</i> 663 <i>National Geographic</i> 662 <i>Reading Check</i> 664</p> <p>Teacher Wraparound Edition: CC 663; TT 662</p>
<p>H.6.8.32</p> <p>Illustrate the expansion of European <i>imperialism</i>:</p> <ul style="list-style-type: none"> • Africa • Asia • Australia • Latin America 	<p>This objective can be met through class discussion and activities based on European imperialism.</p>
<p>H.6.8.33</p> <p>Illustrate the <i>triangular trade</i> routes that developed in the Atlantic Ocean</p>	<p>Student Edition: 473, 668-669 <i>National Geographic</i> 473, 668 <i>Reading Check</i> 669</p> <p>Teacher Wraparound Edition:</p>
<p>H.6.8.34</p> <p>Illustrate the expansion of communism (e.g., Asia, Cuba, Europe, Latin America)</p>	<p>This objective can be met through class discussion and map viewing based on the expansion of communism throughout Asia, Europe and South America.</p>

STANDARDS	PAGE REFERENCES
H.6.8.35 Compare and contrast <i>historical</i> and <i>cultural maps</i> of each continent (e.g., <i>political</i> boundaries, migration patterns, trade routes, colonization)	Student Edition: <i>National Geographic</i> 198, 241, 246, 263, 329, 361, 374, 409, 448, 452, 473, 518, 540, 590, 645, 691, 695
Cultural Diversity and Uniformity	
H.6.8.36 Describe the development of the <i>Renaissance</i>	Student Edition: 609-615 <i>National Geographic</i> 609 <i>Reading Check</i> 610 Teacher Wraparound Edition: RS 609
H.6.8.37 Examine contributions of <i>Renaissance</i> writers and artists including, but not limited to: <ul style="list-style-type: none"> • Machiavelli • Michelangelo • Shakespeare • da Vinci 	Student Edition: 614-615, 620-626 <i>Biography</i> 622 <i>Primary Source</i> 614, 621 <i>Reading Check</i> 626 <i>World Literature</i> 627-632 Teacher Wraparound Edition: CAT 621; CLA 614; E 626; ICA 623; T 622
Regionalism and Nationalism	
H.6.8.38 Examine causes and consequences of genocide and <i>ethnic</i> cleansing (e.g., Armenia, Holocaust, Kosovo, Rwanda)	This objective can be met through class discussion and internet research based on genocide.
H.6.8.39 Describe the effects of imperialism and related nationalistic movements (e.g., Africa, Asia, Europe, Latin America)	This objective can be met through class discussion and activities based on imperialism and nationalistic movements all over the world.
H.6.8.40 Investigate Asian-American relations prior to World War II (e.g., Open Door Policy, Boxer Rebellion, Gentlemen's Agreement, Manchuria, rearmament)	This objective can be met through class discussion and activities based on Asian-American relations prior to World War II.

STANDARDS		PAGE REFERENCES
Strand: Economics		
Standard 7: Choices Students shall analyze the costs and benefits of making economic choices		
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES		
Costs and Benefits		
E.7.8.1 Analyze changing wants and needs of people over time.	Student Edition: 319, 386, 503, 611, 613 <i>Linking Past & Present</i> 595 <i>The Way It Was</i> 449 Teacher Wraparound Edition:	
E.7.8.2 Analyze the impact of present choices on future consequences	Student Edition: 15, 294 Teacher Wraparound Edition: E 294	
E.7.8.3 Analyze periods of time when <i>scarcity</i> affected economic wants and needs of people in <i>regions</i> or countries	Student Edition: 611-613 <i>Linking Past & Present</i> 595 Teacher Wraparound Edition:	
E.7.8.4 Analyze <i>scarcity of productive resources</i> and the need for people to make choices and incur <i>opportunity costs</i>	Student Edition: 319	
E.7.8.5 Evaluate limited resources of nations and choices governments must make	Student Edition: 319, 450-451 <i>The Way It Was</i> 449	
E.7.8.6 Compare trade-offs among world economic systems	Student Edition: 666-667 <i>National Geographic</i> 667	
E.7.8.7 Analyze <i>traditional, market, and command</i> economies	Student Edition: 319, 666-667 Teacher Wraparound Edition: RS 666	

STANDARDS		PAGE REFERENCES	
Standard 8: Resources Students shall evaluate the use and allocation of <i>human, natural, and capital resources</i>			
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES			
Factors of Production			
E.8.8.1 Discuss changes in <i>productivity</i> that have impacted global living standards and economic strategies (e.g., new technologies, new organizational methods)	Student Edition: 678-679 <i>Reading Check</i> 679 <i>The Microscope</i> 678 <i>The Scientific Method</i> 679 Teacher Wraparound Edition: C 679; UC 679		
E.8.8.2 Analyze methods for improving the quality and quantity of <i>human capital</i> and increased <i>productivity</i> (e.g., technology, industrialization, competition, <i>wages</i>)	Student Edition: 244-245, 678-679 <i>The Microscope</i> 678 Teacher Wraparound Edition:		
E.8.8.3 Examine consequences of <i>changing factors of production</i> : <ul style="list-style-type: none"> • <i>human resources</i> • <i>capital resources</i> • <i>natural resources</i> • entrepreneurship 	Student Edition: 121, 230, 611, 667 <i>The Way it Was</i> 449 Teacher Wraparound Edition: CTA 611; ISR 611		
Standard 9: Markets Students shall analyze the exchange of <i>goods and services</i> and the roles of governments, businesses, and individuals in the <i>market</i> place.			
THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES			
Financial Markets			
E.9.8.1 Investigate functions of early banking systems (e.g., depository, usury, just price)	Student Edition: 388, 529, 612 <i>Reading Check</i> 613		
E.9.8.2 Analyze the role of the stock market in the economies of the United States and other countries (e.g., Financial Times Stock Exchange (FTSE), Tokyo Stock Exchange (TSE), New York Stock Exchange (NYSE), National Association of Securities Dealers Automated Quotations (NASDAQ))	This objective can be met through class discussion of the current role of the stock market.		

STANDARDS	PAGE REFERENCES
E.9.8.3 Investigate the impact of <i>inflation</i> on the growth and prosperity of a nation	Student Edition: 319 <i>Primary Source</i> 320 Teacher Wraparound Edition: CAT 319
E.9.8.4 Investigate the use of <i>Gross Domestic Product (GDP)</i> to measure a nation's economic success and standard of living	This objective can be met through class discussion based on the use of GDP.
Global Markets	
E.9.8.5 Evaluate advantages and disadvantages of global trade	Student Edition: 388, 528-529, 611-613, 696
E.9.8.6 Analyze exchange rates in a global economy	Student Edition: 294, 388, 529, 611-613
E.9.8.7 Examine changes in currencies over time and the resulting effect on global trade	Student Edition: 294, 388, 529, 611-613
Goods and Services	
E.9.8.8 Evaluate the interaction of <i>supply</i> and <i>demand</i>	Student Edition: 612
E.9.8.9 Describe the four types of <i>market</i> structures: <ul style="list-style-type: none"> • monopolies • monopolistic competition • oligopolies • pure competition 	Student Edition: 576
E.9.8.10 Compare and contrast global effects of marketing techniques: <ul style="list-style-type: none"> • advertising • ecommerce 	This objective can be met through class discussion and internet research based on modern marketing techniques.