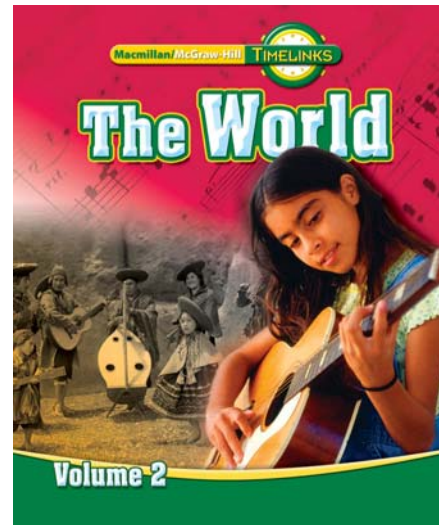
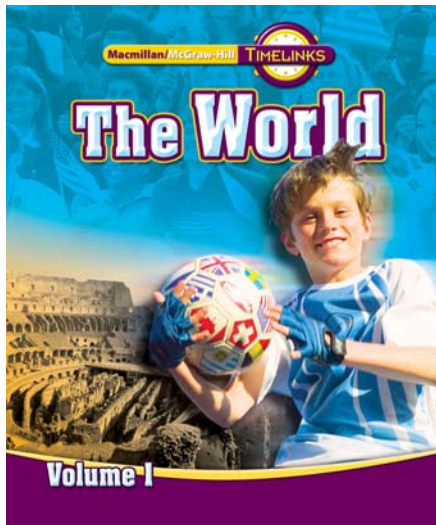




**Macmillan  
McGraw-Hill**

History and Social Science  
Curriculum Framework  
Grade 6

Massachusetts



# The World

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## STANDARDS

## PAGE REFERENCES

### Grade 6

#### World Geography

Sixth graders study the world outside of the United States and North America. Students systematically learn geography around the world continent by continent, similar to the way in which atlases are organized. They also learn about each continent in an order that reflects, first, the early development of the river valley civilizations and then the later development of maritime civilizations in the Mediterranean area and in Northern and Western Europe. In so doing, students are better prepared for the study of early civilizations around the Mediterranean area in grade 7.

In grade 6, students address standards that emphasize physical and political geography and embed five major concepts: location, place, human interaction with the environment, movement, and regions. Location refers both to absolute location indicated by longitude and latitude and to relative location, indicated by direction, distance, or travel time. The concept of place refers to the physical and man-made characteristics of a place such as a town or city. Human interaction with the environment encompasses the many ways in which people have adapted to their surroundings or altered them for economic reasons. The movement of people, goods, and ideas is the fourth concept. The fifth, region, refers to ways of categorizing areas of the earth, such as by climate or religion. (For related curriculum content, please see the Earth and Space Science Learning Standards for Grades 6-8 in the 2001 Massachusetts Science and Technology/Engineering Curriculum Framework.)

## STANDARDS

## PAGE REFERENCES

## Grade 6 Concepts and Skills

Students should be able to:

Apply concepts and skills learned in previous grades.

**History and Geography**

1. Use map and globe skills learned in prekindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)

**Student Edition:**

*Map Skill* 29, 41, 53, 66, 111, 241, 255, 264, 324

*Map and Globe Skills* 45, 95, 169, 221, 239, 299

*Geography Handbook* GH6-GH24

*World Atlas Grades 3-6* 4-29

**Leveled Readers:**

Maps appear in the following Leveled Readers:

Grade 6 Approaching Level Reader *Cleopatra*,

Grade 6 On Level Reader *Cleopatra*, Grade 6

Above Level Reader *Cleopatra*, Grade 6

Approaching Level Reader *The City of Troy*, Grade

6 On Level Reader *The City of Troy*, Grade 6

Above Level Reader *The City of Troy*, Grade 6

Approaching Level Reader *The French Revolution*,

Grade 6 On Level Reader *The French Revolution*,

Grade 6 Above Level Reader *The French*

*Revolution*, Grade 6 Approaching Level Reader

*India's Fight for Freedom*, Grade 6 On Level

Reader *India's Fight for Freedom*, Grade 6 Above

Level Reader *India's Fight for Freedom*, Grade 6

Approaching Level Reader *Japan's Heian Period*,

Grade 6 On Level Reader *Japan's Heian Period*,

Grade 6 Above Level Reader *Japan's Heian*

*Period*, Grade 6 Approaching Level Reader *The*

*Life and Work of Avicenna*, Grade 6 On Level

Reader *The Life and Work of Avicenna*, Grade 6

Above Level Reader *The Life and Work of*

*Avicenna*, , Grade 6 Approaching Level Reader

*Miguel Hidalgo*, Grade 6 On Level Reader *Miguel*

*Hidalgo*, Grade 6 Above Level Reader *Miguel*

*Hidalgo*, Grade 6 Approaching Level Reader

*Tutankhamen*, Grade 6 On Level Reader

*Tutankhamen*, Grade 6 Above Level Reader

*Tutankhamen*

**Teacher's Edition:**

AI GH11; AR GH7, GH8, GH13; BR GH9, GH10,

GH13; CC GH7, GH11; DR GH7, GH8, GH11;

