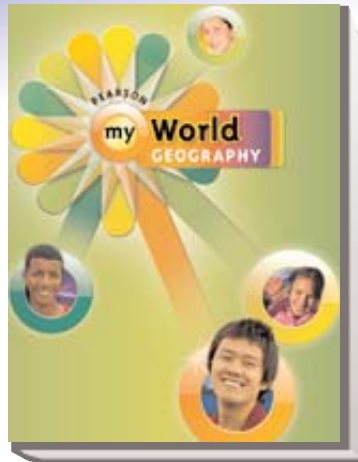


# Prentice Hall

*My World Geography, Survey Edition © 2011*



C O R R E L A T E D T O

West Virginia Evaluation Criteria for  
Seventh Grade Social Studies Content Standards

**SAVVAS**

<b>PUBLISHER:</b>	Savvas Learning Company
<b>SUBJECT:</b>	World Geography
<b>SPECIFIC GRADE:</b>	Grade 7
<b>COURSE:</b>	Geography
<b>TITLE:</b>	myWorld Geography™
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## GENERIC EVALUATION CRITERIA

### Group III – Social Studies 2011-2016

#### Grade 7 – World Geography

R-E-S-P-O-N-S-E			CRITERIA	NOTES
Yes	No	N/A		
			<b>I. INTER-ETHNIC</b> The instructional material meets the requirements of inter-ethnic: concepts, content and illustrations, as set by West Virginia Board of Education Policy (Adopted December 1970).	
			<b>II. EQUAL OPPORTUNITY</b> The instructional material meets the requirements of equal opportunity: concept, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures, as set by West Virginia Board of Education Policy (Adopted May 1975).	

# GENERAL EVALUATION CRITERIA

**Group III – Social Studies  
2011-2016**

**Grade 7 – World Geography**

## INSTRUCTIONAL MATERIALS ADOPTION: 21<sup>st</sup> CENTURY LEARNING EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

**In addition to alignment of Content Standards and Objectives (CSOs), materials must also clearly connect to Learning for the 21<sup>st</sup> Century which includes opportunities for students to develop**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	<b>A. Learning Skills</b>										
<b>28-29, 44-45, 54-55, 70-71, 100-101, 114-115, 120-121, 126-127, 146-151, 161, 172-177, 206-211, 223, 234-237, 255</b>	<b>1. Thinking and Problem-Solving Skills/Social Studies Content</b> <ul style="list-style-type: none"> <li>• is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes social science connections (e.g., the importance of geography in historical events, the importance of economics in geography, the importance of past history in civic decision making);</li> <li>• engages in complex historical analysis that promotes the development of mental perspectives, thoughtful well-framed questions and thoughtful judgment applicable to students'</li> </ul>										

	<ul style="list-style-type: none"> <li>own lives and future situations; and</li> <li>promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of human choice and natural catastrophic events on historic outcomes.</li> </ul>						
6, 15, 29, 45, 58, 74, 120-121, 126, 158, 308, 400, 544, 696, 708, 822-823	<p>2. <b>Information and Communication Skills/Social Studies</b> Multiple strategies including those recognized in Literacy 2.0 provide students with the opportunity to:</p> <ul style="list-style-type: none"> <li>locate existing social studies content information, especially primary source documents to interpret meaning and then create original communication;</li> <li>develop comprehension, academic vocabulary, and writing skills in the context of social studies content; and</li> <li>create multi-media products to address a variety of issues and present the information, conclusions, predictions and viable solutions to various audiences.</li> </ul>						
159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 463, 491, 525, 551, 577	<p>3. <b>Personal and Workplace Productivity Skills</b> Provide opportunities:</p> <ul style="list-style-type: none"> <li>for self-directed inquiry</li> <li>to work collaboratively;</li> <li>and to practice time-management and project management skills in problem based learning situations.</li> </ul>						
	<b>B. 21<sup>st</sup> Century Tools</b>						

