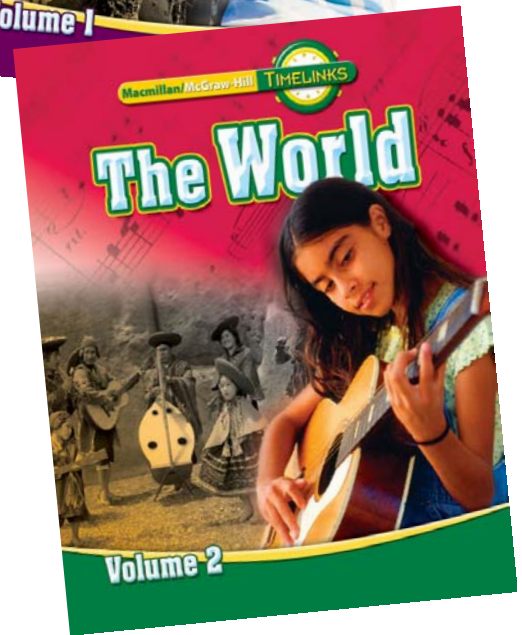
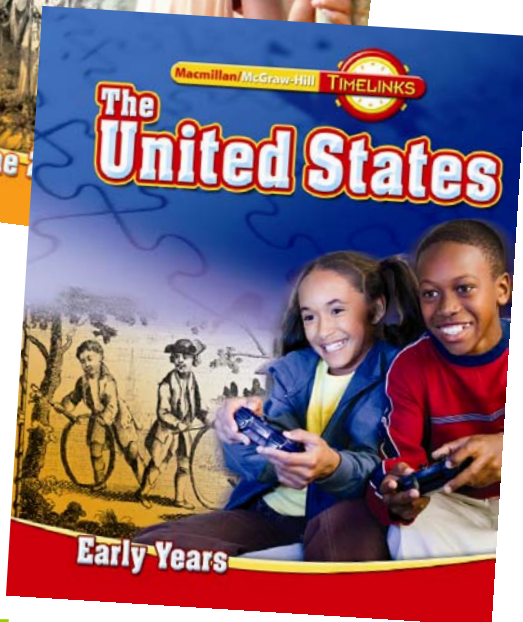
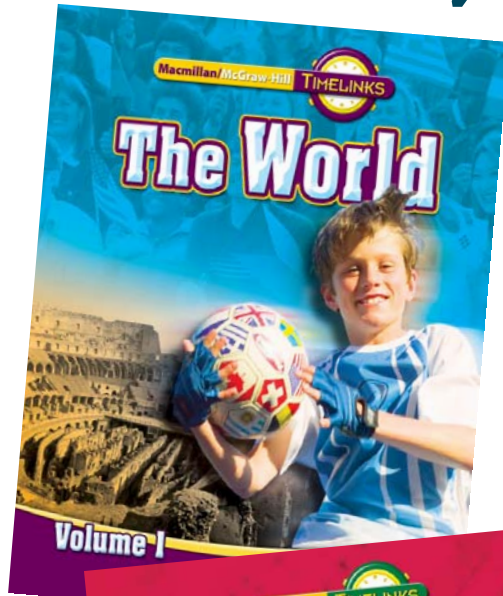




**Macmillan  
McGraw-Hill**

Core Curriculum  
Content Standards for Social Studies



**GRADE 5**

*The United States* Volume 1 © 2009  
*The United States* Volume 2 © 2009  
*The United States* Early Years © 2009

**GRADE 6**

*The World* Volume 1 © 2009  
*The World* Volume 2 © 2009

STANDARDS		PAGE REFERENCES
<b>Content Area</b>		
<b>Social Studies by the end of Grade 8</b>		
<b>Standard</b>		
<p><b>6.1 U.S. History: America in the World.</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>		
<b>Era: Three World Meet (Beginnings to 1620)</b>		
<b>Strand A. Civics, Government, and Human Rights</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.A.1.a</p> <p>Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>30-31, 35, 39, 44-45</p> <p><i>Citizenship</i> 30-31</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 30, 44; CC 30, 34; Q 34, 44</p> <p><b>Student Edition:</b></p> <p>30-31, 35, 39, 44-45</p> <p><i>Citizenship</i> 30-31</p> <p><b>Teacher’s Edition:</b></p> <p>BI 30, 44; CC 30, 34; Q 34, 44</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>48-49, 50, 88-89, 91-92, 98-99, 106-107, 114-115, 116, 119, 121, 123-124, 156-157, 160, 161, 166-168</p> <p><i>Primary Sources</i> 107</p> <p><i>People</i> 123</p> <p><i>Citizenship</i> 157</p> <p>Volume 2</p> <p>181-182, 185, 187-188, 198-199, 242-243, 250-251, 253-257, 264-265, 307, 315</p> <p><i>Event</i> 185</p> <p><i>Map Skill</i> 317</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 48, 92, 116, 160; CC 88, 92, 98; Q 48, 49, 88, 92, 106, 107, 160; RL 49; UTV 106</p> <p>Volume 2</p> <p>BI 256, 306; CC 182, 254, 256; Q 181, 187, 188, 198, 264</p>

STANDARDS	PAGE REFERENCES	
<b>Strand B. Geography, People, and the Environment</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.B1.a</p> <p>Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>31, 34, 37, 41</p> <p><i>Map Skill</i> 29, 33, 37, 41</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BR 33; S 28</p> <p><b>Student Edition:</b></p> <p>31, 34, 37, 41</p> <p><i>Map Skill</i> 29, 33, 37, 41</p> <p><b>Teacher’s Edition:</b></p> <p>BR 33; S 28</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>111, 112-113, 116, 119, 120, 122</p> <p><i>Map Skill</i> 111, 114, 124</p> <p><i>Event</i> 117</p> <p><i>Places</i> 124</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 112, 124; Q 111, 112</p>
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.B.1.b</p> <p>Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>61-62, 79-81</p> <p><i>Map Skill</i> 62, 73, 81</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>AR 81; BI 78; BR 61; Q 80</p> <p><b>Student Edition:</b></p> <p>61-62, 79-81</p> <p><i>Map Skill</i> 62, 73, 81</p> <p><b>Teacher’s Edition:</b></p> <p>AR 81; BI 78; BR 61; Q 80</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>111</p> <p><i>Map Skill</i> 111</p> <p>Volume 2</p> <p>203, 235-238</p> <p><i>Map Skill</i> 235</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>Q 111</p> <p>Volume 2</p> <p>Q 235, 236</p>