HOP GH14, GH15, GH16, GH17, GH18, GH19,

GH20, GH21, GH22, GH23, GH24

STANDARDS	PAGE REFERENCES
<p>2. Use geographic terms correctly, such as <i>delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization</i>. (G)</p>	<p><b>Student Edition:</b>  2-5, 29, 41, 53, 65, 85, 97, 111, 133, 211, 217  <i>Quick Check</i> 29, 41  <i>Geography Handbook</i> GH1-GH3, GH4-GH5  <i>World Atlas Grades 3-6</i> 2-3</p> <p><b>Leveled Readers:</b>  Grade 6 Approaching Level Reader <i>City in the Sand</i>, Grade 6 On Level Reader <i>City in the Sand</i>, Grade 6 Above Level Reader <i>City in the Sand</i>, Grade 6 Approaching Level Reader <i>The Mystery of the Iceman</i>, Grade 6 On Level Reader <i>The Mystery of the Iceman</i>, Grade 6 Above Level Reader <i>The Mystery of the Iceman</i></p> <p><b>Teacher’s Edition:</b>  AR GH5; BR 133, GH4; CC 5; DR 4, GH5; RL 3, 53</p>
<p>3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size ).(G)</p>	<p><b>Student Edition:</b>  232, 260  <i>Chart and Graph Skills</i> 23, 101, 153, 205, 233, 291  <i>Chart Skill</i> 98  <i>Test Preparation</i> 127 #1-#5, 271 #1-#5, 335 #1-#5  <i>DataGraphic</i> 167, 190, 243, 329</p> <p><b>Leveled Readers:</b>  Grade 6 Approaching Level Reader <i>Japan’s Heian Period</i>, Grade 6 On Level Reader <i>Japan’s Heian Period</i>, Grade 6 Above Level Reader <i>Japan’s Heian Period</i></p> <p><b>Teacher’s Edition:</b>  AI 23, 101, 153, 205, 233, 291; AR 232; LI 23, 101, 153, 205, 233, 291; TI 23, 101, 153, 205, 233, 291</p>

STANDARDS	PAGE REFERENCES
<p>4. Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)</p>	<p><b>Student Edition:</b>  <i>Map Skill</i> 75, 133, 181, 201, 312  <i>Geography Handbook</i> GH1-GH2, GH8</p> <p><b>Leveled Readers:</b>  Grade 6 Approaching Level Reader <i>City in the Sand</i>, Grade 6 On Level Reader <i>City in the Sand</i>, Grade 6 Above Level Reader <i>City in the Sand</i>, Grade 6 Approaching Level Reader <i>The City of Troy</i>, Grade 6 On Level Reader <i>The City of Troy</i>, Grade 6 Above Level Reader <i>The City of Troy</i></p> <p><b>Teacher’s Edition:</b>  AR GH3, GH8; DR GH3, GH8</p>
<p>5. Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G)</p>	<p><b>Student Edition:</b>  3-5  <i>Geography Handbook</i> GH14-GH24  <i>World Atlas Grades 3-6</i> 2-44</p> <p><b>Teacher’s Edition:</b>  DI 5; DR 4; HOP GH14, GH15, GH16, GH17, GH18, GH19, GH20, GH21, GH22, GH23, GH24</p>
<p>6. Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the international date line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. (G)</p>	<p><b>Student Edition:</b>  <i>Map and Globe Skills</i> 239  <i>Geography Handbook</i> GH8, GH13  <i>World Atlas Grades 3-6</i> 29</p> <p><b>Teacher’s Edition:</b>  AI 239; AR GH13; DR GH13; LI 239; TI 239</p>

STANDARDS	PAGE REFERENCES
<p>7. Use the following demographic terms correctly: <i>ethnic group</i>, <i>religious group</i>, and <i>linguistic group</i>. (G)</p>	<p><b>Student Edition:</b> 316, 318</p> <p>Information on world religions can be found on the following pages: 56-57, 60-61, 72-73, 106-107, 138-139</p> <p><i>Primary Source</i> 56, 60, 107, 138</p> <p><i>Quick Check</i> 56, 61, 107, 139</p> <p><b>Leveled Readers:</b></p> <p>Grade 6 Approaching Level Reader <i>City in the Sand</i>, Grade 6 On Level Reader <i>City in the Sand</i>, Grade 6 Above Level Reader <i>City in the Sand</i>, Grade 6 Approaching Level Reader <i>India’s Fight for Freedom</i>, Grade 6 On Level Reader <i>India’s Fight for Freedom</i>, Grade 6 Above Level Reader <i>India’s Fight for Freedom</i>, Grade 6 Approaching Level Reader <i>Tutankhamen</i>, Grade 6 On Level Reader <i>Tutankhamen</i>, Grade 6 Above Level Reader <i>Tutankhamen</i></p> <p><b>Teacher’s Edition:</b> AR 139; BI 316; Q 138; UPS 56, 60</p>
<b>Civics and Government</b>	
<p>8. Define what a nation is and give examples of the different ways nations are formed. (C)</p>	<p><b>Student Edition:</b> 247, 250-257, 307, 311, 315, 321-323</p> <p><i>Quick Check</i> 251, 253, 255, 257, 307</p> <p><i>Check Understanding</i> 251 #2, 257 #3, 325 #3</p> <p><i>Citizenship Grades 4-6</i> 31-62, 75</p> <p><b>Leveled Readers:</b></p> <p>Grade 6 Approaching Level Reader <i>The French Revolution</i>, Grade 6 On Level Reader <i>The French Revolution</i>, Grade 6 Above Level Reader <i>The French Revolution</i>, Grade 6 Approaching Level Reader <i>India’s Fight for Freedom</i>, Grade 6 On Level Reader <i>India’s Fight for Freedom</i>, Grade 6 Above Level Reader <i>India’s Fight for Freedom</i>, Grade 6 Approaching Level Reader <i>Miguel Hidalgo</i>, Grade 6 On Level Reader <i>Miguel Hidalgo</i>, Grade 6 Above Level Reader <i>Miguel Hidalgo</i></p> <p><b>Teacher’s Edition:</b> AR 225F, 273F; BI 256; Q 254, 322; RC 251, 257</p>

STANDARDS	PAGE REFERENCES
<p>9. Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions. (C)</p>	<p><b>Student Edition:</b> 290, 302, 318, 327, 330-331, 332 <i>Check Understanding</i> 305 #1 <i>Citizenship Grades 4-6</i> 76</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>Eleanor Roosevelt</i>, Grade 6 On Level Reader <i>Eleanor Roosevelt</i>, Grade 6 Above Level Reader <i>Eleanor Roosevelt</i></p> <p><b>Teacher’s Edition:</b> BI 330; CC 330; Q 302, 316 #1, 332 #3; RL 331</p>
<b>Economics</b>	
<p>10. Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations. (E)</p>	<p>Information on international trade is found on the following pages:</p> <p><b>Student Edition:</b> 10-13, 326-327 <i>Review and Assess</i> 334 #8</p> <p><b>Teacher’s Edition:</b> CC 13, 164; Q 12 #2</p>
<p>11. Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)</p>	<p><b>Student Edition:</b> 12-13, 87, 115, 164-165, 246-247, 308-309, 315, 324-325 <i>Quick Check</i> 325</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>City in the Sand</i>, Grade 6 On Level Reader <i>City in the Sand</i>, Grade 6 Above Level Reader <i>City in the Sand</i>, Grade 6 Approaching Level Reader <i>India’s Fight for Freedom</i>, Grade 6 On Level Reader <i>India’s Fight for Freedom</i>, Grade 6 Above Level Reader <i>India’s Fight for Freedom</i></p> <p><b>Teacher’s Edition:</b> BI 164, 246, 324; Q 164 #2, 246 #1-#2, 327</p>