<p>29, 55, 71, 159, 221, 277, 327, 463, 491, 525, 577, 671, 733, 797, 857</p>	<p><b>1. Thinking and Reasoning and Problem Solving Skills</b>  Provide opportunities to:</p> <ul style="list-style-type: none"> <li>• use problem-solving tools including interactive web-based tools (such as spreadsheets, decision support, data collection processes and tools, design tools, simulations, maps, graphic organizers and books).</li> <li>• integrate technology tools seamlessly to solve real world problems, make decisions and justify those decisions;</li> <li>• engage in inquiry-based learning experiences that encourage students to seek and/or create innovative outcomes to both historic and current issues and to recommend or take action regarding these issues;</li> <li>• include cross-curricular resources from the arts and sciences to initiate innovative solutions to problems and issues.</li> </ul>							
<p>55, 71, 159, 221, 277, 327, 409, 441, 463, 491, 577, 733, 797, 822-823, 857</p>	<p><b>2. Information and Communication Skills</b>  Provide scenarios which require students to use current technologies to</p> <ul style="list-style-type: none"> <li>• create and share new information using multi-media materials such as downloadable web-based content, audio books, word processing, e-mail, groupware, presentation, web development, internet search tools, wikis, blogs and other interactive electronic tools as they become available;</li> <li>• make informed choices;</li> <li>• interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</li> </ul>							
<p>45, 55, 71, 101, 127, 159, 185, 245, 328-329, 369, 525, 551, 577, 578-579, 822-823</p>	<p><b>3. Personal and Workplace Productivity Skills</b>  Provide opportunities in which students</p> <ul style="list-style-type: none"> <li>• conduct research, validate sources and report ethically on findings;</li> <li>• use a variety of multimedia tools to work collaboratively to acquire information;</li> <li>• identify, evaluate and apply appropriate technology tools for a variety of purposes relating to acquisition of social studies content knowledge.</li> </ul>							

	<b>C. Scientifically Based Research Strategies</b> <i>For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to</i>					
<b>Opportunities to address this standard appear on the following pages:</b> <b>147, 153, 201, 208, 318, 321, 402, 429, 515, 546, 610, 637, 711, 720, 815</b>	1. link prior knowledge to new information to construct their own viable mental maps and deepen understanding of the connections of world historical events, geographic regions, economies and geo-politics.					
<b>142, 145, 171, 204-205, 206, 208-211, 232-233, 240, 244, 315, 325, 430, 487, 518-519, 522-523</b>	2. investigate issues that are interconnected (e.g., colonialism, poverty, human rights, environment, energy, safety, immigration, conflict) to solve complex problems that can change at varied entry points suggesting the possibility of multiple solutions. .					
<b>82, 114, 145, 233, 243, 298, 409, 642</b>	3. develop and defend various points of view through discussion, debate, reasoning, and proof; and be involved in investigations that enable students to make real world connections to the material.					
<b>159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 463, 491, 525, 551, 577</b>	4. follow oral and written directions.					
<b>120-121, 126-127, 158, 576</b>	5. discover, read, analyze and interpret primary source documents and synthesize the information so as to draw conclusions, gain a deeper understanding of the information and connect to current issues.					
<b>14, 28, 54, 70, 126, 152, 158, 171, 177, 206, 234, 244, 275, 290, 302</b>	6. detect cause and effect relationships.					
<b>408, 492-493, 734-735</b>	7. distinguish between facts and conjecture and to know when each may be of value to research.					
<b>6-7, 8-9, 10-11, 12-13, 25, 35, 39, 54, 76, 114, 124, 200, 202, 300, 304</b>	8. use maps, graphs, globes, media, and technology sources to acquire and apply new information.					
<b>118-119, 318, 476-477, 720</b>	9. sequence time, events, social, economic and political influences on a society in chronological order.					

