



World History
**JOURNEY
ACROSS TIME**

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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			
G.1.7.1 Determine the <i>absolute</i> and <i>relative location</i> of a specific <i>place</i>	Student Edition: GH2, GH5, 965-976 Teacher Wraparound Edition: DI GH5; T GH5; U GH2		
G.1.7.2 Compare the influence of geographic locations on early civilizations	Student Edition: 10, 13, 17, 39-46, 574-575 Teacher Wraparound Edition: CAT 18, 575; WA 19		

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:</p> <p>18, 27, 39-46, 195, 196, 198, 199, 225, 382</p> <p>Teacher Wraparound Edition:</p> <p>CAT 18; DI 40; T 225; WA 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:</p> <p>R2-R26, GH4-GH13</p> <p>Teacher Wraparound Edition:</p> <p>CLA GH4, GH8; CTA GH12</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:</p> <p>GH2, GH13</p> <p>Teacher Wraparound Edition:</p> <p>EC GH2; U GH2</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:</p> <p>GH6-GH7; 659-660</p> <p>Teacher Wraparound Edition:</p> <p>DI 660; T GH7</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:</p> <p>GH6-GH10</p> <p>Teacher Wraparound Edition:</p> <p>A TOOLS9; CLA GH8; T GH8, 195</p>

STANDARDS	PAGE REFERENCES
<p>G.1.7.8</p> <p>Determine <i>latitude</i> and <i>longitude</i> using maps or globes</p>	<p>Student Edition: R2-R26; GH5</p> <p>Teacher Wraparound Edition: DI GH4; T GH4, GH5</p>
<p>G.1.7.9</p> <p>Examine the influence of Earth's physical features on the development of <i>regions</i> of early civilizations</p>	<p>Student Edition: 10, 13, 17, 39-46, 574-575</p> <p>Teacher Wraparound Edition: CAT 18, 575; WA 19</p>
<p>Standard 2: Culture and Diversity</p> <p>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</p> <p>Examine creative work as examples of cultural heritage (e.g., literature, <i>mosaics</i>, statuary, architecture, philosophy, dramas)</p>	<p>Student Edition: 162-163, 303-304, 393-394, 421-422, 474-475, 499-501, 549-550, 625-626, 736-737</p> <p><i>Medieval Church Architecture</i> 549</p> <p><i>The Parthenon</i> 162</p> <p>Teacher Wraparound Edition: C 394; CLA 162; CTA 305; R 163; WA 500, 737</p>
<p>G.2.7.2</p> <p>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, 213-214, 428-429, 462, 465, 542</p> <p><i>Biography</i> 63, 66, 212, 466</p> <p>Teacher Wraparound Edition: ICA 428; T 63, 66, 466</p>
<p>G.2.7.3</p> <p>Demonstrate examples of <i>cultural exchange</i> throughout various periods of world history</p>	<p>Student Edition: 178, 183-186, 361-364, 380-381, 668-669, 729-730</p> <p><i>Critical Thinking</i> 364 #7</p> <p><i>National Geographic</i> 668</p> <p>Teacher Wraparound Edition: C 364; T 183</p>

STANDARDS	PAGE REFERENCES
<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.3.7.1 Discuss <i>push-pull factors</i> that influenced the growth of population centers (e.g., location, transportation corridors and barriers, distribution of resources)</p>	<p>Student Edition: 18, 39-40, 196, 524-525, 530, 531, 581, 611-612 Teacher Wraparound Edition: C 531; CTA 19, 611; WA 43</p>
<p>G.3.7.2 Investigate the <i>infrastructure</i> of population centers</p>	<p>Student Edition: 19, 43-44, 126, 128, 197, 524-525, 530, 614-615 Teacher Wraparound Edition: C 531, 615; CAT 197; CTA 19; WA 19</p>
<p>Human Environment Interaction</p>	
<p>G.3.7.3 Analyze ways people have:</p> <ul style="list-style-type: none"> • adapted to the physical environment • altered the physical environment 	<p>Student Edition: 18, 21, 41, 230, 417, 503, 579, 591 <i>Linking Past and Present</i> 410 Teacher Wraparound Edition: C 23; DI 18; UN 503</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.4.7.1 Discuss the different ways executive, legislative, and judicial powers have been organized</p>	<p>Student Edition: 139, 171, 682, 696, 700 <i>Critical Thinking</i> 689 #7</p>
<p>C.4.7.2 Discuss different forms of executive leadership in civilizations (e.g., judge class, patrician, class priest class, warrior class, emperor, nobility)</p>	<p>Student Edition: 122, 269, 270-271, 278, 494, 495, 688-689, 716 Teacher Wraparound Edition: C 689; CTA 717; DI 270; ICA 495; RS 269</p>

STANDARDS	PAGE REFERENCES
<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:</p> <p>126-127, 129-130, 139-140, 208, 270-271, 808</p> <p><i>Comparing Governments</i> 140</p> <p><i>Critical Thinking</i> 130 #7</p> <p>Teacher Wraparound Edition:</p> <p>CTA 142; CY 810; DI 270</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:</p> <p>177-178, 241-242, 281-282, 322, 515-516, 535-536</p> <p><i>Biography</i> 243</p> <p>Teacher Wraparound Edition:</p> <p>T 243, 535</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:</p> <p>23, 330</p> <p><i>You Decide</i> 24-25</p> <p>Teacher Wraparound Edition:</p> <p>A 25; EC 24; I 24; WA 330</p>
<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:</p> <p>162-163, 303, 326, 332, 359-360</p> <p><i>Linking Past and Present</i> 61</p> <p><i>The Parthenon</i> 162</p> <p><i>The Way It Was</i> 383</p> <p>Teacher Wraparound Edition:</p> <p>CLA 162, EC 809; ICA 332; T 303</p>