STANDARDS	PAGE REFERENCES
<p>12. Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)</p> <p><i>Supply is what producers or sellers want to sell or exchange. Demand is what consumers or buyers want to get in exchange or buy.</i></p>	<p><b>Student Edition:</b> 12, 164-165 <i>Review and Assess 14 #13</i></p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>India's Fight for Freedom</i>, Grade 6 On Level Reader <i>India's Fight for Freedom</i>, Grade 6 Above Level Reader <i>India's Fight for Freedom</i></p> <p><b>Teacher's Edition:</b> Q 12 #1, 164 #2; RL 165</p>
<p>13. Identify the key elements of a market economy. (E)</p> <p><i>In a market economy, the major decisions about production and distribution are made in a decentralized manner by individual households and business firms following their own self-interest.</i></p>	<p><b>Student Edition:</b> 10-11, 259, 326 <i>Review and Assess 14 #11-#12</i></p> <p><b>Teacher's Edition:</b> AR 261; BI 12, 260; CC 10, 12; Q 11, 259; S 10</p>
<p>14. Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. (E)</p>	<p><b>Student Edition:</b> 10-11, 47, 259, 283, 285, 326 <i>Review and Assess 14 #11-#12</i> <i>Check Understanding 283 #1</i></p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>City in the Sand</i>, Grade 6 On Level Reader <i>City in the Sand</i>, Grade 6 Above Level Reader <i>City in the Sand</i>, Grade 6 Approaching Level Reader <i>India's Fight for Freedom</i>, Grade 6 On Level Reader <i>India's Fight for Freedom</i>, Grade 6 Above Level Reader <i>India's Fight for Freedom</i></p> <p><b>Teacher's Edition:</b> AR 261; BI 12, 260; CC 10, 12; Q 11, 47, 259, 282; RL 282; S 10</p>

STANDARDS	PAGE REFERENCES
<p>15. Compare the standard of living in various countries today using gross domestic product per capita as an indicator. (E)</p>	<p><b>Student Edition:</b>            Gross domestic product is discussed on page 11. Standards of living are discussed on pages 308-309, 316, 319, and 321.  <i>Check Understanding</i> 319 #2</p> <p><b>Teacher’s Edition:</b>            BI 10</p>
<p><b>Grade 6 Learning Standards</b></p>	
<p><b>Africa</b></p> <p>Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d’Ivoire, Democratic Republic of the Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte (Fr.), Morocco, Mozambique, Namibia, Niger, Nigeria, Reunion (Fr.), Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Western Sahara, Zambia, Zimbabwe</p>	
<p>A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. (G)</p>	<p><b>Student Edition:</b>            3, 268, 317  <i>Map and Globe Skills</i> 45  <i>Geography Handbook</i> GH14-GH17, GH24  <i>World Atlas Grades 3-6</i> 6-7, 13</p> <p><b>Leveled Readers:</b>            Grade 6 Approaching Level Reader <i>Cleopatra</i>,            Grade 6 On Level Reader <i>Cleopatra</i>, Grade 6            Above Level Reader <i>Cleopatra</i></p> <p><b>Teacher’s Edition:</b>            BI 2; HOP GH24</p>

STANDARDS	PAGE REFERENCES
<p>A.2 Use a map key to locate countries and major cities in Africa. (G, E)</p>	<p><b>Student Edition:</b> 317 <i>Geography Handbook</i> GH17, GH24 <i>World Atlas Grades 3-6</i> 12</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>City in the Sand</i>, Grade 6 On Level Reader <i>City in the Sand</i>, Grade 6 Above Level Reader <i>City in the Sand</i>, Grade 6 Approaching Level Reader <i>Cleopatra</i>, Grade 6 On Level Reader <i>Cleopatra</i>, Grade 6 Above Level Reader <i>Cleopatra</i></p> <p><b>Teacher’s Edition:</b> DI 317; HOP GH24</p>
<p>A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries. (G, E)</p> <ul style="list-style-type: none"> <li>A. absolute and relative locations</li> <li>B. climate</li> <li>C. major physical characteristics</li> <li>D. major natural resources</li> <li>E. population size</li> </ul>	<p><b>Student Edition:</b> 41, 47, 155, 158-160, 163-168, 171-173 <i>Quick Check</i> 41 <i>Map and Globe Skills</i> 45, 169 <i>Map Skill</i> 164 <i>DataGraphic</i> 167 <i>Review and Assess</i> 174 #11 <i>World Atlas Grades 3-6</i> 28</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>City in the Sand</i>, Grade 6 On Level Reader <i>City in the Sand</i>, Grade 6 Above Level Reader <i>City in the Sand</i></p> <p><b>Teacher’s Edition:</b> AR 129F; BI 40, 162, 164; BR 41, 163, 171; S 162</p>
<p>A.4 Identify when modern African countries became independent nations and explain how independence was achieved. (H, G)</p>	<p><b>Student Edition:</b> 315 <i>Map Skill</i> 317</p> <p><b>Teacher’s Edition:</b> BI 314; Q 268 #2; S 314</p>

