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Geography, The Ancient World, Medieval Times to Today, Europe and Russia, Africa, Latin America, The United States and Canada, & Asia and the Pacific

Correlated to:

**Connecticut Social Studies Curriculum Framework,
(Grades 5-8)**

Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>CONTENT STANDARD 1: Historical Thinking <i>Students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.</i></p>	
<ul style="list-style-type: none"> Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts 	<p>Geography SE/TE: Section 1: The Five Themes of Geography, 9; Section 2: The Geographer’s Tools, 14; Chapter 1: Skills Activity: Expressing Problems Clearly, 20; Chapter 1: Activity Shop Lab: A Five-Theme Tour, 24; Chapter 2: Skills Activity: Using Special Geography Graphs, 48; Chapter 2: Activity Shop Interdisciplinary: The Earth’s Seasons, 52; Chapter 3: <i>My Side of the Mountain</i> by Jean Craighead George, 74; Chapter 4: Skills Activity: Locating Information, 98; Chapter 5: Skills Activity: Writing for a Purpose, 122</p> <p>The Ancient World SE/TE: Chapter 1: Skills Activity: Using a Timeline, 24; Chapter 2: Skills Activity: Identifying Central Issues, 56; Chapter 3: Skills Activity: Reading Route Maps, 90; Chapter 4: “The Envious Buffalo”, a Jataka story from the <i>Fables of India</i>, retold by Joseph Gaer, 120; Chapter 4: Skills Activity: Reading Tables, 116; Chapter 5: Skills Activity Organizing Information, 146; Chapter 5: Activity Shop Lab: Rivers That Flood, 150; Chapter 6: “The Sirens” adapted from the Greek epic the <i>Odyssey</i> retold by Bernard Euslin, 186; Chapter 6: Skills Activity: Drawing Conclusions, 180; Chapter 6: Activity Shop Interdisciplinary: Visit Ancient Greece, 184; Chapter 7: Skills Activity: Reading Actively, 218</p> <p>Medieval Times to Today SE/TE: Chapter 1: Skills Activity: Reading Tables, 26; Chapter 3: Skills Activity: Recognizing Cause and Effect, 76; Chapter 4: Skills Activity: Assessing Your Understanding, 100; Chapter 5: “Of Swords and Sorcerers” by Margaret Hodges and Margery Evernden, 132;</p>

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<ul style="list-style-type: none"> • Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts 	<p><i>Medieval Times to Today</i> SE/TE: Chapter 6: Skills Activity: Distinguishing Fact From Opinion, 162; Chapter 6: Activity Shop Lab: Making a Compass, 166; Chapter 7: Skills Activity: Interpreting Line Graphs, 180; Chapter 8: Skills Activity: Expressing Problems Clearly, 216; Chapter 8: Activity Shop Interdisciplinary: History Quiz Wizards, 220</p> <p><i>The United States and Canada</i> SE/TE: Chapter 2: Skills Activity: Interpreting Diagrams, 62; Chapter 2: Activity Shop Interdisciplinary: Transportation, 66; Chapter 3: Skills Activity: Organizing Information, 80; Chapter 5: Skills Activity: Writing for a Purpose, 136</p> <p><i>Latin America</i> SE/TE: Chapter 2: Skills Activity: Using a Time Line, 48; Chapter 3: Skills Activity: Distinguishing Facts From Opinions, 78; Chapter 5: Skills Activity: Locating Information, 118; Chapter 6: Activity Shop Interdisciplinary: Rain Forest Resources, 156</p> <p><i>Europe and Russia</i> SE/TE: Chapter 2: Skills Activity: Interpreting Diagrams and Illustrations, 46; Chapter 3: Skills Activity: Summarizing Information, 80; Chapter 4: Skills Activity: Using the Writing Process, 112; Chapter 4: Activity Shop Lab: Tracking the Midnight Sun, 136; Chapter 5: Skills Activity: Recognizing Cause and Effect, 152; Chapter 5: Activity Shop Interdisciplinary: Plan a New Railroad Line, 170.</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 1: Skills Activity: Reading Actively, 22; Chapter 1: Activity Shop Interdisciplinary: Crossing the Great Gobi, 26; Chapter 2: Skills Activity: Reading Route Maps, 54; Chapter 2: Literature Poems from South Korea and Japan, 58; Chapter 3: Skills Activity: Using Isolines to Show Precipitation, 76; Chapter 4: Skills Activity: Identifying the Central Issue, 106; Chapter 4: Literature From <i>The Clay Marble</i> by Minfong Ho, 110; Chapter 5: Skills Activity: Interpreting Graphs, 128;</p>

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<ul style="list-style-type: none"> Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time 	<p><i>Geography</i> SE/TE: Chapter 4: Cultures of the World, 76; Section 1: What Is Culture?, 77; Section 2: Social Groups, Language, and Religion, 82; Section 3: Economic and Political Systems, 87;</p> <p><i>The Ancient World</i> SE/TE: Section 1: Geography and History, 9; Section 4: The Culture of the Ancient Egyptians, 79; Section 5: The Resource-Rich Cultures of Nubia, 85; Chapter 4: “The Envious Buffalo”, a Jataka story from the <i>Fables of India</i>, retold by Joseph Gaer, 120; Section 3: Daily Life of the Ancient Greeks, 165; Section 5: The Spread of Greek Culture, 175; Chapter 6: “The Sirens” adapted from the Greek epic the <i>Odyssey</i> retold by Bernard Euslin, 186; Chapter 6: Skills Activity: Drawing Conclusions, 180; Chapter 6: Activity Shop Interdisciplinary: Visit Ancient Greece, 184; Section 4: Cultural Change, 93</p> <p><i>Medieval Times to Today</i> SE/TE: Section 2: The Rise and Spread of Islam, 15; Section 1: Cultures of Middle America, 59; Section 3: Cultures of North America, 71; Chapter 3: From “The Americas in 1492” by Jamake Highwater, 80; Section 1: Feudalism: A System for Living, 105; Chapter 5: “Of Swords and Sorcerers” by Margaret Hodges and Margery Evernden, 132; Chapter 6: Skills Activity: Distinguishing Fact From Opinion, 162; Chapter 8: A Century of Turmoil, 196; Section 1: World Wars and Revolution, 197;</p> <p><i>Medieval Times to Today</i> SE/TE: Section 2: Breaking Colonial Ties, 204; Section 3: Our Shrinking Globe, 210; Chapter 8: Review and Activities, 218</p> <p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Chapter 2: Activity Shop Interdisciplinary: Transportation, 66; Chapter 3: Cultures of the United States and Canada, 68; Chapter 3: <i>Western Wagons</i> by Steven Vincent Benét, 84; Section 1: (Culture) The Northeast: Land of Big Cities, 87; Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99; Section 4: (Economics) The West: Using Resources Wisely, 105;</p>

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<ul style="list-style-type: none"> • Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time 	<p><i>The United States and Canada</i> SE/TE: Chapter 5: Exploring Canada, 118; Section 1: (Culture) Quebec: Preserving a Culture, 119; Section 2: (Culture) The Canadian Plains: Canada’s Breadbasket, 125; Section 3: (Culture) British Columbia: Ties to the Pacific Rim, 130</p> <p><i>Latin America</i> SE/TE: Chapter 1: Latin America: Physical Geography, 8; Chapter 2: Latin America: Shaped by Its History, 34; Chapter 3: Cultures of Latin America, 62; Section 1: The Cultures of Mexico and Central America, 63; Section 2: The Cultures of the Caribbean, 68; Section 3: The Cultures of South America, 73; Chapter 4: Exploring Mexico and Central America, 82; Section 1: Government Mexico: One Family’s Move to the City, 8; Section 2: (Culture) Guatemala: Descendants of an Ancient People, 89; Section 3: Government Panama: Where Two Oceans Meet, 96; Chapter 5: Exploring the Caribbean, 106; Section 3: (Culture) Puerto Rico: Cultural Identity of a People, 120; Chapter 6: Exploring South America, 128; Section 1: (Economics) Brazil: Resources of the Rain Forest, 129; Section 2: (Culture) Peru: Life in</p> <p><i>Latin America</i> SE/TE: the Altiplano, 135; Chapter 6: From the <i>Question Book</i> by Pablo Neruda, 158</p> <p><i>Europe and Russia</i> SE/TE: Chapter 2: Europe and Russia: Shaped by History, 32; Chapter 2: from <i>Pearl in the Egg</i> by Dorothy Van Woerkom, 196; Chapter 3: Cultures of Europe and Russia, 2; Section 1: The Cultures of Western Europe, 73; Section 2: The Cultures of Eastern Europe, 82; Section 3: The Cultures of Russia, 88; Chapter 4: Exploring Western Europe, 96; Section 2: (Culture) France: Preserving a Culture, 104; Section 3: Government Sweden: A Welfare State, 114; Section 4: (Culture) Italy: Two Ways of Life, 121; Section 5: Government Germany: A Nation Reunited, 127; Chapter 5: Exploring Eastern Europe and Russia, 138; Section 1: (Economics) Poland: Tradition and Change, 139;</p>

