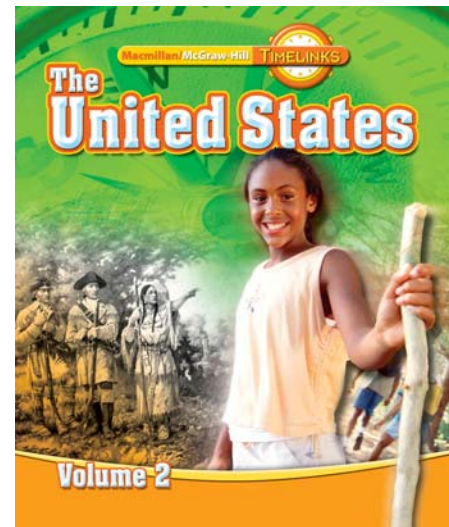


# The United States

Grade 5  
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STANDARDS	PAGE REFERENCES
<p><b>Civics and Governments (CV:1)</b></p> <p>The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.</p> <p><b>SS:CV:1: The Nature and Purpose of Government</b></p> <p>Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.</p> <p><b>Grades 5-6</b></p>	
<p>SS:CV:6:1.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g. , individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (Themes: B: Civic Ideals, Practices, and Engagement, H: Individualism, Equality and Authority)</p>	<p><b>Student Edition:</b> 8-9, 353-357</p> <p><b>Teacher Edition:</b> BI 356; CCA 9; Q 357</p>

STANDARDS	PAGE REFERENCES
<p>SS:CV:6:1.2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights. (Themes: B: Civic Ideals, Practices, and Engagement, H: individualism, Equality and Authority, J: Human Expression and Communication)</p>	<p><b>Student Edition:</b> 8, 168-169, 205-209 <i>Primary Sources</i> 205 <i>Write About It</i> 211</p> <p><b>Teacher Edition:</b> CCA 8, 168; Q 168</p>
<p>SS:CV:6:1.3: Apply criteria for evaluating the effectiveness and fairness of rules and laws at the local, state, or federal levels. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p>	<p><b>Student Edition:</b> 353-357 <i>Quick Check</i> 353</p> <p><b>Teacher Edition:</b> BI 356; CCA 210; Q 101</p>
<p>SS:CV:6:1.4: Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, H: Individualism, Equality and Authority)</p>	<p><b>Student Edition:</b> 8</p> <p><b>Teacher Edition:</b> BI 8; CCA 8; Q 8</p>
<p><b>Civics and Governments (CV:2)</b></p>	
<p><b>SS:CV:2: Structure and Function of United States and New Hampshire Government</b></p> <p><b>Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.</b></p>	
<p>SS:CV:6:2.1: Illustrate ways in which government in the United States is founded on the conviction that Americans are united by the principles they share, e.g., life, liberty, and property. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>	<p><b>Student Edition:</b> 139, 208 <i>Write About It</i> 203</p> <p><b>Teacher Edition:</b> CCA 210</p>
<p>SS:CV:6:2.2: Identify and illustrate the heritage that early settlers brought to the development and establishment of American democracy, e.g., political, legal, philosophical, or religious traditions. (Themes: E: Cultural Development, Interaction, and Change)</p>	<p><b>Student Edition:</b> 7, 87-91, 102-103, 107-111, 113-117 <i>Write About It</i> 111, 122</p> <p><b>Teacher Edition:</b> BI 100, 110</p>

STANDARDS	PAGE REFERENCES
<b>Civics and Governments (CV:3)</b>	
<b>SS:CV:3: The World and the United States' Place In It</b> <b>Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.</b>	
SS:CV:6:3.1: Identify other countries in the world and their different forms of government, e.g. , monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation)	The following references can be used to facilitate this objective. <b>Student Edition:</b> 361, 364
SS:CV:6:3.2: Describe ways in which countries interact with each other culturally, economically, diplomatically, or militarily. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)	<b>Student Edition:</b> 132-133, 361, 364 <b>Teacher Edition:</b> BI 364; Q 364
SS:CV:6:3.3: Discuss the reasons for conflicts between and among countries and peoples, e.g. , natural resources or religion. (Themes: A: Conflict and Cooperation, D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)	<b>Student Edition:</b> 361-364 <b>Teacher Edition:</b> BI 100
<b>Civics and Governments (CV:4)</b>	
<b>SS:CV:4: Rights and Responsibilities</b> <b>Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.</b>	
SS:CV:6:4.1: Evaluate those characteristics that promote good citizenship, e.g., individual responsibility or respect for the rights and decisions of others. (Themes: A: Conflict and Cooperation, B: Civic Ideals, Practices, and Engagement)	<b>Student Edition:</b> 9 <i>Citizenship</i> 30, 91, 139, 282, 343 <b>Teacher Edition:</b> CCA 9

