



The World

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STANDARDS	PAGE REFERENCES
Civics-Government	
Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.	
Benchmark 1: The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.	
<p>The student:</p> <ol style="list-style-type: none"> (K) recognizes that every <i>civilization</i> has a form of law or order. 	<p>Student Edition: 32, 35, 54, 57, 67, 91, 99, 124, 142-143 <i>Quick Check</i> 35</p> <p>Teacher's Edition: BI 34, 90; CC 92; Q 35 #1-#2, 54 #1, 124 #1</p>
Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.	
<i>This benchmark will be taught at another grade level.</i>	

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Benchmark 3: The student understands how the United States Constitution allocates power and responsibility in the government.			
<i>This benchmark will be taught at another grade level.</i>			
Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.			
The student:		Student Edition:	
1. ▲ (A) compares and contrasts the <i>rights</i> of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the modern United States.		91, 92, 98-99, 250 <i>Quick Check</i> 91, 99	
		Teacher's Edition:	
		BI 90; CC 92, 98; DI 99 (Beyond Level); Q 91 #2, 98 #1, 250 #2; RL 99	
Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.			
The student:		Student Edition:	
1. ▲ (K) identifies the basic features of systems of government (e.g., <i>republic, democracy, monarchy, dictatorship, oligarchy, theocracy</i>).		67, 91, 98, 103, 141, 181, 185, 249-251, 285, 296-298 <i>Quick Check</i> 91, 249 <i>Chart Skill</i> 98	
		Teacher's Edition:	
		BR 91, 103, 249; CC 98, 184; Q 98 #1, 297 #2 ; RC 298	
2. (K) describes the ways political systems meet or fail to meet the <i>needs</i> and <i>wants</i> of their <i>citizens</i> (e.g., republic, democracy, monarchy, dictatorship oligarchy, theocracy).		Student Edition:	
		266-267, 280-283, 296-298, 308, 319, 321, 323 <i>People</i> 323	
		Teacher's Edition:	
		BI 308, 318; CC 296; Q 266 #1-#2, 283 #3, 297 #1, #3, 308 #1; RL 282, 297, 323; S 308	
3. (K) defines the characteristics of nations (e.g., territory, population, government, <i>sovereignty</i>).		Student Edition:	
		250, 253-256, 301, 303, 307, 311 <i>Quick Check</i> 307	
		Teacher's Edition:	
		BI 256, 310	

STANDARDS	PAGE REFERENCES
Economics	
Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.	
Benchmark 1: The student understands how limited resources require choices.	
<p>The student:</p> <p>1. ▲ (K) explains how <i>scarcity</i> of resources requires communities and nations to make <i>choices</i> about <i>goods</i> and <i>services</i> (e.g., what foods to eat, where to settle, how to use land).</p>	<p>Student Edition: 26-27, 30-31, 85, 112-113, 120, 303, 308-309, 318-319 <i>Quick Check</i> 113</p> <p>Teacher’s Edition: BI 308, 324; CC 112, 308; Q 26 #2, 30 #1-#2, 120 #1, 308 #1-#2</p>
<p>2. (A) gives examples of international <i>economic interdependence</i>. (e.g., Europe depended on the Far East for spices & tea; Far East received silver and gem stones in exchange).</p>	<p>Student Edition: 12-13, 75, 87, 164-165, 172-173, 245-246, 324-325, 327 <i>Map Skill</i> 246 <i>Quick Check</i> 325, 327</p> <p>Teacher’s Edition: BI 164, 324, 326; BR 327; CC OH10; 12, 13, 172; Q OH10 #1, OH11 #2, 12 #2, 246 #1; S 326</p>
Benchmark 2: The student understands how the market economy works in the United States.	
<i>This benchmark will be taught at another grade level.</i>	
Benchmark 3: The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.	
<p>The student:</p> <p>1. (K) recognizes the economic conditions under which <i>trade</i> takes place among nations (e.g., students recognize that trade takes place when nations have <i>wants</i> or <i>needs</i> they cannot fulfill on their own).</p>	<p>Student Edition: 12-13, 25, 31, 75, 87, 164-165, 172-173, 245-246, 324-325, 327 <i>Quick Check</i> 13, 325, 327 <i>Map Skill</i> 246</p> <p>Teacher’s Edition: BI 164, 324, 326; BR 327; CC 12, 13, 172; Q 12 #2, 246 #1; S 326</p>