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<ul style="list-style-type: none"> • Analyze data in order to see persons and events in their historical context, understand causal factors and appreciate change over time 	<p><i>Europe and Russia</i> SE/TE: Section 2: (Culture) Bosnia-Herzegovina: A Tragic Conflict, 146; Section 3: (Economics) Ukraine: People Working Together, 154; Section 4: (Culture) Russia: A Large and Diverse Country, 161</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 2: East Asia: Cultures and History, 28; Section 1: Historic Traditions, 29; Section 2: People and Cultures, 35; Chapter 2: Literature Poems from South Korea and Japan, 58; Chapter 4: South and Southeast Asia: Cultures and History, 80; Section 1: The Cultures of South Asia, 81; Section 2: The Cultures of Southeast Asia, 87; Section 3: (Culture) India: In the Midst of Change, 92; Chapter 4: Literature From <i>The Clay Marble</i> by Minfong Ho, 110; Chapter 6: Southwest and Central Asia: Cultures and History, 132; Section 1: The Cultures of Southwest Asia, 133; Section 2: The Cultures of Central Asia, 138; Section 4: (Culture) Saudi Arabia: Oil and Islam, 148; Chapter 7: Section 3: Cultures of Australia, New Zealand, and the Pacific Islands, 172; Citizen Heroes: Carlos Filipe</p> <p><i>Asia and the Pacific</i> SE/TE: Ximenes Belo, 90; Jose Ramos-Horta, 90; Red Adair, 125</p> <p><i>Africa</i> SE/TE: Chapter 2: Africa: Shaped by Its History, 30; Section 1: Africa’s First People, 31; Section 2: Kingdoms and Empires, 35; Section 3: The Conquest of Africa, 41; Section 4: Independence and Its Challenges, 47; Section 5: Issues for Africa Today, 53; Chapter 3: Cultures of Africa, 62; Section 1: The Cultures of North Africa, 63; Section 2: The Cultures of West Africa, 69; Section 3: The Cultures of East Africa, 75; Section 4: The Cultures of Central and Southern Africa, 81; Chapter 5: Section 1: (Culture) Nigeria: One Country, Many Identities, 109; Chapter 5: Literature <i>The Distant Talking Drum</i> by Isaac Olaleye, 132; Chapter 6: Section 1: (Culture) Ethiopia: Churches and Mosques, 135; Chapter 6: Literature <i>A Promise to the Sun</i> by Tololwa M. Mollel, 156; Citizen Heroes: Agatha Mbogo, 78; Queen Yaa Asantewa, 117; Amri Abedi , 141; Ivy Nonqayi, 171</p>

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<ul style="list-style-type: none"> Develop written narratives and short interpretative essays, as well as other appropriate presentations from investigations of source materials. 	<p><i>Geography</i> SE/TE: Chapter 3: <i>My Side of the Mountain</i> by Jean Craighead George, 74; Chapter 4: <i>Rough Country</i> by Dana Gioia, 102; Chapter 4: Skills Activity: Locating Information, 98</p> <p><i>The Ancient World</i> SE/TE: Chapter 2: Skills Activity: Identifying Central Issues, 56; Chapter 4: “The Envious Buffalo”, a Jataka story from the <i>Fables of India</i>, retold by Joseph Gaer, 120; Chapter 5: Skills Activity Organizing Information, 146; Chapter 5: Review and Activities, 148; Chapter 6: “The Sirens” adapted from the Greek epic the <i>Odyssey</i> retold by Bernard Euslin, 186; Chapter 6: Skills Activity: Drawing Conclusions, 180</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 3: From “The Americas in 1492” by Jamake Highwater, 80; Chapter 3: Skills Activity: Recognizing Cause and Effect, 76; Chapter 4: Skills Activity: Assessing Your Understanding, 100; Chapter 5: “Of Swords and Sorcerers” by Margaret Hodges and Margery Evernden, 132</p> <p><i>The United States and Canada</i> SE/TE: Chapter 3: <i>Western Wagons</i> by Steven Vincent Benét, 84; Chapter 3: Skills Activity: Organizing Information, 80; Chapter 4: From <i>Childtimes</i> by Eloise Greenfield <i>et al.</i>, 114; Chapter 5: Skills Activity: Writing for a Purpose, 136</p>

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<p>CONTENT STANDARD 2: Local, United States and World History <i>Students will develop historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.</i></p>	
<ul style="list-style-type: none"> • Demonstrate an in-depth understanding of major events and trends of United States history (e.g., the American Revolution, the Civil War, industrialization, the Great Depression, the cold war) • Demonstrate an in-depth understanding of major events and trends in local history (e.g., the Pequot war, establishment of self-government, disestablishment of the Puritan church, industrialization, waves of in-and-out migration, suburbanization, racial tensions) 	<p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Section 3: The United States Becomes a World Power, 44; Chapter 3: Cultures of the United States and Canada, 68; Section 1: The United States: A Nation of Immigrants, 69; Chapter 4: Exploring the United States, 86; Section 1: (Culture) The Northeast: Land of Big Cities, 87; Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99; Section 4: (Economics) The West: Using Resources Wisely, 105; Chapter 4: From <i>Childtimes</i> by Eloise Greenfield <i>et al.</i>, 114</p> <p><i>Geography</i> SE/TE: Chapter 1: The World of Geography, 8; Section 1: The Five Themes of Geography, 9; Section 2: The Geographer’s Tools, 14; Chapter 3: Earth’s Human Geography, 54; Section 1: Where Do People Live?, 55; Section 2: A Growing Population, 60; Section 3: Why People Migrate, 64</p> <p><i>Geography</i> SE/TE: Chapter 4 Cultures of the World, 76; Section 1: What Is Culture?, 77; Section 2: Social Groups, Language, and Religion, 82; Section 3: Economic and Political Systems, 87</p> <p><i>The Ancient World</i> SE/TE: Chapter 1: The Beginnings of Human Society, 8; Section 1: Geography and History, 9; Section 2: Prehistory, 14; Section 3: The Beginnings of Civilization, 19; Chapter 1: Skills Activity: Using a Timeline, 24</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 1: The Byzantine and Muslim Empires, 8; Chapter 2: Civilizations of Africa, 36; Chapter 3: The Ancient Americas, 58; Chapter 4: Civilizations of Asia, 82; Chapter 5: Europe in the Middle Ages, 104;</p>

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<ul style="list-style-type: none"> • Demonstrate an in-depth understanding of selected events representing major trends of world history (e.g., emergence of new centers of agrarian society in the 3rd and 2nd millennia BCE, the Black Death, the Columbian voyages, the French Revolution, World War II) 	<p><i>Geography</i> SE/TE: Chapter 3: Earth’s Human Geography, 54; Section 1: Where Do People Live?, 55; Section 2: A Growing Population, 60; Section 3: Why People Migrate, 64; Chapter 4: Section 2: Social Groups, Language, and Religion, 82; Section 3: Economic and Political Systems, 87; Section 4: Cultural Change, 93; Chapter 5: Earth’s Natural Resources, 104; Section 1: What Are Natural Resources?, 105; Section 2: How People Use the Land, 111; Section 3: People’s Effect on the Environment, 117; Citizen Heroes: Michael Stewartt, 45; Bonifacia Quispe and Oswaldo Rivera, 79; Exploring Technology: Technology and Weather Forecasting, 80; A Sun-Powered</p> <p><i>The Ancient World</i> SE/TE: Chapter 1: The Beginnings of Human Society, 8; Section 1: Geography and History, 9; Section 2: Prehistory, 14; Section 3: The Beginnings of Civilization, 19; Chapter 2: Section 3: The House, 120 Legacy of Mesopotamia, 40; Chapter 3: Section 2: Egypt’s Powerful Kings and Queens, 67; Chapter 4 —Section 1: The Indus and Ganges River Valleys, 95; Section 2: The Beginnings of Hinduism, 101; Section 3: The Beginnings of Buddhism, 106;</p> <p><i>The Ancient World</i> SE/TE: Chapter 5: Section 3: Strong Rulers Unite Warring Kingdoms, 134; Section 4: Achievements of Ancient China, 140;</p>