STANDARDS	PAGE REFERENCES
Rights and Responsibilities of Citizens	
<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:</p> <p>122-123, 129, 130, 140, 145, 326, 681, 682, 700, 734</p> <p><i>Comparing Governments</i> 140</p> <p><i>Critical Thinking</i> 123 #5</p> <p>Teacher Wraparound Edition:</p> <p>C 130; CY 122; R 123</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:</p> <p>122-123, 126-127, 139, 281</p> <p><i>Critical Thinking</i> 123 #5</p> <p>Teacher Wraparound Edition:</p> <p>CY 122; R 123</p>
<p>Strand: History</p>	
<p>Standard 6: History</p> <p style="text-align: center;">Students shall analyze significant ideas, events and people in world, nation, state, and local history and how they affect change over time.</p>	
<p style="text-align: center;">THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES</p>	
<p style="text-align: center;">Continuity and Change</p>	
<p>H.6.7.1</p> <p>Examine ways viewpoints expressed in <i>primary</i> and <i>secondary source</i> documents have changed over time</p>	<p>Student Edition:</p> <p>932-943</p> <p><i>Primary Source</i> 122, 270, 330, 420, 539, 644, 833</p> <p><i>Skillbuilder</i> 910</p> <p>Teacher Wraparound Edition:</p> <p>AA 933, 935, 937, 939, 941, 943; PS 122; T 910</p>
<p>H.6.7.2</p> <p>Sequence significant historical events on a <i>timeline</i> to make predictions</p>	<p>Student Edition:</p> <p>TOOLS 3</p> <p><i>Skillbuilder</i> 905</p> <p><i>Thinking Like a Historian</i> TOOLS3 #3</p> <p>Teacher Wraparound Edition:</p> <p>A TOOLS3; DI 319; T 905; TL 623</p>

STANDARDS	PAGE REFERENCES
<p>H.6.7.3</p> <p>Investigate characteristics of civilizations (e.g., writing, development of communities, government, religion, specialized workers, advanced transportation, commerce)</p>	<p>Student Edition: 9-11, 13, 17-21, 23, 27-30, 60-62, 64-65, 67, 69-72</p> <p>Teacher Wraparound Edition: C 15, 67; CTA 11, 19; DI 18, 28; T 17, 60</p>
<p>H.6.7.4</p> <p>Analyze achievements of the early river civilizations (e.g., agricultural improvements, establishment of libraries, architecture, transportation, commerce)</p>	<p>Student Edition: 17-21, 23, 39-46</p> <p><i>The Way It Was</i> 42-3</p> <p>Teacher Wraparound Edition: C 23; DI 18; EC 43; ICA 20; T 17, 225; WA 19, 43</p>
<p>H.6.7.5</p> <p>Examine the development of ancient non-European civilizations:</p> <ul style="list-style-type: none"> • Africa • The Americas • Asia 	<p>Student Edition: 69-72, 225-231, 233-236, 238-239, 573-581, 583-588, 590-592</p> <p><i>Critical Thinking</i> 239 #3</p> <p><i>The Way It Was</i> 234-235</p> <p>Teacher Wraparound Edition: C 72, 231; CAT 575; CLA 579; CTA 585</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: 287-288, 290-294, 303-310, 318-320, 322-326</p> <p><i>Biography</i> 289</p> <p>Teacher Wraparound Edition: ICA 306; T 287; WA 291</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: 162-163, 185-186, 303-305, 626, 421-422, 467, 671-672</p> <p><i>Critical Thinking</i> 310 #3</p> <p><i>The Way It Was</i> 291</p> <p>Teacher Wraparound Edition: C 163; CTA 305; DI 304; EC 421; T 303, 671</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: 226-231, 241-242, 244-248</p> <p><i>Critical Thinking</i> 231 #3</p> <p>Teacher Wraparound Edition: CTA 227; ICA 228; T 241</p>

STANDARDS	PAGE REFERENCES
<p>H.6.7.9</p> <p>Investigate roles of the Christian church in Medieval Europe</p>	<p>Student Edition: 545-547</p> <p>Teacher Wraparound Edition: CTA 547; DI 546; T 545</p>
<p>H.6.7.10</p> <p>Describe life in Medieval Europe:</p> <ul style="list-style-type: none"> • feudalism • guild system • manorial system 	<p>Student Edition: 523-531</p> <p><i>A Medieval Manor</i> 524-525 <i>Medieval City Life</i> 528-529 <i>You Decide</i> 532-533</p> <p>Teacher Wraparound Edition: CTA 525; EC 527; HM 528; RS 523; T 523</p>
<p>H.6.7.11</p> <p>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: 554-555, 557</p> <p><i>Biography</i> 556 <i>Critical Thinking</i> 558 #3-4 <i>National Geographic</i> 554, 555</p> <p>Teacher Wraparound Edition: C 558; C 555; CTA 557; DI 555</p>
<p>H.6.7.12</p> <p>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, 699</p> <p><i>Critical thinking</i> 543 #4 <i>Primary Source</i> 537</p> <p>Teacher Wraparound Edition: ER 537</p>
<p>H.6.7.13</p> <p>Explore medieval Japan (e.g., Shogunates, Samurai, feudalism)</p>	<p>Student Edition: 592-597, 599-501, 503-504</p> <p><i>Primary Source</i> 495 <i>The Way It Was</i> 496</p> <p>Teacher Wraparound Edition: C 497, 504; CTA 494; 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:</p> <p>320, 328, 360, 384</p> <p><i>Critical Thinking</i> 334 #3</p> <p><i>National Geographic</i> 329</p> <p>Teacher Wraparound Edition:</p> <p>CAT 360; 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:</p> <p>134-137, 144-146, 176, 274-276</p> <p><i>National Geographic</i> 134, 274</p> <p>Teacher Wraparound Edition:</p> <p>C 137; CP 135; CY 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:</p> <p>95, 137, 176-179, 210, 252</p> <p><i>Critical Thinking</i> 179 #3</p> <p><i>You Decide</i> 180-181</p> <p>Teacher Wraparound Edition:</p> <p>A 181; CTA 177; MM 176; T 180</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:</p> <p>319-320, 322-324</p> <p><i>Critical Thinking</i> 326 #4-5</p> <p><i>National Geographic</i> 323</p> <p>Teacher Wraparound Edition:</p> <p>CTA 320, 325; DI 319; EC 323</p>
<p>H.6.7.18</p> <p>Investigate the causes and effects of the Crusades</p>	<p>Student Edition:</p> <p>541-543</p> <p><i>Critical Thinking</i> 543 #6-7</p> <p><i>National Geographic</i> 542</p> <p>Teacher Wraparound Edition:</p> <p>C 543; CLA 652; CTA 426</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:</p> <p>132-133, 425-426, 518-519, 535, 539, 540 <i>National Geographic</i> 424</p> <p>Teacher Wraparound Edition:</p> <p>CAT 425; CTA 426; RS 519</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:</p> <p>535-536 <i>Picture</i> 535 <i>Review Main Ideas</i> 560 #7</p> <p>Teacher Wraparound Edition:</p> <p>MA 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:</p> <p><i>National Geographic</i> 17, 39, 62, 195, 210, 225, 226, 230, 469, 540</p> <p>Teacher Wraparound Edition:</p> <p>T 195</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:</p> <p><i>Geography Skills</i> 149 <i>National Geographic</i> 121</p> <p>Teacher Wraparound Edition:</p> <p>C 123</p>
<p>H.6.7.23</p> <p>Illustrate military expeditions of Alexander the Great</p>	<p>Student Edition:</p> <p>176-179 <i>Critical Thinking</i> 179 #6 <i>National Geographic</i> 176</p> <p>Teacher Wraparound Edition:</p> <p>DI 176; MM 176</p>

