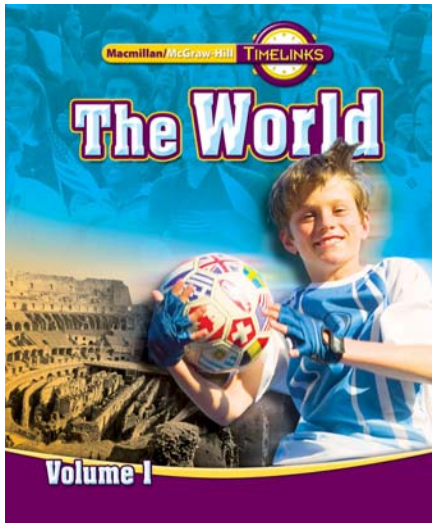




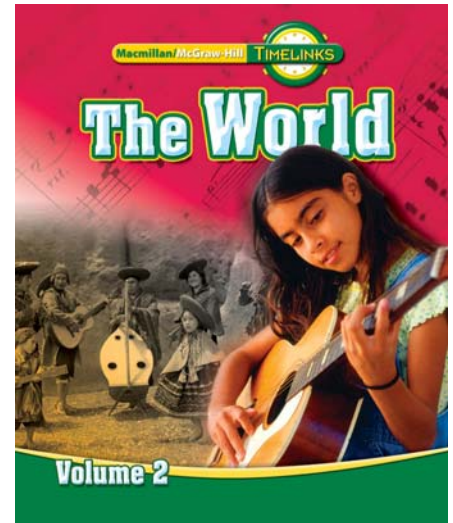
**Macmillan
McGraw-Hill**

Voluntary State Curriculum:
Social Studies
Grade 6



The World

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STANDARDS	PAGE REFERENCES
<p>Standard 1.0 Political Science</p>	
<p>Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.</p>	
<p>Topic A. The Foundations and Function of Government</p>	
<p>Indicator 1. Examine the necessity and purpose of government in early world history</p>	
<p>Objectives</p>	
<p>a. Identify and compare forms of government and various distributions of power, such as those found in ancient civilizations, dynastic China, absolute and constitutional monarchies</p>	<p>Student Edition: 32, 35, 36-37, 38-39, 42-43, 54-55, 59, 66-67, 181</p> <p>Teacher's Edition: BI 34; S 34</p>

STANDARDS	PAGE REFERENCES
<p>b. Summarize the positions taken on government by political philosophers from early civilizations through the Middle Ages</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 35, 89, 193</p> <p>Teacher’s Edition: BI 37</p>
<p>Indicator 2. Analyze the historic events, documents, and practices in early world history that are the foundations of political systems</p>	
<p>Objectives</p>	
<p>a. Examine and report on the roots of democratic principles in World History, such as Sumerian written law, Hammurabi’s Code, Greek city-states, Roman Republicanism, and the British Constitution (Magna Carta, English Bill of Rights)</p>	<p>Student Edition: 32, 35, 91, 98-99, 185, 249</p> <p><i>Event</i> 185 <i>Sparta versus Athens</i> 92</p> <p>Teacher’s Edition: BI 34; S 34</p>
<p>b. Examine the decline of feudalism and the emergence of monarchies</p>	<p>Student Edition: 182-183, 184-195, 190-191</p> <p>Teacher’s Edition: BI 182; DI 183</p>
<p>Indicator 3. Analyze the roles of institutions and governments in early world history regarding public policy and issues</p>	
<p>Objectives</p>	
<p>a. Describe the conflict between the church and the state in the formation and implementation of policy</p>	<p>Student Edition: 181, 187-189, 198-199</p> <p>Teacher’s Edition: DI 189; P 187; S 186</p>
<p>b. Analyze perspectives regarding issues in a feudal society, such as the church leaders v. lords of the manor, joining the Crusades, the growth of trade</p>	<p>Student Edition: 182-183, 188-189, 198-199</p> <p>Teacher’s Edition: BI 182; DI 183, 189; P 187; S 186</p>

STANDARDS		PAGE REFERENCES
Topic B. Individual and Group Participation in the Political System		
Indicator 1. Analyze the methods used by individuals and groups to shape governmental policy and actions in early world history		
Objectives		
a. Compare methods used in early world history to change governments, such as coups, elections and revolts	Student Edition: 36-37, 38-39, 59, 66-67, 91, 92-93, 94, 98-99, 100, 103 Teacher's Edition: BI 37	
b. Examine the role of citizens in Greek city-states and the Roman Republic/Empire	Student Edition: 98-99 <i>Citizenship</i> 105 <i>Sparta versus Athens</i> 92	
c. Examine how religion shaped and influenced government policy	Student Edition: 32, 36-37, 54-55, 59, 88, 107 <i>Primary Sources</i> 37 Teacher's Edition: UPS 37	
Indicator 2. Analyze the importance of civic participation as a citizen of early world history		
Objectives		
a. Analyze the usefulness of various sources of information used to make political decisions	The following references may be used in classroom discussion to meet this objective. Student Edition: 59, 98-99 <i>Primary Source</i> 37 Teacher's Edition: BI 108	

STANDARDS	PAGE REFERENCES
<p>b. Explain why common people did not have a voice in ancient civilizations</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 32, 56-57</p> <p>Teacher’s Edition: BI 108</p>
<p>Topic C. Protecting Rights and Maintaining Order</p>	
<p>Indicator 1 Analyze the individual rights and responsibilities in an ancient world civilization</p>	
<p>Objectives</p>	
<p>a. Describe the importance of citizenship in ancient Rome and Greece</p>	<p>Student Edition: 98-99 <i>Citizenship</i> 105 <i>Sparta versus Athens</i> 92</p>
<p>b. Describe the significance of Hammurabi’s Code and how it defined rights of citizens</p>	<p>Student Edition: 35</p> <p>Teacher’s Edition: BI 34; S 34</p>
<p>Indicator 2. Evaluate how ancient governments around the world protected or failed to protect the rights of individuals and groups</p>	
<p>Objectives</p>	
<p>a. Explain how the Roman Republic and the rule of the Senate affected individuals and groups</p>	<p>Student Edition: 98-99, 103 <i>The Roman Republic</i> 98</p> <p>Teacher’s Edition: DI 99</p>
<p>b. Compare power and authority of rulers in Ancient Egypt, India, Persia and China v. the protection of citizens in Greek city-states</p>	<p>Student Edition: 32, 35, 38-39, 42-43, 47, 54-55, 66-67, 91</p> <p>Teacher’s Edition: BI 36, 37; S 34</p>

