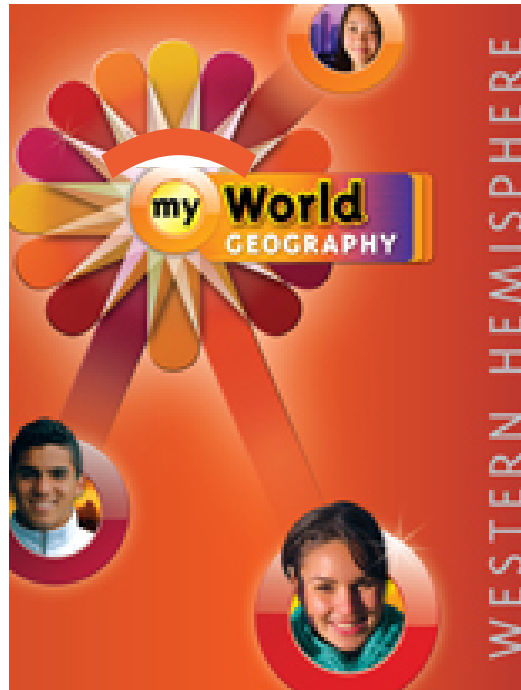


A Correlation of

**myWorld Geography**  
**Western Hemisphere Edition**  
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To the

**Colorado State Social Studies**  
**Academic Standards**

**Grade 6**

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**INTRODUCTION**

This document demonstrates how *myWorld Geography* © 2011 **Western Hemisphere** meets the objectives of the Colorado State Social Studies Academic Standards for Grade Six. Correlation page references are to the Student Edition.

- **Connect, Experience, and Understand** with *myWorld Geography!* Take your classroom on a virtual exploration around the globe and through time with the exciting new digitally driven social studies program.
- *myWorld Geography* engages 21<sup>st</sup> century learners by integrating [myWorldGeography.com](http://myWorldGeography.com) and the Student Edition with the goal of expanding their understanding of the world and its people.
- **Connect** with *myStory*: Watch your students connect to the stories of real teens – from around the world – in this one-of-a-kind video series.
- **Experience** Virtual Travel: Students travel across regions and through time completing game-based assignments tied to Essential Questions.
- **Understand** World Geography: Informal and formal assessments, both in print and online, ensure that your students grasp the important concepts.

[myWorldGeography.com](http://myWorldGeography.com) & *myWorld Geography*<sup>™</sup> Western Hemisphere Edition Units:

Unit 1: United States and Canada

Unit 2: Middle America

Unit 3: South America

Unit 4: Europe and Russia

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<b>Colorado State Social Studies Academic Standards for Grade 6</b>	<b>myWorld Geography, © 2011, Western Hemisphere Edition</b>
<b>New Colorado P-12 Academic Standards</b>	
<b>Content Area: Social Studies</b>	
<b>Grade Level Expectations: Sixth Grade</b>	
<b>Standard: 1. History</b>	
<b>Prepared Graduates:</b> <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> <li>• <a href="#">Develop an understanding of how people view, construct, and interpret history</a></li> </ul>	
<b>Concepts and skills students master:</b>	
1. Analyze and interpret historical sources to ask and research historical questions	<b>SE:</b> 71, 83, 115, 127, 162-163, 165, 228-229, 239, 256-257, 326-327, 390-391, 398-399, 406-407, 417, 430-431, 463, 550-551, 563
<b>Evidence Outcomes</b>	
<b>21st Century Skill and Readiness Competencies</b>	
<b>Students Can:</b>	
a. Identify ways different cultures record history (DOK 1)	<b>SE:</b> 146-151, 182-187, 222-227, 252-255, 290-293, 320-325, 352-355, 378-381, 382-389, 390-391, 392-397, 398-399, 400-405, 406-407, 408-415, 416-417, 418-421, 422-429, 430-431, 432-437, 438-443, 444-449, 450-451, 452-459, 460-461, 462-463, 542-549
b. Interpret documents and data from multiple primary and secondary sources while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts (DOK 1-3)	<b>SE:</b> 45, 55, 71, 83, 101, 115, 127, 162-163, 165, 228-229, 239, 256-257, 269, 307, 326-327, 339, 370, 390-391, 398-399, 406-407, 417, 430-431, 463, 501, 529, 550-551, 563
c. Critique information to determine if it is sufficient to answer historical questions (DOK 1-3)	<b>SE:</b> 71, 83, 115, 127, 165, 239, 370, 417, 463, 563
<b>Relevance &amp; Application:</b>	
1. Individuals identify points of view, seek multiple sources, and develop and defend a thesis with evidence throughout life.	<b>SE:</b> 45, 55, 71, 83, 101, 115, 127, 165, 239, 269, 307, 339, 417, 463, 501, 529, 563
2. Technology is used to explore and evaluate for accuracy of information.	<b>SE:</b> 55, 71, 115, 165, 307, 529, 563
3. The context and content from the past is used to make connections to the present.	<b>SE:</b> 45, 55, 71, 83, 101, 115, 127, 165, 269, 307, 339, 417, 463, 501, 529, 563