STANDARDS	PAGE REFERENCES
<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:</p> <p>380-381, 384-386 <i>National Geographic</i> 380, 383, 385</p> <p>Teacher Wraparound Edition:</p> <p>CC 384; RS 380</p>
<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:</p> <p>447-452 <i>Chart</i> 451 <i>Geography Skills</i> 479 <i>National Geographic</i> 448, 452</p> <p>Teacher Wraparound Edition:</p> <p>ICA 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:</p> <p>574-581 <i>National Geographic</i> 575, 577, 590 <i>The Way It Was</i> 578</p> <p>Teacher Wraparound Edition:</p> <p>CTA 580</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:</p> <p>213, 246-247, 388, 411, 428, 429, 554, 611 <i>Critical Thinking</i> 248 #4 <i>National Geographic</i> 246, 554</p> <p>Teacher Wraparound Edition:</p> <p>CLA 247</p>

STANDARDS	PAGE REFERENCES
Cultural Diversity and Uniformity	
<p>H.6.7.28</p> <p>Contrast characteristics of the Paleolithic and Neolithic Ages</p>	<p>Student Edition:</p> <p>10-11, 13-15</p> <p><i>Biography</i> 12</p> <p><i>Chart</i> 14</p> <p><i>Critical Thinking</i> 15 #5</p> <p><i>Primary Source</i> 10</p> <p>Teacher Wraparound Edition:</p> <p>CTA 11; PS 10</p>
<p>H.6.7.29</p> <p>Examine the development of monotheism</p>	<p>Student Edition:</p> <p>81-85</p> <p><i>Critical Thinking</i> 85 #3</p> <p><i>Primary Source</i> 83</p> <p>Teacher Wraparound Edition:</p> <p>C 85; DI 82; RS 81; T 81</p>
<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:</p> <p>125-130</p> <p><i>Critical Thinking</i> 130 #3, 4</p> <p><i>Linking Past and Present</i> 128</p> <p><i>National Geographic</i> 125</p> <p>Teacher Wraparound Edition:</p> <p>C 130; EC 129; MA 127; T 125; 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:</p> <p>81-85, 203-206, 208, 235, 236, 343-345, 347-348, 350, 37-375, 377-378</p> <p><i>Biography</i> 237, 346, 349</p> <p><i>Chart</i> 204</p> <p><i>Primary Source</i> 83</p> <p>Teacher Wraparound Edition:</p> <p>CAT 345; CLA 238; DI 374; RS 374; T 81, 203</p>

STANDARDS	PAGE REFERENCES
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:</p> <p>514-516</p> <p><i>Biography</i> 517</p> <p><i>Critical Thinking</i> 521 #4</p> <p><i>National Geographic</i> 514, 516</p> <p>Teacher Wraparound Edition:</p> <p>CAT 515; CLA 520; CTA 515; ICA 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:</p> <p>539-540</p> <p><i>National Geographic</i> 540</p> <p><i>Primary Source</i> 539</p> <p>Teacher Wraparound Edition:</p> <p>EC 539; PS 539</p>
<p>Strand: Economics</p>	
<p>Standard 7: Choices</p> <p>Students shall analyze the costs and benefits of making economic choices</p>	
<p style="text-align: center;">THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES</p>	
<p style="text-align: center;">Costs and Benefits</p>	
<p>E.7.7.1</p> <p>Discuss economic wants and needs of people over time.</p>	<p>Student Edition:</p> <p>15, 62, 90, 120, 196, 213, 246-247, 292-293, 332</p> <p>Teacher Wraparound Edition:</p> <p>C 15, 248; CAT 90</p>
<p>E.7.7.2</p> <p>Investigate choices made by early civilizations that had long-range economic consequences</p>	<p>Student Edition:</p> <p>15, 62, 90, 120, 196, 213, 246-247, 292-293, 332</p> <p>Teacher Wraparound Edition:</p> <p>C 15, 248; CAT 90</p>
<p>E.7.7.3</p> <p>Discuss ways <i>scarcity</i> has influenced economic wants and needs resulting in the need to make choices</p>	<p>Student Edition:</p> <p>294, 319, 529, 612, 807, 871</p> <p>Teacher Wraparound Edition:</p> <p>DI 319; T 318</p>

STANDARDS	PAGE REFERENCES
E.7.7.4 Discuss <i>opportunity costs</i> associated with decision making.	This objective can be covered during classroom discussion on economic decisions and opportunity costs.
E.7.7.5 Determine influences of <i>limited resources</i> on <i>economies</i> due to choices made by leaders	Student Edition: 294, 319, 529, 612, 807, 871 Teacher Wraparound Edition: DI 319; T 318
E.7.7.6 Explain how trade-offs have allowed civilizations to get the most of scarce resources	Student Edition: 118, 119, 121, 213, 231, 246-247, 447, 448, 451 <i>National Geographic</i> 121 Teacher Wraparound Edition: CLA 247; CTA 447
<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>	
E.8.7.1 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)	Student Edition: 11, 15, 41, 418-420, 486, 503 <i>The Way It Was</i> 11, 419 Teacher Wraparound Edition: C 422; EC 421; MA 418; UN 503
E.8.7.2 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)	Student Edition: 183, 244, 414-415, 432, 472-473, 503, 530, 550 <i>National Geographic</i> 473 <i>The Way It Was</i> 414 Teacher Wraparound Edition: CTA 472; CY 414; EC 530; WA 245
E.8.7.3 Discuss changing factors of <i>production</i> over time: <ul style="list-style-type: none"> • <i>human resources</i> • <i>capital resources</i> • <i>natural resources</i> • entrepreneurship 	Student Edition: 549, 612-613, 667, 725-726, 729, 732-733, 876 <i>The Way It Was</i> 733 Teacher Wraparound Edition: CC 726; CTA 727; DI 733; UC 549