STANDARDS	PAGE REFERENCES	
<b>Strand C. Economics, Innovation, and Technology</b>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.C.1.a</p> <p>Evaluate the impact of science, religion, and technology innovations on European exploration.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 56-58, 84, 90</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 56; Q 56, 57, 84</p> <p><b>Student Edition:</b> AR 81; BI 78; BR 61; Q 80</p> <p><b>Teacher’s Edition:</b> BI 56; Q 56, 57, 84</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 2 235, 236, 241 <i>Map Skill</i> 241</p> <p><b>Teacher’s Edition:</b> Volume 2 Q 241</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.C.1.b</p> <p>Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 53, 54-57, 83-84 <i>Map Skills</i> 55</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 84; Q 84</p> <p><b>Student Edition:</b> 53, 54-57, 83-84 <i>Map Skills</i> 55</p> <p><b>Teacher’s Edition:</b> BI 84; Q 84</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 31, 74-75, 86-87, 134, 135, 164-165, 172-173</p> <p>Volume 2 246-247, 267, 327</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 164; CC 172; DI 87; Q 134, 172</p> <p>Volume 2 Q 246, 327</p>

STANDARDS	PAGE REFERENCES	
<b>Strand D. History, Culture, and Perspectives</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.D.1.a</p> <p>Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>30-31, 35, 39, 44-45</p> <p><i>Citizenship</i> 30-31</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 30, 44; CC 30, 34; Q 34, 44</p> <p><b>Student Edition:</b></p> <p>30-31, 35, 39, 44-45</p> <p><i>Citizenship</i> 30-31</p> <p><b>Teacher’s Edition:</b></p> <p>BI 30, 44; CC 30, 34; Q 34, 44</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>113, 114-117, 121, 124-125</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 116; Q 114, 115, 124</p>
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.D.1.b</p> <p>Explain how interactions among African, European, and Native American groups began a cultural transformation.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>62-65, 67, 70-71, 74-76</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>AR 65, 76; BI 62, 70, 74; Q 74, 75</p> <p><b>Student Edition:</b></p> <p>62-65, 67, 70-71, 74-76</p> <p><b>Teacher’s Edition:</b></p> <p>AR 65, 76; BI 62, 70, 74; Q 74, 75</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>242-247, 253-254</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>BI 244; Q 244, 245, 246, 253; RL 245</p>

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 1 64-65 <b>Teacher’s Edition:</b> Volume 1 AR 65; Q 64 <b>Student Edition:</b> 64-65 <b>Teacher’s Edition:</b> AR 65; Q 64</p>	<p><b>Grade 6</b> <b>Student Edition:</b> Volume 2 244-247 <b>Teacher’s Edition:</b> Volume 2 BI 244; Q 244; RL 245</p>
<p><b>Era: Colonization and Settlement (1585-1763)</b> <b>Strand A. Civics, Government, and Human Rights</b></p>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 1 89, 90, 101, 103, 110-111, 113, 138-139 <b>Teacher’s Edition:</b> Volume 1 BI 90; Q 91, 101, 107, 110; RL 103 <b>Student Edition:</b> 89, 90, 101, 103, 110-111, 113, 138-139 <b>Teacher’s Edition:</b> BI 90; Q 91, 101, 107, 110; RL 103</p>	

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.A.2.b</p> <p>Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>89, 90, 101, 103, 110-111, 113, 138-139</p> <p><i>Citizenship</i> 91</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 90, 100; Q 90, 91, 101, 102, 110; RL 103</p> <p><b>Student Edition:</b></p> <p>89, 90, 101, 103, 110-111, 113, 138-139</p> <p><i>Citizenship</i> 91</p> <p><b>Teacher’s Edition:</b></p> <p>BI 90, 100; Q 90, 91, 101, 102, 110; RL 103</p>	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.A.2.c</p> <p>Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>101, 109, 119-120, 124-127, 137</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 120, 126; CC 120</p> <p><b>Student Edition:</b></p> <p>101, 109, 119-120, 124-127, 137</p> <p><b>Teacher’s Edition:</b></p> <p>BI 120, 126; CC 120</p>	

STANDARDS	PAGE REFERENCES	
<b>Strand B. Geography, People, and the Environment</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.B.2.a</p> <p>Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>101-103, 107-108, 110-111, 113-115</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>AR 111, 117; BI 100, 116; Q 102, 107, 110; RL 103, 115</p> <p><b>Student Edition:</b></p> <p>101-103, 107-108, 110-111, 113-115</p> <p><b>Teacher’s Edition:</b></p> <p>AR 111, 117; BI 100, 116; Q 102, 107, 110; RL 103, 115</p>	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.B.2.b</p> <p>Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>74-75, 83, 89, 92-93, 104-105</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>AR 85, 105; BI 88; Q 74, 75, 83, 92, 104; RL 75</p> <p><b>Student Edition:</b></p> <p>74-75, 83, 89, 92-93, 104-105</p> <p><b>Teacher’s Edition:</b></p> <p>AR 85, 105; BI 88; Q 74, 75, 83, 92, 104; RL 75</p>	

STANDARDS	PAGE REFERENCES	
<b>Strand C. Economics, Innovation, and Technology</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.C.2.a</p> <p>Relate slavery and indentured servitude to Colonial labor systems.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>119, 125-126, 132-135</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>AR 135; BI 126; BR 125; Q 126; RL 127</p> <p><b>Student Edition:</b></p> <p>119, 125-126, 132-135</p> <p><b>Teacher’s Edition:</b></p> <p>AR 135; BI 126; BR 125; Q 126; RL 127</p>	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.C.2.b</p> <p>Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p>	<p><b>Grade 5</b></p> <p>Economic policies and colonial economies are discussed on the following pages:</p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>131-135</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BR 131; DR 132; Q 134; RL 133</p> <p><b>Student Edition:</b></p> <p>131-135</p> <p><b>Teacher’s Edition:</b></p> <p>BR 131; Q 132, 134; RL 133; UTV 132</p>	

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<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 1 132-133 <b>Teacher’s Edition:</b> Volume 1 BI 132; CC 132; DI 133; DR 132; RL 133 <b>Student Edition:</b> 132-133 <b>Teacher’s Edition:</b> BI 132; CC 132; DI 133; DR 132; RL 133</p>	<p><b>Grade 6</b> <b>Student Edition:</b> Volume 2 246-247 <i>Map Skill 246</i> <b>Teacher’s Edition:</b> Volume 2 BI 246; Q 246</p>
<b>Strand D. History, Culture, and Perspectives</b>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 1 153-155, 157 <b>Teacher’s Edition:</b> Volume 1 AR 155; BI 157; BR 153; CC 154; DR 154 <b>Student Edition:</b> 153-155, 157 <b>Teacher’s Edition:</b> AR 155; BI 157; BR 153; CC 154; DR 154</p>	<p><b>Grade 6</b> <b>Student Edition:</b> Volume 2 241-243, 250 <i>Map Skill 241</i> <b>Teacher’s Edition:</b> Volume 2 BI 240; Q 241</p>