STANDARDS	PAGE REFERENCES
<p>c. Examine the balance between providing for the common good of the manor v. the rights of the individual serfs</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 182-183, 190-191</p>
<p>Standard 2.0 Peoples of the Nation and World</p>	
<p>Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.</p>	
<p>Topic A. Elements of Culture</p>	
<p>Indicator 1. Describe characteristics that historians use to organize people into cultures</p>	
<p>Objectives</p>	
<p>a. Describe how location and environment influenced early world cultures</p>	<p>Student Edition: 25, 26-27, 29, 30-31, 32-33, 38-39, 41</p> <p>Teacher’s Edition: BI 26, 28, 40; S 28, 40</p>
<p>b. Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history</p>	<p>Student Edition: 6-7, 8-9, 36-37, 44, 47, 48-49, 50-51, 54-55</p> <p><i>Primary Sources</i> 37, 56</p> <p>Teacher’s Edition: S 6</p>
<p>c. Describe the social, political, and religious character of societies in early world history</p>	<p>Student Edition: 48-49, 56-57, 60-61, 62-63, 67, 72-73</p> <p><i>Primary Sources</i> 37, 56, 60</p> <p>Teacher’s Edition: BI 48, 62</p>

STANDARDS		PAGE REFERENCES
Topic B. Cultural Diffusion		
Indicator 1. Explain how cultural diffusion influenced the development of cultures		
Objectives		
a. Identify cultural groups within a region in early world history	Student Edition: 29, 30-31, 32-33, 36-37, 42-43, 50-51, 59, 62-63, 66-67 Teacher's Edition: BI 62	
b. Describe factors that resulted in cultural diffusion, such as trade, conflict and migration	Student Edition: 9, 31, 32, 35, 36-37, 55, 59, 67 Teacher's Edition: BI 36, 54	
c. Describe interactions that promoted or failed to promote relationships between groups, civilizations, empires, and nations	The following references may be used in classroom discussion to meet this objective. Student Edition: 25, 31, 32, 35, 36-37, 38-39, 42-43, 47 Teacher's Edition: BI 37, 50	
Indicator 2. Analyze how increased diversity in early world history resulted from immigration, settlement patterns and economic development		
Objectives		
a. Examine the practices and beliefs of world religions and philosophies including monotheism and polytheism	Student Edition: 32, 36-37, 43, 48-49, 56-57, 60-61, 67, 142 <i>Primary Sources</i> 37, 56, 60 Teacher's Edition: BI 48, 62	

STANDARDS	PAGE REFERENCES
<p>b. Describe the impact of various religions on a civilization, such as its effect on political, economic and social systems</p>	<p>Student Edition: 36-37, 48-49, 67, 71 <i>Primary Source</i> 37</p> <p>Teacher’s Edition: BI 36, 48, 50, 56, 58, 72</p>
<p>Topic C. Conflict and Compromise</p>	
<p>Indicator 1. Analyze factors that affected relationships in early world history</p>	
<p>Objectives</p>	
<p>a. Examine the causes and effects of social, economic, and political conflict such as the Crusades</p>	<p>Student Edition: 92-93, 94, 101, 103, 147, 188-189, 196-197, 198-199 <i>Datagraphic</i> 93</p> <p>Teacher’s Edition: BI 190</p>
<p>b. Describe the impact of trade and migration on the exchange of ideas and beliefs</p>	<p>Student Edition: 9, 33, 36-37, 87, 142, 146-147, 193, 197 <i>Write About the Big Idea</i> 176</p> <p>Teacher’s Edition: BI 190</p>

STANDARDS		PAGE REFERENCES
Standard 3.0 Geography		
Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.		
Topic A. Using Geographic Tools		
Indicator 1. Use geographic tools to locate places and describe the human and physical characteristics in early world history		
Objectives		
<p>a. Use maps to compare geographic locations of civilizations from world history to:</p> <ul style="list-style-type: none"> Mesopotamia Africa including Egypt, Nubia/Kush and sub-Saharan Africa Indus River Valley Northern China Greeks and Romans Mesoamerican, such as the Incas, Mayans and Aztecs 	<p>Student Edition: 22, 29, 36, 41, 53, 66, 69, 91, 111 <i>Map and Globe Skills</i> 45</p> <p>Teacher's Edition: BI 28; CC 36</p>	
<p>b. Use photographs and thematic maps, to identify and describe physical and human characteristics of early civilizations</p>	<p>Student Edition: 3, 22, 29, 30-31, 32-33, 41, 47, 53, 64, 66, 69</p> <p>Teacher's Edition: BI 28</p>	
Topic B. Geographic Characteristics of Places and Regions		
Indicator 1. Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilizations in world history		
Objectives		
<p>a. Identify and describe physical characteristics that influenced human settlement</p>	<p>Student Edition: 29, 30-31, 38, 41, 53, 65, 85, 111, 112-113</p> <p>Teacher's Edition: BI 28, 40</p>	

STANDARDS	PAGE REFERENCES
<p>b. Explain how physical characteristics of a place influenced human activities, such as agriculture, transportation, art and architecture and economic activity in the ancient world</p>	<p>Student Edition: 25, 26-27, 29, 30-31, 38-39, 41, 47, 53</p> <p>Teacher’s Edition: BI 24, 40, 48</p>
<p>c. Explain how human perceptions of and interactions with the environment changed over time in due to technologies, such as road building, dam construction, and agricultural improvements</p>	<p>Student Edition: 21, 22, 26-27, 30-31, 33, 39, 41, 65, 86-87</p> <p>Teacher’s Edition: BI 26, 30</p>
<p>Topic C. Movement of People, Goods and Ideas</p>	
<p>Indicator 1. Describe and analyze population growth, migration and settlement patterns in early world history</p>	
<p>Objectives</p>	
<p>a. Identify reasons why people migrate, such as economic opportunity, climate, and political reasons</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 35, 36-37, 38-39, 92, 111, 120</p> <p><i>Map Skills</i> 111</p> <p>Teacher’s Edition: BI 112, 114; S 110</p>
<p>b. Explain how the development of transportation and communication networks influenced the movement of people, goods and ideas from place to place, such as trade routes in Africa, Asia and Europe, and the spread of Islam</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 160-161, 163, 172-173</p> <p><i>DataGraphic</i> 167</p> <p><i>Map Skill</i> 155</p> <p><i>Primary Source</i> 165</p> <p>Teacher’s Edition: BI 160, 162, 164, 166</p> <p>S 162, 170</p>