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<ul style="list-style-type: none"> Locate the events, peoples and places they have studied in time and place (e.g., on a time line and map) relative to their own location and Explain the relationships among the events and trends studied in local, state, national and world history 	<p><i>Geography</i> SE/TE: Citizen Heroes: Michael Stewartt, 45; Bonifacia Quispe and Oswaldo Rivera, 79; Chapter 1: The World of Geography, 8; Section 1: The Five Themes of Geography, 9; Section 2: The Geographer’s Tools, 14; Chapter 1: Activity Shop Lab: A Five-Theme Tour, 24; Chapter 2: Earth’s Physical Geography, 26; Section 1: Our Planet, the Earth, 27; Section 2: Land, Air, and Water, 31; Section 3: Climate and What Influences It, 37; Section 4: How Climate Affects Vegetation, 43; Chapter 2: Activity Shop Interdisciplinary: The Earth’s Seasons, 52; Chapter 3: Earth’s Human Geography, 54; Section 1: Where Do People Live?, 55; Section 2: A Growing Population, 60; Section 3: Why People Migrate, 64; Chapter 3: Skills Activity: Using Distribution Maps, 70; Chapter 4: Cultures of the World, 76; Section 1: What Is Culture?, 77; Section 2: Social Groups, Language, and Religion, 82; Section 3: Economic and Political Systems, 87; Section 4: Cultural Change, 93; Chapter 4: Skills Activity: Locating Information, 98; Chapter 5: Earth’s Natural Resources, 104; Section 1: What Are Natural Resources?, 105; Section 2: How People Use the Land, 111; Section 3: People’s Effect on the Environment, 117; Exploring Technology: Technology and Weather Forecasting, 80; A Sun-Powered House, 120</p>

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<p>CONTENT STANDARD 3: Historical Themes <i>Students will apply their understanding of historical periods, issues, and trends to examine such historical themes as ideals, beliefs, and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.</i></p>	
<ul style="list-style-type: none"> • Explain the origins of American religious diversity, showing knowledge of some of the beliefs of native Americans and migrants to the new world and give examples of ways those beliefs have changed over time 	<p><i>The Ancient World</i> SE/TE: Chapter 2: The Fertile Crescent, 28; Section 5: Judaism, 51; Chapter 3: Ancient Egypt and Nubia, 60; Section 3: Egyptian Religion, 73; Chapter 4: Ancient India, 94; Section 1: The Indus and Ganges River Valleys, 95; Section 2: The Beginnings of Hinduism, 101; Section 3: The Beginnings of Buddhism, 106; Section 4: The Golden Age of Maurya India, 111; Chapter 5: Ancient China, 122; Section 2: Confucius and His Teachings, 129; Chapter 6: Ancient Greece, 152; Section 2: Greek Religion, Philosophy, and Literature, 159; Chapter 7: Ancient Rome, 190; Section 4: A New Religion: Christianity, 208</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 1: The Byzantine and Muslim Empires, 8; Section 2: The Rise and Spread of Islam, 15; Section 3: The Religion of Islam, 21; Section 4: Islam’s Golden Age, 28; Chapter 3: The Ancient Americas, 58; Section 1: Cultures of Middle America, 59; Section 2: The Incas, 65; Section 3: Cultures of North America, 71;</p>

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<ul style="list-style-type: none"> • Explain the origins of American religious diversity, showing knowledge of some of the beliefs of native Americans and migrants to the new world and give examples of ways those beliefs have changed over time 	<p><i>Medieval Times to Today</i> SE/TE: Chapter 4: Civilizations of Asia, 82; Chapter 5: Europe in the Middle Ages, 104; Section 4: Kings and Popes, 124; Chapter 6: A New Age in Europe, 136; Section 1: The Renaissance and Reformation, 137; Chapter 7: Changes in the Western World, 168; Section 2: The Enlightenment, 174</p> <p><i>Latin America</i> SE/TE: Chapter 2: Latin America: Shaped by Its History, 34; Section 1: Early Civilizations of Middle America, 35; Section 2: The Incas: People of the Sun, 39</p> <p><i>Europe and Russia</i> SE/TE: Chapter 2: Europe and Russia: Shaped by History, 32; Section 2: Renaissance and Revolution, 40</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 2: East Asia: Cultures and History, 28; Section 1: Historic Traditions, 29; Section 2: People and Cultures, 35; Chapter 2: Literature Poems from South Korea and Japan, 58; Chapter 4: South and Southeast Asia: Cultures and History, 80; Section 1: The Cultures of South Asia, 81; Section 2: The Cultures of Southeast Asia, 87; Section 3: (Culture) India: In the Midst of Change, 92; Chapter 6: Southwest and Central Asia: Cultures and History, 132; Section 1: The Cultures of Southwest Asia, 133; Section 2: The Cultures of Central Asia, 138; Section 4: (Culture) Saudi Arabia: Oil and Islam, 148; Chapter 7: Section 3: Cultures of Australia, New Zealand, and the Pacific Islands, 172</p> <p><i>Africa</i> SE/TE: Chapter 2: Africa: Shaped by Its History, 30; Section 2: Kingdoms and Empires, 35; Chapter 3: Cultures of Africa, 62; Section 1: The Cultures of North Africa, 63; Section 2: The Cultures of West Africa, 69; Section 3: The Cultures of East Africa, 75; Section 4: The Cultures of Central and Southern Africa, 81; Chapter 4: Exploring North Africa, 92; Section 1: (Culture) Egypt: Hearing the Call of Islam, 93; Section 2: (Culture) Algeria: The Casbah and the Countryside, 99;</p>

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<p style="text-align: right;">(Continued)</p> <ul style="list-style-type: none"> Explain the origins of American religious diversity, showing knowledge of some of the beliefs of native Americans and migrants to the new world and give examples of ways those beliefs have changed over time 	<p style="text-align: right;">(Continued)</p> <p><i>Africa</i> SE/TE: Chapter 5: Exploring West Africa, 100; Section 1: (Culture) Nigeria: One Country, Many Identities, 109; Chapter 6: Exploring East Africa, 134; Section 1: (Culture) Ethiopia: Churches and Mosques, 135</p>
<ul style="list-style-type: none"> Describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature and music to express their beliefs, sense of identity and philosophical ideas 	<p><i>Geography</i> SE/TE: Section 1: Where Do People Live?, 55; Section 2: A Growing Population, 60; Chapter 3: <i>My Side of the Mountain</i> by Jean Craighead George, 74; Chapter 4: Cultures of the World, 76; Section 1: What Is Culture?, 77; Section 2: How People Use the Land, 111; Section 3: People’s Effect on the Environment, 117; Exploring Technology: Technology and Weather Forecasting, 80; A Sun-Powered</p> <p><i>The Ancient World</i> SE/TE: Chapter 1: The Beginnings of Human Society, 8; Chapter 3: Ancient Egypt and Nubia, 60; Section 2: Egypt’s Powerful Kings and Queens, 67; Section 3: Egyptian Religion, 73; Section 4: The Culture of the Ancient Egyptians, 79; Section 5: The Resource-Rich Cultures of Nubia, 85; Chapter 4: Ancient India, 94; Section 2: The Beginnings of Hinduism, 101; Section 3: The Beginnings of Buddhism, 106; Section 4: The Golden Age of Maurya India, 111; Chapter 4: “The Envious Buffalo”, a Jataka story from the <i>Fables of India</i>, retold by Joseph Gaer, 120; Chapter 5: Ancient China, 122; Section 4: Achievements of Ancient China, 140; Chapter 6: Ancient Greece, 152; Section 1: The Rise of Greek Civilization, 153; Section 2: Greek Religion, Philosophy, and Literature, 159; Section 5: The Spread of Greek Culture, 175; Chapter 6: “The Sirens” adapted from the Greek epic the <i>Odyssey</i> retold by Bernard House, 120 Euslin, 186; Chapter 7 Ancient Rome, 190; Section 2: The Roman Empire, 197; Section 3: Daily Life Among the Romans, 203; Exploring Technology: Tombs for the Pharaohs, 76; Roman Building Project, 201</p>