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.D.2.b</p> <p>Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 74-75, 84, 88-91, 101, 107, 111, 119, 132-133</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 120; BR 101; CC 74; DR 74; Q 84, 88, 107</p> <p><b>Student Edition:</b> 74-75, 84, 88-91, 101, 107, 111, 119, 132-133</p> <p><b>Teacher’s Edition:</b> BI 120; BR 101; CC 74; DR 74; Q 84, 88, 107</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 2 245-247 <i>Map Skill 246</i></p> <p><b>Teacher’s Edition:</b> Volume 2 BI 246; Q 246; RL 245</p>
<p><b>Era: Revolution and the New Nation (1754-1820s)</b></p> <p><b>Strand A. Civics, Government, and Human Rights</b></p>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.A.3.a</p> <p>Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 168-169, 188-189</p> <p><b>Teacher’s Edition:</b> Volume 1 AR 169; BI 168; CC 168; Q 168, 188</p> <p><b>Student Edition:</b> 168-169, 188-189</p> <p><b>Teacher’s Edition:</b> AR 169; BI 168; CC 168; Q 168, 188</p>	

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<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.A.3.b</p> <p>Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>205-209</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>BI 204, 208; CC 206; Q 205, 206; RL 207, 209; WAI 206</p> <p><b>Student Edition:</b></p> <p>205-209</p> <p><b>Teacher’s Edition:</b></p> <p>BI 204, 208; CC 206; Q 205, 206; RL 207, 209; WAI 206</p>	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.A.3.c</p> <p>Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>202-203, 208-209</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>AR 203; BI 208; Q 202, 208, 209; RFM 202</p> <p><b>Student Edition:</b></p> <p>202-203, 208-209</p> <p><b>Teacher’s Edition:</b></p> <p>AR 203; BI 208; Q 202, 208, 209; RFM 202</p>	

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 2 197, 205-207 <b>Teacher’s Edition:</b> Volume 2 CC 206; Q 206; RL 207; WAI 206 <b>Student Edition:</b> 197, 205-207 <b>Teacher’s Edition:</b> CC 206; Q 206; RL 207; WAI 206</p>	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.</p>	<p>This standard can be met during teacher/class discussion.</p>	<p>This standard can be met during teacher/class discussion.</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 2 253, 255 <b>Teacher’s Edition:</b> Volume 2 Q 255 <b>Student Edition:</b> 253, 255 <b>Teacher’s Edition:</b> Q 255</p>	

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.A.3.g</p> <p>Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>205-209, 359</p> <p><i>Primary Sources</i> 205</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>BR 205; RL 207, 209</p> <p><b>Student Edition:</b></p> <p>205-209</p> <p><i>Primary Sources</i> 205</p> <p><b>Teacher’s Edition:</b></p> <p>BR 205; RL 207, 209</p>	
<b>Strand B. Geography, People, and the Environment</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.B.3.a</p> <p>Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>154-155</p> <p><i>Map Skill</i> 154</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 118</p> <p>Volume 2</p> <p>Q 154</p> <p><b>Student Edition:</b></p> <p>154-155</p> <p><i>Map Skill</i> 154</p> <p><b>Teacher’s Edition:</b></p> <p>BI 118; Q 154</p>	

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.B.3.b</p> <p>Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 2 200-201</p> <p><b>Teacher’s Edition:</b> Volume 2 Q 200, 201</p> <p><b>Student Edition:</b> 200-201</p> <p><b>Teacher’s Edition:</b> Q 200, 201</p>	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.B.3.c</p> <p>Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 <i>Map Skill</i> 161, 163, 180, 186 <i>Map and Globe Skills</i> 177 <i>Review and Assess</i> 190 #9-#10</p> <p><b>Teacher’s Edition:</b> Volume 1 AI 177; BI 164; CC 177; LI 177; TI 177</p> <p><b>Student Edition:</b> <i>Map Skill</i> 161, 163, 180, 186 <i>Map and Globe Skills</i> 177 <i>Review and Assess</i> 190 #9-#10</p> <p><b>Teacher’s Edition:</b> AI 177; BI 164; CC 177; LI 177; TI 177</p>	

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<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.B.3.d</p> <p>Explain why New Jersey's location played an integral role in the American Revolution.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>178-179</p> <p><b>Teacher's Edition:</b></p> <p>Volume 1</p> <p>BI 178; BR 179</p> <p><b>Student Edition:</b></p> <p>178-179</p> <p><b>Teacher's Edition:</b></p> <p>BI 178; BR 179</p>	
<b>Strand C. Economics, Innovation, and Technology</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.C.3.a</p> <p>Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>131, 156-159</p> <p><b>Teacher's Edition:</b></p> <p>Volume 1</p> <p>BI 156; BR 131, 157; S 156</p> <p><b>Student Edition:</b></p> <p>131, 156-159</p> <p><b>Teacher's Edition:</b></p> <p>BI 156; BR 131, 157; S 156</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>250</p> <p><b>Teacher's Edition:</b></p> <p>Volume 2</p> <p>Q 250</p>

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 1 176 <i>Chart Skill 176</i> Volume 2 198-199 <b>Teacher’s Edition:</b> Volume 2 BI 198; Q 198 <b>Student Edition:</b> 176, 198-199 <b>Teacher’s Edition:</b> BI 198; Q 198</p>	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 2 222-225 <b>Teacher’s Edition:</b> Volume 2 BR 223; AR 225 <b>Student Edition:</b> 222-225 <b>Teacher’s Edition:</b> AR 225; BR 223</p>	<p><b>Grade 6</b> <b>Student Edition:</b> Volume 2 247</p>

STANDARDS	PAGE REFERENCES	
<b>Strand D. History, Culture, and Perspectives</b>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.D.3.a</p> <p>Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p>	<p><b>Grade 5</b></p> <p>The French and Indian War, the North American theater of the Seven Years War, is discussed on the following pages:</p> <p><b>Student Edition:</b> Volume 1 152-155, 157</p> <p><b>Teacher’s Edition:</b> Volume 1 AR 154; CC 154; DR 154; S 152</p> <p><b>Student Edition:</b> 152-155, 157</p> <p><b>Teacher’s Edition:</b> AR 154; CC 154; DR 154; S 152</p>	<p><b>Grade 6</b></p> <p>The French and Indian War, the North American theater of the Seven Years War, is discussed on the following pages:</p> <p><b>Student Edition:</b> Volume 2 250</p> <p><b>Teacher’s Edition:</b> Volume 2 Q 250</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.D.3.b</p> <p>Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 168-169</p> <p><b>Teacher’s Edition:</b> Volume 1 AR 169; BI 168; CC 168; DR 168</p> <p><b>Student Edition:</b> 168-169</p> <p><b>Teacher’s Edition:</b> AR 169; BI 168; CC 168; DR 168</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 2 250</p>