	<b>D. Life Skills</b> <i>For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to</i>						
112-113, 114	1. develop a deeper understanding of Civic Literacy (civic engagement, e.g., volunteerism, voting, running for office, influencing and monitoring policy) and to develop civic dispositions.						
57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 152-153, 157, 158, 170-171, 180-181, 192	2. practice Financial Literacy skills, (personal finance, entrepreneurship, business finance, and local, national and global economics).						
159, 185, 245, 328-329, 369, 525, 551, 577, 578-579, 822-823	3. develop Global Awareness (global competency in research, communication, presentation, action).						
	<b>E. Instructional Resources</b> <i>For student mastery of content standards and objectives, the instructional materials will</i>						
159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 463, 491, 525, 551, 577	1. provide a variety of engaging lessons, activities and projects that are organized according to WV content standards or other increments and that encourage students to investigate and acquire a deeper understanding of the major social studies concepts, through relevant and real-world connections; and provide teacher support to properly integrate these resources.						
277, 303, 327, 441, 463, 491, 525, 551, 577, 613, 643, 671, 703, 733	2. consistently integrate open-ended tasks that engage students and invite them to speculate, hypothesize, and determine appropriate action strategies.						
134, 157, 160, 185, 194, 205, 211, 219, 222, 237, 245, 254, 278, 303, 304	3. provide teachers with guiding questions and essential questions to aid student development of social awareness and a deeper understanding of civic, economic, geographic and historic principles.						
129, 135, 161, 189, 195, 223, 249, 255, 279, 305, 331, 337, 411, 443, 465	4. include additional resources that are web-based or in a format that can be downloaded to a digital reader and /or a laptop.						

495, 501, 527, 553, 579, 581, 587, 615, 645, 673, 681, 705, 735, 737, 743	5. include supplemental materials for intervention and enrichment that provide extensive and varied opportunities to differentiate individual needs and scaffold the work for skill-building and understanding.						
129, 135, 161, 189, 195, 223, 249, 255, 279, 305, 331, 337, 411, 443, 465	6. provide a resource for students to access daily for updates of global information in real time (e.g., new anthropological discoveries, breaking news, historic discoveries that render the information in the textbook outdated and incorrect).						
129, 135, 161, 189, 195, 223, 249, 255, 279, 305, 331, 337, 411, 443, 465	7. offer a wide variety of appropriate multimedia materials, especially those associated with Web2.0 and Literacy 2.0.						
<b>F. Assessment</b> <i>To ensure a balanced assessment the instructional materials will</i>							
14-15, 28-29, 44-45, 54-55, 70-71, 82-83, 100-101, 114-115, 126-127, 158-159, 184-185, 220-221, 244-245	1. provide assessment formats commensurate with WV assessment programs (e.g., WESTEST2, NAEP, State Writing Assessment, informal assessments, PLAN, EXPLORE, Acuity, ACT and SAT).						
276-277, 302-303, 326-327, 368-369, 408-409, 440-441, 462-463, 490-491, 524-525, 550-551, 576-577, 612-613, 642-643, 670-671, 702-703	2. provide opportunities for both formative and summative assessment based on rubrics, document based questions (DBQs), performance-based measures, open-ended questioning, portfolio evaluation, rubrics and multimedia simulations.						
14-15, 28-29, 44-45, 54-55, 70-71, 82-83, 100-101, 114-115, 126-127, 158-159, 184-185, 220-221, 244-245	3. integrate student self-assessment <i>for</i> and <i>of</i> learning by providing standards-based differentiated rubrics, tools and organizers that are linked to clearly identified learning targets and goals.						
<b>G. 21ST CENTURY FORMAT</b>							
<b>Opportunities to address this standard appear on the following pages:</b> 129, 135, 161, 189, 195, 223, 249, 255, 279, 305, 331, 337, 411, 443, 465	1. The instructional resource includes an electronic file of the student edition provided on an electronic data storage device (e.g., CD, DVD, USB drive, etc.) and through a link on the publisher's server, both of which are accessible by a net book or similar device that is internet-enabled and can open standard file formats.						



## **SPECIFIC EVALUATION CRITERIA**

### **Group III – Social Studies 2011-2016**

#### **Grade 7 – World Geography**

Seventh grade social studies examines geography through the six essential elements: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society and Uses of Geography. Students will examine people, places and events of today and analyze the relationships between them (culture, history, environmental concerns, political and economic systems) and their impact on the future of our world. Students will use 21<sup>st</sup> century technology as well as critical thinking and problem-solving skills to construct and interpret maps, graphs, charts, spreadsheets and other data to evaluate and synthesize global information from a geographical perspective. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

#### **Standard 1: Citizenship**

Citizenship education prepares students to be informed, active and effective citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government. To be successful participants in society, students must understand how to build social capital (a network of social relationships) that encourages reciprocity and trust, two characteristics of civic virtue and good citizenship. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. Students exercise tolerance and empathy, respect the rights of others, and share a concern for the common good while acting responsibly with the interests of the larger community in mind. Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community.