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<b>Prepared Graduates:</b> <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> <li><a href="#">Analyze key historical periods and patterns of change over time within and across nations and cultures</a></li> </ul>	
<b>Concepts and skills students master:</b>	
2. The historical eras, individuals, groups, ideas and themes in regions of the Western Hemisphere and their relationships with one another	<b>SE:</b> 146-151, 182-187, 222-227, 252-255, 290-293, 320-325, 352-355, 378-381, 382-389, 390-391, 392-397, 398-399, 400-405, 406-407, 408-415, 416-417, 418-421, 422-429, 430-431, 432-437, 438-443, 444-449, 450-451, 452-459, 460-461, 462-463, 542-549
<b>Evidence Outcomes</b>	
<b>21st Century Skill and Readiness Competencies</b>	
<b>Students Can:</b>	
a. Explain how people, products, cultures, and ideas interacted and are interconnected over key eras in the Western Hemisphere (DOK 1-2)	<b>SE:</b> 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 100-101, 146-151, 182-187, 222-227, 252-255, 290-293, 320-325, 352-355, 378-381, 382-389, 390-391, 392-397, 398-399, 400-405, 406-407, 408-415, 416-417, 418-421, 422-429, 430-431, 432-437, 438-443, 444-449, 450-451, 452-459, 460-461, 462-463, 542-549
b. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. Topics to include but not limited to Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange (DOK 1-3)	<b>SE:</b> 146-151, 164, 182-187, 196, 222-227, 238, 252-255, 268, 290-293, 306, 320-325, 338, 352-355, 368, 378-381, 382-389, 390-391, 392-397, 398-399, 400-405, 406-407, 408-415, 416-417, 418-421, 422-429, 430-431, 432-437, 438-443, 444-449, 450-451, 452-459, 460-461, 462-463, 500, 528, 542-549, 562
c. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere (DOK 1-2)	<b>SE:</b> 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 100-101, 104-105, 106-107, 108-109, 111, 112-113, 114-115, 146-151, 182-187, 222-227, 252-255, 290-293, 320-325, 352-355, 378-381, 382-389, 390-391, 392-397, 398-399, 400-405, 406-407, 408-415, 416-417, 418-421, 422-429, 430-431, 432-437, 438-443, 444-449, 450-451, 452-459, 460-461, 462-463, 542-549
<b>Relevance &amp; Application:</b>	
1. Historical information and context are used to interpret, evaluate, and inform decisions or policies regarding current issues such as the impact of the Columbian exchange on the world today.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 71, 83, 115, 127, 162-163, 165, 228-229, 239, 256-257, 326-327, 390-391, 398-399, 406-407, 417, 430-431, 463, 550-551, 563
2. Philosophies and ideas from history continue to inform and affect the present such as the Aztec, Maya, and Inca influence.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 71, 83, 115, 127, 162-163, 165, 228-229, 239, 256-257, 326-327, 390-391, 398-399, 406-407, 417, 430-431, 463, 550-551, 563