STANDARDS	PAGE REFERENCES
<p>c. Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 9, 47, 85, 86-87, 91, 114-115, 120</p> <p>Teacher’s Edition: BI 86, 114</p>
<p>Topic D. Modifying and Adapting to the Environment</p>	
<p>Indicator 1. Analyze why and how people modify their natural environment and the impact of those modifications</p>	
<p>Objectives</p>	
<p>a. Describe ways people modified their environment to meet their needs, such as cultivating lands, building roads, dams, and aqueducts</p>	<p>Student Edition: 21, 22, 26-27, 30-31, 33, 39, 41, 65, 86-87</p> <p>Teacher’s Edition: BI 26, 30</p>
<p>b. Analyze how people in early world history perceived and reacted to environmental concerns, such as flooding, drought, and depletion of natural resources and evaluate the consequences of those actions</p>	<p>Student Edition: 41, 53, 65, 76, 77, 86, 87, 97</p> <p><i>Citizenship</i> 76</p> <p>Teacher’s Edition: BI 40</p>

STANDARDS		PAGE REFERENCES
Standard 4.0 Economics		
Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.		
Topic A. Scarcity and Economic Decision-making		
Indicator 1. Explain that people made choices because resources relative to economic wants to goods and services in the context of early world history		
Objectives		
a. Identify opportunity cost of economic decisions made by individuals and groups such as the decision to engage in trade	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 10-11, 12-13, 25, 31, 47, 54-55, 67, 85, 86-87</p> <p>Teacher’s Edition: S 10</p>	
Indicator 2. Analyze how scarce economic resources were used to satisfy economic wants in early world history		
Objectives		
a. Identify ways people have used resources to meet economic wants such as domesticating agriculture	<p>The following economic references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 21, 22, 26-27, 30-31, 33, 39, 41, 65, 86-87</p> <p>Teacher’s Edition: BI 26, 30</p>	
b. Describe how available resources affected specialization and trade	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 85, 133, 155, 163, 164-165, 166-167 <i>DataGraphic</i> 167</p> <p>Teacher’s Edition: BI 134; S 132, 154, 162</p>	

STANDARDS		PAGE REFERENCES
<p>Indicator 3. Analyze how technological changes affected consumption and production in early world history</p>		
<p>Objectives</p>		
<p>a. Give examples of how technology changed consumption and provided greater access to goods and services</p>	<p>Student Edition: 21, 22, 26-27, 30-31, 33, 39, 41, 65, 86-87</p> <p>Teacher's Edition: BI 26, 30</p>	
<p>b. Examine why technology has changed production such as the development of the printing press</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 20, 26-27, 144, 198, 232, 230-231</p> <p>Teacher's Edition: BI 30, 144; CC 26; S 20-24</p>	
<p>Indicator 4. Examine how specialization, interdependence and trade affected the production of goods and services in early world history</p>		
<p>Objectives</p>		
<p>a. Analyze examples of regional specialization that resulted from economic resources, such as silk production, bronze casting and terraced farming</p>	<p>Student Edition: 26-27, 41, 62, 74-75, 85, 120, 122</p> <p>Teacher's Edition: BI 62, 66, 74, 122</p>	
<p>b. Describe the effects of agricultural surplus and job specialization on the emergence of early towns and cities in various parts of the world</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 30-31, 46, 54-55, 62, 85, 133, 163, 164-165</p> <p>Teacher's Edition: BI 62</p>	

STANDARDS	PAGE REFERENCES
<p>c. Identify African and Eurasian trade routes to explain how surplus goods and regional specialization resulted in economic interdependence</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 85, 133, 155, 163, 164-165, 166-167 <i>DataGraphic</i> 167</p> <p>Teacher’s Edition: BI 134; S 132, 154, 162</p>
<p>Topic B. Economic Systems and the Role of Government in the Economy</p>	
<p>Indicator 1. Describe the types of economic systems in early world societies</p>	
<p>Objectives</p>	
<p>a. Describe how various early world societies answer the basic question of what, how, and for whom to produce</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 26-27, 41, 62, 74-75, 85, 120, 122</p> <p>Teacher’s Edition: BI 62, 66, 74, 122</p>
<p>b. Describe examples of tradition in economies such as the economic roles of men and women in tribal societies</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 156-157 <i>Citizenship</i> 157</p>
<p>c. Describe examples of command in economies, such as the feudal system</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 182-183</p> <p>Teacher’s Edition: DI 183</p>

STANDARDS	PAGE REFERENCES
<p>Indicator 2. Describe the transition from feudalism and the manor system to the development of early towns</p>	
<p>Objectives</p>	
<p>a. Explain how the growth and management of towns, guilds, and the banking system were affected by technology and agriculture</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 183</p> <p>Teacher’s Edition: DI 183</p>
<p>b. Analyze how the guild system addressed changes in the economy, such as dictating price and production</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 183</p> <p>Teacher’s Edition: DI 183</p>
<p>Indicator 3. Describe the importance of medium of exchange in early world history</p>	
<p>Objectives</p>	
<p>a. Explain how societies used mediums of exchange to facilitate trade and help their economies grow</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 85, 133, 155, 163, 164-165, 166-167 <i>DataGraphic</i> 167</p> <p>Teacher’s Edition: BI 134; S 132, 154, 162</p>

STANDARDS	PAGE REFERENCES
Standard 5.0 History	
Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.	
Topic A. Individuals and Societies Change Over Time	
Indicator 1. . Analyze how the rise of the earliest communities led to the emergence of agricultural societies	
Objectives	
a. Describe characteristics and innovations of hunting and gathering societies, such as nomadic lifestyles, inventors of tools, adaptation to animal migration and vegetation cycles and the shift from food gathering to food-producing activities	Student Edition: 21, 22, 25 Teacher’s Edition: BI 20, 24; RL 21; S 20, 24
b. Explain how and why towns and cities grew from early human settlements, including the need for security and government	The following references may be used in classroom discussion to meet this objective. Student Edition: 32-33
Indicator 2. . Examine the emergence, growth and decline of empires in the Americas	
Objectives	
a. Describe and trace the development of political and social structures of the Incas, Mayans and Aztecs	Student Edition: 116-117, 119, 120-121, 122-123, 124-125 <i>Event</i> 117 <i>People</i> 123 Teacher’s Edition: BI 116, 120, 122, 124; DI 121