#### **Standard 2: Civics/Government**

Civics directly addresses citizenship education in the context of political systems. Students develop global awareness and study the foundations of various world governments and the strategies they employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers and the rule of law. The students learn the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States. Students recognize the need for authority, government and the rights and responsibilities of citizens.

**Standard 3: Economics**

Economics analyzes the production, allocation, distribution and use of resources. The economic principles include an understanding of scarcity and choice, productivity, markets and prices, supply and demand, competition, role of government, international trade factors and consumer decisions in a global economy. Understanding economic principles, whole economies and the interactions between different types of economies helps students comprehend the exchange of information, capital and products across the globe. Learners investigate economic principles and their application to historical situations. Learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives. Students become financially responsible by examining the consequences of and practicing personal financial decision-making.

**Standard 4: Geography**

Geography in the 21st Century encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. The 21st Century technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standard stresses the world of the 21<sup>st</sup> Century and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions, acquire the necessary information, organize and analyze the information and answer those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions. Study follows the themes of the six essential elements.

**Standard 5: History**

History organizes events and phenomena in terms of when they occurred and examines where, how and why they took place. Students study how individuals and societies have changed and interacted over time. They gather historical data, examine, analyze and interpret this data, and present their results in a clear, critical manner. They organize events through chronologies and evaluate cause-and-effect relationships among them. Students analyze how individuals, groups and nations have shaped cultural heritages. Students study origins and evolutions of culture hearths, settlements, civilizations, states, nations, nation-states, governments and economic developments. Through history, students understand the identity and origins of their families, communities, state and nation. Through history, students recognize the influence of world events on the development of the United States and they evaluate the influence of the United States on the world. Understanding the past helps students prepare for the events of the 21<sup>st</sup> Century.

**Standard 6: Reading (SS.S.06)**

Skillful content reading strategies are essential tools that provide students with the skills needed to fully understand social studies concepts. Students learn to apply the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness. In so doing, students learn to recognize main ideas and supporting details, to locate basic facts (e.g. names, dates, events), to follow sequence of events, to identify cause and effect, and to draw conclusions. Students learn skills necessary to write and edit organized texts insuring that they understand information and communicate it clearly.

**For student mastery of content standards and objectives, the instructional materials will provide students with the opportunity to**

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N

A. Citizenship	
112-113, 114, 213, 295, 319, 487, 523, 543, 575, 663, 669, 700, 728, 788, 816	1. compare and contrast individual rights of citizens in a variety of world regions
112-113, 114	2. model the actions citizens take to influence public policy decisions.
106-107, 294-295, 301, 574-575, 634-635, 730, 816, 848	3. compare and contrast nations' laws that may or may not provide order, predictability and security.
328-329, 525, 551	4. research and organize information about an issue of public concern from multiple points of view.
112-113, 114	5. apply and practice selective forms of civic discussion and participation consistent with the ideas of citizens in a democratic republic.
104-105, 106-107, 108-109, 114-115	6. recognize and differentiate between power and authority.

	<b>B. Civics/Government</b>						
106-107, 273, 294-295, 301, 574-575, 634-635, 730, 816, 848	1. examine the different forms of government in various world regions.						
106-107, 294-295, 301, 574-575, 634-635, 730, 848	2. compare and contrast the lawmaking processes of world governments.						
106-107, 294-295, 301, 574-575, 634-635, 730, 848	3. analyze the different ways nations provide order and protect justice.						
104-105, 114-115	4. debate the importance of limited government and the rule of law.						
110-111, 114-115	5. evaluate various methods that nations use to interact with one another to resolve problems and conflicts.						
142, 147-148, 150-151, 152-157, 158-159, 171, 175, 185, 216-219, 271, 459	6. recognize and evaluate the influence of the United States on other nations and the influence of other nations on the American political process and society.						
	<b>C. Economics</b>						
58-59, 60-61, 71	1. examine how competition among buyers of a product results in higher prices, and illustrate the relationship between supply, demand and the price of that product.						
152-153, 170-171, 180-181, 192, 198, 212, 216-219, 220-221, 241-243, 275, 299-300, 324, 486, 810-813	2. analyze the physical and human geographic factors that influence the economy of a region.						