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3. Technological developments continue to evolve and affect the present. For example, the speed of communication is almost instantaneous with blogs and the Internet.	<b>SE:</b> 97, 98-99, 100, 411, 442-443
<b>Content Area: Social Studies</b>	
<b>Grade Level Expectations: Sixth Grade</b>	
<b>Standard: 2. Geography</b>	
<b>Prepared Graduates:</b> <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> <li>• <a href="#">Develop spatial understanding, perspectives, and personal connections to the world</a></li> </ul>	
<b>Concepts and skills students master:</b>	
1. Use geographic tools to solve problems	<b>SE:</b> 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 28, 44, 54, 70, 82, 100, 114, 126, 164, 196, 238, 268, 306, 338, 368, 416, 462, 500, 528, 562
<b>Evidence Outcomes</b>	
<b>21st Century Skill and Readiness Competencies</b>	
<b>Students Can:</b>	
a. Use longitude, latitude, and scale on maps and globes to solve problems (DOK 1-2)	<b>SE:</b> 4-5, 8-9, 10-11, 14-15, 34, 601
b. Collect and analyze data to interpret regions in the Western Hemisphere (DOK 1-3)	<b>SE:</b> 14-15, 28-29, 44-45, 54-55, 70-71, 82-83, 100-101, 114-115, 126-127, 164-165, 196-197, 238-239, 268-269, 306-307, 338-339, 368-369, 416-417, 462-463, 500-501, 528-529, 562-563
c. Ask multiple types of questions after examining geographic sources (DOK 2-3)	<b>SE:</b> 14, 28, 44, 54, 70, 82, 100, 114, 126, 164, 196, 238, 268, 306, 338, 368, 416, 462, 500, 528, 562
d. Interpret and communicate geographic data to justify potential solutions to problems (DOK 1-3)	<b>SE:</b> 14, 28, 44, 54, 70, 82, 100, 114, 126, 164, 196, 238, 268, 306, 338, 368, 416, 462, 500, 528, 562
e. Distinguish different types of maps and use them in analyzing an issue (DOK 1-3)	<b>SE:</b> 8-9, 10-11, 12-13, 14-15, 28, 44, 54, 70, 82, 100, 114, 126, 164, 196, 238, 268, 306, 338, 368, 416, 462, 500, 528, 562
<b>Relevance &amp; Application:</b>	
1. Technology is used by individuals and businesses to answer geographic problems such as the spread of disease, migration patterns, and distribution and loss of resources like water supplies.	<b>SE:</b> 3, 8-9, 35  <i>Opportunities to address this standard also appear on the following pages:</i> <b>SE:</b> 10-11, 12-13, 14-15, 28, 44, 54, 70, 82, 100, 114, 126, 164, 196, 238, 268, 306, 338, 368, 416, 462, 500, 528, 562

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2. Geographic tools help to solve problems in daily life. For example, a car GIS is used to find a location, maps are used by tourists, and directions are found on the Internet.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17, 28, 44, 54, 70, 82, 100, 114, 126, 164, 196, 238, 268, 306, 338, 368, 416, 462, 500, 528, 562
<b>Prepared Graduates:</b> <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> <li>• <a href="#">Examine places and regions and the connections among them</a></li> </ul>	
<b>Concepts and skills students master:</b>	
2. Human and physical systems vary and interact	<b>SE:</b> 46-47, 48-49, 50-51, 52-53, 54-55, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 138-145, 170-177, 210-217, 244-251, 282-289, 312-319, 344-351, 468-475, 506-513, 534-541, 590-591
<b>Evidence Outcomes</b>	
<b>21st Century Skill and Readiness Competencies</b>	
<b>Students Can:</b>	
a. Classify and analyze the types of connections between places (DOK 2-3)	<b>SE:</b> 111, 114, 149-151, 152-155, 156-157, 160-161, 164-165, 184-185, 192-193, 452-459, 486-487
b. Identify physical features and explain their effects on people in the Western Hemisphere (DOK 1-2)	<b>SE:</b> 138-145, 170-177, 210-217, 244-251, 282-289, 312-319, 344-351, 468-475, 506-513, 534-541, 590-591
c. Give examples of how people have adapted to their physical environment (DOK 1)	<b>SE:</b> 50-51, 54-55, 214-215, 248, 288, 316-317, 347, 558-561
d. Analyze positive and negative interactions of human and physical systems in the Western Hemisphere (DOK 1-2)	<b>SE:</b> 47, 50-51, 52-53, 54-55, 145, 176-177, 197, 216-217, 250-251, 268, 298, 330, 360, 364-367, 459, 511
<b>Relevance &amp; Application:</b>	
1. The study of how human and physical systems vary and interact helps to make better choices, decisions, and predictions. For example, resource distribution or trade is based on geographic features and environmental changes over time effect a business.	<b>SE:</b> 46-47, 48-49, 50-51, 52-53, 54-55, 66-67, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 138-145, 170-177, 210-217, 244-251, 282-289, 312-319, 344-351, 468-475, 506-513, 534-541, 590-591
2. Businesses analyze data regarding physical and human systems to make informed choices regarding production, trade, and resource acquisition.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 46-47, 48-49, 50-51, 52-53, 54-55, 66-67, 70, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 138-145, 170-177, 210-217, 244-251, 282-289, 312-319, 344-351, 468-475, 506-513, 534-541, 590-591