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<ul style="list-style-type: none"> • Describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature and music to express their beliefs, sense of identity and philosophical ideas 	<p><i>Medieval Times to Today</i> SE/TE: Chapter 3: The Ancient Americas, 58; Section 1: Cultures of Middle America, 59; Section 2: The Incas, 65; Chapter 3: From “The Americas in 1492” by Jamake Highwater, 80; Chapter 5: “Of Swords and Sorcerers” by Margaret Hodges and Margery Evernden, 132; Chapter 6 A New Age in Europe, 136; Section 2: The Age of Exploration, 143; Exploring Technology: A Medieval Manor, 109; The First Computer, 211</p> <p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Chapter 3: <i>Western Wagons</i> by Steven Vincent Benét, 84; Chapter 4: Exploring the United States, 86; Section 1: (Culture) The Northeast: Land of Big Cities, 87; Section 4: (Economics) The West: Using Resources Wisely, 105; Chapter 4: From <i>Childdtimes</i> by Eloise Greenfield <i>et al.</i>, 114; Exploring Technology: A Southwestern Pueblo, 34; The Brooklyn Bridge, 90</p> <p><i>Latin America</i> SE/TE: Chapter 2: Latin America: Shaped by Its History, 34; Section 1: Early Civilizations of Middle America, 35; Section 2: The Incas: People of the Sun, 39; Chapter 4: Exploring Mexico and Central America, 82; Section 3: Government Panama: Where Two Oceans Meet, 96; Chapter 4: Activity Shop Lab: Making a Model Canal Lock, 104; Section 4: (Economics) Venezuela: Oil Powers the Economy, 148; Chapter 6: From the <i>Question Book</i> by Pablo Neruda, 158; Exploring Technology: Tenochtitlan, 37; Brasilia, 76</p> <p><i>Europe and Russia</i> SE/TE: Chapter 4: Exploring Western Europe, 96; Section 2: (Culture) France: Preserving a Culture, 104; Chapter 5: from <i>Zlata’s Diary</i> by Zlata Filipovic, 300; Chapter 5: Activity Shop Interdisciplinary: Plan a New Railroad Line, 170; Exploring Technology: A Fabergé Egg, 91; Building Chartres Cathedral, 107</p>

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<ul style="list-style-type: none"> Explain how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/or social position 	<p><i>Geography</i> SE/TE: Chapter 3: Earth’s Human Geography, 54; Section 1: Where Do People Live?, 55; Section 2: A Growing Population, 60; Section 3: Why People Migrate, 64; Chapter 4: Cultures of the World, 76; Section 1: What Is Culture?, 77; Section 2: Social Groups, Language, and Religion, 82; Section 3: Economic and Political Systems, 87; Section 4: Cultural Change, 93; Chapter 5: Earth’s Natural Resources, 104; Section 2: How People Use the Land, 111; Section 3: People’s Effect on the Environment, 117; Citizen Heroes: Michael Stewart, 45; Bonifacia Quispe and Oswaldo Rivera, 79</p> <p><i>The Ancient World</i> SE/TE: Chapter 1: The Beginnings of Human Society, 8; Section 1: Geography and History, 9; Chapter 2: The Fertile Crescent, 28; Section 4: Mediterranean Civilizations, 45; Chapter 3: Ancient Egypt and Nubia, 60; Section 4: The Culture of the Ancient Egyptians, 79; Section 5: The Resource-Rich Cultures of Nubia, 85; Chapter 4: Ancient India, 94; Section 1: The Indus and Ganges River Valleys, 95; Section 4: The Golden Age of Maurya India, 111; Chapter 5: Ancient China, 122; Section 3: Strong Rulers Unite Warring Kingdoms, 134;</p>

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<ul style="list-style-type: none"> • Describe the emergence of select governmental systems, principles and institutions • Describe some of the more common forms of government found in the past, giving examples of societies that have practiced them (e.g., monarchy, oligarchy, clan/tribal, autocracy, dynasty, theocracy, republic, democracy) 	<p><i>The Ancient World</i> SE/TE: Chapter 1: The Beginnings of Human Society, 8; Section 1: Geography and History, 9; Chapter 3: Ancient Egypt and Nubia, 60; Section 2: Egypt’s Powerful Kings and Queens, 67; Chapter 4: Ancient India, 94; Section 4: The Golden Age of Maurya India, 111; Chapter 5: Ancient China, 122; Section 3: Strong Rulers Unite Warring Kingdoms, 134; Chapter 6: Ancient Greece, 152; Section 4: Athens and Sparta: Two Cities in Conflict, 170; Section 5: The Spread of Greek Culture, 175; Chapter 7: Ancient Rome, 190; Section 1: The Roman Republic, 191; Section 2: The Roman Empire, 197; Citizen Heroes: Nekhebu, 68; Greek citizens, 172; Fabiola, 212; Exploring Technology: Tombs for the Pharaohs, 76; Roman Building</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 1: The Byzantine and Muslim Empires, 8; Section 1: Byzantium: Rome’s Eastern Empire, 9; Chapter 2: Civilizations of Africa, 36; Section 2: Kingdoms of West Africa, 43; Section 3: Trading States of East Africa, 49; Chapter 3: The Ancient Americas, 58; Section 1: Cultures of Middle America, 59; Chapter 3: From “The Americas in 1492” by Jamake Highwater, 80; Chapter 4: Civilizations of Asia, 82; Section 2: Feudalism in Japan; Section 3: The Great Mughal Empire in India, 94; Chapter 5: Europe in the Middle Ages, 104; Section 1: Feudalism: A System for Living, 105; Section 2: The Rise of Cities, 111; Section 3: The Crusades, 117; Section 4: Kings and Popes, 124; Chapter 6: A New Age in Europe, 136; Section 3: The Age of Powerful Kings, 150; Chapter 7: Changes in the Western World, 168; Section 1: Limits on Monarchs, 169; Section 4: Revolution and Imperialism, 188; Chapter 8: A Century of Turmoil, 196; Section 1: World Wars and Revolution, 197; Section 2: Breaking Colonial Ties, 204; Section 3: Our Shrinking Globe, 210; Citizen Heroes: Sundiata, 46; Toyotomi Hideyoshi, 91; Queen Nzingha, 160</p>

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<ul style="list-style-type: none"> • Explain the significance of the achievements of selected individual scientists and inventors from around the world and from various periods 	<p><i>Medieval Times to Today</i> SE/TE: Section 3: The Industrial Revolution, 182; Section 4: Revolution and Imperialism, 188; Chapter 8: A Century of Turmoil, 196; Section 1: World Wars and Revolution, 197; Section 2: Breaking Colonial Ties, 204; Section 3: Our Shrinking Globe, 210; Citizen Heroes: Sundiata, 46;</p> <p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Chapter 3: Cultures of the United States and Canada, 68; Section 1: The United States: A Nation of Immigrants, 69; Section 2: Canada: A Mosaic, 75; Chapter 4: Exploring the United States, 86; Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99; Section 4: (Economics) The West: Using Resources Wisely, 105; Citizen Heroes: Clara Barton, 42; Louis Kiel, 53; Terry Fox, 79; Cesar Chavez, 109; Exploring Technology: A Southwestern Pueblo, 34; The Brooklyn Bridge, Toyotomi Hideyoshi, 91; Queen Nzingha, 160</p> <p><i>Latin America</i> SE/TE: Chapter 2: Latin America: Shaped by Its History, 34; Section 1: Early Civilizations of Middle America, 35; Section 2: The Incas: People of the Sun, 39; Section 3: European Conquest, 43; Section 4: Independence, 50; Section 5: Issues in Latin America Today, 55; Chapter 4: Exploring Mexico and Central America, 82; Section 1: Government Mexico One Family’s Move to the City, 8; Chapter 5: Exploring the Caribbean, 106; Section 1: Government Cuba: Clinging to Communism, 107; Section 2: Government Haiti: The Road to Democracy, 113; Section 3: (Culture) Puerto Rico: Cultural Identity of a People, 120; Chapter 6 —Exploring South America, 128; Section 1: (Economics) Brazil: Resources of the Rain Forest, 129; Section 3: (Economics) Chile: A Growing Economy Based on Agriculture, 142;</p>

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<ul style="list-style-type: none"> Describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc. 	<p><i>Geography</i> SE/TE: Exploring Technology: Technology and Weather Forecasting, 80; A Sun-Powered House, 120; Chapter 1: The World of Geography, 8; Section 2: The Geographer’s Tools, 14; Chapter 1: Activity Shop Lab: A Five-Theme Tour, 24; Chapter 3: Earth’s Human Geography, 54; Section 2: A Growing Population, 60; Chapter 5: Earth’s Natural Resources, 104; Section 1: What Are Natural Resources?, 105; Section 2: How People Use the Land, 111; Section 3: People’s Effect on the Environment, 117</p> <p><i>The Ancient World</i> SE/TE: Exploring Technology: Tombs for the Pharaohs, 76; Roman Building Project, 201; Chapter 5: Ancient China, 122; Section 4: Achievements of Ancient China, 140; Chapter 6: Activity Shop Interdisciplinary: Visit Ancient Greece, 184</p>