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2. ▲(K) identifies barriers to trade among nations (e.g., treaties, war, transportation, geography).	Student Edition: 75, 134-135, 163, 173, 315 <i>Quick Check</i> 173 Teacher’s Edition: BI 172 (bottom); Q 172 #3; RL 315
	Benchmark 4: The student analyzes the role of government in the economy.
	<i>This benchmark will be taught at another grade level.</i>
	Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.
The student:	Student Edition:
1. (A) - (\$) determines the <i>costs</i> and <i>benefits</i> of a <i>spending, saving, or borrowing</i> decision.	10
2. (K) - (\$) explains that <i>budgeting</i> requires <i>trade-offs</i> in managing <i>income</i> and <i>spending</i> .	Student Edition: 10
3. (K) identifies the <i>opportunity cost</i> that resulted from a <i>spending</i> decision.	Student Edition: 10 <i>Quick Check</i> 11
4. (A) - (\$) analyzes how <i>supply</i> of and <i>demand</i> for workers in various careers affect <i>income</i> .	The concept of supply and demand is discussed on the following pages: Student Edition: 12, 164 <i>Primary Sources</i> 165 Teacher’s Edition: Q 12 #1, 164 #2

STANDARDS	PAGE REFERENCES
Geography	
Geography: The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.	
Benchmark 1: Geographic Tools and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.	
<p>The student:</p> <p>1. ▲ (A) explains and uses map titles, symbols, cardinal and intermediate directions, <i>legends</i>, <i>latitude</i> and <i>longitude</i>.</p>	<p>Student Edition: <i>Geography Handbook</i> GH6-GH8</p> <p>Teacher’s Edition: AR GH7, GH8; BR GH6, GH8; CC GH6, GH7; DR GH7, GH8; HOP GH15, GH16, GH21</p>
<p>2. (K) locates major physical and political features of Earth from memory (e.g., China, Egypt, Greece, Central America, Mediterranean Sea, Nile River, Persian Gulf, Rome, India, Sahara Desert, Saudi Arabia, Adriatic Sea, Aegean Sea, Constantinople (modern Istanbul), Ganges River, Himalayan Mountains, Huan He (Yellow River), Indus River, Jerusalem, Mecca, Mesopotamia (modern Iraq), Persia (modern Iran), Red Sea, Tigris River, Yangtze River, Chile, Brazil, Peru, Amazon River, Andes Mountains).</p>	<p>Student Edition: <i>Map Skill</i> 29, 53, 133, 211, 256, 324 <i>Map and Globe Skills</i> 45, 221 <i>Review and Assess</i> 78 #10-#12 <i>Geography Handbook</i> GH14-GH24</p> <p>Teacher’s Edition: AR GH5, GH7; CC GH5, GH11; HOP GH14, GH15, GH16, GH17, GH18, GH19, GH20, GH21, GH22, GH23, GH24</p>
<p>3. (A) identifies major patterns of world populations, <i>physical features</i>, ecosystems, and <i>cultures</i> using historic and contemporary <i>geographic tools</i> (e.g., maps, illustrations, photographs, documents, data).</p>	<p>Student Edition: <i>Map and Globe Skills</i> 45, 95, 169 <i>Chart and Graph Skills</i> 153 <i>DataGraphic</i> 190 <i>Geography Handbook</i> GH18-GH24</p> <p>Teacher’s Edition: AI 153; LI 153; TI 153</p>