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 1 167, 171, 178-179, 187 <i>Quick Check</i> 167 Volume 2 210-211 <b>Teacher’s Edition:</b> Volume 1 BI 170, 178; Q 179 Volume 2 BI 200, 210; Q 210 <b>Student Edition:</b> 167, 171, 178-179, 187, 210-211 <i>Quick Check</i> 167 <b>Teacher’s Edition:</b> BI 170, 178, 200, 210; Q 179, 210</p>	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 1 162, 167, 168-169, 174-175, 181, 182, 183, 187 <b>Teacher’s Edition:</b> Volume 1 BI 168, 170, 186; CC 162; Q 175 <b>Student Edition:</b> 162, 167, 168-169, 174-175, 181, 182, 183, 187 <b>Teacher’s Edition:</b> BI 168, 170, 186; CC 162; Q 175</p>	

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.D.3.e</p> <p>Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>174-175, 188-189</p> <p><i>Review and Assess 190 #7</i></p> <p><b>Teacher’s Edition:</b></p> <p>BI 174, 188; Q , 175, 188</p> <p><b>Student Edition:</b></p> <p>174-175, 188-189</p> <p><i>Review and Assess 190 #7</i></p> <p><b>Teacher’s Edition:</b></p> <p>BI 174, 188; Q , 175, 188</p>	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.D.3.f</p> <p>Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>187, 188-189, 197</p> <p><i>Quick Check 197</i></p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>BI 212</p> <p><b>Student Edition:</b></p> <p>187, 188-189, 197</p> <p><i>Quick Check 197</i></p> <p><b>Teacher’s Edition:</b></p> <p>BI 212</p>	

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.D.3.g</p> <p>Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 2 213-215, 217-220</p> <p><b>Teacher’s Edition:</b> Volume 2 AR 220; BI 216; Q 214</p> <p><b>Student Edition:</b> 213-215, 217-220</p> <p><b>Teacher’s Edition:</b> AR 220; BI 216; Q 214</p>	
<p><b>Era: Expansion and Reform (1801-1861)</b></p> <p><b>Strand A. Civics, Government, and Human Rights</b></p>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.A.4.a</p> <p>Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 2 213, 215, 219</p> <p><b>Student Edition:</b> 213, 215, 219</p>	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.A.4.b</p> <p>Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 2 229, 233-235 <i>Map Skill</i> 235</p> <p><b>Teacher’s Edition:</b> Volume 2 BI 234; Q 234; RL 235</p> <p><b>Student Edition:</b> 229, 233-235 <i>Map Skill</i> 235</p> <p><b>Teacher’s Edition:</b> BI 234; Q 234; RL 235</p>	

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 2 227 <b>Teacher’s Edition:</b> Volume 2 BR 227 <b>Student Edition:</b> 227 <b>Teacher’s Edition:</b> BR 227</p>	
<b>Strand B. Geography, People, and the Environment</b>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 2 213-215 <i>Map Skill 214</i> <b>Teacher’s Edition:</b> Volume 2 AR 215; BI 214; Q 214; RM 214 <b>Student Edition:</b> 213-215 <i>Map Skill 214</i> <b>Teacher’s Edition:</b> AR 215; BI 214; Q 214; RM 214</p>	

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.B.4.b</p> <p>Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>214-215, 219, 228-229, 234-235</p> <p><i>Map Skill</i> 214, 219, 229, 235</p> <p><i>Quick Check</i> 235</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>BI 214; Q 228</p> <p><b>Student Edition:</b></p> <p>214-215, 219, 228-229, 234-235</p> <p><i>Map Skill</i> 214, 219, 229, 235</p> <p><i>Quick Check</i> 235</p> <p><b>Teacher’s Edition:</b></p> <p>BI 214; Q 228</p>	
<b>Strand C. Economics, Innovation, and Technology</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.C.4.a</p> <p>Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>215, 227, 247-248</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>AR 248; RL 247</p> <p><b>Student Edition:</b></p> <p>215, 227, 247</p> <p><b>Teacher’s Edition:</b></p> <p>AR 248; RL 247</p>	

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.C.4.b</p> <p>Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>222-225</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>AR 225; BI 222, 224; BR 223; DR 224</p> <p><b>Student Edition:</b></p> <p>222-225</p> <p><b>Teacher’s Edition:</b></p> <p>AR 225; BI 222, 224; BR 223; DR 224</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>259, 260</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>AR 261; RL 260</p>
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.C.4.c</p> <p>Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>222-223, 305</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>AR 305; BI 222; CC 304; Q 304</p> <p><b>Student Edition:</b></p> <p>222-223</p> <p><b>Teacher’s Edition:</b></p> <p>BI 222</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>260-261</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>Q 260; RL 260</p>

STANDARDS	PAGE REFERENCES	
<b>Strand D. History, Culture, and Perspectives</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.D.4.a</p> <p>Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>230-231, 308-309</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>BI 230; CC 308; DR 308; Q 230; RL 309</p> <p><b>Student Edition:</b></p> <p>230-231, 308-309</p> <p><b>Teacher’s Edition:</b></p> <p>BI 230; CC 308; DR 308; Q 230; RL 309</p>	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.D.4.b</p> <p>Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>251, 256, 273</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>BI 250; BR 251; Q 256</p> <p><b>Student Edition:</b></p> <p>251, 256</p> <p><b>Teacher’s Edition:</b></p> <p>BI 250; BR 251; Q 256</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>247</p>

STANDARDS		PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.D.4.c</p> <p>Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>251, 256, 273</p> <p><b>Teacher's Edition:</b></p> <p>Volume 2</p> <p>BI 250; BR 251; Q 256</p> <p><b>Student Edition:</b></p> <p>251, 256</p> <p><b>Teacher's Edition:</b></p> <p>BI 250; BR 251; Q 256</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>247</p>	
<p><b>Era: Civil War and Reconstruction (1850-1877)</b></p> <p><b>Strand A. Civics, Government, and Human Rights</b></p>			
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.A.5.a</p> <p>Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>267, 271</p> <p><i>Event 267</i></p> <p><i>Primary Source 271</i></p> <p><b>Teacher's Edition:</b></p> <p>Volume 2</p> <p>BR 267; WAI 271</p> <p><b>Student Edition:</b></p> <p>237, 271</p> <p><i>Event 267</i></p> <p><i>Primary Source 271</i></p> <p><b>Teacher's Edition:</b></p> <p>BR 267; WAI 271</p>		