STANDARDS	PAGE REFERENCES
<p>E.8.7.4</p> <p>Analyze ways distribution of <i>natural resources</i> determined settlement patterns</p>	<p>Student Edition: 10, 13, 17, 39-46, 574-575</p> <p>Teacher Wraparound Edition: CAT 18, 575; DI 40; RA 575; WA 19</p>
<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, 294, 320, 388, 529</p> <p><i>Critical Thinking</i> 295 #5</p> <p><i>Primary Source</i> 320</p> <p>Teacher Wraparound Edition: E 294</p>
<p>E.9.7.2</p> <p>Discuss advantages of using early banking institutions</p>	<p>Student Edition: 549, 612-613</p> <p><i>Critical Thinking</i> 615 #6</p> <p>Teacher Wraparound Edition: ICA 612</p>
<p>E.9.7.3</p> <p>Discuss the necessity of accounting systems to document transactions</p>	<p>This objective can be covered during classroom discussion about accounting systems.</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: 40, 43, 62, 63, 69, 119, 121, 213, 246-247</p> <p><i>Critical Thinking</i> 123 #6</p> <p>Teacher Wraparound Edition: CLA 247</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: 121, 294, 388, 419-420, 529</p> <p><i>Critical Thinking</i> 294 #5</p> <p>Teacher Wraparound Edition: E 294</p>

STANDARDS	PAGE REFERENCES
<p>E.9.7.6</p> <p>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:</p> <p>23, 29-30, 94, 177, 179, 320, 382, 383, 388-389, 391</p> <p><i>National Geographic</i> 179</p> <p><i>Read to Write</i> 189 #22</p> <p>Teacher Wraparound Edition:</p> <p>CTA 29; ICA 353</p>
Goods and Services	
<p>E.9.7.7</p> <p>Compare effects of <i>supply and demand</i> on prices in early <i>markets</i></p>	<p>Student Edition:</p> <p>389, 417, 447, 451</p> <p><i>Critical Thinking</i> 334 #4</p> <p><i>The Way It Was</i> 449</p> <p>Teacher Wraparound Edition:</p> <p>EC 449; TT 449</p>
<p>E.9.7.8</p> <p>Examine the effects of early world marketing practices (e.g., bazaars, <i>market</i> places, medieval fairs)</p>	<p>Student Edition:</p> <p>389, 528-529, 530, 554-555</p> <p><i>Medieval City Life</i> 528</p> <p>Teacher Wraparound Edition:</p> <p>C 531; EC 530; RM 529</p>

STANDARDS	PAGE REFERENCES
Grade 8	
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.1.8.1</p> <p>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: 323, 513, 539, 592, 770, 875 <i>National Geographic</i> 293, 513 <i>Panama Canal</i> 769</p> <p>Teacher Wraparound Edition: E 770; RS 875; T 513</p>
Map and Globe Skills	
<p>G.1.8.2</p> <p>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: GH6-GH10, 391, 420, 659</p> <p>Teacher Wraparound Edition: CLA GH8; ICA 391; MM 420; T 659</p>
<p>G.1.8.3</p> <p>Construct specialized maps using data (e.g., <i>climate</i>, population, <i>political</i> units, resources)</p>	<p>Teacher Wraparound Edition: A TOOLS9; CLA GH8; MM 176, 195, 420, 548, 661; RS 445; T GH6</p>
<p>G.1.8.4</p> <p>Locate specific places on maps and globes using grid points (<i>longitude</i> and <i>latitude</i>)</p>	<p>Student Edition: R2-R26, GH5</p> <p>Teacher Wraparound Edition: DI GH4; EC GH9; T GH4, GH5</p>
<p>G.1.8.5</p> <p>Analyze the influence of Earth's physical features on the development of <i>regions</i> of the world.</p>	<p>Student Edition: 10, 13, 17, 39-46, 574-575</p> <p>Teacher Wraparound Edition: CAT 18, 575; DI 40; RS 575; WA 19</p>

STANDARDS	PAGE REFERENCES
<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.2.8.1 Analyze the work of writers and artists as examples of <i>cultural</i> heritage from communities around the world.</p>	<p>Student Edition: 162-163, 393-394, 474-475, 609-610 <i>World Literature</i> 53-58, 164-167, 311-316, 454-459, 627-632, 820-823 Teacher Wraparound Edition: C 167, 394; CTA 56, 314, 457; R 163</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: 542, 644, 777-778 <i>Biography</i> 647 Teacher Wraparound Edition: DI 644; E 543; MA 777; T 647</p>
<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: 419-420, 620-621, 728, 730, 889 <i>Critical Thinking</i> 730 #5 <i>History Makers</i> 620, 889 Teacher Wraparound Edition: CTA 419, 621; HM 620</p>

STANDARDS	PAGE REFERENCES
<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: 554-555, 620-621, 725-730, 888-889 <i>History Makers</i> 889 Teacher Wraparound Edition: CTA 621, 727; DI 555; R 730; RS 725; T 554; WA 727</p>
<p>G.3.8.2 Analyze the impact of ideas, information, and technology on global <i>interdependence</i></p>	<p>Student Edition: 888, 889, 890 <i>History Makers</i> 889 <i>Review Main Ideas</i> 896 #12 Teacher Wraparound Edition: CAT 889; DI 889</p>
<p>G.3.8.3 Analyze changes in infrastructure brought about by <i>globalization</i></p>	<p>Student Edition: 888, 889, 890 <i>History Makers</i> 889 <i>Review Main Ideas</i> 896 #12 Teacher Wraparound Edition: CAT 889; DI 889</p>
<p>Human Environment Interaction</p>	
<p>G.3.8.4 Determine the impact of population growth on renewable and nonrenewable resources</p>	<p>Student Edition: 732-733, 890 <i>Critical Thinking</i> 894 #4 Teacher Wraparound Edition: T 732; WA 890</p>
<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>Student Edition: 890 <i>Critical Thinking</i> 894 #4 Teacher Wraparound Edition: WA 890</p>