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<p>Benchmark 2: Places and Regions: The student analyzes the human and physical features that give places and regions their distinctive character.</p>	
<p>The student:</p> <p>1. (A) identifies types of <i>regions</i> (e.g., climatic, economic, cultural).</p>	<p>Student Edition: 310-313, 316-319, 324-325 <i>Map Skill</i> 312, 317, 324 <i>Geography Handbook</i> GH3</p> <p>Teacher’s Edition: AR GH3; Q 316 #1-#2, 318 #1-#2, GH3 #1</p>
<p>2. (K) describes how <i>places</i> and regions may be identified by cultural symbols (e.g., Acropolis in Athens, Muslim minaret, Indian sari).</p>	<p>Student Edition: 70-71, 108-109, 112, 114-115 <i>People, Places, and Events</i> 18-19, 82-83, 130-131, 178-179, 226-227 <i>Places</i> 67, 124, 259</p> <p>Teacher’s Edition: BI 108 (bottom), 112, 114 (bottom), 178; Q 179 #2</p>
<p>3. ▲(K) identifies and describes the <i>location</i>, landscape, climate, and <i>resources</i> of early world <i>civilizations</i> (e.g., ▲Mesopotamia, ▲Egypt, ▲India, ▲China, ▲Greece, ▲Rome, ▲<i>Middle/South America</i>, Western Europe, West Africa, Japan).</p>	<p>Student Edition: 29, 41, 53, 65, 85, 111-113, 120, 122, 163, 211 <i>Map Skill</i> 29, 53, 111, 211 <i>Quick Check</i> 29, 41, 53, 65, 85, 97</p> <p>Teacher’s Edition: BR 29, 41, 53, 65, 85, 97, 211</p>
<p>4. (A) compares and contrasts early world civilizations in terms of human characteristics (e.g., people, <i>religion</i>, language, customs, <i>government</i>, agriculture, industry, architecture, arts, education).</p>	<p>Student Edition: 32-33, 44, 47-51, 54-57, 60-63, 66-69, 72-73, 76-77 <i>Quick Check</i> 33, 67, 69, 73, 77 <i>Primary Sources</i> 56, 60</p> <p>Teacher’s Edition: AR 33, 51, 57; BI 32, 56, 72; BR 47; CC 32; DI 50; DR 48, 54, 60, 66, 72</p>

STANDARDS	PAGE REFERENCES
5. (A) traces the movement (<i>diffusion</i>) from one <i>region</i> or center of civilization to other regions of the world (e.g., people, <i>goods</i> , and ideas).	Student Edition: 60, 75, 105, 141-142, 163-167, 327 <i>Explore the Big Idea</i> 129 <i>Quick Check</i> 163, 167, 327 <i>The Big Idea Activities</i> 176 Teacher's Edition: BI 142; BR 327; Q 142 #1; S 140
<p><i>These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.</i></p>	
<p>Benchmark 3: Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.</p>	
The student: 1. (K) explains the <i>distribution</i> patterns of ecosystems within hemispheres to define climatic <i>regions</i> .	Student Edition: 2, 29, 41, 53, 65 <i>Geography Handbook</i> GH3 Teacher's Edition: BI 2, 4, 28, 40, 52, 64; BR 3, 53; CC 2; Q 41 #2
2. (K) identifies <i>renewable</i> and nonrenewable <i>resources</i> and their uses (e.g., fossil fuels, minerals, fertile soil, waterpower, forests).	Student Edition: 41, 259, 264-265, 308, 328 <i>Quick Check</i> 259 Teacher's Edition: BI 308, 318; CC 308, 328; Q 328 #2
<p>Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</p>	
The student: 1. (A) examines reasons for variation in <i>population distribution</i> (e.g., environment, <i>migration</i> , <i>government</i> policies, birth and death rates).	Student Edition: 30-32, 37, 54-55, 85, 112-113, 171, 172-173 <i>Quick Check</i> 55 Teacher's Edition: CC 112; Q 54 #3