STANDARDS	PAGE REFERENCES
<b>Optional Topics for Study</b>	
<ul style="list-style-type: none"> <li>Describe the general level of education in selected countries in Africa and its relationship to the economy. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 316, 319 <i>Quick Check</i> 316 <i>Check Understanding</i> 319 #2</p> <p><b>Teacher’s Edition:</b> CC 316</p>
<ul style="list-style-type: none"> <li>Describe the political and social status of women in selected countries in Africa. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 319</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>Cleopatra</i>, Grade 6 On Level Reader <i>Cleopatra</i>, Grade 6 Above Level Reader <i>Cleopatra</i></p> <p><b>Teacher’s Edition:</b> AR 81D; BI 318</p>
<ul style="list-style-type: none"> <li>Describe major ethnic and religious groups in various countries in Africa. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 160-161, 166-167, 168, 316 <i>Map Skill</i> 142 <i>Quick Check</i> 161, 167</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>City in the Sand</i>, Grade 6 On Level Reader <i>City in the Sand</i>, Grade 6 Above Level Reader <i>City in the Sand</i>, Grade 6 Approaching Level Reader <i>Tutankhamen</i>, Grade 6 On Level Reader <i>Tutankhamen</i>, Grade 6 Above Level Reader <i>Tutankhamen</i></p> <p><b>Teacher’s Edition:</b> BI 160</p>
<ul style="list-style-type: none"> <li>Explain how drought and desertification affect parts of Africa. (G, E)</li> </ul>	<p><b>Student Edition:</b> Desertification is discussed on page 328.</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>City in the Sand</i>, Grade 6 On Level Reader <i>City in the Sand</i>, Grade 6 Above Level Reader <i>City in the Sand</i></p> <p><b>Teacher’s Edition:</b> BI 318</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Explain how the physical features of Africa south of the Sahara have affected transportation and communication networks. (G, E)</li> </ul>	<p><b>Student Edition:</b> 318, 319 <i>Check Understanding</i> 319 #2</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>City in the Sand</i>, Grade 6 On Level Reader <i>City in the Sand</i>, Grade 6 Above Level Reader <i>City in the Sand</i></p> <p><b>Teacher’s Edition:</b> HOP 324</p>
<ul style="list-style-type: none"> <li>Describe the major obstacles to economic development in many African nations, including linguistic, tribal, and religious diversity; corrupt government; the lack of widespread education; and the political boundaries established in the 19<sup>th</sup> century by European nations and the legacy of their rule. (G, H, C, E)</li> </ul>	<p><b>Student Edition:</b> 316-319 <i>Quick Check</i> 316, 319 <i>Primary Source</i> 318 <i>Check Understanding</i> 319 #2-#3</p> <p><b>Teacher’s Edition:</b> AR 319; Q 316 #2, 318</p>
<ul style="list-style-type: none"> <li>Identify the locations and time periods of the sub-Saharan empires of Ghana, Mali, and Songhay. (H, G)</li> </ul>	<p><b>Student Edition:</b> 162-167 <i>Map Skill</i> 164 <i>Map and Globe Skills</i> 169</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>City in the Sand</i>, Grade 6 On Level Reader <i>City in the Sand</i>, Grade 6 Above Level Reader <i>City in the Sand</i></p> <p><b>Teacher’s Edition:</b> BI 162, 164; Q 164 #1, 166 #1; S 162</p>

STANDARDS	PAGE REFERENCES
<b>Western Asia (the Middle East)</b>	
Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, area governed by the Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen	
<p>WA.1 On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. (G)</p>	<p><b>Student Edition:</b>  <i>Map Skill</i> 312  <i>Geography Handbook</i> GH14-GH17, GH20  <i>World Atlas Grades 3-6</i> 6-7, 17-18</p> <p><b>Teacher’s Edition:</b>  HOP GH20</p>
<p>WA.2 Use a map key to locate countries and major cities in the Middle East. (G, E)</p>	<p><b>Student Edition:</b>  <i>Map Skill</i> 312  <i>Geography Handbook</i> GH17  <i>World Atlas Grades 3-6</i> 16, 18</p> <p><b>Leveled Readers:</b>  Grade 6 Approaching Level Reader <i>The Life and Work of Avicenna</i>, Grade 6 On Level Reader <i>The Life and Work of Avicenna</i>, Grade 6 Above Level Reader <i>The Life and Work of Avicenna</i></p> <p><b>Teacher’s Edition:</b>  HOP GH20</p>
<p>WA.3 Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries. (G, E)</p> <ul style="list-style-type: none"> <li>A. absolute and relative locations</li> <li>B. climate</li> <li>C. major physical characteristics</li> <li>D. major natural resources</li> <li>E. population size</li> </ul>	<p><b>Student Edition:</b>  29-31, 133-135  <i>Quick Check</i> 29, 31, 133  <i>World Atlas Grades 3-6</i> 28</p> <p><b>Teacher’s Edition:</b>  BI 132; BR 29, 133; DR 134; Q 30; RL 31</p>
<p>WA.4 Identify when the countries in the Middle East became independent nations and explain how independence was achieved. (H, G)</p>	<p><b>Student Edition:</b>  311, 312</p> <p><b>Teacher’s Edition:</b>  BI 310; S 310</p>