STANDARDS	PAGE REFERENCES
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	
<p>C.4.8.1</p> <p>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:</p> <p>126-127, 139-140, 208, 270-271, 682, 696, 700, 808</p> <p><i>Comparing Governments</i> 140</p> <p><i>Critical Thinking</i> 130 #7, 659 #7</p> <p>Teacher Wraparound Edition:</p> <p>CTA 142; CY 810; DI 270</p>
<p>C.4.8.2</p> <p>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>Student Edition:</p> <p>698, 700, 748, 774, 866, 874-872, 881-882</p> <p><i>Biography</i> 776</p> <p><i>Critical Thinking</i> 886 #7</p> <p>Teacher Wraparound Edition:</p> <p>CTA 774; E 748; RS 866; T 776</p>
<p>C.4.8.3</p> <p>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>Student Edition:</p> <p>735-736, 808, 809, 815, 832-834</p> <p><i>Primary Source</i> 735</p> <p>Teacher Wraparound Edition:</p> <p>CTA 834; EC 809; MA 808; RS 832</p>
Standard 5: Citizenship Students shall develop an understanding of the rights and responsibilities of citizens.	
Roots of Democracy	
<p>C.5.8.1</p> <p>Examine the influence of constitutions used by various nations</p>	<p>Student Edition:</p> <p>488, 694, 700, 716, 778</p> <p><i>Primary Source</i> 488</p> <p>Teacher Wraparound Edition:</p> <p>ICA 488; E 700</p>

STANDARDS	PAGE REFERENCES
<p>C.5.8.2</p> <p>Research national symbols from other nations of the world (e.g., national flags, statues, monuments)</p>	<p>This objective can be covered during classroom discussion about political symbolism.</p>
<p>Rights and Responsibilities of Citizens</p>	
<p>C.5.8.3</p> <p>Discuss struggles to gain rights for citizens in various countries (e.g., China, France, Mexico, South Africa, United States)</p>	<p>Student Edition: 694-700, 715-719, 864-865, 872, 885-886 <i>The Mexican Revolution</i> 864 <i>Primary Source</i> 716</p> <p>Teacher Wraparound Edition: C 700; CLA 699, 840; CTA 717; ICA 884</p>
<p>C.5.8.4</p> <p>Examine the value citizens of other countries place on voting</p>	<p>Student Edition: 735, 735, 745, 746, 754 <i>Growth of the United States</i> 752</p>
<p>C.5.8.5</p> <p>Analyze the influence citizen participation has on government</p>	<p>Student Edition: 122-123, 128, 130, 145, 326, 681-685, 734 <i>Primary Source</i> 145</p> <p>Teacher Wraparound Edition: C 130; ICA 128; R 123; RS 682</p>
<p>C.5.8.6</p> <p>Analyze world organizations involved in citizens' rights (e.g., Amnesty International, Doctors Without Borders, United Nations)</p>	<p>Student Edition: 830, 870 <i>Critical Thinking</i> 830 #6</p> <p>Teacher Wraparound Edition: T 870</p>

STANDARDS	PAGE REFERENCES
Strand: History	
Standard 6: History 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.6.8.1</p> <p>Examine ways viewpoints expressed in <i>primary</i> and <i>secondary source</i> documents have changed policy and public perception</p>	<p>Student Edition:</p> <p>932-943</p> <p><i>Primary Source</i> 122, 270, 33,0 420, 539, 644, 833</p> <p><i>Skillbuilder</i> 910</p> <p>Teacher Wraparound Edition:</p> <p>AA 933, 935, 937, 939, 941, 943; PS 122; T 910</p>
<p>H.6.8.2</p> <p>Compare historical events on a <i>timeline</i> to discover correlations</p>	<p>Student Edition:</p> <p>TOOLS3</p> <p><i>Skillbuilder</i> 905</p> <p><i>Thinking Like a Historian</i> TOOLS3 #3</p> <p><i>Timeline</i> 604, 654, 710, 758, 800, 856</p> <p>Teacher Wraparound Edition:</p> <p>A TOOLS3; DI 319; T 905; TL 623</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:</p> <p>361, 634-637, 639-641</p> <p>Teacher Wraparound Edition:</p> <p>C 641; ICA 637; 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:</p> <p>634-637, 648, 640-641</p> <p><i>Biography</i> 638</p> <p><i>Critical Thinking</i> 641 #7</p> <p><i>Primary Source</i> 640</p> <p>Teacher Wraparound Edition:</p> <p>C 641, 650; CAT 636; EC 639; T 638; WA 635</p>

STANDARDS	PAGE REFERENCES
<p>H.6.8.5</p> <p>Describe the <i>Counter reformation</i> (e.g., Jesuits, Council of Trent, Inquisition)</p>	<p>Student Edition:</p> <p>643-646</p> <p><i>Critical Thinking</i> 650 #3</p> <p><i>Primary Source</i> 644</p> <p>Teacher Wraparound Edition:</p> <p>ICA 646; RS 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:</p> <p>659, 660</p> <p>Teacher Wraparound Edition:</p> <p>DI 660; MM 661; T 659; UW 660</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:</p> <p>594-597, 599-600, 691-694, 766-768</p> <p><i>Biography</i> 598</p> <p><i>Primary Source</i> 597, 766</p> <p>Teacher Wraparound Edition:</p> <p>CAT 596; EC 767; RS 693; WA 595</p>
<p>H.6.8.8</p> <p>Investigate the influence of the Ottoman <i>Empire</i></p>	<p>Student Edition:</p> <p>384-385, 659, 766, 783-784, 791</p> <p><i>Critical Thinking</i> 386 #3</p> <p><i>National Geographic</i> 385</p> <p>Teacher Wraparound Edition:</p> <p>MA 3840</p>
<p>H.6.8.9</p> <p>Identify major contributors of the Scientific Revolution (e.g., Muhammad Al-Khwarizmi, Francis Bacon, Nicholas Copernicus, Galileo Galilei, Johannes Kepler, Isaac Newton, Zhang Heng)</p>	<p>Student Edition:</p> <p>671-676, 678-679</p> <p><i>Biography</i> 677</p> <p><i>A New View of the Universe</i> 672-673</p> <p>Teacher Wraparound Edition:</p> <p>C 679; DI 672, 676; EC 675; RS 671; T 674, 677; WA 675</p>
<p>H.6.8.10</p> <p>Discuss the rise of <i>absolute rulers</i> and the <i>divine right of kings</i> (e.g., African, Asian, European)</p>	<p>Student Edition:</p> <p>681, 682, 686-689</p> <p><i>Critical Thinking</i> 689 #3</p> <p>Teacher Wraparound Edition:</p> <p>EC 686; RS 682</p>