STANDARDS	PAGE REFERENCES
<p><b>Economics (EC:1)</b></p> <p>Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p> <p>Learning how to reason about economic issues is important also because the analytic approach of economics differs in key respects from approaches appropriate for other related subjects such as history, geography, and civics. Yet valid economic analysis helps us to master such subjects as well, providing effective ways to examine many of the “why questions in history, politics, geography, business, and international relations.</p>	
<p><b>SS:EC:1: Economics and the Individual</b></p> <p>Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.</p>	
<p>SS:EC:6:1.1: Identify the role of the individual in factor and product markets. (Themes: D: Material Wants and Needs)</p>	<p><b>Student Edition:</b> 10-11</p> <p><b>Teacher Edition:</b> BI 10; CCA 10</p>
<p>SS:EC:6:1.2: Explain how specialization and productivity are related. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>	<p>See <i>The World</i> © 2009.</p> <p><b>Student Edition:</b> 12-13, 25-27, 54-55. 246-247, 259-261</p> <p><i>Check Understanding</i> 21 #1, #2</p> <p><i>Quick Check</i> 13, 27</p> <p><b>Teacher Edition:</b> Q 25</p>
<p>SS:EC:6:1.3: Recognize the relationship between productivity and wages, and between wages and standard of living. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)</p>	<p><b>Student Edition:</b> 10-11</p> <p><b>Teacher Edition:</b> BB 11</p>

STANDARDS	PAGE REFERENCES
<b>Economics (EC:2)</b>	
<b>SS:EC:2: Basic Economic Concepts</b>	
<b>Students will learn about the pillars of a free market economy and the market mechanism.</b>	
SS:EC:6:2.1: Determine the opportunity cost of decisions, e.g., the purchase of an item or the expenditure of time. (Themes: D: Material Wants and Needs)	<b>Student Edition:</b> 11 <b>Teacher Edition:</b> Q 11; RL 11
SS:EC:6:2.2: Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)	<b>Student Edition:</b> 3, 10 <b>Teacher Edition:</b> BI 10; CCA 10; Q 3
SS:EC:6:2.3: Recognize that shortage and surplus affect the price and availability of goods and services, e.g., swimsuits in bad weather, seasonal sales, or fads. (Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority)	<b>Student Edition:</b> 11
<b>Economics (EC:3)</b>	
<b>SS:EC:3: Cycles in the Economy</b>	
<b>Students will be able to explain the business cycle and trends in economic activity over time.</b>	
SS:EC:6:3.1: Describe gross domestic product and its components, e.g., the difference between imports and exports. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)	<b>Student Edition:</b> 10 <b>Teacher Edition:</b> CCA 10
SS:EC:6:3.2: Recognize the effects of inflation on people under different circumstances, e.g., limited resources including food, fuel or housing. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change)	<b>Student Edition:</b> 11
<b>Economics (EC:4)</b>	
<b>SS:EC:4: Financial Institutions and the Government</b>	
<b>Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</b>	
<b>Economics (EC:5)</b>	
<b>SS:EC:5: International Economics and Trade</b>	
<b>Students will recognize the importance of international trade and how economies are affected by it.</b>	

STANDARDS	PAGE REFERENCES
<p><b>Geography (GE:1)</b></p> <p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
<p><b>SS:GE:1: The World in Spatial Terms</b></p> <p>Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>	
<p>SS:GE:6:1.1: Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication)</p>	<p><b>Student Edition:</b> 4-5, GH6-GH22 <i>Map Skill</i> 23, 25, 29, 33, 37, 41, 47, 55, 62, 67, 68, 73, 81, 84, 89, 94, 104, 110, 116, 123, 142, 150, 154, 161, 163, 177, 180, 186, 190, 197, 214, 219, 221, 229, 235, 238, 246, 253, 262, 276, 301, 311, 316, 318, 331, 339, 344, 366</p> <p><b>Teacher Edition:</b> DI 5; HOP GH18, GH19, GH20, GH21</p>
<p>SS:GE:6:1.2: Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and Environment, F: Global Transformation)</p>	<p><b>Student Edition:</b> GH1-GH2, GH6-GH22 <i>Make a Scrapbook</i> 16 <i>Map and Globe Skills</i> 221, 311</p> <p><b>Teacher Edition:</b> CCA GH3, GH13; Q GH3</p>
<p>SS:GE:6:1.3: Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density. (Themes: C: People, Places and Environment)</p>	<p><b>Student Edition:</b> GH1-GH22 <i>Chart</i> 203 <i>Datagraphics</i> 263 <i>Map and Globe Skills</i> 311 <i>Map Skill</i> 4, 47, 311, 318, 331, 366</p> <p><b>Teacher Edition:</b> CCA 6, GH3, GH5, GH9, GH13; HOP GH15, GH17, GH18, GH19, GH22</p>