58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 212, 216-219, 220-221, 241-243, 275, 299-300, 324, 486	3. define basic economic terminology and apply it to economic development of world regions.						
424-425 <i>Opportunities to address this standard also appear on the following pages:</i> 152-153, 157, 158, 170-171, 180-181, 192, 198, 212, 216-219, 220-221, 241-243, 275, 299-300, 324, 486	4. compare and contrast various social services provided by world governments.						
62-63, 70-71	5. classify and compare different types of economic systems.						
65, 98-99, 363, 392-393, 819	6. describe the impact of technology on agriculture and industry throughout the world.						
152, 154, 180-181, 216, 219, 299-300, 401, 403, 407, 423, 428-429, 431-432, 434, 457, 604, 668	7. classify and evaluate the different types of world trade organizations (e.g., trade, military, health).						
269, 650, 751, 817, 819	8. assess the impact of natural and human events on industry worldwide (e.g., strikes, environmental disasters, war, terrorism).						
66-67, 70-71, 180-181, 192, 198, 212, 216-219, 220-221, 241-243, 275, 299-300, 324, 486	9. formulate an explanation as to how countries are economically interdependent.						
	<b>D. Geography</b>						
4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 18-19, 20-21, 32-33, 34-35, 36-37, 38-39, 40-	1. use correct geographic terminology to explain direction, location, time zones, physical features of the earth,						

41, 42-43, 44-45							
8-9, 10-11, 12-13, 14-15, 139, 140, 165, 199, 248, 287, 304, 417, 474, 508, 592	2. draw conclusions about information presented on special purpose maps and be able to differentiate among map types.						
139, 165, 199, 227, 259, 283, 309, 415, 447, 469, 505, 531, 557, 591, 619	3. Identify and locate on a variety of maps and give examples of the following: <ul style="list-style-type: none"> <li>• seven continents</li> <li>• bodies of water</li> <li>• landforms</li> <li>• countries</li> <li>• cities</li> <li>• climate regions</li> <li>• transportation routes</li> </ul>						
8-9, 10-11, 12-13, 14-15, 139, 140, 165, 199, 248, 287, 304, 417, 474, 508, 592	4. describe and explain the advantages and disadvantages of different map projections and show examples of their uses (e.g., aerial photos, globes, charts, graphs, polar projection).						
<i>Opportunities to address this standard appear on the following pages:</i> 8-9, 10-11, 12-13, 14-15, 139, 140, 165, 199, 248, 287, 304, 417, 474, 508, 592	5. evaluate the importance of mental maps (perceptions) and illustrate how they affect our judgments about people and places.						
78-79, 97, 142-144, 150-151, 155-156, 176, 182-183, 252, 270-271, 290-292, 294, 296-297, 316-317, 321, 423, 427, 430, 433, 438-439, 716-719	6. analyze the patterns of immigration and examine its effects on the distribution of cultural patterns in a region (e.g., disease, language, religion, customs, diversity).						
216, 231-232, 243, 255-257, 424, 430, 433, 437, 533, 537, 573, 578-579, 819	7. analyze the growth of tourism and its impact on regional environments and culture.						