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 2 281-282 <b>Teacher’s Edition:</b> Volume 2 S 280 <b>Student Edition:</b> 281-282 <b>Teacher’s Edition:</b> S 280</p>	
<b>Strand B. Geography, People, and the Environment</b>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 2 260-261, 262, 269, 276-277 <i>Map Skill 262</i> <i>Data Graphic 263</i> <b>Teacher’s Edition:</b> Volume 2 BI 276; DR 260; Q 262, 263; RL 261 <b>Student Edition:</b> 260-261, 262, 269, 276-277 <i>Map Skill 262</i> <i>Data Graphic 263</i> <b>Teacher’s Edition:</b> BI 276; DR 260; Q 262, 263; RL 261</p>	

STANDARDS	PAGE REFERENCES	
<b>Strand C. Economics, Innovation, and Technology</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.C.5.a</p> <p>Assess the human and material costs of the Civil War in the North and South.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>259, 263, 267, 268-269, 270, 275-277</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>BI 276; Q 259, 271, 275; RL 271</p> <p><b>Student Edition:</b></p> <p>259, 263, 267, 268-269, 270, 275-277</p> <p><b>Teacher’s Edition:</b></p> <p>BI 276; Q 259, 271, 275; RL 271</p>	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.C.5.b</p> <p>Analyze the economic impact of Reconstruction on the South from different perspectives.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>281-283</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>BI 280, 282; BR 281; CC 282</p> <p><b>Student Edition:</b></p> <p>281-283</p> <p><b>Teacher’s Edition:</b></p> <p>BI 280, 282; BR 281; CC 282</p>	

STANDARDS	PAGE REFERENCES	
<b>Strand D. History, Culture, and Perspectives</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.D.5.a</p> <p>Prioritize the causes and events that led to the Civil War from different perspectives.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>246-248, 251-253, 254, 256-257</p> <p><i>Map Skills</i> 246</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>AR 248; BI 246; BR 251; DR 252; Q 246, 254, 256; RFM 256; RL 247, 253</p> <p><b>Student Edition:</b></p> <p>246-248, 251-253, 254, 256-257</p> <p><i>Map Skills</i> 246</p> <p><b>Teacher’s Edition:</b></p> <p>AR 248; BI 246; BR 251; DR 252; Q 246, 254, 256; RFM 256; RL 247, 253</p>	

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.D.5.b</p> <p>Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>259, 263, 267, 269, 270-271, 275, 276-277, 278</p> <p><i>Map Skill 262</i></p> <p><i>Quick Check 263</i></p> <p><i>Event 267</i></p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>Q 259, 271, 275; RL 277</p> <p><b>Student Edition:</b></p> <p>259, 263, 267, 269, 270-271, 275, 276-277, 278</p> <p><i>Map Skill 262</i></p> <p><i>Quick Check 263</i></p> <p><i>Event 267</i></p> <p><b>Teacher’s Edition:</b></p> <p>Q 259, 271, 275; RL 277</p>	
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.D.5.c</p> <p>Examine the roles of women, African Americans, and Native Americans in the Civil War.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>268, 272-273</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>AR 273; BI 268, 272; Q 272; RL 269</p> <p><b>Student Edition:</b></p> <p>268, 272-273</p> <p><b>Teacher’s Edition:</b></p> <p>AR 273; BI 268, 272; Q 272; RL 269</p>	

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.1.8.D.5.d</p> <p>Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>282, 284-285</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>AR 285; BI 282, 284; CC 285; Q 282; RFM 284; RL 283; WAI 282</p> <p><b>Student Edition:</b></p> <p>282, 284-285</p> <p><b>Teacher’s Edition:</b></p> <p>AR 285; BI 282, 284; CC 285; Q 282; RFM 284; RL 283; WAI 282</p>	
<p><b>Standard</b></p> <p><b>6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p><b>Era: The Beginnings of Human Society</b></p> <p><b>Strand A. Civics, Government, and Human Rights</b></p>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.2.8.A.1.a</p> <p>Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>25</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>Q 25; S 24</p>

STANDARDS	PAGE REFERENCES	
<b>Strand B. Geography, People, and the Environment</b>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.B.1.a</p> <p>Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p>	<p><b>Grade 5</b></p> <p>Migrations of hunter-gatherers are discussed on the following pages:</p> <p><b>Student Edition:</b> Volume 1 21</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 20</p> <p><b>Student Edition:</b> 21</p> <p><b>Teacher’s Edition:</b> BI 20</p>	<p><b>Grade 6</b></p> <p>Migrations of hunter-gatherers are discussed on the following pages:</p> <p><b>Student Edition:</b> Volume 1 111</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 110; BR 111</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.B.1.b</p> <p>Compare and contrast how nomadic and agrarian societies used land and natural resources.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 21, 24, 25, 29 <i>Map Skill 25</i></p> <p><b>Teacher’s Edition:</b> Volume 1 BI 28; BR 29; Q 24; RL 25</p> <p><b>Student Edition:</b> 21, 24, 25, 29 <i>Map Skill 25</i></p> <p><b>Teacher’s Edition:</b> BI 28; BR 29; Q 24; RL 25</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 21-22, 25-27</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 24, 26; Q 26; S 20, 24</p>

STANDARDS	PAGE REFERENCES	
<b>Strand C. Economics, Innovation, and Technology</b>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.C.1.a</p> <p>Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 22-23</p> <p><b>Teacher’s Edition:</b> Volume 1 DI 23; DR 22</p> <p><b>Student Edition:</b> 22-23</p> <p><b>Teacher’s Edition:</b> DI 23; DR 22</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 25-27, 29-31</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 26, 30; DR 30; Q 26, 29, 30; RL 31; S 24</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.C.1.b</p> <p>Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 24, 25, 33, 41</p> <p><b>Teacher’s Edition:</b> Volume 1 RL 25</p> <p><b>Student Edition:</b> 24, 25, 33, 41</p> <p><b>Teacher’s Edition:</b> RL 25</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 21-22, 27, 30-31, 33 <i>Quick Check 27</i></p> <p><b>Teacher’s Edition:</b> Volume 1 Q 26</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.1.a</p> <p>Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 21-22</p> <p><b>Student Edition:</b> 21-22</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 21, 22, 25</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 26</p>