STANDARDS	PAGE REFERENCES
<b>Geography (GE:2)</b>	
<b>SS:GE:2: Places and Regions</b>	
<b>Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.</b>	
SS:GE:6:2.1: Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)	<b>Student Edition:</b> 212-215, 292-297, 299, GH3 <i>Write About It</i> 301 <b>Teacher Edition:</b> BI 212, 296; CCA 214; Q GH2
SS:GE:6:2.2: Describe how places and regions preserve culture, e.g., songs or traditions. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)	<b>Student Edition:</b> 12-13, 308-309 <b>Teacher Edition:</b> CCA 12, 308
<b>Geography (GE:3)</b>	
<b>SS:GE:3: Physical Systems</b>	
<b>Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</b>	
SS:GE:6:3.1: Describe how physical processes shape patterns in the physical environment, e.g., El Nino or erosion. (Themes: C: People, Places and Environment)	<b>Student Edition:</b> 3, GH3 <b>Teacher Edition:</b> BI 4; CCA 5 Q GH2
SS:GE:6:3.2: Identify the components of Earth's physical system, e.g., the lithosphere or hydrosphere. (Themes: C: People, Places and Environment)	Hemisphere is discussed in the following reference. <b>Student Edition:</b> GH10
SS:GE:6:3.3: Illustrate how physical processes produce changes in ecosystems, e.g., the process of succession after a forest fire or decertification. (Themes: C: People, Places and Environment, F: Global Transformation)	<b>Student Edition:</b> 3, GH3 <b>Teacher Edition:</b> BI 4; CCA 5 Q GH2
SS:GE:6:3.4: Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)	<b>Student Edition:</b> 3, GH3 <b>Teacher Edition:</b> BI 4; CCA 5 Q GH2

STANDARDS	PAGE REFERENCES
<p><b>Geography (GE:4)</b></p> <p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
<p><b>SS:GE:4: Human Systems</b></p> <p>Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>	
<p>SS:GE:6:4.1: Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth. (Themes: C: People, Places and Environment, D: Material Wants and Needs, I: Patterns of Social and Political Interaction)</p>	<p><b>Student Edition:</b> 6-7, 307-309 <i>Reading Skill</i> 310 <i>Write About It</i> 310</p> <p><b>Teacher Edition:</b> BB 7; BI 6, 106; CCA 6</p>
<p>SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p>	<p><b>Student Edition:</b> 7, 90-91, 101, 111, 119, 308, 326-327</p> <p><b>Teacher Edition:</b> BI 110, 308; CCA 308; Q 326</p>
<p>SS:GE:6:4.3: Understand the effects of movement on the characteristics of places, e.g., acculturation, assimilation, or movement. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>	<p><b>Student Edition:</b> 7, 90-91, 101, 111, 119, 308</p> <p><b>Teacher Edition:</b> BI 106, 308</p>
<p>SS:GE:6:4.4: Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)</p>	<p><b>Student Edition:</b> 7, 307-309</p> <p><b>Teacher Edition:</b> Q 307</p>
<p>SS:GE:6:4.5: Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural. (Themes: E: Cultural Development, Interaction, and Change)</p>	<p><b>Student Edition:</b> 7, 90-91, 101, 111, 119, 308</p> <p><b>Teacher Edition:</b> Q 308</p>