STANDARDS	PAGE REFERENCES
<p>Topic B. Emergence, Expansion and Changes in Nations and Empires</p>	
<p>Indicator 1. Analyze how civilizations emerged in the river valley areas</p>	
<p>Objectives</p>	
<p>a. Describe the characteristics of a civilization, such as social hierarchy, government, writing system, specialization in an area of trade and the establishment of cities</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 25, 26-27, 30-31, 32-33, 35, 38-39, 42-43, 54-55, 72-73</p> <p>Teacher’s Edition: S 28</p>
<p>b. Compare major cultural, political and economic achievements of river valley civilizations, such as the Tigris and Euphrates River Valley, the Huang River Valley, the Indus River Valley and the Nile River Valley including Egypt, Nubia and Kush</p>	<p>Student Edition: 32-33, 35, 38-39, 44, 50-51, 62-63, 72-73, 74-75</p> <p><i>People</i> 32</p> <p>Teacher’s Edition: BI 24, 26, 74</p>
<p>Indicator 2. Analyze the emergence and enduring influence of Aegean civilizations</p>	
<p>Objectives</p>	
<p>a. Describe the major cultural achievements of the Greek civilization, such as art, science, political systems, and philosophy across time</p>	<p>Student Edition: 84, 85, 86, 88-89</p> <p><i>Artifacts from Ancient Greece</i> 87</p> <p><i>Sparta versus Athens</i> 92</p> <p>Teacher’s Edition: BI 84, 86, 88, 90</p>
<p>b. Explain the emergence, rise and decline of the Greek city-states</p>	<p>Student Edition: 86-87, 91, 92-93, 94</p> <p><i>DataGraphic</i> 93</p> <p><i>Sparta versus Athens</i> 92</p> <p>Teacher’s Edition: BI 92; DI 87</p>

STANDARDS		PAGE REFERENCES
<p>Indicator 3. Analyze the emergence, expansion and decline of the Roman Empire</p>		
<p>Objectives</p>		
<p>a. Describe the major achievements of the Roman Era, such as legal, artistic, architectural, technological, and literary</p>	<p>Student Edition: 104 <i>Citizenship</i> 105 <i>The Roman Republic</i> 98</p> <p>Teacher's Edition: BI 102, 104, 106; CC 104</p>	
<p>b. Explain the transition from Roman Republic to Roman Empire including the social structure, significance of citizenship and the development of political institutions</p>	<p>Student Edition: 98-99, 100, 103 <i>Citizenship</i> 105 <i>The Roman Republic</i> 98</p> <p>Teacher's Edition: S 102</p>	
<p>c. Summarize the factors that led to the decline of the Roman Empire</p>	<p>Student Edition: 104-105, 106-107</p> <p>Teacher's Edition: DI 105</p>	
<p>Indicator 4. Compare the dynasties and empires in ancient China</p>		
<p>Objectives</p>		
<p>a. Describe the causes and consequences of the unification of China under early imperial dynasties, such as the Shang, Zhou, Qin, Han and Tang</p>	<p>Student Edition: 66-67, 68-69, 71, 72-73, 74-75, 76-77, 201</p> <p>Teacher's Edition: BI 66, 70, 74; DI 67; S 70</p>	
<p>b. Explain the major traditions, customs and beliefs of Confucianism and Taoism in the context of early Chinese imperial dynasties</p>	<p>Student Edition: 68, 72-73, 74, 77</p> <p>Teacher's Edition: BI 72</p>	

STANDARDS	PAGE REFERENCES
<p>c. Analyze China’s cultural, political and economic influence on Japan, Korea, and countries in Southeast Asia</p>	<p>This objective may be met through classroom discussion and activities.</p>
<p>Indicator 5. Analyze the emergence, growth and decline of African Empires</p>	
<p>Objectives</p>	
<p>a. Describe the contributions of major African monarchies, cities, and trade networks, such as Ghana, Mali and Songhai</p>	<p>Student Edition: 155, 156-157, 160-161, 164-165, 166-167, 171 <i>Primary Source</i> 165 Teacher’s Edition: S 170</p>
<p>b. Analyze the cultural and economic impact of African regional and worldwide trade routes</p>	<p>Student Edition: 160-161, 163, 172-173 <i>DataGraphic</i> 167 <i>Map Skill</i> 155 <i>Primary Source</i> 165 Teacher’s Edition: BI 160, 162, 164, 166 S 162, 170</p>
<p>c. Summarize the factors that led to the decline of the African empires</p>	<p>Student Edition: 155, 159, 161, 165, 167, 168, 171 Teacher’s Edition: BI 158</p>

STANDARDS		PAGE REFERENCES
Topic C. Conflict between Ideas and Institutions		
Indicator 1. Analyze the effect of interactions between civilizations in early world history		
Objectives		
a. Describe how interactions promoted or failed to promote development, such as the Fertile Crescent Empire, Greek city-states, and Latin Empires	The following references may be used in classroom discussion to meet this objective. Student Edition: 32, 35, 38-39, 42-43, 47, 54-55, 66-67, 91 Teacher's Edition: BI 36, 37; S 34	
b. Analyze the causes of the rise and fall, expansion and contraction of political entities and nation-states	Student Edition: 36-37, 38-39, 59, 66-67, 91, 92-93, 94, 98-99, 100, 103 Teacher's Edition: BI 37	
Indicator 2. Analyze the major traditions, customs, and beliefs of Hinduism and Buddhism and their expansion throughout Asia		
Objectives		
a. Describe the major traditions, customs and beliefs of Buddhism	Student Edition: 59, 60-61, 75, 77 <i>Primary Sources</i> 60 Teacher's Edition: BI 58, 62; DI 61; RM 60; S 58; UPS 60	
b. Explain the major traditions, customs and beliefs of Hinduism and its political and social impact on India	Student Edition: 56-57 <i>Primary Sources</i> 56 Teacher's Edition: BI 56; RC 57; UPS 56	

STANDARDS		PAGE REFERENCES
<p>Indicator 3. Analyze the emergence and expansion of Islamic civilization</p>		
<p>Objectives</p>		
<p>a. Analyze the major traditions, customs, and beliefs of Islam</p>	<p>Student Edition: 136-137, 138-139, 143 <i>Primary Sources</i> 138</p> <p>Teacher’s Edition: BI 136, 138, 140; CC 138; RC 139; S 140; UPS 138</p>	
<p>b. Describe causes and consequences of the expansion of Islam into other regions, such as Southwest Asia, Southeast Asia, North Africa, Europe and India</p>	<p>Student Edition: 141, 142-143, 144-145, 149, 150, 152, 207 <i>Write About It</i> 147</p> <p>Teacher’s Edition: BI 142, 150; S 148</p>	
<p>Indicator 4. Analyze the changes in the European society during the Middle Ages</p>		
<p>Objectives</p>		
<p>a. Analyze the major traditions, customs, and beliefs of Christianity</p>	<p>Student Edition: 106-107, 109, 142, 160-161, 181, 187 <i>Primary Sources</i> 107</p> <p>Teacher’s Edition: BI 160</p>	
<p>b. Explain the origins and consequences of the Black Death during the 14th century, such as a population decrease, a decline in trade, the elimination of the social order and the decline of religious power</p>	<p>Student Edition: 190-191 <i>Check Understanding</i> 191 #2 <i>DataGraphic</i> 190</p> <p>Teacher’s Edition: BI 190</p>	
<p>c. Analyze the characteristics of the development and decline of feudalism and the emergence of monarchies</p>	<p>Student Edition: 182-183, 184-185, 190-191</p> <p>Teacher’s Edition: BI 182; CC 182; DI 183; RM 182</p>	