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<ul style="list-style-type: none"> • Describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc. 	<p><i>Africa</i> SE/TE: Africa; Chapter 6: Skills Activity: Using Isolines to Show Elevation, 146; Section 3: (Economics) Kenya: Skyscrapers in the Savanna, 148; Exploring Technology: A South African Gold Mine, 54; The Churches of Lalibela, 138</p>
<ul style="list-style-type: none"> • 	<p><i>Geography</i> SE/TE: Chapter 3: Earth’s Human Geography, 54; Section 1: Where Do People Live?, 55; Section 3: Why People Migrate, 64; Chapter 5: Earth’s Natural Resources, 104; Section 2: How People Use the Land, 111; Section 3: People’s Effect on the Environment, 117</p> <p><i>The Ancient World</i> SE/TE: Chapter 1: The Beginnings of Human Society, 8; Section 1: Geography and History, 9; Chapter 3: Ancient Egypt and Nubia, 60; Section 1: The Geography of the Nile, 61; Section 5: The Resource-Rich Cultures of Nubia, 85; Chapter 5: Ancient China, 122; Section 3: Strong Rulers Unite Warring Kingdoms, 134; Section 4: Achievements of Ancient China, 140; Chapter 6: Ancient Greece, 152; Section 5: The Spread of Greek Culture, 175; Chapter 7: Ancient Rome, 190; Section 2: The Roman Empire, 197</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 1: The Byzantine and Muslim Empires, 8; Section 1: Byzantium: Rome’s Eastern Empire, 9; Section 2: The Rise and Spread of Islam, 15; Chapter 2: Civilizations of Africa, 36; Section 1: The Bantu Migrations, 37; Section 3: Trading States of East Africa, 49; Chapter 5: Europe in the Middle Ages, 104 System for Living, 105; Section 2: The Rise of Cities, 111; Chapter 6: A New Age in Europe, 136; Section 2: The Age of Exploration, 143; Section 4: Conquests in the Americas and Africa, 156; Chapter 8: A Century of Turmoil, 196; Section 3: Our Shrinking Globe, 210</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
(Continued)	(Continued)
<ul style="list-style-type: none"> Explain how economic factors influenced historical events in the United States and other regions of the world and 	<p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Section 3: The United States Becomes a World Power, 44; Section 4: Growth, Settlement, and Independence in Canada, 50; Chapter 3: Cultures of the United States and Canada, 68; Section 1: The United States: A Nation of Immigrants, 69; Chapter 5: Exploring Canada, 118; Section 3: (Culture) British Columbia: Ties to the Pacific Rim, 130</p> <p><i>Latin America</i> SE/TE: Chapter 2: Latin America: Shaped by Its History, 34; Section 3: European Conquest, 43; Chapter 4: Exploring Mexico and Central America, 82; Section 1: Government Mexico: One Family’s Move to the City, 83; Section 3: Government Panama: Where Two Oceans Meet, 96; Chapter 4: Activity Shop Lab: Making a Model Canal Lock, 104; Chapter 5: Exploring the Caribbean, 106; Chapter 6: Exploring South America, 128; Section 3: (Economics) Chile: A Growing Economy Based on Agriculture, 142</p>
<ul style="list-style-type: none"> Identify and analyze the various causes and effects of movements of groups of people 	<p><i>Geography</i> SE/TE: Chapter 3: Earth’s Human Geography, 54; Section 1: Where Do People Live?, 55; Section 2: A Growing Population, 60; Section 3: Why People Migrate, 64; Chapter 4: Cultures of the World, 76; Section 1: What Is Culture?, 77; Section 2: Social Groups, Language, and Religion, 82; Section 3: Economic and Political Systems, 87; Section 4: Cultural Change, 93; Chapter 5: Earth’s Natural Resources, 104; Section 1: What Are Natural Resources?, 105; Section 2: How People Use the Land, 111; Section 3: People’s Effect on the Environment, 117;</p> <p><i>Geography</i> SE/TE: Exploring Technology: Technology and Weather Forecasting, 80; A Sun-Powered</p>

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<ul style="list-style-type: none"> • Explain reasons for conflict and the ways conflicts have been resolved 	<p><i>Geography</i> SE/TE: Chapter 3: Section 2: A Growing Population, 60; Section 3: Why People Migrate, 64; Chapter 3: Review and Activities, 72; Chapter 3: Skills Activity: Using Distribution Maps, 70; Chapter 4: Cultures of the World, 76; Section 1: What Is Culture?, 77; Section 2: Social Groups, Language, and Religion, 82; Section 3: Economic and Political Systems, 87; Section 4: Cultural Change, 93</p> <p><i>The Ancient World</i> SE/TE: Chapter 1: Section 1: Geography and History, 9; Chapter 3: Section 2: Egypt's Powerful Kings and Queens, 67; Chapter 5: Section 3: Strong Rulers Unite Warring Kingdoms, 134; Chapter 6: Section 4: Athens and Sparta: Two Cities in Conflict, 170;</p>