STANDARDS	PAGE REFERENCES
<p>H.6.8.11</p> <p>Analyze consequences of the <i>triangular trade</i> and the <i>Columbian Exchange</i> between Africa, the Americas, and Europe</p>	<p>Student Edition:</p> <p>668-669</p> <p><i>National Geographic</i> 668</p> <p>Teacher Wraparound Edition:</p> <p>DI 667</p>
<p>H.6.8.12</p> <p>Investigate influences on modern society of Enlightenment thinkers including, but not limited to:</p> <ul style="list-style-type: none"> • John Locke • Baron de Montesquieu • Jean Jacques Rousseau 	<p>Student Edition:</p> <p>681-682, 684-686, 699, 700</p> <p><i>Biography</i> 683</p> <p><i>Primary Source</i> 682</p> <p>Teacher Wraparound Edition:</p> <p>CAT 686; CTA 684; DI 682; PS 682; RS 682; T 683</p>
<p>H.6.8.13</p> <p>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:</p> <p>699-700, 715, 749</p> <p><i>Biography</i> 750</p> <p><i>Critical Thinking</i> 700 #5</p> <p>Teacher Wraparound Edition:</p> <p>AP 698</p>
<p>H.6.8.14</p> <p>Investigate causes and consequences of the Industrial Revolution (e.g., changing technology, mass production, societal changes)</p>	<p>Student Edition:</p> <p>725-730, 732-739, 741</p> <p><i>Critical Thinking</i> 730 #3</p> <p><i>National Geographic</i> 725</p> <p><i>The Way It Was</i> 733</p> <p>Teacher Wraparound Edition:</p> <p>C 730, 741; CLA 737; CTA 727; DI 733; T 725</p>
<p>H.6.8.15</p> <p>Discuss societal changes resulting from pandemics (e.g., bubonic plague/Black Death, small pox, tuberculosis, influenza, polio, HIV-AIDS)</p>	<p>Student Edition:</p> <p>554-555, 596, 597, 669, 871</p> <p><i>Critical Thinking</i> 558 #3, 669 #4</p> <p><i>National Geographic</i> 554, 555</p> <p>Teacher Wraparound Edition:</p> <p>C 558; CAT 871; DI 555; EC 794; T 554</p>

STANDARDS	PAGE REFERENCES
<p>H.6.8.16</p> <p>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>Student Edition:</p> <p>734-736, 745, 746, 752, 753, 754</p> <p><i>Critical Thinking</i> 754 #4</p> <p>Teacher Wraparound Edition:</p> <p>C 754; CC 735</p>
<p>H.6.8.17</p> <p>Explain the influences that changing technology had on World War I and World War II (e.g., weapons, medicine, transportation, communication)</p>	<p>Student Edition:</p> <p>785, 787-789, 829-830</p> <p><i>History Makers</i> 829</p> <p>Teacher Wraparound Edition:</p> <p>EC 829; ICA 784</p>
<p>H.6.8.18</p> <p>Examine the impact of the Cold War on global relations</p>	<p>Student Edition:</p> <p>832-841</p> <p><i>Critical Thinking</i> 841 #4</p> <p><i>National Geographic</i> 832, 838</p> <p><i>Primary Source</i> 833</p> <p>Teacher Wraparound Edition:</p> <p>C 841; CTA 834; EC 836</p>
<p>H.6.8.19</p> <p>Discuss the downfall of communist governments (e.g., Soviet Union, Poland)</p>	<p>Student Edition:</p> <p>881-886</p> <p><i>Critical Thinking</i> 886 #7</p> <p><i>National Geographic</i> 883</p> <p><i>Primary Source</i> 882</p> <p>Teacher Wraparound Edition:</p> <p>C 886; CTA 883; DI 882; T 881</p>
<p>H.6.8.20</p> <p>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>Student Edition:</p> <p>876, 888-892</p> <p>Teacher Wraparound Edition:</p> <p>CAT 892; DI 889; ICA 891</p>

STANDARDS	PAGE REFERENCES
<p>E.6.8.21</p> <p>Discuss the growth of technology resulting from the space race (e.g., artificial satellites, computers, new food technologies)</p>	<p>Student Edition:</p> <p>888-889</p> <p><i>The Computer</i> 888</p> <p><i>History Makers</i> 889</p> <p><i>Space Exploration</i> 839</p> <p>Teacher Wraparound Edition:</p> <p>CAT 889</p>
<p>Conflict and Consensus</p>	
<p>H.6.8.22</p> <p>Discuss the emergence of England as a world power during the Elizabethan period (e.g., Spanish Armada, sea dogs)</p>	<p>Student Edition:</p> <p>664</p> <p><i>Biography</i> 665</p> <p>Teacher Wraparound Edition:</p> <p>CAT 664; MA 664; T 665</p>
<p>H.6.8.23</p> <p>Describe causes and consequences of World War I (e.g., imperialism, militarism, <i>nationalism</i>, alliances, Treaty of Versailles, League of Nations)</p>	<p>Student Edition:</p> <p>781-788, 790-794, 796</p> <p><i>History Makers</i> 783</p> <p><i>National Geographic</i> 781, 786, 787, 790</p> <p>Teacher Wraparound Edition:</p> <p>C 788; DI 791; R 788</p>
<p>H.6.8.24</p> <p>Discuss the Russian Revolutions and the establishment of a communist state (e.g., Bolsheviks, Lenin, Stalin)</p>	<p>Student Edition:</p> <p>793-794, 796, 810</p> <p><i>Biography</i> 795</p> <p><i>Critical Thinking</i> 796 #6</p> <p><i>Primary Source</i> 794</p> <p>Teacher Wraparound Edition:</p> <p>APS 793; E 793; ICA 793; MA 793</p>
<p>H.6.8.25</p> <p>Describe causes and consequences of World War II (e.g., <i>fascism</i>, anti-Semitism, Pearl Harbor, atomic bomb, satellite countries)</p>	<p>Student Edition:</p> <p>808-812, 814-816, 818-819, 824-830</p> <p><i>Critical Thinking</i> 812 #3</p> <p><i>History Makers</i> 859</p> <p><i>National Geographic</i> 814</p> <p>Teacher Wraparound Edition:</p> <p>CTA 816; E 819; MA 818; R 812; RS 825; WA 815</p>