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<p>2. ▲ (K) describes the forces and <i>processes</i> of conflict and cooperation that divide or unite people (e.g., ▲ uneven distribution of <i>resources</i>, ▲ water use in ancient Mesopotamia, ▲ building projects in ancient Egypt and ▲ <i>Middle/South America</i>, ▲ the Greek <i>city-states</i>, empire building, movements for independence or rights).</p>	<p>Student Edition: 30, 50, 91, 94, 104, 109, 122, 141, 250-257 <i>Quick Check</i> 91</p> <p>Teacher’s Edition: AR 257; BI 50, 108 (top), 250, 256; DR 254; Q 30 #1, 141 #2, 250 #2</p>
<p>Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.</p>	
<p>1. (A) explains how humans modify the environment and describes some of the possible consequences of those modifications (e.g., Greeks clearing the vegetation of the hillsides, dikes on the Nile and in the Mesopotamia raising the level of the river, terracing in Middle America and Asia).</p>	<p>Student Edition: 26-27, 30-31, 50, 65, 69, 104, 120, 122 <i>Quick Check</i> 27, 31, 51</p> <p>Teacher’s Edition: BI 104; DI 50 (Approaching Level, On Level); Q 26 #2, 30 #1, 120 #1</p>
<p>2. (K) describes the impact of natural hazards on people and their activities (e.g., floods: Egypt-Nile, Mesopotamia-Tigris/Euphrates; volcanic eruptions: Mt. Vesuvius).</p>	<p>Student Edition: 29, 41, 53, 55, 65, 122 <i>Quick Check</i> 29, 53, 55</p> <p>Teacher’s Edition: BR 53; Q 54 #3</p>
<p>3. (A) explains the relationship between the availability and use of <i>natural resources</i> and advances in <i>technology</i> using historical and contemporary examples (e.g., clay tablets, papyrus, paper-printing press, computer).</p>	<p>Student Edition: 33, 44, 198, 325, 327 <i>Quick Check</i> 325</p> <p>Teacher’s Edition: BI 324</p>
<p>4. (A) explains the relationship between <i>resources</i> and the exploration, <i>colonization</i> and settlement patterns of different world <i>regions</i> (e.g., <i>mercantilism</i>, <i>imperialism</i>, and <i>colonialism</i>).</p>	<p>Student Edition: 235, 237, 241, 263-269 <i>Quick Check</i> 235, 265 <i>Map Skill</i> 241, 264, 268</p> <p>Teacher’s Edition: BR 263; Q 286 #1-#2; UTV 267</p>

STANDARDS	PAGE REFERENCES
Kansas, United States, and World History	
History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.	
Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from the emergence of human communities to 500BC.	
<p>The student:</p> <p>1. (K) explains the importance of the Neolithic Agricultural Revolution in moving people from Nomadic to settled village life (e.g., food <i>production</i>, changing <i>technology</i>, domestication of animals).</p>	<p>Student Edition: 25-27 <i>Quick Check</i> 25 <i>Check Understanding</i> 27 #1-#3</p> <p>Teacher’s Edition: AR 27; BI 24, 26; BR 25; DR 26</p>
<p>2. ▲ (A) compares the origin and accomplishments of early river valley <i>civilizations</i> (e.g., Tigris and Euphrates (Mesopotamia): <i>city-states</i>, Hammurabi’s code; Nile Valley (Egypt): Pharaoh, centralized <i>government</i>; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang <i>Dynasty</i>).</p>	<p>Student Edition: 33, 35, 44, 50-51, 54-55, 66-67, 88-89, 91 <i>Quick Check</i> 33, 51</p> <p>Teacher’s Edition: BI 34, 66, 88; BR 35; CC 50</p>
<p>3. (K) explains central beliefs of early <i>religions</i> (e.g., <i>polytheism</i>, <i>monotheism</i>, <i>animism</i>).</p>	<p>Student Edition: 32, 36-37, 50, 56-57, 60-61, 67, 88, 106-107, 136-139 <i>Primary Sources</i> 37, 56, 60, 107, 138 <i>Quick Check</i> 61, 137 <i>Check Understanding</i> 139 #2-#3</p> <p>Teacher’s Edition: AR 57, 139; BI 36, 56, 136, 138; DR 36, 60; Q 37, 56, 106, 107, 137, 138; RL 137</p>