STANDARDS	PAGE REFERENCES
<b>Optional Topics for Study</b>	
<ul style="list-style-type: none"> <li>Describe the general level of education in selected countries in Western Asia and its relationship to the economy. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 333</p> <p>Information on the level of education in Israel, Iran, Afghanistan, and Iraq can be introduced with the discussion of those nations on pages 310-313.</p> <p><b>Teacher’s Edition:</b> Teachers can adapt CC 316 for use with Western Asia.</p>
<ul style="list-style-type: none"> <li>Describe the political and social status of women in selected countries in Western Asia. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 143, 333</p> <p>Information on the political and social status of women in Israel, Iran, Afghanistan, and Iraq can be introduced with the discussion of those nations on pages 310-313 and the discussion of Islam today on page 139.</p> <p><b>Teacher’s Edition:</b> DI 143 BL</p>
<ul style="list-style-type: none"> <li>Describe major ethnic and religious groups in various countries in Western Asia. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 133, 134-135, 138-139, 149</p> <p><b>Teacher’s Edition:</b> DI 135 BL, OL; Q 134, 138; S 132</p>
<ul style="list-style-type: none"> <li>Compare the form and structure of government for Turkey, Saudi Arabia, Jordan, Iraq, Iran, and Israel. (C)</li> </ul>	<p><b>Student Edition:</b> 311-313</p> <p><b>Teacher’s Edition:</b> AR 313; BR 311; DR 312; RL 312; S 310</p>
<ul style="list-style-type: none"> <li>Identify the methods used to compensate for the scarcity of water in some areas. (E)</li> </ul>	<p><b>Student Edition:</b> Information on methods used to compensate for the scarcity of water can be introduced with the discussion of living in the desert on page 133.</p> <p><b>Teacher’s Edition:</b> BI 132; Q 133</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Identify where the Kurds live and what their political aspirations are. (H)</li> </ul>	<p><b>Student Edition:</b> Information on the Kurds can be introduced with the discussion of the Iraqi wars on page 313 and then included in the <i>Quick Check</i>, 313.</p> <p><b>Teacher’s Edition:</b> RC 313</p>
<ul style="list-style-type: none"> <li>Discuss the reasons for and the effects of the United Nations’ attempt in 1947 to partition the remainder of the Palestine Mandate, including the migration of tens of thousands of European Jews to Palestine; the flight of about 650,000 Arabs from Israel during its War of Independence in 1948; and the flight of more than 800,000 Jews in Arab countries to Israel after 1948. (H, G)</li> </ul>	<p><b>Student Edition:</b> 311 <i>Quick Check</i> 311 <i>Check Understanding</i> 313 #2-#3 <i>The Big Idea Activities</i> 336</p> <p><b>Teacher’s Edition:</b> BI 310; BR 311; RC 313; S 310</p>
<b>Central and South Asia</b>	
Afghanistan, Bangladesh, Bhutan, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan, Uzbekistan	
<p>CSA.1 On a map of the world, locate Central and South Asia. On a map of Central and South Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes. (G)</p>	<p><b>Student Edition:</b> 308 <i>Geography Handbook</i> GH14-GH17, GH20 <i>World Atlas Grades 3-6</i> 6-7, 17</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>India’s Fight for Freedom</i>, Grade 6 On Level Reader <i>India’s Fight for Freedom</i>, Grade 6 Above Level Reader <i>India’s Fight for Freedom</i></p> <p><b>Teacher’s Edition:</b> CC 54; HOP GH20</p>
<p>CSA.2 Use a map key to locate the countries and major cities in Central and South Asia. (G, E)</p>	<p><b>Student Edition:</b> 308 <i>Geography Handbook</i> GH20 <i>World Atlas Grades 3-6</i> 16</p> <p><b>Teacher’s Edition:</b> HOP GH20</p>

STANDARDS	PAGE REFERENCES
<p>CSA.3 Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries. (G, E)</p> <ul style="list-style-type: none"> <li>A. absolute and relative locations</li> <li>B. climate</li> <li>C. major physical characteristics</li> <li>D. major natural resources</li> <li>E. population size</li> </ul>	<p><b>Student Edition:</b> 53-55, 208, 308 <i>Quick Check</i> 53 <i>Map Skill</i> 53 <i>World Atlas Grades 3-6</i> 28</p> <p><b>Teacher's Edition:</b> BI 308; BR 53; CC 264, 308</p>
<p>CSA.4 Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian republics first became independent countries and explain how independence was achieved. Explain the relationship of the Central Asian republics to the former Soviet Union. (H, G)</p>	<p><b>Student Edition:</b> 307, 308 <i>Quick Check</i> 307 <i>Check Understanding</i> 309 #2-#3</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>India's Fight for Freedom</i>, Grade 6 On Level Reader <i>India's Fight for Freedom</i>, Grade 6 Above Level Reader <i>India's Fight for Freedom</i></p> <p><b>Teacher's Edition:</b> BI 264, 306; BR 307; S 306</p>
<b>Optional Topics for Study</b>	
<ul style="list-style-type: none"> <li>• Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947 and the exchange of more than 12 million Hindus and Moslems. (H, G, C)</li> </ul>	<p><b>Student Edition:</b> 307</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>India's Fight for Freedom</i>, Grade 6 On Level Reader <i>India's Fight for Freedom</i>, Grade 6 Above Level Reader <i>India's Fight for Freedom</i></p> <p><b>Teacher's Edition:</b> S 306</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Identify the historical factors that created a stable democratic government in India and the role of Mohandes Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (H, C)+</li> </ul>	<p><b>Student Edition:</b> 274, 307-308 <i>Quick Check</i> 309 <i>Check Understanding</i> 309</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>India's Fight for Freedom</i>, Grade 6 On Level Reader <i>India's Fight for Freedom</i>, Grade 6 Above Level Reader <i>India's Fight for Freedom</i></p> <p><b>Teacher's Edition:</b> AR 273F; BI 274, 306; Q 307 #2; S 306</p>
<ul style="list-style-type: none"> <li>Explain why the Indian government seeks to control population growth and the methods it uses to control population growth. (H, G)</li> </ul>	<p><b>Student Edition:</b> Information on population control can be introduced with the discussion on the modern Indian economy on page 308 and the population density map in <i>World Atlas Grades 3-6</i> 28.</p>
<ul style="list-style-type: none"> <li>Describe the political, cultural, and religious differences between the countries in South Asia and the Central Asian Republics. (H, C)</li> </ul>	<p><b>Student Edition:</b> 307-309 <i>Map Skill</i> 308</p> <p><b>Teacher's Edition:</b> BR 307; DR 308</p>
<ul style="list-style-type: none"> <li>Describe the general level of education in selected countries in Central and South Asia and its relationship to the economy. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 309</p> <p><b>Teacher's Edition:</b> Teachers can adapt CC 316 for use with South Asia.</p>
<ul style="list-style-type: none"> <li>Describe the political and social status of women in selected countries in Central and South Asia. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 308</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe major ethnic and religious groups in various countries in Central and South Asia. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 55, 56-57, 138-139, 207, 307</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>India's Fight for Freedom</i>, Grade 6 On Level Reader <i>India's Fight for Freedom</i>, Grade 6 Above Level Reader <i>India's Fight for Freedom</i></p> <p><b>Teacher's Edition:</b> BI 54; Q 138 #3; RL 207</p>
<ul style="list-style-type: none"> <li>Locate the Khyber Pass in Afghanistan and explain its strategic importance as a gateway from the north into the Indian subcontinent. (H, G)</li> </ul>	<p><b>Student Edition:</b> Information on the Khyber Pass can be introduced with the discussion of the geography of South Asia on page 53.</p>
<b>Southeast Asia and Oceania</b>	
Brunei, Cambodia, Guam (U.S.), Indonesia, Laos, Malaysia, Maldives, Myanmar, Northern Mariana Islands (U.S.), Palau, Philippines, Singapore, Sri Lanka, Taiwan, Thailand, Vietnam	
<p>SEAO.1 On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. On a map of Southeast Asia and Oceania, locate the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef. (G)</p>	<p><b>Student Edition:</b> 324 <i>Geography Handbook</i> GH14-GH17, GH20 <i>World Atlas Grades 3-6</i> 6-7, 17, 20</p> <p><b>Teacher's Edition:</b> HOP GH20</p>
<p>SEAO.2 Use a map key to locate countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands. (G, E)</p>	<p><b>Student Edition:</b> 324 <i>Map and Globe Skills</i> 221 <i>Geography Handbook</i> GH20 <i>World Atlas Grades 3-6</i> 16, 20</p> <p><b>Teacher's Edition:</b> CC 218; HOP GH20</p>