STANDARDS	PAGE REFERENCES
<p>H.6.8.26</p> <p>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>Student Edition:</p> <p>816, 818-819, 825-826, 828</p> <p><i>National Geographic</i> 825</p> <p><i>Primary Source</i> 828</p> <p>Teacher Wraparound Edition:</p> <p>CTA 816; UC 828</p>
<p>H.6.8.27</p> <p>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>Student Edition:</p> <p>830, 835, 837-838</p> <p><i>Critical Thinking</i> 830 #6</p> <p>Teacher Wraparound Edition:</p> <p>CLA 840; ICA 835</p>
<p>H.6.8.28</p> <p>Discuss causes and effects of post-World War II conflicts (e.g., Southeast Asia, Middle East, Balkans, Sub-Saharan Africa)</p>	<p>Student Edition:</p> <p>837-838, 847-852</p> <p><i>Critical Thinking</i> 852 #3</p> <p><i>National Geographic</i> 838, 847, 849</p> <p>Teacher Wraparound Edition:</p> <p>EC 839, 848; I 838; R 852; RS 850</p>
<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>Student Edition:</p> <p>840, 843-844, 872, 876, 885, 886</p> <p><i>Biography</i> 844, 873</p> <p><i>The Way It Was</i> 885</p> <p>Teacher Wraparound Edition:</p> <p>E 841; ICA 884; RS 843; T 844, 873</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition:</p> <p>892-893</p> <p><i>Critical Thinking</i> 894 #3</p> <p><i>National Geographic</i> 893</p> <p>Teacher Wraparound Edition:</p> <p>E 892, 894</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:</p> <p><i>Critical Thinking</i> 669 #3</p> <p><i>National Geographic</i> 662, 663</p> <p>Teacher Wraparound Edition:</p> <p>AM 663; CC 663; UGS 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>Student Edition:</p> <p>764-768</p> <p><i>Critical Thinking</i> 770 #3</p> <p><i>Imperialism in Asia</i> 764</p> <p><i>National Geographic</i> 765</p> <p>Teacher Wraparound Edition:</p> <p>C 770; CTA 765; CY 768</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:</p> <p>668-669</p> <p><i>Critical Thinking</i> 669 #4</p> <p><i>National Geographic</i> 668</p> <p>Teacher Wraparound Edition:</p> <p>DI 667</p>

STANDARDS	PAGE REFERENCES
<p>H.6.8.34</p> <p>Illustrate the expansion of communism (e.g., Asia, Cuba, Europe, Latin America)</p>	<p>Student Edition:</p> <p>832-834, 836, 837-840, 863</p> <p><i>Critical Thinking</i> 841 #7</p> <p><i>National Geographic</i> 836, 838</p> <p>Teacher Wraparound Edition:</p> <p>CLA 837; CTA 834, 863</p>
<p>H.6.8.35</p> <p>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)</p>	<p>Student Edition:</p> <p><i>National Geographic</i> 573, 575, 639, 662, 691, 747, 765, 778, 811, 832</p> <p>Teacher Wraparound Edition:</p> <p>AM 663; DI 574; ICA 766</p>
<p>Cultural Diversity and Uniformity</p>	
<p>H.6.8.36</p> <p>Describe the development of the <i>Renaissance</i></p>	<p>Student Edition:</p> <p>609-615, 619-621, 623-626</p> <p><i>Critical Thinking</i> 615 #3</p> <p><i>Primary Source</i> 614</p> <p>Teacher Wraparound Edition:</p> <p>CAT 621; CLA 614; CTA 611; RS 609; WA 610</p>
<p>H.6.8.37</p> <p>Examine contributions of <i>Renaissance</i> writers and artists including, but not limited to:</p> <ul style="list-style-type: none"> • Machiavelli • Michelangelo • Shakespeare • da Vinci 	<p>Student Edition:</p> <p>615, 619-621, 623-626</p> <p><i>Biography</i> 622</p> <p><i>Primary Source</i> 614, 621</p> <p>Teacher Wraparound Edition:</p> <p>CLA 614; EC 624; ICA 623; RS 619; T 622</p>
<p>Regionalism and Nationalism</p>	
<p>H.6.8.38</p> <p>Examine causes and consequences of genocide and <i>ethnic</i> cleansing (e.g., Armenia, Holocaust, Kosovo, Rwanda)</p>	<p>Student Edition:</p> <p>827, 870, 874, 884</p> <p><i>Critical Thinking</i> 830 #5</p> <p>Teacher Wraparound Edition:</p> <p>CTA 827; MA 827; T 870</p>