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<ul style="list-style-type: none"> Explain reasons for conflict and the ways conflicts have been resolved 	<p><i>The Ancient World</i> SE/TE: Chapter 7: Section 2: The Roman Empire, 197; Section 5: The Fall of Rome, 213</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 1: Section 2: The Rise and Spread of Islam, 15; Chapter 2: Section 2: Kingdoms of West Africa, 43; Chapter 3: From “The Americas in 1492” by Jamake Highwater, 80; Chapter 3: Skills Activity: Recognizing Cause and Effect, 76; Chapter 4: Section 2: Feudalism in Japan; Section 3: The Great Mughal Empire in India, 94; Chapter 5: Europe in the Middle Ages, 104; Section 1: Feudalism: A System for Living, 105; Section 2: The Rise of Cities, 111; Section 3: The Crusades, 117; Section 4: Kings and Popes, 124; Chapter 5: “Of Swords and Sorcerers” by Margaret Hodges and Margery Evernden, 132; Chapter 6: Section 1: The Renaissance and Reformation, 137; Section 2: The Age of Exploration, 143; Section 3: The Age of Powerful Kings, 150; Section 4: Conquests in the Americas and Africa, 156; Chapter 7: Changes in the Western World, 168; Section 1: Limits on Monarchs, 169; Section 2: The Enlightenment, 174; Section 3: The Industrial Revolution, 182; Section 4: Revolution and Imperialism, 188; Chapter 8: A Century of Turmoil, 196; Section 1: World Wars and Revolution, 197; Section 2: Breaking Colonial Ties, 204; Section 3: Our Shrinking Globe, 210</p> <p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Section 3: The United States Becomes a World Power, 44</p> <p><i>Latin America</i> SE/TE: Chapter 2: Latin America: Shaped by Its History, 34; Section 1: Early Civilizations of Middle America, 35; Section 2: The Incas: People of the Sun, 39; Section 3: European Conquest, 43; Section 4: Independence, 50; Section 5: Issues in Latin America Today, 55; Chapter 5: Section 1: Government Cuba: Clinging to Communism, 107; Section 2: Government Haiti: The Road to Democracy, 113</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
(Continued)	(Continued)
<ul style="list-style-type: none"> • Explain reasons for conflict and the ways conflicts have been resolved 	<p><i>Europe and Russia</i> SE/TE: Chapter 2: Europe and Russia: Shaped by History, 32; Section 1: From Ancient Greece to Feudal Europe, 33; Section 2: Renaissance and Revolution, 40; Section 3: Industrial Revolution and Nationalism, 48; Section 4: Imperial Russia, 54; Section 5: The Rise and Fall of the Soviet Union, 60; Chapter 5 — Exploring Eastern Europe and Russia, 138; Section 2: (Culture) Bosnia-Herzegovina: A Tragic Conflict, 146; Chapter 5: from <i>Zlata's Diary</i> by Zlata Filipovic, 300</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 2: Section 5: Government The Koreas: A Divided Land, 50; Chapter 4: Section 3: (Culture) India: In the Midst of Change, 92; Section 4: (Economics) Pakistan: Economic Progress, 96; Section 5: Government Vietnam: A Reunited Nation, 101; Chapter 4: Skills Activity: Identifying the Central Issue, 106; Chapter 6: Section 5: Government Kazakhstan: Beyond Independence, 153</p> <p><i>Africa</i> SE/TE: Chapter 2: Africa: Shaped by Its History, 30; Section 1: Africa's First People, 31; Section 2: Kingdoms and Empires, 35; Section 3: The Conquest of Africa, 41; Section 4: Independence and Its Challenges, 47; Section 5: Issues for Africa Today, 53; Chapter 5: Exploring West Africa, 100; Section 1: (Culture) Nigeria: One Country, Many Identities, 109; Section 2: Government Ghana: First in Independence, 115; Chapter 7: Exploring Central and Southern Africa, 160; Section 1: Government Democratic Republic of Congo: Rich But Poor, 161; Section 2: Government South Africa: The End of Apartheid, 168</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>CONTENT STANDARD 4: Applying History <i>Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.</i></p>	
<ul style="list-style-type: none"> • Initiate questions and hypotheses about historic events being studied 	<p>Geography SE/TE: Chapter 1: Activity Shop Lab: A Five-Theme Tour, 24; Chapter 1: The World of Geography, 8; Section 1: The Five Themes of Geography, 9; Chapter 2: Section 3: Climate and What Influences It, 37; Chapter 2: Activity Shop Interdisciplinary: The Earth's Seasons, 52; Chapter 3: Section 1: Where Do People Live?, 55; Section 3: Why People Migrate, 64; Chapter 3: Review and Activities, 72; Chapter 3: Skills Activity: Using Distribution Maps, 70; Chapter 4: Section 1: What Is Culture?, 77; Section 2: Social Groups, Language, and Religion, 82; Chapter 4: Review and Activities, 100; Chapter 4: Skills Activity: Locating Information, 98; Chapter 5: Section 1: What Are Natural Resources?, 105;</p> <p>Geography SE/TE: Chapter 5: Review and Activities, 124; Chapter 5: Skills Activity: Writing for a Purpose, 122</p> <p>The Ancient World SE/TE: Chapter 2: Skills Activity: Identifying Central Issues, 56; Chapter 6: Skills Activity: Drawing Conclusions, 180; Chapter 7: Skills Activity: Reading Actively, 218; Project Possibilities, 222</p> <p>Medieval Times to Today SE/TE: Chapter 3: Skills Activity: Recognizing Cause and Effect, 76; Chapter 4: Skills Activity: Assessing Your Understanding, 100; Chapter 6: Skills Activity: Distinguishing Fact From Opinion, 162; Chapter 6: Activity Shop Lab: Making a Compass, 166; Chapter 7: Skills Activity: Interpreting Line Graphs, 180; Chapter 8: Skills Activity: Expressing Problems Clearly, 216; Chapter 8: Activity Shop Interdisciplinary: History Quiz Wizards, 220; Project Possibilities, 222</p> <p>The United States and Canada SE/TE: Chapter 2: Skills Activity: Interpreting Diagrams, 62; Chapter 3: Skills Activity: Organizing Information, 80;</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
(Continued)	(Continued)
<ul style="list-style-type: none"> • Initiate questions and hypotheses about historic events being studied 	<p><i>The United States and Canada</i> SE/TE: Chapter 5: Skills Activity: Writing for a Purpose, 136; Exploring Technology: A Southwestern Pueblo, 34; The Brooklyn Bridge, 90; Project Possibilities, 140</p> <p><i>Latin America</i> SE/TE: Chapter 2: Skills Activity: Using a Time Line, 48; Chapter 3: Skills Activity: Distinguishing Facts From Opinions, 78; Chapter 4: Skills Activity: Previewing a Reading Selection, 94; Chapter 4: Activity Shop Lab: Making a Model Canal Lock, 104; Chapter 5: Skills Activity: Locating Information, 118; Exploring Technology: Tenochtitlan, 37; Brasilia, 76; Project Possibilities, 160</p> <p><i>Europe and Russia</i> SE/TE: Chapter 3: Skills Activity: Summarizing Information, 80; Chapter 4: Activity Shop Lab: Tracking the Midnight Sun, 136; Chapter 5: Skills Activity: Recognizing Cause and Effect, 152; Exploring Technology: A Fabergé Egg, 91; Building Chartres Cathedral, 107; Project Possibilities, 174</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 1: Skills Activity: Reading Actively, 22; Chapter 4: Skills Activity: Identifying the Central Issue, 106; Chapter 5: Skills Activity: Interpreting Graphs, 128; Chapter 6: Skills Activity: Locating Information, 158; Chapter 7: Skills Activity: Drawing Conclusions, 182; Project Possibilities, 188; Exploring Technology: Paper As We Know It, 33; Drilling for Oil, 124</p> <p><i>Africa</i> SE/TE: Chapter 1: Skills Activity: Interpreting Diagrams, 26; Chapter 2: Skills Activity: Recognizing Bias, 58; Chapter 2: Review and Activities, 60; Chapter 3: Skills Activity: Assessing Your Understanding, 86; Chapter 5: Activity Shop Lab: Desertification, 130; Exploring Technology: A South African Gold Mine, 54; The Churches of Lalibela, 138; Project Possibilities, 176</p>

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<ul style="list-style-type: none"> Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making 	<p><i>Geography</i> SE/TE: Chapter 3: Section 2: A Growing Population, 60; Section 3: Why People Migrate, 64; Chapter 3: Review and Activities, 72; Chapter 3: Skills Activity: Using Distribution Maps, 70; Chapter 4: Cultures of the World, 76; Section 1: What Is Culture?, 77; Section 2: Social Groups, Language, and Religion, 82; Section 3: Economic and Political Systems, 87; Section 4: Cultural Change, 93</p> <p><i>The Ancient World</i> SE/TE: Chapter 1: Section 1: Geography and History, 9; Chapter 3: Section 2: Egypt’s Powerful Kings and Queens, 67; Chapter 5: Section 3: Strong Rulers Unite Warring Kingdoms, 134; Chapter 6: Section 4: Athens and Sparta: Two Cities in Conflict, 170; Chapter 7: Section 2: The Roman Empire, 197; Section 5: The Fall of Rome, 213</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 1: Section 2: The Rise and Spread of Islam, 15; Chapter 2: Section 2: Kingdoms of West Africa, 43; Chapter 3: From “The Americas in 1492” by Jamake Highwater, 80; Chapter 3: Skills Activity: Recognizing Cause and Effect, 76; Chapter 4: Section 2: Feudalism in Japan; Section 3: The Great Mughal Empire in India, 94; Chapter 5: Europe in the Middle Ages, 104; Section 1: Feudalism: A System for Living, 105; Section 2: The Rise of Cities, 111; Section 3: The Crusades, 117; Section 4: Kings and Popes, 124; Chapter 5: “Of Swords and Sorcerers” by Margaret Hodges and Margery Evernden, 132; Chapter 6: Section 1: The Renaissance and Reformation, 137; Section 2: The Age of Exploration, 143; Section 3: The Age of Powerful Kings, 150; Section 4: Conquests in the Americas and Africa, 156; Chapter 7: Changes in the Western World, 168; Section 1: Limits on Monarchs, 169; Section 2: The Enlightenment, 174; Section 3: The Industrial Revolution, 182; Section 4: Revolution and Imperialism, 188; Chapter 8: A Century of Turmoil, 196; Section 1: World Wars and Revolution, 197; Section 2: Breaking Colonial Ties, 204; Section 3: Our Shrinking Globe, 210</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
(Continued)	(Continued)
<ul style="list-style-type: none"> • Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making 	<p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Section 3: The United States Becomes a World Power, 44</p> <p><i>Latin America</i> SE/TE: Chapter 2: Latin America: Shaped by Its History, 34; Section 1: Early Civilizations of Middle America, 35; Section 2: The Incas: People of the Sun, 39; Section 3: European Conquest, 43; Section 4: Independence, 50; Section 5: Issues in Latin America Today, 55; Chapter 5: Section 1: Government Cuba: Clinging to Communism, 107; Section 2: Government Haiti: The Road to Democracy, 113</p> <p><i>Europe and Russia</i> SE/TE: Chapter 2: Europe and Russia: Shaped by History, 32; Section 1: From Ancient Greece to Feudal Europe, 33; Section 2: Renaissance and Revolution, 40; Section 3: Industrial Revolution and Nationalism, 48; Section 4: Imperial Russia, 54; Section 5: The Rise and Fall of the Soviet Union, 60; Chapter 5: Exploring Eastern Europe and Russia, 138; Section 2: (Culture) Bosnia-Herzegovina: A Tragic Conflict, 146; Chapter 5: from <i>Zlata's Diary</i> by Zlata Filipovic, 300</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 2: Section 5: Government The Koreas: A Divided Land, 50; Chapter 4: Section 3: (Culture) India: In the Midst of Change, 92; Section 4: (Economics) Pakistan: Economic Progress, 96; Section 5: Government Vietnam: A Reunited Nation, 101; Chapter 4: Skills Activity: Identifying the Central Issue, 106; Chapter 6: Section 5: Government Kazakhstan: Beyond Independence, 153</p> <p><i>Africa</i> SE/TE: Chapter 2: Africa: Shaped by Its History, 30; Section 1: Africa's First People, 31; Section 2: Kingdoms and Empires, 35; Section 3: The Conquest of Africa, 41; Section 4: Independence and Its Challenges, 47;</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
(Continued)	(Continued)
<ul style="list-style-type: none"> Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making 	<p><i>Africa</i> SE/TE: Section 5: Issues for Africa Today, 53; Chapter 5: Exploring West Africa, 100; Section 1: (Culture) Nigeria: One Country, Many Identities, 109; Section 2: Government Ghana: First in Independence, 115; Chapter 7: Exploring Central and Southern Africa, 160; Section 1: Government Democratic Republic of Congo: Rich But Poor, 161; Section 2: Government South Africa: The End of Apartheid, 168</p>
<ul style="list-style-type: none"> Be active learners at cultural institutions such as museums and historical exhibitions 	<p><i>Africa</i> SE/TE: Chapter 3: Activity Shop Interdisciplinary: The Language of Music, 90; Section 2: (Culture) Algeria: The Casbah and the Countryside, 99; Chapter 5: Literature <i>The Distant Talking Drum</i> by Isaac Olaleye, 132; Section 1: (Culture) Ethiopia: Churches and Mosques, 135; Chapter 6: Literature <i>A Promise to the Sun</i> by Tololwa M. Mollé, 156; Exploring Technology: A South African Gold Mine, 54; The Churches of Lalibela, 138</p> <p><i>Geography</i> SE/TE: Chapter 4: Cultures of the World, 76; Section 1: What Is Culture?, 77; Section 2: How People Use the Land, 111; Section 3: People’s Effect on the Environment, 117; Exploring Technology: Technology and Weather Forecasting, 80; A Sun-Powered House, 120</p> <p><i>The Ancient World</i> SE/TE: Chapter 1: Section 4: The Culture of the Ancient Egyptians, 79; Section 5: The Resource-Rich Cultures of Nubia, 85; Chapter 4: Ancient India, 94; Section 2: The Beginnings of Hinduism, 101; Section 3: The Beginnings of Buddhism, 106; Section 4: The Golden Age of Maurya India, 111; Chapter 4: “The Envious Buffalo”, a Jataka story from the <i>Fables of India</i>, retold by Joseph Gaer, 120; Chapter 5: Ancient China, 122; Section 4: Achievements of Ancient China, 140; Chapter 6: Ancient Greece, 152; Section 1: The Rise of Greek Civilization, 153; Section 2: Greek Religion, Philosophy, and Literature, 159; Section 5: The Spread of Greek Culture, 175;</p>