STANDARDS	PAGE REFERENCES
<p>SEAO.3 Explain how the following five factors have influenced settlement and the economies of major countries of Southeast Asia and Oceania. (G, E)</p> <ul style="list-style-type: none"> <li>A. absolute and relative locations</li> <li>B. climate</li> <li>C. major physical characteristics</li> <li>D. major natural resources</li> <li>E. population size</li> </ul>	<p><b>Student Edition:</b> 217-218, 265, 324-325 <i>Quick Check</i> 217, 325 <i>World Atlas Grades 3-6</i> 28</p> <p><b>Teacher’s Edition:</b> BI 324</p>
<p>SEAO.4 Identify when countries in Southeast Asia and Oceania became independent countries and describe how independence was achieved. (G, H)</p>	<p><b>Student Edition:</b> 321-323 <i>Check Understanding</i> 325 #2-#3</p> <p><b>Teacher’s Edition:</b> Q 322 #1; RL 323; S 320</p>
<b>Optional Topics for Study</b>	
<ul style="list-style-type: none"> <li>• Describe the general level of education in selected countries in Southeast Asia and Oceania and its relationship to the economy. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> Information about the level of education in selected countries in Southeast Asia and Oceania can be introduced with the discussion of modern times in the region on pages 321-325.</p> <p><b>Teacher’s Edition:</b> Teachers can adapt CC 316 for use with Southeast Asia and Oceania.</p>
<ul style="list-style-type: none"> <li>• Describe the political and social status of women in selected countries in Southeast Asia and Oceania. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 321, 323 <i>People</i> 323</p> <p><b>Teacher’s Edition:</b> CC 322</p>
<ul style="list-style-type: none"> <li>• Describe major ethnic and religious groups in various countries in Southeast Asia and Oceania. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 60-61, 217-220, 265, 325 <i>Quick Check</i> 219</p> <p><b>Teacher’s Edition:</b> CC 324; DI 61; DR 218; RL 219; UPS 60</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Explain how levels of education and work traditions contributed to the post-World War II growth of East Asian and Southeast Asian economies (e.g., South Korea, Japan, Taiwan, Hong Kong, and Singapore). (G, E)</li> </ul>	<p><b>Student Edition:</b> 324 <i>Check Understanding</i> 325</p> <p><b>Teacher’s Edition:</b> BI 324</p>
<ul style="list-style-type: none"> <li>Identify the refugees who left Southeast Asia over the past several decades, the countries they came from, and why they are refugees. (G, H)</li> </ul>	<p><b>Student Edition:</b> 322-323</p> <p><b>Teacher’s Edition:</b> Teachers can adapt CC 322 for students to study a refugee group.</p>
<ul style="list-style-type: none"> <li>Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). (G, H)</li> </ul>	<p><b>Student Edition:</b> Indigenous peoples of Australia and New Zealand are discussed on page 325.</p> <p><b>Teacher’s Edition:</b> CC 324</p>
<ul style="list-style-type: none"> <li>Explain how Australia’s and New Zealand’s population size and location affect their capacity to engage in international trade. (G, E)</li> </ul>	<p><b>Student Edition:</b> Exports of Australia and New Zealand are discussed on page 325. <i>World Atlas Grades 3-6</i> 28</p> <p><b>Teacher’s Edition:</b> RC 325</p>
<b>North and East Asia</b>	
China, Japan, Mongolia, North Korea, Russia, South Korea	
<p>NEA.1 On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yantgtze) Rivers. On a map of North Asia, locate Siberia and the Yenisey, Lena, and Kolyma rivers. (G)</p>	<p><b>Student Edition:</b> 201, 294, 302 <i>Map Skill</i> 211 <i>Geography Skills</i> GH14-GH17, GH20 <i>World Atlas Grades 3-6</i> 6-7, 17</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>Japan’s Heian Period</i>, Grade 6 On Level Reader <i>Japan’s Heian Period</i>, Grade 6 Above Level Reader <i>Japan’s Heian Period</i></p> <p><b>Teacher’s Edition:</b> HOP GH20</p>