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3. Nations use geographic information about human and physical systems to make decisions such as establishing trade routes, locating cities, trade centers and capitals, and establishing outposts and security systems like forts and walls.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 46-47, 48-49, 50-51, 52-53, 54-55, 66-67, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 138-145, 170-177, 210-217, 244-251, 282-289, 312-319, 344-351, 468-475, 506-513, 534-541, 590-591
<b>Content Area: Social Studies</b>	
<b>Grade Level Expectations: Sixth Grade</b>	
<b>Standard: 3. Economics</b>	
<b>Prepared Graduates:</b> <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> <li>• <a href="#">Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy</a></li> </ul>	
<b>Concepts and skills students master:</b>	
1. Identify and analyze different economic systems	<b>SE:</b> 62-63, 70-71, 234, 265-267, 301, 362
<b>Evidence Outcomes</b>	
<b>21st Century Skill and Readiness Competencies</b>	
<b>Students Can:</b>	
a. Describe the characteristic of traditional, command, market, and mixed economic systems (DOK 1-2)	<b>SE:</b> 62-63, 70-71, 234, 265-267, 301, 362
b. Explore how different economic systems affect job and career options and the population's standards of living (DOK 1-2)	<b>SE:</b> 62-63, 70-71, 234, 265-267, 301, 362
c. Use economic reasoning to explain why certain careers are more common in one region than in another and how specialization results in more interdependence (DOK 2-3)	<b>SE:</b> 60, 62-63, 70-71, 234, 265-267, 301, 362, 607
<b>Relevance &amp; Application:</b>	
1. Economic development varies and can be compared across countries in the Western Hemisphere including levels of education and average income.	<b>SE:</b> 62-63, 70-71, 234, 265-267, 301, 362
2. Governments and the private sector in the Western Hemisphere cooperate to distribute goods and services, specialize, and are interdependent in the global economy.	<b>SE:</b> 62-63, 66-67, 70-71, 234, 265-267, 301, 362
3. Career opportunities are influenced by the type of economic system.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 62-63, 70-71, 234, 265-267, 301, 362



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<b>Prepared Graduates:</b> <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> <li><a href="#">Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy</a></li> </ul>	
<b>Concepts and skills students master:</b>	
2. Saving and investing are key contributors to financial well-being (PFL)	<b>SE:</b> 56-57, 58-59, 68-69, 70
<b>Evidence Outcomes</b>	
<b>21st Century Skill and Readiness Competencies</b>	
<b>Students Can:</b>	
a. Differentiate between saving and investing (DOK 1-2)	<b>SE:</b> 68-69, 70
b. Give examples of how saving and investing can improve financial well-being (DOK 1-2)	<b>SE:</b> 68-69, 70
c. Describe the advantages and disadvantages of saving for short- and medium-term goals (DOK 1-2)	<b>SE:</b> 68-69, 70
d. Explain the importance of an emergency fund (DOK 1)	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 68-69, 70
e. Explain why saving is a prerequisite to investing (DOK 1)	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 68-69, 70
f. Explain how saving and investing income can improve financial well-being (DOK 1-2)	<b>SE:</b> 68-69, 70
<b>Relevance &amp; Application:</b>	
1. It's important to understand why to save and invest for the future.	<b>SE:</b> 68-69, 70
2. Technology allows individuals and businesses to track investment earnings.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 68-69, 70
3. The creation of criteria for use of emergency funds helps to save responsibly.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 68-69, 70
4. The comparison of returns of various savings and investment options and an adjustment of the investments for good financial decision-making.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 68-69, 70