STANDARDS	PAGE REFERENCES
<p>Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 500BC to 700AD.</p>	
<p>The student:</p> <p>1. ▲ (K) compares and contrast characteristics of classic Greek <i>government</i> (e.g., <i>city-states</i>, slavery, rule by aristocrats and tyrants, Athens: development of <i>democracy</i>, Sparta: city's <i>needs</i> come first).</p>	<p>Student Edition: 91, 92 <i>Quick Check</i> 91</p> <p>Teacher's Edition: BI 90, 91; BR 91; CC 92; Q 92 #1</p>
<p>2. (K) describes the significant contributions of ancient Greece to western <i>culture</i> (e.g., <i>philosophy</i>: Socrates, Plato, Aristotle; literature/drama: Homer, Greek plays, architecture, sculpture).</p>	<p>Student Edition: 88-89 <i>Quick Check</i> 89 <i>Check Understanding</i> 89 #3</p> <p>Teacher's Edition: BI 88; Q 88 #1-#3</p>
<p>3. (K) explains the cultural interactions in the Hellenistic Age (e.g., Alexander the Great, Persian Empire).</p>	<p>Student Edition: 94 <i>Quick Check</i> 94 <i>Check Understanding</i> 94 #3</p> <p>Teacher's Edition: AR 94</p>
<p>4. ▲ (K) describes key characteristics of classical Roman government (e.g., Roman <i>Republic</i>: senate, consuls, veto, written law; Roman Empire: emperors, expansion).</p>	<p>Student Edition: 98-100, 103 <i>Chart Skill</i> 98 <i>Quick Check</i> 99 <i>Check Understanding</i> 100 #2</p> <p>Teacher's Edition: AR 100; BR 103; CC 98; DI 99; DR 98</p>

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5. (A) analyzes the reasons for the decline and fall of the Roman Empire.	<p>Student Edition: 105 <i>Quick Check</i> 105 <i>Check Understanding</i> 109 #3</p> <p>Teacher’s Edition: DI 105 (Approaching Level)</p>
6. ▲ (A) examines the central beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam.	<p>Student Edition: 36-37, 56-57, 60-61, 106-107, 136-139 <i>Primary Sources</i> 37, 56, 60, 107, 138 <i>Quick Check</i> 61, 137 <i>Check Understanding</i> 139 #2-#3</p> <p>Teacher’s Edition: AR 57, 139; BI 36, 56, 136, 138; DR 36, 60; Q 37, 56, 106, 107, 137, 138; RL 137</p>
7. (A) traces the development and spread of Christianity.	<p>Student Edition: 106-107 <i>Quick Check</i> 107 <i>Primary Sources</i> 107</p> <p>Teacher’s Edition: Q 106, 107</p>
8. (K) describes key cultural accomplishments of classical India (e.g., Asoka, Sanskrit literature, the Hindu-Arabic numerals, the zero, Buddhism, Hinduism).	<p>Student Edition: 56-57, 59-61, 62-63 <i>Primary Sources</i> 56, 60 <i>Quick Check</i> 57, 58, 60</p> <p>Teacher’s Edition: AR 63; BI 56, 58; DI 61; DR 60; Q 62 #2-#3; S 58</p>
9. ▲ (K) describes key accomplishments of ancient China (e.g., Great Wall of China, Shi Huangdi, dynastic cycle, Mandate of Heaven, Taoism, Confucianism, civil service, Silk Road).	<p>Student Edition: 67, 68-69, 71-75, 76-77 <i>Map Skill</i> 69 <i>Quick Check</i> 71, 73, 75, 77</p> <p>Teacher’s Edition: BI 72, 74; BR 71; CC 72; DR 72; RL 73; S 70</p>