STANDARDS	PAGE REFERENCES
<p>d. Describe the causes, consequences and cultural diffusion that resulted from the Crusades, such as the increase in Mediterranean trade and the exchange of knowledge and ideas</p>	<p>Student Edition: 147, 188-189 <i>Write About It</i> 191</p> <p>Teacher’s Edition: DI 189</p>
<p>Standard 6.0 Social Studies Skills and Processes</p>	
<p>Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.</p>	
<p>Topic A. Read to Learn and Construct Meaning about Social Studies</p>	
<p>Indicator 1. Use appropriate strategies and opportunities to increase understandings of social studies vocabulary</p>	
<p>Objectives</p>	
<p>a. Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources</p>	<p>Student Edition: 42, 44, 49, 50, 53, 57-58, 59 <i>Map and Globe Skills</i> 45</p> <p>Teacher’s Edition: RL 41, 47, 53, 59</p>
<p>b. Identify and use new vocabulary acquired through study of relationships to prior knowledge and experiences</p>	<p>This objective may be met through classroom discussion of prior knowledge and experiences.</p>
<p>c. Use context clues to understand new social studies vocabulary</p>	<p>Student Edition: 21-22, 25-26, 30, 32-33, 35-36, 37 <i>Chart and Graph Skills</i> 23</p> <p>Teacher’s Edition: RL 21, 25, 29, 35</p>
<p>d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>	<p>Student Edition: <i>Check Understanding</i> 22 #1, 27 #1, 33 #1, 39 #1, 63 #1, 69 #1, 77 #1, 89 #1, 94#1, 100 #1 <i>Unit Review and Assess</i> 78</p>

STANDARDS		PAGE REFERENCES
<p>Indicator 2. Use strategies to prepare for reading (before reading)</p>		
<p>Objectives</p>		
<p>a. Identify the characteristics of informational texts, such as print features, graphic aids, informational aids, organizational aids, and online features</p>	<p>Student Edition: <i>Chart and Graph Skills</i> 101, 205, 233 <i>Citizenship</i> 105, 219 <i>DataGraphic</i> 243 <i>Map and Globe Skills</i> 221, 239 <i>Map Skill</i> 207 <i>Primary Sources</i> 107, 138</p> <p>Teacher’s Edition: MS 104</p>	
<p>b. Preview the text by examining features, such as the title, pictures, maps, illustrations, photographs, charts, timelines, graphs, and icons</p>	<p>Student Edition: 20, 24, 248, 252, 258, 262</p> <p>Teacher’s Edition: BR 21, 25, 249, 253, 259, 263</p>	
<p>c. Set a purpose for reading the text</p>	<p>Teacher’s Edition: O 20, 24, 28, 34, 40, 46, 81C, 248, 252, 258, 262</p>	
<p>d. Ask questions and make predictions about the text</p>	<p>Teacher’s Edition: BR 25, 29, 35, 41, 47, 85, 91, 97, 103, 111, 119, 141</p>	
<p>e. Make connections to the text using prior knowledge and experiences</p>	<p>Teacher’s Edition: BR 235, 241, 259, 263, 277, 285, 293, 301, 307, 311</p>	
<p>Indicator 3. Use strategies to monitor understanding and derive meaning from text and portions of text (during reading)</p>		
<p>Objectives</p>		
<p>a. Identify and use knowledge of organizational structures, such as chronological order, cause/effect, main ideas and details, description, similarities/differences, and problem/solution to gain meaning</p>	<p>Student Edition: <i>Reading Skill</i> 20, 24, 28, 34, 40 <i>Reading Skills</i> R2-R3, R8-R9</p> <p>Teacher’s Edition: CC R3, R9; LI R2, R8</p>	

STANDARDS	PAGE REFERENCES
b. Reread slowly and carefully, restate, or read on and revisit difficult parts	Teacher's Edition: DR 42, 54, 60, 66, 72, 86, 92, 98, 104, 112, 120
c. Use a graphic organizer or another note-taking technique to record important ideas or information	Student Edition: <i>Write About the Big Idea</i> 128, 176, 224, 272, 336 Teacher's Edition: FSO 17, 81, 129, 177, 225
d. Look back through the text to search for connections between and among ideas	Student Edition: <i>Reading Skills</i> R10-R11, R12-R13 Teacher's Edition: AR 44, 51, 57, 63; CC R11, R13; LI R10, R12
e. Make, confirm, or adjust predictions about the text	Teacher's Edition: BR 181, 187, 193, 201, 207, 211, 217, 249, 253, 259
f. Periodically summarize or paraphrase important ideas while reading	Student Edition: <i>Quick Check</i> 235, 237, 238, 243, 247, 255, 257, 261, 265, 267
g. Visualize what was read for deeper meaning	Teacher's Edition: EQ 234, 240, 258, 262, 276, 284, 292, 300, 306, 310
h. Explain personal connections to the ideas or information in the text	Teacher's Edition: BR 235, 241, 259, 263, 277, 285, 293, 301, 307, 311
Indicator 4. Use strategies to demonstrate understanding of the text (after reading)	
Objectives	
a. Identify and explain what is directly stated in the text	Student Edition: <i>Check Understanding</i> 269 #2, 283 #2 <i>Quick Check</i> 263, 277 Teacher's Edition: DI 261, 265, 279, 287; UV 267, 281, 288