172-173, 238-243, 270-271, 273-275, 296-297, 299-301, 422-427, 428-433, 434-439, 454-461, 518-523, 544-549, 570-575, 606-611, 634-641	8. analyze and give examples of the ways in which these factors influence lifestyles and regional interconnections: <ul style="list-style-type: none"> <li>• economic</li> <li>• geographic</li> <li>• cultural</li> <li>• religious</li> <li>• political</li> <li>• social</li> </ul>						
52-53, 54-55, 75, 145, 171, 204-205, 232-233, 272, 298, 320, 322, 407, 419-421, 431, 440	9. evaluate the impact of human processes on the world's physical environment (e.g., pollution, clear-cutting, strip mining).						
48-49, 54, 449, 450, 451, 592-593, 608-609, 653, 691, 712, 767, 779	10. analyze the use and abuse of renewable and nonrenewable resources (e.g., hydroelectric power and fossil fuels), interpret how technology affects the ways in which culture groups perceive and use their resources, and give examples of ways to improve conservation of natural resources around the world.						
77, 96-97, 98-99, 113, 392, 421, 473, 657, 689, 818	11. analyze the technological improvements in transportation and communication that have helped create a global society.						
80-81, 322, 323, 559	12. explain the common geographic factors associated with the development of world urban centers.						
110-111, 269, 274, 509, 536, 612, 623, 632-633	13. examine cooperation and conflict over control of the world's resources.						
<i>Opportunities to address this standard appear on the following pages:</i> 74-75, 76-77, 78-79, 80-81, 82-83	14. create population pyramids to show comparisons of the characteristics of demographic structure in selected regions of the world (e.g., total size, birth rates, age, distribution, doubling time).						
86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 154-156, 157, 158, 182-183, 184, 208, 214	15. explain culture in a geographic context (e.g., isolation, core area, movement).						

<b>8-9, 852-855, 856-857</b>	16. investigate and research new geographic frontiers such as the oceans, Antarctica and airspace and describe explorations and discoveries in these realms.							
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	<b>E. History</b>						
<b>340-347, 564-566, 598-603, 716-719, 754-757</b>	1. analyze the development of early civilizations (e.g., Mesopotamia, Egypt, Greece, China, India).						
<b>55, 71, 74, 83, 101, 118-119, 126, 133, 216, 300, 318, 437, 476-477, 714, 720, 805, 812</b>	2. draw world history conclusions from maps, globes, charts, posters, graphs and timelines.						
<b>78-79, 97, 142-144, 150-151, 155-156, 176, 182-183, 252, 423, 427, 430, 433, 438-439</b>	3. characterize conditions that have influenced or altered the movement of people throughout the world and time.						
<b>93, 96, 175, 214-215, 238, 271, 435, 455, 457, 694, 795, 833</b>	4. examine and chart religious and secular celebrations observed around the world.						
<b>151, 159, 543</b>	5. research and explain the role of racial and ethnic minorities, women and children in the advancement of civil rights.						
<b>92-93, 100-101, 215, 238-239, 352-353, 752-753, 756-757, 808-809</b>	6. compare and contrast the beliefs, religion and mythology of native cultures throughout the world.						
<b>96-97, 100-101, 240, 435-436, 439, 440-441, 550, 670</b>	7. anticipate what occurs when people from different regions interact.						
<b>146-147, 290-291, 842-843</b>	8. interpret the effect of the environment on native cultures (e.g., Native Americans, Australian Aborigines, African Berbers).						
<b>120-121, 126-127, 158, 576</b>	9. use a variety of credible sources to research, reconstruct and interpret the past.						
<b><i>Opportunities to address this standard appear on the following pages:</i></b> <b>146-151, 172-177, 206-211, 234-237, 266-269, 290-295, 316-319, 340-347, 348-353, 354-359, 360-367, 382-387, 388-393,</b>	10. describe the role geo-politics played in historic events.						

394-399, 476-483							
	<b>F. Reading</b>						
6, 15, 29, 45, 58, 74, 76, 78, 172, 266, 308, 400, 544, 696, 708,	1. use the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, ensuring a foundation of college readiness in this genre.						
28, 83, 212, 266, 400, 428, 484, 518, 563, 570, 613, 662, 696, 754, 782	2. recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events).						
14, 28, 44, 326, 359, 393, 427, 524, 550, 576, 605, 611, 612, 642, 715	3. distinguish relationships among people, ideas, and events.						
14, 28, 54, 70, 126, 152, 158, 171, 177, 206, 234, 244, 275, 290, 302	4. recognize cause-effect relationships in content passages.						
71, 118-119, 126, 318, 476-477, 720	5. outline sequences of events.						
14, 28, 44, 54, 70, 82, 100, 126, 158, 177, 184, 235, 238, 244, 276	6. summarize events and ideas. Infer main ideas or purpose of content.						
276, 295, 301, 302, 326, 347, 367, 407, 408, 421, 427, 440, 462, 489	7. draw generalizations and conclusions about people and events.						
15, 115, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857	8. write and edit organized texts of various genres to insure that information is clearly understood.						