STANDARDS	PAGE REFERENCES
<p><b>Geography (GE:5)</b></p> <p>The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment.</p> <p>A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>	
<p><b>SS:GE:5: Environment and Society</b></p> <p>Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>	
<p>SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p>	<p><b>Student Edition:</b> 3, 364-365, GH1, GH3</p> <p><b>Teacher Edition:</b> Q 364, GH2</p>
<p>SS:GE:6:5.2: Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society)</p>	<p><b>Student Edition:</b> 264-265, 303, 364-365 <i>Quick Check</i> 365 <i>Write About the Big Idea</i> 320</p> <p><b>Teacher Edition:</b> BI 264, 302; CCA 264</p>
<p>SS:GE:6:5.3: Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns. (Themes: C: People, Places and Environment)</p>	<p><b>Student Edition:</b> <i>Write About It</i> 39 <i>Write About The Big Idea</i> 48 Pages 4, GH1, GH3 can be also be used to facilitate this objective.</p> <p><b>Teacher Edition:</b> Q 4</p>
<p>SS:GE:6:5.4: Assess why people have different viewpoints regarding resource use, e.g., water rationing or recycling. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change)</p>	<p><b>Student Edition:</b> Pages 364-365, and <i>Critical Thinking #10</i> 14 can be used to facilitate this objective.</p> <p><b>Teacher Edition:</b> Q 3</p>

STANDARDS	PAGE REFERENCES
<p><b>US / NH History (HI:1)</b></p> <p>The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.</p> <p>An effective study of history must focus on broad themes, important concepts, major issues and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. The five standards below invite students to share in the excitement and relevance of the past and to envision a better future.</p>	
<p><b>SS:HI:1: Political Foundations and Development</b></p> <p>Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p>	
<p>SS:HI:6:1.1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>	<p><b>Student Edition:</b> 90, 137-141, 168-169</p> <p><b>Teacher Edition:</b> BI 90; Q 91</p>
<p>SS:HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>	<p><b>Student Edition:</b> 90, 137-141</p> <p><b>Teacher Edition:</b> BI 136, 138</p>
<p><b>US / NH History (HI:2)</b></p>	
<p><b>SS:HI:2: Contacts, Exchanges &amp; International Relations</b></p> <p>Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p>	
<p><b>SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions</b></p> <p>Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</p>	
<p>SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>	<p><b>Student Edition:</b> 308-309</p>

STANDARDS	PAGE REFERENCES
<b>US / NH History (HI:4)</b>	
<b>SS:HI:4: Economic Systems &amp; Technology</b>	
<b>Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</b>	
<p>SS:HI:6:4.1: Demonstrate an understanding of major developments and changes in American economic productivity, e.g., piece work, interchangeable parts, or the assembly line. (Themes: D: Material Wants and Needs, G: Science, Technology, and Society)</p>	<p><b>Student Edition:</b> 10-11, 223-225, 364 <i>Reading Skill</i> 225 <i>Vocabulary</i> 225 <b>Teacher Edition:</b> BI 10, 222, 224; CCA 10; Q 11, 223</p>
<p>SS:HI:6:4.2: Evaluate the importance of technological inventions and inventors and their impact on American life, e.g., household appliances or communication technologies. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p>	<p><b>Student Edition:</b> 10-11, 223-225, 307, 334-335, 364 <i>Reading Skill</i> 225 <i>Vocabulary</i> 225 <b>Teacher Edition:</b> BI 10, 222, 224; CCA 10; Q 11, 223</p>
<p>SS:HI:6:4.3: Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events, e.g., the Louisiana Purchase or the Homestead Act (1862). (Themes: C: People, Places and Environment, D: Material Wants and Needs, H: Individualism, Equality and Authority)</p>	<p><b>Student Edition:</b> 213-215, 228-229, 233-237 <i>Write About It</i> 215, 237 <b>Teacher Edition:</b> BI 212, 214, 232, 236; CCA 214; Q 214, 234, 236</p>
<b>US / NH History (HI:5)</b>	
<b>SS:HI:5: Social/Cultural</b>	
<b>Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</b>	
<p>SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)</p>	<p><b>Student Edition:</b> 229, 230 <b>Teacher Edition:</b> Q 230</p>
<p>SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)</p>	<p><b>Student Edition:</b> 222-225, 307, 333 <i>Essential Question</i> 222 <i>Quick Check</i> 223 <b>Teacher Edition:</b> BI 222; Q 223</p>