STANDARDS	PAGE REFERENCES
<p>b. Identify, paraphrase, or summarize the main idea of the text</p>	<p>Student Edition: <i>Reading Skills</i> R6-R7</p> <p>Teacher’s Edition: CC R7; DR 42, 60, 72, 86, 92, 98, 104, 112, 120; LI R6</p>
<p>c. Determine and explain the author’s purpose</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Teacher’s Edition: BR 181, 187, 193, 201, 207, 211, 217, 249, 253, 259</p>
<p>d. Distinguish between facts and opinions</p>	<p>Student Edition: <i>Reading Skills</i> R4-R5</p> <p>Teacher’s Edition: CC R5; LI R4</p>
<p>e. Explain whether or not the author’s opinion is presented fairly</p>	<p>This objective may be met through classroom discussion and activities.</p>
<p>f. Explain what is not directly stated in the text by drawing inferences</p>	<p>Student Edition: <i>Reading Skills</i> R10-R11, R12-R13</p> <p>Teacher’s Edition: AR 44, 51, 57, 63; CC R11, R13; LI R10, R12</p>
<p>g. Confirm or refute predictions made about the text to form new ideas</p>	<p>The following objective may be met through classroom follow-up of these references:</p> <p>Teacher’s Edition: BR 181, 187, 193, 201, 207, 211, 217, 249, 253, 259</p>
<p>h. Connect the text to prior knowledge or personal experiences</p>	<p>Teacher’s Edition: BR 235, 241, 259, 263, 277, 285, 293, 301, 307, 311</p>
<p>i. Draw conclusions and make generalizations based on the text, multiple texts, and/or prior knowledge</p>	<p>Student Edition: <i>Reading Skills</i> R6-R7, R8-R9 <i>Write About the Big Idea</i> 176, 224, 272, 336</p> <p>Teacher’s Edition: CC R7, R9; LI R6, R8</p>

STANDARDS		PAGE REFERENCES
Topic B. Write to Learn and Communicate Social Studies Understandings		
Indicator 1. Select and use informal writing strategies, such as short/response/essay answer/ brief constructed responses, journal writing, note taking, and graphic organizers, to clarify, organize, remember, and/or express new understandings		
Objectives		
a. Identify key ideas	Student Edition: <i>Write About the Big Idea</i> 128, 176, 224, 272, 336 Teacher's Edition: FSO 17, 81, 129, 177, 225	
b. Connect key ideas to prior knowledge (personal experience, text, and world)	Teacher's Edition: BR 235, 241, 259, 263, 277, 285, 293, 301, 307, 311	
Indicator 2. Use formal writing, such as multi-paragraph essays, historical investigations, research reports, letters and summaries to inform		
Objectives		
a. Identify form, audience, topic, and purpose before writing	Student Edition: <i>Write About It</i> 77, 125, 139, 147, 161, 185, 199 <i>Write About the Big Idea</i> 80, 176, 224 Teacher's Edition: FSO 128	
b. Organize facts and/or data to support a topic	Student Edition: <i>Write About the Big Idea</i> 128, 176, 224, 272, 336 Teacher's Edition: FSO 17, 81, 129, 177, 225	
c. Provide introduction, body, and conclusion	Teachers may request a demonstration of this skill set from students as noted in the following references to meet this objective. Teacher's Edition: WR 80W, 128W, 176W, 224W, 272W, 336W	
d. Cite sources when paraphrasing, summarizing, and quoting	Teachers may request a demonstration of this skill set in classroom activities to meet this objective.	

STANDARDS	PAGE REFERENCES
<p>e. Enhance text with graphics, such as charts, maps, and diagrams</p>	<p>The following references may be used in classroom activities to meet this objective.</p> <p>Student Edition: <i>Chart and Graph Skills</i> 23, 101, 153 <i>DataGraphic</i> 49, 93, 167 <i>Map and Globe Skills</i> 45, 95, 169 <i>Reading Skills</i> 148, 154</p> <p>Teacher’s Edition: CU 44</p>
<p>Indicator 3. Use formal writing, such as multi-paragraph essays, historical investigations, editorials, and letters to persuade</p>	
<p>Objectives</p>	
<p>a. Identify form audience, topic and purpose</p>	<p>Student Edition: <i>Write About It</i> 77, 125, 139, 147, 161, 185, 199 <i>Write About the Big Idea</i> 80, 176, 224</p> <p>Teacher’s Edition: FSO 128</p>
<p>b. State a clear opinion or position</p>	<p>The following references may be used in classroom discussions and activities to meet this objective.</p> <p>Teacher’s Edition: WR 80W, 128W, 176W, 224W, 272W, 336W</p>
<p>c. Modify or refute a position when appropriate</p>	<p>The following references may be used in classroom discussions and activities to meet this objective.</p> <p>Teacher’s Edition: WR 80W, 128W, 176W, 224W, 272W, 336W</p>
<p>d. Provide reasons and cite reliable supporting evidence</p>	<p>Teachers may request a demonstration of this skill set in classroom activities to meet this objective.</p>
<p>e. Demonstrate understandings of social studies knowledge</p>	<p>Student Edition: <i>Write About It</i> 77, 125, 139, 147, 161, 185, 199 <i>Write About the Big Idea</i> 80, 176, 224</p> <p>Teacher’s Edition: FSO 128</p>

STANDARDS	PAGE REFERENCES
<p>Indicator 4. Use timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses)</p>	
<p>Objectives</p>	
<p>a. Address the topic</p>	<p>Teachers may use the following references to create timed on-demand writing exercises in the classroom setting:</p> <p>Student Edition: <i>Write About It</i> 77, 125, 139, 147, 161, 185, 199 <i>Write About the Big Idea</i> 80, 176, 224</p> <p>Teacher’s Edition: FSO 128</p>
<p>b. Provide accurate information</p>	<p>Teachers may use the following references to create timed on-demand writing exercises in the classroom setting:</p> <p>Teacher’s Edition: WR 80W, 128W, 176W, 224W, 272W, 336W</p>
<p>c. Support topic with appropriate details</p>	<p>Teachers may use the following references to create timed on-demand writing exercises in the classroom setting:</p> <p>Teacher’s Edition: WR 80W, 128W, 176W, 224W, 272W, 336W</p>
<p>d. Integrate social studies concepts and skills</p>	<p>Teachers may use the following references to create timed on-demand writing exercises in the classroom setting:</p> <p>Student Edition: <i>Write About It</i> 77, 125, 139, 147, 161, 185, 199 <i>Write About the Big Idea</i> 80, 176, 224</p> <p>Teacher’s Edition: FSO 128</p>