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.1.b</p> <p>Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 23, 30, 38 <i>Primary Sources</i> 38</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 22; DR 38</p> <p><b>Student Edition:</b> 23, 30, 38 <i>Primary Sources</i> 38</p> <p><b>Teacher’s Edition:</b> BI 22; DR 38</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 33, 44, 67 <i>DataGraphic</i> 49</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 32; Q 32</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.1.c</p> <p>Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 21</p> <p><b>Teacher’s Edition:</b> Volume 1 CC 22; RL 21</p> <p><b>Student Edition:</b> 21</p> <p><b>Teacher’s Edition:</b> CC 22; RL 21</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 7, 22, 54, 67, 115, 119, 155 <i>Quick Check</i> 22</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 20; DR 22; Q 7; UTV 115</p>
<p><b>Era: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)</b></p> <p><b>Strand A. Civics, Government, and Human Rights</b></p>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.A.2.a</p> <p>Explain why different ancient river valley civilizations developed similar forms of government.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 32, 35, 38-39, 42-43, 59, 66, 67, 71</p> <p><b>Teacher’s Edition:</b> Volume 1 Q 35, 42, 59, 66; RL 38</p>

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.A.2.b</p> <p>Explain how codifying laws met the needs of ancient river valley societies.</p>		<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 35 <b>Teacher’s Edition:</b> Volume 1 BI 34; BR 35; Q 35</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.A.2.c</p> <p>Determine the role of slavery in the economic and social structures of ancient river valley civilizations.</p>		<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 32, 36 <b>Teacher’s Edition:</b> Volume 1 BI 50</p>
<p><b>Era: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)</b> <b>Strand B. Geography, People, and the Environment</b></p>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.B.2.a</p> <p>Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.</p>		<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 29, 30-31, 33, 41, 50-51, 53, 59, 62-63, 65, 67, 74-75, 76-77 <i>Map Skill</i> 53, 66 <b>Teacher’s Edition:</b> Volume 1 BI 40, 74; BR 29; Q 29, 30</p>

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.B.2.b</p> <p>Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 <i>Map Skill</i> 29, 41, 53, 66, 69, 75 Volume 2 <i>Map Skill</i> 294, 308, 312, 317</p> <p><b>Teacher’s Edition:</b> Volume 1 BR 29, 41; DI 317</p>
<p><b>Era: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)</b> <b>Strand C. Economics, Innovation, and Technology</b></p>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.C.2.a</p> <p>Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 25-27, 31, 50-51, 68, 76 <i>Quick Check</i> 27</p> <p><b>Teacher’s Edition:</b> Volume 1 Q 25, 26; RL 31</p>
<p><b>Era: Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)</b> <b>Strand D. History, Culture, and Perspectives</b></p>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.2.a</p> <p>Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 32, 36-37, 48-49, 56-57, 60-61, 67 <i>Primary Sources</i> 37, 60</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 56; Q 32, 37, 56, 60</p>

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.2.b</p> <p>Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 33, 35, 44, 67, 71 <i>DataGraphic</i> 49</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 32; Q 32, 35; RC 33</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.2.c</p> <p>Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 29-30, 32, 35, 38, 39, 42-43, 54, 55, 59, 77 <i>Quick Check</i> 31, 39, 55</p> <p><b>Teacher’s Edition:</b> Volume 1 AR 39, 44; Q 54; RL 38</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.A.2.d</p> <p>Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 33, 35, 39, 50-51, 62-63, 77 <i>Quick Check</i> 33, 77</p> <p><b>Teacher’s Edition:</b> Volume 1 AR 51, 77; Q 35, 62</p>

STANDARDS	PAGE REFERENCES	
<p><b>Era: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)</b></p> <p><b>Strand A. Civics, Government, and Human Rights</b></p>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.2.8.A.3.a</p> <p>Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>62, 72-73, 74, 104</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>Q 75, 104</p>
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.2.8.A.3.b</p> <p>Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>62, 72, 74, 99</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>Q 62, 75</p>
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.2.8.A.3.c</p> <p>Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>205-209</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>BI 204; BR 205; CC 206; Q 206; RL 207, 209; WAI 206</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>91-92, 98</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 90; CC 92, 98; Q 91, 98; RL 91, 93, 98</p>

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.A.3.d</p> <p>Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 2 354-357, 361-362, 364-365</p> <p><b>Teacher’s Edition:</b> Volume 2 AR 365; DR 354; Q 364, 356, 357; RFM 356; RL 365, 357</p> <p><b>Student Edition:</b> 330-331</p> <p><b>Teacher’s Edition:</b> AR 331; Q 330; RFM 330</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 91-92, 331, 332-333 AR 333; BI 92; CC 92; DR 92; RL 93</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.A.3.a</p> <p>Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 2 205, 207, 208-209</p> <p><b>Teacher’s Edition:</b> Volume 2 BI 206; Q 208, 209</p> <p><b>Student Edition:</b> 205, 207, 208-209</p> <p><b>Teacher’s Edition:</b> BI 206; Q 208, 209</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 2 99, 105</p> <p><b>Teacher’s Edition:</b> Volume 2 Q 104</p>
<b>Strand B. Geography, People, and the Environment</b>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.B.3.a</p> <p>Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 53-55, 65, 74-75, 85, 97, 104 <i>Quick Check</i> 65 <i>Map Skill</i> 75, 104</p> <p><b>Teacher’s Edition:</b> Volume 1 Q 53, 65, 85</p>

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.B.3.b</p> <p>Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.</p>		<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 85, 86-87, 93 <b>Teacher’s Edition:</b> Volume 1 BR 85</p>
<b>Strand C. Economics, Innovation, and Technology</b>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.C.3.a</p> <p>Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.</p>		<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 59, 62, 74-75, 85, 86-87 <i>Map Skill 75</i> <b>Teacher’s Edition:</b> Volume 1 BI 74; CC 62</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.C.3.b</p> <p>Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.</p>		<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 71 <b>Teacher’s Edition:</b> Volume 1 Q 71</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.C.3.c</p> <p>Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p>		<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 68, 76-77, 104 <i>Quick Check 77</i> <b>Teacher’s Edition:</b> Volume 1 AR 77; CC 76</p>

STANDARDS	PAGE REFERENCES
<b>Strand D. History, Culture, and Perspectives</b>	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.3.a</p> <p>Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 56-57, 72, 74, 92, 98-99</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 72; Q 75, 92</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.3.b</p> <p>Relate the Chinese dynastic system to the longevity of authoritarian rule in China.</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 66-67, 68, 71, 74</p> <p><b>Teacher’s Edition:</b> Volume 1 Q 66, 68</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.3.c</p> <p>Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 77, 105 <i>Quick Check</i> 105</p> <p><b>Teacher’s Edition:</b> Volume 1 DI 105</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.3.d</p> <p>Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 62-63, 76-77, 88-89, 105</p> <p><b>Teacher’s Edition:</b> Volume 1 AR 77, 89; BI 102; Q 62, 88, 104</p>