STANDARDS	PAGE REFERENCES
<p>NEA.2 Use a map key to locate the countries and major cities in the various regions of East Asia. (G, E)</p>	<p><b>Student Edition:</b> 294, 302, GH17, GH20 <i>Map Skill</i> 201 <i>World Atlas Grades 3-6</i> 16</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>Japan's Heian Period</i>, Grade 6 On Level Reader <i>Japan's Heian Period</i>, Grade 6 Above Level Reader <i>Japan's Heian Period</i></p> <p><b>Teacher's Edition:</b> CC 302; HOP GH20</p>
<p>NEA.3 Explain how the following five factors have influenced settlement and the economies of major East Asian countries. (G, E)</p> <ul style="list-style-type: none"> <li>A. absolute and relative locations</li> <li>B. climate</li> <li>C. major physical characteristics</li> <li>D. major natural resources</li> <li>E. population size</li> </ul>	<p><b>Student Edition:</b> 65, 74-75, 211 <i>Quick Check</i> 65 <i>World Atlas Grades 3-6</i> 28</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>Japan's Heian Period</i>, Grade 6 On Level Reader <i>Japan's Heian Period</i>, Grade 6 Above Level Reader <i>Japan's Heian Period</i></p> <p><b>Teacher's Edition:</b> BI 64; S 64</p>
<p>NEA.4 Identify when North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved. (G, H)</p>	<p><b>Student Edition:</b> 303 <i>Quick Check</i> 303</p>
<p><b>Optional Topics for Study</b></p>	
<ul style="list-style-type: none"> <li>• Describe the general level of education in selected countries in East Asia and its relationship to the economy. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> Information on the level of education in East Asia can be introduced with the discussion of modern China on page 298.</p> <p><b>Teacher's Edition:</b> BI 296</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe the political and social status of women in selected countries in East Asia. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> Information on the political and social status of women in East Asia can be introduced with the discussion of modern China on page 298.</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>Japan's Heian Period</i>, Grade 6 On Level Reader <i>Japan's Heian Period</i>, Grade 6 Above Level Reader <i>Japan's Heian Period</i></p> <p><b>Teacher's Edition:</b> Q 201 #2</p>
<ul style="list-style-type: none"> <li>Describe major ethnic and religious groups in various countries in East Asia. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 72-73, 75, 211</p>
<ul style="list-style-type: none"> <li>Explain why China's geographical boundaries served to limit its interactions with other regions and cultures for many centuries. (G, H)</li> </ul>	<p><b>Student Edition:</b> 65 <i>Geography Handbook</i> GH20 <i>World Atlas Grades 3-6</i> 17</p> <p><b>Teacher's Edition:</b> S 64</p>
<ul style="list-style-type: none"> <li>Locate Tibet on a map and explain why its location may have influenced China's decision to take over and colonize it. (G, H)</li> </ul>	<p><b>Student Edition:</b> 66</p>
<ul style="list-style-type: none"> <li>Explain how location has made the Korean peninsula both a battleground and a cultural bridge between China and Japan. (G, H)</li> </ul>	<p><b>Student Edition:</b> 302, 303 <i>Geography Handbook</i> GH20 <i>World Atlas Grades 3-6</i> 17</p> <p><b>Teacher's Edition:</b> CC 302; RL 303</p>
<ul style="list-style-type: none"> <li>Describe why the Chinese government seeks to control population growth and the methods it uses to control population growth. (G, H)</li> </ul>	<p><b>Student Edition:</b> Information on population control in China can be introduced with the discussion of modern China on page 298 and the population map in <i>World Atlas Grades 3-6</i> 28.</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe and explain the status of Taiwan. (H, G)</li> </ul>	<p><b>Student Edition:</b></p> <p>Information on the status of Taiwan can be introduced with the discussion of modern China on page 298 and Taiwan's economy on page 324.</p>
<ul style="list-style-type: none"> <li>Identify the number of time zones the Asiatic part of Russia spans; identify the routes used by Russian explorers, traders, and religious dissidents to cross into what is now Alaska. (H, G)</li> </ul>	<p><b>Student Edition:</b></p> <p>111</p> <p><i>Map Skill</i> 111</p> <p><i>Map and Globe Skills</i> 239</p> <p><i>Geography Handbook</i> GH13</p> <p><i>World Atlas Grades 3-6</i> 29</p> <p><b>Teacher's Edition:</b></p> <p>AR GH13; BR 111; CC 239; DR GH13</p>
<b>Europe</b>	
<p>Albania, Andorra, Austria, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Channel Islands (U.K.), Croatia, Czech Republic, Denmark, Estonia, Finland, France, Germany, Gibraltar (U.K.), Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, United Kingdom, Vatican City, Yugoslavia</p>	
<p>E.1 On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe.</p>	<p><b>Student Edition:</b></p> <p><i>Geography Handbook</i> GH14-GH17, GH21</p> <p><i>World Atlas Grades 3-6</i> 6-7, 15</p> <p><b>Leveled Readers:</b></p> <p>Grade 6 Approaching Level Reader <i>The Mystery of the Iceman</i>, Grade 6 On Level Reader <i>The Mystery of the Iceman</i>, Grade 6 Above Level Reader <i>The Mystery of the Iceman</i></p> <p><b>Teacher's Edition:</b></p> <p>HOP GH21</p>