STANDARDS		PAGE REFERENCES
Topic C. Ask Social Studies Questions		
Indicator 1. Identify a topic that requires further study		
Objectives		
a. Identify prior knowledge about the topic	Teacher's Edition: BR 235, 241, 259, 263, 277, 285, 293, 301, 307, 311	
b. Pose questions about the topic	The following references to research and writing techniques may be used in classroom discussion to meet this objective. Student Edition: <i>Write About It</i> 77, 125, 139, 147, 161, 185, 199 <i>Write About the Big Idea</i> 80, 176, 224 Teacher's Edition: FSO 128	
c. Formulate research questions	The following references to research and writing techniques may be used in classroom discussion to meet this objective. Student Edition: <i>Write About It</i> 147, 161, 185, 199 <i>Write About the Big Idea</i> 128, 176, 224, 272, 336 Teacher's Edition: FSO 128	
d. Develop a plan for how to answer questions about the topic	The following references to research and writing techniques may be used in classroom discussion to meet this objective. Student Edition: <i>Write About It</i> 77, 125, 139, 147, 161, 185, 199 <i>Write About the Big Idea</i> 80, 176, 224 Teacher's Edition: FSO 128	

STANDARDS		PAGE REFERENCES
<p>Indicator 2. Identify a situation/issue that requires further study</p>		
<p>Objectives</p>		
<p>a. Define the situation/issue</p>	<p>The following references to research and writing techniques may be used in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Write About It</i> 77, 125, 139, 147, 161, 185, 199 <i>Write About the Big Idea</i> 80, 176, 224</p> <p>Teacher’s Edition: FSO 128</p>	
<p>b. Identify prior knowledge about the situation/issue</p>	<p>Teacher’s Edition: BR 235, 241, 259, 263, 277, 285, 293, 301, 307, 311</p>	
<p>c. Pose questions about the situation/issue from a variety of perspectives</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Teacher’s Edition: WR 80W, 128W, 176W, 224W, 272W, 336W</p>	
<p>d. Pose questions that elicit higher order thinking responses</p>	<p>Teacher’s Edition: BL 93, 113, 121, 135, 143, 151, 159, 167, 183, 189</p>	
<p>e. Formulate research questions</p>	<p>The following references may be used to discuss study, research and writing techniques.</p> <p>Student Edition: <i>Write About It</i> 77, 125, 139, 147, 161, 185, 199 <i>Write About the Big Idea</i> 80, 176, 224</p> <p>Teacher’s Edition: FSO 128</p>	

STANDARDS	PAGE REFERENCES
<p>f. Develop a plan for how to answer questions about the situation/issue</p>	<p>The following references may be used to discuss study, research and writing techniques.</p> <p>Student Edition: <i>Write About It</i> 147, 161, 185, 199 <i>Write About the Big Idea</i> 128, 176, 224, 272, 336</p> <p>Teacher’s Edition: FSO 128</p>
<p>Topic D. Acquire Social Studies Information</p>	
<p>Indicator 1. Identify primary and secondary sources of information that relate to the topic/situation/problem being studied</p>	
<p>Objectives</p>	
<p>a. Gather and read appropriate print sources, such as textbooks, government documents, timelines, trade books, and web sites</p>	<p>Student Edition: <i>Chart and Graph Skills</i> 23 <i>Primary Sources</i> 37, 56, 60, 107, 138, 165, 214, 242, 266, 318</p> <p>Teacher’s Edition: BL 127</p>
<p>b. Read and obtain information from texts representing diversity in content, culture, authorship, and perspective</p>	<p>This objective can be met through classroom activities, discussion and projects.</p>
<p>c. Locate and gather data and information from appropriate non-print sources, such as music, artifacts, charts, maps, graphs, photographs, video clips, illustrations, paintings, political cartoons, interviews, and oral histories</p>	<p>Student Edition: 7, 44, 48-49 <i>Be an Anthropologist</i> 16 <i>DataGraphic</i> 49 <i>Map and Globe Skills</i> 45 <i>Map Skill</i> 29</p> <p>Teacher’s Edition: CC 13, 30; RM 7; UVP 126</p>

STANDARDS	PAGE REFERENCES
<p>d. Access and process information that is factual and reliable from readings, investigations, and/or oral communications</p>	<p>Student Edition: <i>Reading Skills</i> R4-R5</p> <p>Teacher’s Edition: CC 8, 10, 26, 54, 66, 86, 92, 98, R5; LI R4</p>
<p>Indicator 1. Engage in field work that relates to the topic/ situation/ problem being studied</p>	
<p>Objectives</p>	
<p>a. Gather data</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Teacher’s Edition: CC 101, 112, 134, 142, 156, 158, 166, 169, 172, 182</p>
<p>b. Make and record observations</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Teacher’s Edition: CC 104, 112, 142, 156, 158, 166, 169, 172, 182, 184</p>
<p>c. Design and conduct surveys and oral histories</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 7 <i>Be an Anthropologist</i> 16</p> <p>Teacher’s Edition: CC 112, 142, 164, 169, 184, 198, 246, 256; RL 7</p>

STANDARDS		PAGE REFERENCES
Topic E. Organize Social Studies Information		
Indicator 1. Organize information from non-print sources		
Objectives		
a. Prioritize information gathered according to importance and relevance	Teachers may discuss these non-print sources (as defined in objective D.1.c) in the classroom setting and ask students to prioritize information gathered: Student Edition: 7, 44, 48-49 <i>DataGraphic</i> 49 <i>Map and Globe Skills</i> 45 <i>Map Skill</i> 29 Teacher’s Edition: CC 13, 30; RM 7; UVP 126	
b. Distinguish factual from fictional information	The following references may be used in classroom discussion to meet this objective. Student Edition: <i>Reading Skills</i> R4-R5 Teacher’s Edition: CC R5; LI R4	
c. Find relationships between gathered information	Teachers may discuss these non-print sources (as defined in objective D.1.c) in the classroom setting and ask students to determine relationships among data points: Student Edition: 7, 44, 48-49 <i>DataGraphic</i> 49 <i>Map and Globe Skills</i> 45 <i>Map Skill</i> 29 Teacher’s Edition: CC 13, 30; RM 7; UVP 126	

STANDARDS	PAGE REFERENCES
<p>d. Display information on various types of graphic organizers, maps, and charts</p>	<p>Student Edition: <i>Write About the Big Idea</i> 128, 176, 224, 272, 336</p> <p>Teacher’s Edition: FSO 17, 81, 129, 177, 225</p>
<p>e. Summarize information obtained from surveys and field work</p>	<p>The following references may be used in classroom discussion or activities to meet this objective.</p> <p>Teacher’s Edition: CC 26, 66, 112, 142, 164, 169, 184, 198, 246, 256</p>
<p>Indicator 2. Organize information from print sources</p>	
<p>Objectives</p>	
<p>a. Prioritize information gathered according to importance and relevance</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Write About the Big Idea</i> 128, 176, 224, 272, 336</p> <p>Teacher’s Edition: FSO 17, 81, 129, 177, 225</p>
<p>b. Determine the bias and reliability of a source</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Reading Skills</i> R4-R5</p> <p>Teacher’s Edition: CC R5; LI R4</p>
<p>c. Find relationships among gathered information</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Teacher’s Edition: DI 67, 87, 93, 99, 105, 113, 261, 265, 279, 287</p>
<p>d. Construct various types of graphic organizers, maps, and charts to display information</p>	<p>Student Edition: <i>Write About the Big Idea</i> 128, 176, 224, 272, 336</p> <p>Teacher’s Edition: FSO 17, 81, 129, 177, 225</p>