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.3.e</p> <p>Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 2 361</p>	<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 36-37, 56-57, 60-61, 63, 72-73, 75, 106-107, 136-139 <i>Primary Sources</i> 37, 56, 60, 107, 138 <b>Teacher's Edition:</b> Volume 1 AR 57, 63, 139; BI 56, 72, 138; CC 72; Q 36, 37, 56, 60, 72, 106, 107, 138; RL 61, 137</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.3.f</p> <p>Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.</p>		<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 36-37, 56-57, 60-61, 63, 72-73, 75, 106-107, 136-139 <i>Primary Sources</i> 37, 56, 60, 107, 138 <b>Teacher's Edition:</b> Volume 1 AR 57, 63; Q 37, 60 (bottom); RL 73</p>
<p><b>Era: Expanding Exchanges and Encounters (500 CE-1450 CE)</b> <b>Strand A. Civics, Government, and Human Rights</b></p>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.A.4.a</p> <p>Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>		<p><b>Grade 6</b> <b>Student Edition:</b> Volume 2 181, 201, 203, 207, 212-213 <b>Teacher's Edition:</b> Volume 2 BR 181, 207; Q 212</p>

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.2.8.A.4.b</p> <p>Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>182-183, 211-213</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>BI 212; BR 211; CC 182, 212; DR 182, 212</p>
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.2.8.A.4.c</p> <p>Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>205-209</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>CC 206; DI 207; DR 206; Q 208, 209</p> <p><b>Student Edition:</b></p> <p>205-209</p> <p><b>Teacher’s Edition:</b></p> <p>CC 206; DI 207; DR 206; Q 208, 209</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p>185</p> <p><i>Event</i> 185</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>AR 185; CC 184</p>
<p><b>Strand B. Geography, People, and the Environment</b></p>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.2.8.B.4.a</p> <p>Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>69, 74-75, 136-137, 141, 149</p> <p><i>Map Skill</i> 69, 142, 151</p> <p>Volume 2</p> <p>181, 201, 207, 213</p> <p><i>Map Skill</i> 181, 201, 207, 211</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 142</p> <p>Volume 2</p> <p>Q 201</p>

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.2.8.B.4.b</p> <p>Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>74-75, 134-135, 159, 163-165</p> <p><i>Map Skill 75</i></p> <p><i>Quick Check 135</i></p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 74, 134; DR 164; Q 134; RL 165</p>
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.2.8.B.4.c</p> <p>Determine how Africa’s physical geography and natural resources posed challenges and opportunities for trade and development.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>155, 159, 162-165, 171</p> <p><i>Map Skill 155, 164</i></p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 162; Q 171</p>
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.2.8.B.4.d</p> <p>Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p>133-135, 136-137, 141</p> <p><i>Map Skill 133</i></p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>BI 134; BR 133; Q 134</p>

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.</p>	<p><b>Grade 5</b> <b>Student Edition:</b> Volume 1 23, 24-25, 33, 41 Volume 2 364, 365 <b>Teacher’s Edition:</b> Volume 1 Q 24 Volume 2 Q 364 <b>Student Edition:</b> 23, 24-25, 33, 41, 364, 365 <b>Teacher’s Edition:</b> Q 24, Q 364</p>	<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 171 Volume 2 183, 201, 208, 218-219, 328-329 <i>Citizenship</i> 219 <i>DataGraphic</i> 329 <b>Teacher’s Edition:</b> Volume 1 BR 171 Volume 2 CC 328; Q 182, 328</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.B.4.f Explain how the geographies of China and Japan influenced their development and their relationship with one another.</p>		<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 65 Volume 2 204, 211, 215 <i>Map Skill</i> 211 <b>Teacher’s Edition:</b> Volume 1 Q 65 Volume 2 Q 211</p>

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.B.4.g</p> <p>Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 105, 108, 149, 150 <i>Map Skill 151</i></p> <p><b>Teacher’s Edition:</b> Volume 1 BI 108; BR 149; DI 105 (Beyond Level); Q 150</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.B.4.h</p> <p>Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 23 <i>Map Skill 23</i></p> <p><b>Teacher’s Edition:</b> Volume 1 CC 22</p> <p><b>Student Edition:</b> 23 <i>Map Skill 23</i></p> <p><b>Teacher’s Edition:</b> CC 22</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 116-117, 120-123</p> <p><b>Teacher’s Edition:</b> Volume 1 AR 117; BI 122; Q 116, 120, 122, 123; RL 123</p>
<b>Strand C. Economics, Innovation, and Technology</b>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.C.4.a</p> <p>Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 134-135, 163-165, 171 Volume 2 183, 202-203, 208</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 164, 170 Volume 2 Q 182, 208</p>

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.C.4.b</p> <p>Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 67-69</p> <p><b>Teacher’s Edition:</b> Volume 1 CC 68</p> <p><b>Student Edition:</b> 67-69</p> <p><b>Teacher’s Edition:</b> CC 68</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 67, 74-75 <i>Map Skill 75</i> Volume 2 201-203</p> <p><b>Teacher’s Edition:</b> Volume 2 Q 201</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.C.4.c</p> <p>Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 164 Volume 2 183, 202, 208</p> <p><b>Teacher’s Edition:</b> Volume 1 CC 164; Q 164</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.C.4.d</p> <p>Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 155, 159, 160, 163-164, 172-173</p> <p><b>Teacher’s Edition:</b> Volume 1 BI 172; CC 172; RL 159</p>

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.C.4.e</p> <p>Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 147 Volume 2 189, 193</p> <p><b>Teacher’s Edition:</b> Volume 2 DI 189 (On Level); RL 189</p>
<b>Strand D. History, Culture, and Perspectives</b>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.4.a</p> <p>Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.</p>		<p>Nomadic people are discussed on the following pages:</p> <p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 135</p> <p><b>Teacher’s Edition:</b> Volume 1 CC 134; RL 135</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.4.b</p> <p>Analyze how religion both unified and divided people.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 136-139, 143 Volume 2 181, 187, 188-189, 197, 198-199, 207, 209</p> <p><b>Teacher’s Edition:</b> Volume 1 Q 136 Volume 2 AR 199; BR 187; Q 188, 196, 197, 198</p>

STANDARDS		PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.4.c</p> <p>Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 143 Volume 2 182, 201, 207, 211</p> <p><b>Teacher’s Edition:</b> Volume 1 DI 143 Volume 2 Q 182, 201, 207</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.4.d</p> <p>Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 147 Volume 2 189 <i>Map Skill 188</i></p> <p><b>Teacher’s Edition:</b> Volume 2 DI 189; DR 188</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.4.e</p> <p>Assess the demographic, economic, and religious impact of the plague on Europe.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 2 190-191 <i>DataGraphic 190</i></p> <p><b>Teacher’s Edition:</b> Volume 2 AR 191; BI 190</p>