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(Continued)	(Continued)
<ul style="list-style-type: none"> • Be active learners at cultural institutions such as museums and historical exhibitions 	<p><i>The Ancient World</i> SE/TE: Chapter 6: “The Sirens” adapted from the Greek epic the <i>Odyssey</i> retold by Bernard Euslin, 186; Chapter 7: Ancient Rome, 190; Section 2: The Roman Empire, 197; Section 3: Daily Life Among the Romans, 203; Exploring Technology: Tombs for the Pharaohs, 76; Roman Building Project, 201</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 3: The Ancient Americas, 58; Section 1: Cultures of Middle America, 59; Section 2: The Incas, 65; Chapter 3: From “The Americas in 1492” by Jamake Highwater, 80; Chapter 5: “Of Swords and Sorcerers” by Margaret Hodges and Margery Evernden, 132; Chapter 6: A New Age in Europe, 136; Section 2: The Age of Exploration, 143; Exploring Technology: A Medieval Manor, 109; The First Computer, 211</p> <p><i>The United States and Canada</i> SE/TE: Chapter 3: <i>Western Wagons</i> by Steven Vincent Benét, 84; Chapter 4: Exploring the United States, 86; Section 1: (Culture) The Northeast: Land of Big Cities, 87; Section 4: (Economics) The West: Using Resources Wisely, 105; Chapter 4: From <i>Childtimes</i> by Eloise Greenfield <i>et al.</i>, 114; Exploring Technology: A Southwestern Pueblo, 34; The Brooklyn Bridge, 90</p> <p><i>Latin America</i> SE/TE: Chapter 2: Latin America: Shaped by Its History, 34; Section 1: Early Civilizations of Middle America, 35; Section 2: The Incas: People of the Sun, 39; Chapter 4: Exploring Mexico and Central America, 82; Section 3: Government Panama: Where Two Oceans Meet, 96; Chapter 4: Activity Shop Lab: Making a Model Canal Lock, 104; Section 4: (Economics) Venezuela: Oil Powers the Economy, 148; Chapter 6: From the <i>Question Book</i> by Pablo Neruda, 158; Exploring Technology: Tenochtitlan, 37; Brasilia, 76</p> <p><i>Europe and Russia</i> SE/TE: Chapter 4: Exploring Western Europe, 96; Section 2: (Culture) France: Preserving a Culture, 104; Chapter 5: from <i>Zlata’s Diary</i> by Zlata Filipovic, 300;</p>

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(Continued)	(Continued)
<ul style="list-style-type: none"> • Be active learners at cultural institutions such as museums and historical exhibitions 	<p><i>Europe and Russia</i> SE/TE: Chapter 5: Activity Shop Interdisciplinary: Plan a New Railroad Line, 170; Exploring Technology: A Fabergé Egg, 91; Building Chartres Cathedral, 107</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 2: Literature Poems from South Korea and Japan, 58; Chapter 4: Literature From <i>The Clay Marble</i> by Minfong Ho, 110</p>
<ul style="list-style-type: none"> • Display empathy for people who have lived in the past and • Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns. 	<p><i>Geography</i> SE/TE: Chapter 4: Cultures of the World, 76; Section 1: What Is Culture?, 77; Section 2: Social Groups, Language, and Religion, 82; Section 3: Economic and Political Systems, 87; Section 4: Cultural Change, 93</p> <p><i>The Ancient World</i> SE/TE: Section 1: Geography and History, 9; Section 4: The Culture of the Ancient Egyptians, 79; Section 5: The Resource-Rich Cultures of Nubia, 85; Chapter 4: “The Envious Buffalo”, a Jataka story from the <i>Fables of India</i>, retold by Joseph Gaer, 120; Section 3: Daily Life of the Ancient Greeks, 165; Section 5: The Spread of Greek Culture, 175; Chapter 6: “The Sirens” adapted from the Greek epic the <i>Odyssey</i> retold by Bernard Euslin, 186; Chapter 6: Skills Activity: Drawing Conclusions, 180; Chapter 6: Activity Shop Interdisciplinary: Visit Ancient Greece, 184</p> <p><i>Medieval Times to Today</i> SE/TE: Section 2: The Rise and Spread of Islam, 15; Section 1: Cultures of Middle America, 59; Section 3: Cultures of North America, 71; Chapter 3: From “The Americas in 1492” by Jamake Highwater, 80; Section 1: Feudalism: A System for Living, 105; Chapter 5: “Of Swords and Sorcerers” by Margaret Hodges and Margery Evernden, 132; Chapter 6: Skills Activity: Distinguishing Fact From Opinion 162; Chapter 8: A Century of Turmoil, 196 Section 1: World Wars and Revolution, 197; Section 2: Breaking Colonial Ties, 204; Section 3: Our Shrinking Globe, 210; Chapter 8: Review and Activities, 218;</p>