STANDARDS	PAGE REFERENCES
<p>Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 700-1400.</p>	
<p>The student:</p> <ol style="list-style-type: none"> (K) describes the governmental/political, social, and economic institutions and innovations of the Maya, Aztec, and Inca <i>civilizations</i>. 	<p>Student Edition: 116-117, 120-123 <i>Quick Check</i> 121</p> <p>Teacher’s Edition: BI 116, 120, 122; CC 122; DI 121; Q 116 #1-#3, 120 #1-#3, 122 #1-#3, 123 #1-#2</p>
<ol style="list-style-type: none"> (K) describes the governmental/political, social, and economic institutions and innovations of the Byzantine Empire. 	<p>Student Edition: 108-109 <i>Check Understanding</i> 109</p> <p>Teacher’s Edition: BI 108</p>
<ol style="list-style-type: none"> (K) describes the political and economic institutions of medieval Europe (e.g., <i>manorialism, feudalism, Magna Carta, Christendom, rise of cities and trade</i>). 	<p>Student Edition: 181, 182-183, 185, 187 <i>Quick Check</i> 183, 187</p> <p>Teacher’s Edition: BI 182; BR 181; CC 182; DR 182; Q 184 #3</p>
<ol style="list-style-type: none"> (K) describes Japanese feudalism and compares to European feudalism. 	<p>Student Edition: 182-183, 211-213</p> <p>Teacher’s Edition: BI 182, 212; BR 211; CC 182, 212; DI 183, 213; DR 182, 212</p>
<ol style="list-style-type: none"> (A) explains geographic, economic, political reasons for Islam’s spread into Europe, Asia, and Africa (e.g., geographic, economic, political reasons). 	<p>Student Edition: 141-142, 149-150 <i>Quick Check</i> 141 <i>Map Skill</i> 142, 151</p> <p>Teacher’s Edition: BI 142, 144 (bottom); BR 141, 149; DR 142; RL 143; S 140</p>
<ol style="list-style-type: none"> (A) discusses how the Crusades allowed interaction between the Islamic world and medieval Europe (e.g., science, education, architecture, mathematics, medicine, the arts, literature). 	<p>Student Edition: 145, 188-189, 193</p> <p>Teacher’s Edition: DI 189 (On Level)</p>

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7. (K) explains the impact of Mongol Empires (e.g., trade routes, Silk Road, horse, Ghengis Khan).	Student Edition: 202-203 Teacher’s Edition: Q 202 #2
Benchmark 4: The student engages in historical thinking skills.	
The student: 1. ▲(A) examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires).	Student Edition: 102-105, 119, 120-123 <i>Explore the Big Idea</i> 81 <i>Quick Check</i> 119, 121 <i>The Big Idea Activities</i> 128 <i>Reading Skills</i> R2-R3, R10-R11 Teacher’s Edition: AI R3, R11; CC R3, R11; DI 105 (Approaching Level, On Level); DR 104; LI R2, R10; Q 119 #2; TI R3, R11
2. (A) examines a variety of <i>primary sources</i> in World history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, <i>government</i> documents).	Student Edition: <i>Primary Sources</i> 37, 56, 60, 107, 138, 165, 214, 242, 266, 318 Teacher’s Edition: UTPS 37, 56, 60, 107, 138, 165, 214, 242, 266, 318
3. (A) uses at least three primary sources to interpret a person or event from World history to develop an historical narrative.	Student Edition: <i>Primary Sources</i> 165, 242, 266, 318 Teacher’s Edition: UTPS 165, 242, 266, 318
4. (A) compares contrasting descriptions of the same event in World history to understand how people differ in their interpretations of historical events.	Students can write about differing interpretations of historical events on the following pages: Student Edition: <i>Write About the Big Idea</i> 128, 224, 272 Teacher’s Edition: WATBI 128, 176, 224, 272, 336