STANDARDS	PAGE REFERENCES
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.4.f</p> <p>Determine which events led to the rise and eventual decline of European feudalism.</p>	<p><b>Grade 6</b> <b>Student Edition:</b> Volume 2 189, 190-191 <b>Teacher’s Edition:</b> Volume 2 RL 189</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.4.g</p> <p>Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p>	<p><b>Grade 6</b> <b>Student Edition:</b> Volume 2 189, 202-203 <b>Teacher’s Edition:</b> Volume 2 BI 188</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.4.h</p> <p>Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p>	<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 108-109, 188 <i>Map Skill 188</i> <b>Teacher’s Edition:</b> Volume 1 BI 108</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.4.i</p> <p>Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.</p>	<p><b>Grade 6</b> <b>Student Edition:</b> Volume 1 166-167 <i>Quick Check 167</i> <b>Teacher’s Edition:</b> Volume 1 BI 166</p>

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.2.8.D.4.j</p> <p>Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.</p>		<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1 144-146</p> <p>Volume 2 185, 194-195, 199, 202-203, 208-209, 214-215</p> <p><i>Primary Sources</i> 214</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1 BI 146; Q 146</p> <p>Volume 2 AR 185; CC 184, 194, 198; DI 195; DR 194; RL 203</p>
<p><b>Standard</b></p> <p><b>6.3 Active Citizenship in the 21st Century.</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>		
<p><b>Strand A. Civics, Government, and Human Rights</b></p>		
<p><b>Cumulative Progress Indicator (CPI)</b> 6.3.8.A.1</p> <p>Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1 <i>Reading Skills</i> R2-R3</p> <p>Volume 2 <i>Reading Skills</i> R10-R13</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1 AI R3; LI R2; TI R3</p> <p>Volume 2 AI R11, R13; LI R10, R12; TI R11, R13</p> <p><b>Student Edition:</b> <i>Reading Skills</i> R2-R3, R10-R13</p> <p><b>Teacher’s Edition:</b> AI R3, R11, R13; LI R2, R10, R12; TI R3, R11, R13</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1 <i>Reading Skills</i> R4-R5</p> <p>Volume 2 <i>Reading Skills</i> R8-R9, R12-R13</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1 AI R5; LI R4; TI R9</p> <p>Volume 2 AI R9, R13; LI R8, R12; TI R9, R13</p>

STANDARDS	PAGE REFERENCES	
<p><b>Cumulative Progress Indicator (CPI)</b> 6.3.8.A.2</p> <p>Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 2 <i>Reading Skills</i> R10-R13</p> <p><b>Teacher’s Edition:</b> Volume 2 AI R11, R13; LI R10, R12; TI R11, R13</p> <p><b>Student Edition:</b> <i>Reading Skills</i> R10-R13</p> <p><b>Teacher’s Edition:</b> AI R11, R13; LI R10, R12; TI R11, R13</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 <i>Reading Skills</i> R4-R5 Volume 2 <i>Reading Skills</i> R8-R9, R12-R13</p> <p><b>Teacher’s Edition:</b> Volume 1 AI R5; LI R4; TI R9 Volume 2 AI R9, R13; LI R8, R12; TI R9, R13</p>
<p><b>Cumulative Progress Indicator (CPI)</b> 6.3.8.A.3</p> <p>Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b> Volume 1 <i>Reading Skills</i> R2-R3 Volume 2 <i>Reading Skills</i> R10-R13</p> <p><b>Teacher’s Edition:</b> Volume 1 AI R3; LI R2; TI R3 Volume 2 AI R11, R13; LI R10, R12; TI R11, R13</p> <p><b>Student Edition:</b> <i>Reading Skills</i> R2-R3, R10-R13</p> <p><b>Teacher’s Edition:</b> AI R3, R11, R13; LI R2, R10, R12; TI R3, R11, R13</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b> Volume 1 <i>Reading Skills</i> R4-R5 Volume 2 <i>Reading Skills</i> R8-R9, R12-R13</p> <p><b>Teacher’s Edition:</b> Volume 1 AI R5; LI R4; TI R9 Volume 2 AI R9, R13; LI R8, R12; TI R9, R13</p>

STANDARDS	PAGE REFERENCES	
<b>Strand B. Geography, People, and the Environment</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.3.8.B.1</p> <p>Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p><i>Reading Skills</i> R2-R3</p> <p>Volume 2</p> <p><i>Reading Skills</i> R10-R13</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>AI R3; LI R2; TI R3</p> <p>Volume 2</p> <p>AI R11, R13; LI R10, R12; TI R11, R13</p> <p><b>Student Edition:</b></p> <p><i>Reading Skills</i> R2-R3, R10-R13</p> <p><b>Teacher’s Edition:</b></p> <p>AI R3, R11, R13; LI R2, R10, R12; TI R3, R11, R13</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p><i>Reading Skills</i> R4-R5</p> <p>Volume 2</p> <p><i>Reading Skills</i> R8-R9, R12-R13</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>AI R5; LI R4; TI R9</p> <p>Volume 2</p> <p>AI R9, R13; LI R8, R12; TI R9, R13</p>
<b>Strand C. Economics, Innovation, and Technology</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.3.8.C.1</p> <p>Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p><i>Reading Skills</i> R10-R13</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>AI R11, R13; LI R10, R12; TI R11, R13</p> <p><b>Student Edition:</b></p> <p><i>Reading Skills</i> R10-R13</p> <p><b>Teacher’s Edition:</b></p> <p>AI R11, R13; LI R10, R12; TI R11, R13</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p><i>Reading Skills</i> R4-R5</p> <p>Volume 2</p> <p><i>Reading Skills</i> R8-R9</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>AI R5; LI R4; TI R9</p> <p>Volume 2</p> <p>AI R9; LI R8; TI R9</p>

STANDARDS	PAGE REFERENCES	
<b>Strand D. History, Culture, and Perspectives</b>		
<p><b>Cumulative Progress Indicator (CPI)</b></p> <p>6.3.8.D.1</p> <p>Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p>	<p><b>Grade 5</b></p> <p><b>Student Edition:</b></p> <p>Volume 2</p> <p><i>Reading Skills</i> R10-R13</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 2</p> <p>AI R11, R13; LI R10, R12; TI R11, R13</p> <p><b>Student Edition:</b></p> <p><i>Reading Skills</i> R10-R13</p> <p><b>Teacher’s Edition:</b></p> <p>AI R11, R13; LI R10, R12; TI R11, R13</p>	<p><b>Grade 6</b></p> <p><b>Student Edition:</b></p> <p>Volume 1</p> <p><i>Reading Skills</i> R4-R5</p> <p>Volume 2</p> <p><i>Reading Skills</i> R8-R9, R12-R13</p> <p><b>Teacher’s Edition:</b></p> <p>Volume 1</p> <p>AI R5; LI R4; TI R9</p> <p>Volume 2</p> <p>AI R9, R13; LI R8, R12; TI R9, R13</p>