STANDARDS		PAGE REFERENCES
Topic F. Analyze Social Studies Information		
Indicator 1. Interpret information from primary and secondary sources		
Objectives		
a. Interpret information in maps, charts and graphs	<p>Student Edition: 44 <i>DataGraphic</i> 49, 93, 167, 205, 233, 291 <i>Map and Globe Skills</i> 45 <i>Map Skill</i> 29</p> <p>Teacher’s Edition: CC 136</p>	
b. Interpret information from field studies and surveys	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Teacher’s Edition: CC 26, 66, 112, 142, 164, 169, 184, 198, 246, 256</p>	
c. Analyze a document to determine point of view	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Reading Skills</i> R4-R5</p> <p>Teacher’s Edition: CC R5; LI R4</p>	
d. Analyze the perspective of the author to determine if the document or topic is historically significant	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Primary Sources</i> 37, 56, 60, 107, 138, 165, 214, 242, 266, 318</p>	

STANDARDS	PAGE REFERENCES
<p>e. Identify the bias and prejudice</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Reading Skills</i> R4-R5</p> <p>Teacher’s Edition: CC R5; LI R4</p>
<p>Indicator 2. Evaluate information from a variety of sources</p> <p>Objectives</p>	
<p>a. Compare information from a variety of sources</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 44 <i>DataGraphic</i> 49, 93, 167, 205, 233, 291 <i>Map and Globe Skills</i> 45 <i>Map Skill</i> 29</p> <p>Teacher’s Edition: CC 136</p>
<p>b. Compare information to prior knowledge</p>	<p>Teacher’s Edition: BR 235, 241, 259, 263, 277, 285, 293, 301, 307, 311</p>
<p>c. Determine the reliability of the document</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Primary Sources</i> 37, 56, 60, 107, 138, 165, 214, 242, 266, 318</p>
<p>d. Compare ideas, models, systems, and perspectives</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Primary Sources</i> 37, 56, 60, 107, 138, 165, 214, 242, 266, 318</p>

STANDARDS		PAGE REFERENCES
Indicator 3. Synthesize information from a variety of sources		
Objectives		
a. Recognize relationships in and among ideas or events, such as cause and effect, sequential order, main idea, and details	Student Edition: <i>Reading Skills</i> R2-R3, R6-R7, R8-R9, R10-R11 Teacher's Edition: CC R3, R7, R9, R11; LI R2, R6, R8, R10	
b. Reconstruct the arguments of issues or events	The following references may be used in classroom discussion to meet this objective. Student Edition: <i>Quick Check</i> 21, 25, 27, 29, 31, 33, 35, 37, 39, 41	
c. Assess the costs and benefits of alternatives	This objective can be met through classroom discussions.	
d. Modify understandings of social studies concepts and trend	The following references may be used in classroom discussion to meet this objective. Teacher's Edition: AR 51, 57, 63, 69, 77, 89, 94, 100, 109, 117	
e. Verify or change prior understandings based on new information	The following references may be used in classroom discussion to meet this objective. Teacher's Edition: AR 27, 251, 257, 261, 269; BR 25, 249, 253, 259, 263	
Topic G. Answer Social Studies Questions		
Indicator 1. Describe how the country has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources		
Objectives		
a. Present social studies information in a variety of ways, such as mock trials, simulations, debates, and skits	Teacher's Edition: BR 25; DI 13; CC 8, 13, 26, 68, 76, 92, 98, 112	
b. Engage in civic participation and public discourse	The teacher may require these activities of their students outside of the classroom setting to meet this objective.	

STANDARDS	PAGE REFERENCES
<p>c. Use effective speaking techniques to deliver narrative, persuasive, and research presentations</p>	<p>Student Edition: 16</p> <p>Teacher’s Edition: CC 5, 8, 10, 12, 68, 88, 92, 98, 101</p>
<p>Indicator 2. Use historic contexts to answer questions</p>	
<p>Objectives</p>	
<p>a. Use historically accurate resources to answer questions, make predictions, and support ideas</p>	<p>Student Edition: <i>Primary Sources</i> 37, 56, 60, 107, 138, 165</p> <p>Teacher’s Edition: UPS 37, 56, 60, 107, 138, 165</p>
<p>b. Explain why historic interpretations vary and are subject to change</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: R4-R5, R8-R9, R10-R11, R12-F13</p> <p>Teacher’s Edition: CC R9, R11; LI R4, R8, R10, R12</p>
<p>c. Construct a sound historical interpretation</p>	<p>Teacher’s Edition: AR 44, 51, 57, 63, 69, 77, 89, 94, 100, 109, 117</p>
<p>d. Understand the meaning, implication and impact of historic events and recognize that events could have taken other directions</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Write About the Big Idea</i> 128, 176, 224, 272, 336</p> <p>Teacher’s Edition: FSO 17, 81, 129, 177, 225</p>
<p>Indicator 3. Use current events/issues to answer questions</p>	
<p>Objectives</p>	
<p>a. Summarize the main points of an issue explaining different viewpoints</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Teacher’s Edition: BR 25; DI 13; CC 8, 13, 26, 68, 76, 92, 98, 112</p>
<p>b. Make a decision based on the analysis of issues and evaluate the consequences of these decisions</p>	<p>This objective can be met through classroom discussions.</p>

STANDARDS	PAGE REFERENCES
<p>c. Identify and formulate a position on a course of action or an issue</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Teacher’s Edition: DI 13; CC 8, 13, 26, 68, 76, 92, 98, 112; 138</p>
<p>d. Propose and justify solutions to social studies problems</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: <i>Write About the Big Idea</i> 128, 176, 224, 272, 336</p> <p>Teacher’s Edition: FSO 17, 81, 129, 177, 225</p>
<p>e. Use media resources to deliberate and advocate issues and policy</p>	<p>This objective may be met by introducing media resources to the classroom setting.</p>