STANDARDS	PAGE REFERENCES
<p>H.6.8.39</p> <p>Describe the effects of imperialism and related nationalistic movements (e.g., Africa, Asia, Europe, Latin America)</p>	<p>Student Edition:</p> <p>745-749, 751-754, 763-770, 772-775</p> <p><i>Biography</i> 750</p> <p><i>National Geographic</i> 749, 765, 767</p> <p>Teacher Wraparound Edition:</p> <p>C 770; CTA 747; T 745; WA 773</p>
<p>H.6.8.40</p> <p>Investigate Asian-American relations prior to World War II (e.g., Open Door Policy, Boxer Rebellion, Gentlemen’s Agreement, Manchuria, rearmament)</p>	<p>Student Edition:</p> <p>774</p> <p><i>Critical Thinking</i> 779 #5</p> <p>Teacher Wraparound Edition:</p> <p>MA 774</p>
<p>Strand: Economics</p>	
<p>Standard 7: Choices</p> <p>Students shall analyze the costs and benefits of making economic choices</p>	
<p>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES</p>	
<p>Costs and Benefits</p>	
<p>E.7.8.1</p> <p>Analyze changing wants and needs of people over time.</p>	<p>Student Edition:</p> <p>15, 62, 90, 120, 196, 213, 246-247, 292-293, 332</p> <p>Teacher Wraparound Edition:</p> <p>C 15, 248; CAT 90</p>
<p>E.7.8.2</p> <p>Analyze the impact of present choices on future consequences</p>	<p>This objective can be covered during classroom discussion on economic decision making.</p>
<p>E.7.8.3</p> <p>Analyze periods of time when <i>scarcity</i> affected economic wants and needs of people in <i>regions</i> or countries</p>	<p>Student Edition:</p> <p>294, 319, 529, 612, 807, 871, 876</p> <p>Teacher Wraparound Edition:</p> <p>DI 319; T 318</p>
<p>E.7.8.4</p> <p>Analyze <i>scarcity of productive resources</i> and the need for people to make choices and incur <i>opportunity costs</i></p>	<p>Student Edition:</p> <p>294, 319, 529, 612, 807, 871, 876</p> <p>Teacher Wraparound Edition:</p> <p>DI 319; T 318</p>

STANDARDS	PAGE REFERENCES
<p>E.7.8.5</p> <p>Evaluate limited resources of nations and choices governments must make</p>	<p>Student Edition:</p> <p>294, 319, 529, 612, 807, 871, 876</p> <p>Teacher Wraparound Edition:</p> <p>DI 319; T 318</p>
<p>E.7.8.6</p> <p>Compare trade-offs among world economic systems</p>	<p>Student Edition:</p> <p>118, 119, 121, 213, 231, 246-247, 388, 447- 448, 451</p> <p><i>National Geographic</i> 121</p> <p>Teacher Wraparound Edition:</p> <p>CLA 247; CTA 447</p>
<p>E.7.8.7</p> <p>Analyze <i>traditional, market, and command</i> economies</p>	<p>Student Edition:</p> <p>735, 832, 839, 876</p> <p><i>Critical Thinking</i> 741 #4</p> <p>Teacher Wraparound Edition:</p> <p>CAT 736; RS 832</p>
<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.8.8.1</p> <p>Discuss changes in <i>productivity</i> that have impacted global living standards and economic strategies (e.g., new technologies, new organizational methods)</p>	<p>Student Edition:</p> <p>888-889, 891-892</p> <p><i>The Computer</i> 888</p> <p><i>History Makers</i> 889</p> <p>Teacher Wraparound Edition:</p> <p>CAT 889; D 889; WA 891</p>
<p>E.8.8.2</p> <p>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>)</p>	<p>Student Edition:</p> <p>736, 725-730, 888-889, 891-892</p> <p><i>The Computer</i> 888</p> <p><i>History Makers</i> 889</p> <p>Teacher Wraparound Edition:</p> <p>C 730; CAT 889; D 889; EC 736; RS 725; WA 727, 891</p>

STANDARDS	PAGE REFERENCES
<p>E.8.8.3</p> <p>Examine consequences of <i>changing factors of production</i>:</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>549, 612-613, 667, 725-726, 729, 732-733, 876 <i>The Way It Was</i> 733</p> <p>Teacher Wraparound Edition:</p> <p>CC 726; CTA 727; DI 733; UC 549</p>
<p>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.</p>	
<p>THE GOAL FOR EACH STUDENT IS PROFICIENCY IN ALL REQUIREMENTS AT CURRENT AND PREVIOUS GRADES</p>	
<p>Financial Markets</p>	
<p>E.9.8.1</p> <p>Investigate functions of early banking systems (e.g., depository, usury, just price)</p>	<p>Student Edition:</p> <p>549, 612-613 <i>Critical Thinking</i> 615 #6</p> <p>Teacher Wraparound Edition:</p> <p>ICA 612</p>
<p>E.9.8.2</p> <p>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))</p>	<p>Student Edition:</p> <p>667, 806-807</p>
<p>E.9.8.3</p> <p>Investigate the impact of <i>inflation</i> on the growth and prosperity of a nation</p>	<p>Student Edition:</p> <p>319, 806, 876 <i>Critical Thinking</i> 326 #4</p> <p>Teacher Wraparound Edition:</p> <p>CAT 319</p>
<p>E.9.8.4</p> <p>Investigate the use of <i>Gross Domestic Product (GDP)</i> to measure a nation's economic success and standard of living</p>	<p>This objective can be covered during classroom discussion of economic indicators.</p>

STANDARDS	PAGE REFERENCES
Global Markets	
E.9.8.5 Evaluate advantages and disadvantages of global trade	Student Edition: 668, 888-889 <i>National Geographic</i> 668 Teacher Wraparound Edition: DI 667, 889
E.9.8.6 Analyze exchange rates in a global economy	Student Edition: 612 Teacher Wraparound Edition: ICA 612
E.9.8.7 Examine changes in currencies over time and the resulting effect on global trade	Student Edition: 121, 294, 320, 388, 529 <i>Critical Thinking</i> 295 #5 <i>Primary Source</i> 320 Teacher Wraparound Edition: E 294
Goods and Services	
E.9.8.8 Evaluate the interaction of <i>supply</i> and <i>demand</i>	Student Edition: 389, 417, 447, 451, 861 <i>Critical Thinking</i> 334 #4 <i>The Way It Was</i> 449 Teacher Wraparound Edition: EC 449; T 861; TT 449
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, 728, 862

STANDARDS	PAGE REFERENCES
<p>E.9.8.10</p> <p>Compare and contrast global effects of marketing techniques:</p> <ul style="list-style-type: none"> • advertising • ecommerce 	<p>Student Edition:</p> <p>888-889</p> <p><i>History Makers</i> 889</p> <p>Teacher Wraparound Edition:</p> <p>DI 889</p>