STANDARDS	PAGE REFERENCES
SS:HI:6:5.3: Examine changes in the roles and lives of women and their impact on society, e.g., the family or the workplace. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority, I: Patterns of Social and Political Interaction)	<b>Student Edition:</b> 272, 333, 339, 342-343, 356 <i>Quick Check</i> 223 <b>Teacher Edition:</b> BI 224
SS:HI:6:5.4: Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	<b>Student Edition:</b> 7, 230-231, 308-310, 343 <i>Vocabulary</i> 310 <b>Teacher Edition:</b> BI 230, 308; Q 308
<b>World History (WH:1)</b>  <p>The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.</p> <p>The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?</p>	
<b>SS:WH:1: Political Foundations and Developments</b>  <b>Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</b>	
SS:WH:6:1.1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)	<b>Student Edition:</b> 22-26, 33-35, 44-45, 67-71, 76, 89, 90, 137-141, 205 <b>Teacher Edition:</b> BI 44, 90; Q 44
SS:WH:6:1.2: Explore the use and abuse of power. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)	<b>Student Edition:</b> 8-9, 44-45, 53-54, 69-71, 119, 125-129, 137-141, 157-159, 205-207, 208-209 <b>Teacher Edition:</b> BI 8, 44, 70, 126, 156, 204; CCA 8; Q 8, 157, 206

STANDARDS	PAGE REFERENCES
<b>World History (WH:2)</b>	
<b>SS:WH:2: Contacts, Exchanges &amp; International Relations</b> <b>Students will demonstrate their understanding of the interactions of peoples and governments over time.</b>	
SS:WH:6:2.1: Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation)	<b>Student Edition:</b> 53-58, 132-133 <b>Teacher Edition:</b> BI 54, 56, 132
SS:WH:6:2.2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)	<b>Student Edition:</b> 10-11, 23, 223-225, 307, 334-335, 364 <i>Reading Skill 225</i> <i>Vocabulary 225</i> <b>Teacher Edition:</b> BI 10, 222, 224, 334; CCA 10
SS:WH:6:2.3: Describe major migrations, e.g., the first humans from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)	<b>Student Edition:</b> 21, 34, 68, 87-91, 333 <b>Teacher Edition:</b> BI 20
SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)	<b>Student Edition:</b> 53-54, 330, 347 <i>Write About the Big Idea 96</i>
<b>World History (WH:3)</b>	
<b>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions</b> <b>Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</b>	
SS:WH:6:3.1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)	<b>Student Edition:</b> Pages 56, 90, 101, 108, 110, 361 can be used to facilitate this objective. Photos of world religions can be found on pages 6-7. <b>Teacher Edition:</b> BI 100

STANDARDS	PAGE REFERENCES
SS:WH:6:3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	Education is discussed in the following references and can be used in classroom discussion to meet this objective.  <b>Student Edition:</b> 120, 281
<p><b>World History (WH:4)</b></p> <p><b>SS:WH:4: Economic Systems &amp; Technology</b></p> <p><b>Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</b></p>	
SS:WH:6:4.1: Analyze the impact of the agricultural revolution on humans using examples, e.g., the role of women, specialization of labor, or population density. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)	<b>Student Edition:</b> 24-26, 29, 41, 114, 134-135, 224, 245, 356  <b>Teacher Edition:</b> BI 40
SS:WH:6:4.2: Understand the tension over land use between settled farmers and nomadic herders using examples, e.g., ancient Mesopotamia, Asian steppe lands, or 20th Century Africa. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)	<b>Student Edition:</b> 293
SS:WH:6:4.3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops. (Themes: G: Science, Technology, and Society)	<b>Student Edition:</b> 24, 29, 296
SS:WH:6:4.4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)	<b>Student Edition:</b> 23 <i>Primary Sources</i> 38  <b>Teacher Edition:</b> BI 22

STANDARDS	PAGE REFERENCES
<b>World History (WH:5)</b>	
<b>SS:WH:5: Social/Cultural</b>	
<b>Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</b>	
SS:WH:6:5.1: Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)	<b>Student Edition:</b> 231, 307-309 <i>Write About It</i> 231  <b>Teacher Edition:</b> Q 307
SS:WH:6:5.2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)	<b>Student Edition:</b> 13, 30-31, 38-39, 120, 308  <b>Teacher Edition:</b> CCA 30, 34, 308
SS:WH:6:5.3: Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states, e.g., the Ancient Persia, the Ottoman Empire, or Nigeria. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, J: Human Expression and Communication)	<b>Teacher Edition:</b> BI 362
SS:WH:6:5.4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theatre. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)	<b>Student Edition:</b> 30-31, 309, 335  <b>Teacher Edition:</b> CCA 338
SS:WH:6:5.5: Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	<b>Student Edition:</b> Families are mentioned on pages 35, 39, 42, 44  <b>Teacher Edition:</b> Q 42