STANDARDS	PAGE REFERENCES
<p>E.2 Use a map key to locate countries and major cities in Europe. (G)</p>	<p><b>Student Edition:</b> 190, 278 <i>Map Skill</i> 181 <i>Geography Handbook</i> GH17, GH20 <i>World Atlas Grades 3-6</i> 14</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>The City of Troy</i>, Grade 6 On Level Reader <i>The City of Troy</i>, Grade 6 Above Level Reader <i>The City of Troy</i>, Grade 6 Approaching Level Reader <i>Cleopatra</i>, Grade 6 On Level Reader <i>Cleopatra</i>, Grade 6 Above Level Reader <i>Cleopatra</i>, Grade 6 Approaching Level Reader <i>The French Revolution</i>, Grade 6 On Level Reader <i>The French Revolution</i>, Grade 6 Above Level Reader <i>The French Revolution</i>, Grade 6 Approaching Level Reader <i>The Mystery of the Iceman</i>, Grade 6 On Level Reader <i>The Mystery of the Iceman</i>, Grade 6 Above Level Reader <i>The Mystery of the Iceman</i></p> <p><b>Teacher’s Edition:</b> HOP GH21</p>
<p>E.3 Explain how the following five factors have influenced settlement and the economies of major European countries. (G, E)</p> <ul style="list-style-type: none"> <li>A. absolute and relative locations</li> <li>B. climate</li> <li>C. major physical characteristics</li> <li>D. major natural resources</li> <li>E. population size</li> </ul>	<p><b>Student Edition:</b> 85, 97, 182, 183, 259 <i>Quick Check</i> 85, 97 <i>World Atlas Grades 3-6</i> 28</p> <p><b>Teacher’s Edition:</b> Q 85, 97; RL 183; S 258</p>
<b>Optional Topics for Study</b>	
<ul style="list-style-type: none"> <li>• Describe the general level of education in selected countries in Europe and its relationship to the economy. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 283</p> <p><b>Teacher’s Edition:</b> Teachers can adapt CC 316 for use with Europe.</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Describe the political and social status of women in selected countries in Europe. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 283</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>The Amazing Life of Eleanor of Aquitaine</i>, Grade 6 On Level Reader <i>The Amazing Life of Eleanor of Aquitaine</i>, Grade 6 Above Level Reader <i>The Amazing Life of Eleanor of Aquitaine</i>, Grade 6 Approaching Level Reader <i>The French Revolution</i>, Grade 6 On Level Reader <i>The French Revolution</i>, Grade 6 Above Level Reader <i>The French Revolution</i></p> <p><b>Teacher’s Edition:</b> AR 177D</p>
<ul style="list-style-type: none"> <li>Describe major ethnic and religious groups in various countries in Europe. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 86-87, 88, 106-107, 198-199, 289</p> <p><b>Leveled Readers:</b> Grade 6 Approaching Level Reader <i>The City of Troy</i>, Grade 6 On Level Reader <i>The City of Troy</i>, Grade 6 Above Level Reader <i>The City of Troy</i>, Grade 6 On Level Reader <i>The Amazing Life of Eleanor of Aquitaine</i>, Grade 6 Above Level Reader <i>The Amazing Life of Eleanor of Aquitaine</i></p> <p><b>Teacher’s Edition:</b> AR 199; BI 86, 88; Q 88 #1, 106, 198; UPS 107</p>
<ul style="list-style-type: none"> <li>Explain why Europe has a highly developed network of highways, waterways, railroads, and airline linkages. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> Railroads in Europe are discussed on page 260.</p> <p><b>Teacher’s Edition:</b> RL 260</p>
<ul style="list-style-type: none"> <li>Describe the purposes and achievements of the European Union. (H, E)</li> </ul>	<p><b>Student Edition:</b> Information on the European Union can be included with the discussion of post-World War II Europe on page 290.</p>
<ul style="list-style-type: none"> <li>Identify the countries that were once part of the Soviet Union in the Baltic area, Central Asia, Southern Russia, and the Caucasus, and compare the population and size of the former Soviet Union with that of present day Russia. (H, G)</li> </ul>	<p><b>Student Edition:</b> 301</p> <p><i>Geography Handbook</i> GH20-GH21 <i>World Atlas Grades 3-6</i> 28</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>Explain the sources and effects of the massive pollution of air, water, and land in the former satellite nations of Eastern Europe, in the countries once part of the Soviet Union, and in Russia. (H, G)</li> </ul>	<p><b>Student Edition:</b></p> <p>Information on pollution in the Soviet Union can be introduced with the information on rapid industrialization on pages 282-283.</p>
<b>South America</b>	
Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (U.K.), French Guiana (Fr.), Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela	
<p>SAM.1 On a map of the world, locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America. (G)</p>	<p><b>Student Edition:</b></p> <p>124, 241, 253, 255</p> <p><i>Geography Handbook</i> GH14, GH19-GH20</p> <p><i>World Atlas Grades 3-6</i> 6-7, 11</p> <p><b>Teacher's Edition:</b></p> <p>HOP GH19</p>
<p>SAM.2 Use a map key to locate the countries and major cities of South America. (G, E)</p>	<p><b>Student Edition:</b></p> <p>255</p> <p><i>Geography Handbook</i> GH16, GH19</p> <p><i>World Atlas Grades 3-6</i> 10</p> <p><b>Teacher's Edition:</b></p> <p>HOP GH19</p>
<p>SAM.3 Explain how the following five factors have influenced settlement and the economies of major South American countries. (G, E)</p> <ul style="list-style-type: none"> <li>A. absolute and relative locations</li> <li>B. climate</li> <li>C. major physical characteristics</li> <li>D. major natural resources</li> <li>E. population size</li> </ul>	<p><b>Student Edition:</b></p> <p>122-123, 243</p> <p><i>World Atlas Grades 3-6</i> 28</p> <p><b>Teacher's Edition:</b></p> <p>Q 123; RL 123</p>
<p>SAM.4 Identify when South American countries became independent nations and explain how independence was achieved. (H, G).</p>	<p><b>Student Edition:</b></p> <p>254-255</p> <p><i>Map Skill</i> 255</p> <p><b>Teacher's Edition:</b></p> <p>CC 254; Q 254 #2</p>

STANDARDS	PAGE REFERENCES
<b>Optional Topics for Study</b>	
<ul style="list-style-type: none"> <li>Describe the general level of education in selected South American countries and its relationship to the economy. (G, H, E)</li> </ul>	<p><b>Teacher’s Edition:</b> Teachers can adapt CC 316 for use with South America.</p>
<ul style="list-style-type: none"> <li>Describe the political and social status of women in selected countries in South America. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 275, 323</p> <p><b>Teacher’s Edition:</b> BI 274; Q 275</p>
<ul style="list-style-type: none"> <li>Describe major ethnic and religious groups in selected countries in South America. (G, H, E)</li> </ul>	<p><b>Student Edition:</b> 122-125</p> <p><b>Teacher’s Edition:</b> AR 125; BI 122; CC 122</p>
<ul style="list-style-type: none"> <li>Describe the major obstacles to economic development in many South American nations, including the political influence of the military; corrupt government, the lack of widespread education, and the absence of stable governments. (G, H, C, E)</li> </ul>	<p><b>Student Edition:</b> <i>The Big Idea Activities</i> 336</p> <p><b>Teacher’s Edition:</b> BIA 336</p>