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<b>Content Area: Social Studies</b>	
<b>Grade Level Expectations: Sixth Grade</b>	
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b> <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> <li>• <a href="#">Analyze and practice rights, roles, and responsibilities of citizens</a></li> </ul>	
<b>Concepts and skills students master:</b>	
1. Analyze the interconnectedness of the United States and other nations	<b>SE:</b> 149-151, 152-155, 156-157, 160-161, 164-165
<b>Evidence Outcomes</b>	
<b>21st Century Skill and Readiness Competencies</b>	
<b>Students Can:</b>	
a. Discuss advantages and disadvantages of living in an interconnected world (DOK 1-2)	<b>SE:</b> 111, 114, 149-151, 152-155, 156-157, 160-161, 164-165, 184-185, 192-193, 452-459, 486-487
b. Examine changes and connections in ideas about citizenship in different times and places (DOK 1-3)	<b>SE:</b> 112-113, 190-192, 230-231, 255, 260-261, 299, 363
c. Describe how groups and individuals influence the government and other nations (DOK 1-2)	<b>SE:</b> 112-113, 114, 230-231, 265-266, 355
d. Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations (DOK 1-3)	<b>SE:</b> 112-113, 114, 190-192, 230-231, 255, 260-261, 265-266, 299, 355, 363
e. Analyze political issues from both a national and global perspective over time (DOK 1-4)	<b>SE:</b> 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 190-192, 230-231, 255, 260-261, 265-266, 299, 355, 363
f. Identify historical examples illustrating how Americans from diverse backgrounds perceived and reacted to various global issues (DOK 1-3)	<b>SE:</b> 149-151, 152-155, 156-157, 160-161, 164-165
<b>Relevance &amp; Application:</b>	
1. Nations are interconnected and affect each other on a daily basis. For example, businesses are affected by the laws, regulations, nations and markets are damaged by drought, earthquakes and other natural disasters throughout the world.	<b>SE:</b> 111, 114, 149-151, 152-155, 156-157, 160-161, 164-165, 184-185, 192-193, 452-459, 486-487
2. Technology provides daily information regarding the interaction between the United States government and other nations.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE:</b> 111, 114, 149-151, 152-155, 156-157, 160-161, 164-165, 184-185, 192-193, 452-459, 486-487

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<b>Prepared Graduates:</b> <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> <li>• <a href="#">Analyze origins, structure, and functions of governments and their impacts on societies and citizens</a></li> </ul>	
<b>Concepts and skills students master:</b>	
2. Compare multiple systems of government	<b>SE:</b> 104-105, 106-107, 108-109, 114-115
<b>Evidence Outcomes</b>	
<b>21st Century Skill and Readiness Competencies</b>	
<b>Students Can:</b>	
a. Describe different forms of government (DOK 1)	<b>SE:</b> 104-105, 106-107, 108-109, 114-115, 190-192, 230-231, 255, 260-261, 299, 363
b. Identify how different forms of government relate to their citizens. Topics to include but limited to democracy and authoritarian government (DOK 1-2)	<b>SE:</b> 104-105, 106-107, 108-109, 112-113, 114-115, 190-192, 230-231, 255, 260-261, 299, 363
c. Compare the economic components of different forms of government (DOK 1-2)	<b>SE:</b> 62-63, 70-71, 234, 265-267, 301, 362
d. Compare various governments' and the liberties of their citizens (DOK 1-2)	<b>SE:</b> 112-113, 190-192, 230-231, 255, 260-261, 299, 363
<b>Relevance &amp; Application:</b>	
1. The ability to understand the different forms of government affects daily life. For example, employees work in international corporations and tourists visit countries with different laws, rules, and regulations.	<b>SE:</b> 104-105, 106-107, 108-109, 114-115, 190-192, 230-231, 255, 260-261, 299, 363
2. Knowledge of government is essential for understanding the implications of events around the world.	<b>SE:</b> 104-105, 106-107, 108-109, 114-115, 190-192, 230-231, 255, 260-261, 299, 363