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<ul style="list-style-type: none"> • Display empathy for people who have lived in the past and • Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns. 	<p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Chapter 2: Activity Shop Interdisciplinary: Transportation, 66; Chapter 3: Cultures of the United States and Canada, 68; Chapter 3: <i>Western Wagons</i> by Steven Vincent Benét, 84; Section 1: (Culture) The Northeast: Land of Big Cities, 87; Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99; Section 4: (Economics) The West: Using Resources Wisely, 105; Chapter 5: Exploring Canada, 118; Section 1: (Culture) Quebec: Preserving a Culture, 119; Section 2: (Culture) The Canadian Plains: Canada’s Breadbasket, 125; Section 3: (Culture) British Columbia: Ties to the Pacific Rim, 130</p> <p><i>Latin America</i> SE/TE: Chapter 1: Latin America: Physical Geography, 8; Chapter 2: Latin America: Shaped by Its History, 34; Chapter 3: Cultures of Latin America, 62; Section 1: The Cultures of Mexico and Central America, 63; Section 2: The Cultures of the Caribbean, 68; Section 3: The Cultures of South America, 73; Chapter 4: Exploring Mexico and Central America, 82; Section 1: Government Mexico: One Family’s Move to the City, 8; Section 2: (Culture) Guatemala: Descendants of an Ancient People, 89; Section 3: Government Panama: Where Two Oceans Meet, 96; Chapter 5: Exploring the Caribbean, 106; Section 3: (Culture) Puerto Rico: Cultural Identity of a People, 120; Chapter 6: Exploring South America, 128; Section 1: (Economics) Brazil: Resources of the Rain Forest, 129; Section 2: (Culture) Peru: Life in the Altiplano, 135 Chapter 6: From the <i>Question Book</i> by Pablo Neruda, 158</p> <p><i>Europe and Russia</i> SE/TE: Chapter 2: Europe and Russia: Shaped by History, 32; Chapter 2: from <i>Pearl in the Egg</i> by Dorothy Van Woerkom, 196; Chapter 3: Cultures of Europe and Russia, 2; Section 1: The Cultures of Western Europe, 73; Section 2: The Cultures of Eastern Europe, 82;</p>

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<ul style="list-style-type: none"> • Display empathy for people who have lived in the past and • Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns. 	<p><i>Europe and Russia</i> SE/TE: Section 3: The Cultures of Russia, 88; Chapter 4: Exploring Western Europe, 96; Section 2: (Culture) France: Preserving a Culture, 104; Section 3: Government Sweden: A Welfare State, 114; Section 4: (Culture) Italy: Two Ways of Life, 121; Section 5: Government Germany: A Nation Reunited, 127; Chapter 5: Exploring Eastern Europe and Russia, 138; Section 1: (Economics) Poland: Tradition and Change, 139; Section 2: (Culture) Bosnia-Herzegovina: A Tragic Conflict, 146; Section 3: (Economics) Ukraine: People Working Together, 154; Section 4: (Culture) Russia: A Large and Diverse Country, 161</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 2: East Asia: Cultures and History, 28; Section 1: Historic Traditions, 29; Section 2: People and Cultures, 35; Chapter 2: Literature Poems from South Korea and Japan, 58; Chapter 4: South and Southeast Asia: Cultures and History, 80; Section 1: The Cultures of South Asia, 81; Section 2: The Cultures of Southeast Asia, 87; Section 3: (Culture) India: In the Midst of Change, 92; Chapter 4: Literature From <i>The Clay Marble</i> by Minfong Ho, 110; Chapter 6: Southwest and Central Asia: Cultures and History, 132; Section 1: The Cultures of Southwest Asia, 133; Section 2: The Cultures of Central Asia, 138; Section 4: (Culture) Saudi Arabia: Oil and Islam, 148; Chapter 7: Section 3: Cultures of Australia, New Zealand, and the Pacific Islands, 172; Citizen Heroes: Carlos Filipe Ximenes Belo, 90; Jose Ramos-Horta, 90; Red Adair, 125</p> <p><i>Africa</i> SE/TE: Chapter 2: Africa: Shaped by Its History, 30; Section 1: Africa’s First People, 31; Section 2: Kingdoms and Empires, 35; Section 3: The Conquest of Africa, 41; Section 4: Independence and Its Challenges, 47; Section 5: Issues for Africa Today, 53; Chapter 3: Cultures of Africa, 62; Section 1: The Cultures of North Africa, 63; Section 2: The Cultures of West Africa, 69; Section 3: The Cultures of East Africa, 75;</p>

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<ul style="list-style-type: none"> • Display empathy for people who have lived in the past and • Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns. 	<p><i>Africa</i> SE/TE: Section 4: The Cultures of Central and Southern Africa, 81; Chapter 5: Section 1: (Culture) Nigeria: One Country, Many Identities, 109; Chapter 5: Literature <i>The Distant Talking Drum</i> by Isaac Olaleye, 132; Chapter 6: Section 1: (Culture) Ethiopia: Churches and Mosques, 135; Chapter 6: Literature <i>A Promise to the Sun</i> by Tololwa M. Mollel, 156; Citizen Heroes: Agatha Mbogo, 78; Queen Yaa Asantewa, 117; Amri Abedi, 141; Ivy Nonqayi, 171</p>
<p>CONTENT STANDARD 5: United States Constitution and Government <i>Students will apply knowledge of the US Constitution, how the US system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.</i></p>	
<ul style="list-style-type: none"> • Demonstrate an understanding of the historical background of the Declaration of Independence • Explain how the Constitution divides the power of government among the executive, legislative and judicial branches, and how each branch can check the power of another • Explain how and why powers are distributed among the national, state and local governments • Identify their representatives in national and state legislatures, and the heads of the executive branch at the national, state and local levels • Understand the process of how a bill becomes a law • Explain how an individual’s rights to life, liberty and property are protected by the Constitution and criminal and civil laws • 	<p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Section 3: The United States Becomes a World Power, 44; Section 4: Growth, Settlement, and Independence in Canada, 50; Section 5: Partners and Friends: The United States and Canada Today, 56; Chapter 3: Cultures of the United States and Canada, 68; Section 1: The United States: A Nation of Immigrants, 69; Section 2: Canada: A Mosaic, 75; Chapter 3: Review and Activities, 82; Chapter 3: <i>Western Wagons</i> by Steven Vincent Benét, 84; Chapter 3: Skills Activity: Organizing Information, 80; Chapter 4 —Exploring the United States 86; Section 1: (Culture) The Northeast: Land of Big Cities, 87; Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99; Section 4: (Economics) The West: Using Resources Wisely, 105; Citizen Heroes: Clara Barton, 42; Cesar Chavez, 109</p>

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<p style="text-align: right;">(Continued)</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the historical background of the Declaration of Independence • Explain how the Constitution divides the power of government among the executive, legislative and judicial branches, and how each branch can check the power of another • Explain how and why powers are distributed among the national, state and local governments • Identify their representatives in national and state legislatures, and the heads of the executive branch at the national, state and local levels • Understand the process of how a bill becomes a law • Explain how an individual's rights to life, liberty and property are protected by the Constitution and criminal and civil laws 	<p style="text-align: right;">(Continued)</p> <p>Note: Information relating to this standard can be found in Prentice Hall programs focusing on Civics and the history of American Government, such as <i>Civics: Participating in Government</i> ©2001, <i>The American Nation</i> ©2001, <i>America: Pathways to the Present</i> ©2001, and <i>Magruder's American Government</i>, which can be previewed at www.phschool.com.</p>
<p>CONTENT STANDARD 6: Rights and Responsibilities of Citizens <i>Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.</i></p>	
<ul style="list-style-type: none"> • Describe how one becomes a citizen of the United States • Explain the meaning of political rights (e.g., right to vote, right to assemble) as distinguished from personal rights (e.g., freedom of speech, freedom of movement) • Evaluate situations involving conflicts between rights and propose solutions to these conflicts • Identify significant characteristics of an effective citizen and know how to influence public policy by participating in the government of their school • Research an issue of interest and be able to take and defend a position on that issue and • Identify and apply criteria useful in selecting political leaders at the local, state 	<p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Section 3: The United States Becomes a World Power, 44; Section 4: Growth, Settlement, and Independence in Canada, 50; Section 5: Partners and Friends: The United States and Canada Today, 56; Chapter 3: Cultures of the United States and Canada, 68; Section 1: The United States: A Nation of Immigrants, 69; Section 2: Canada: A Mosaic, 75; Chapter 3: Review and Activities, 82; Chapter 3: <i>Western Wagons</i> by Steven Vincent Benét, 84; Chapter 3: Skills Activity: Organizing Information, 80; Chapter 4: Exploring the United States, 86; Section 1: (Culture) The Northeast: Land of Big Cities, 87; Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99;</p>

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<ul style="list-style-type: none"> • Describe how one becomes a citizen of the United States • Explain the meaning of political rights (e.g., right to vote, right to assemble) as distinguished from personal rights (e.g., freedom of speech, freedom of movement) • Evaluate situations involving conflicts between rights and propose solutions to these conflicts • Identify significant characteristics of an effective citizen and know how to influence public policy by participating in the government of their school • Research an issue of interest and be able to take and defend a position on that issue and • Identify and apply criteria useful in selecting political leaders at the local, state 	<p><i>The United States and Canada</i> SE/TE: Section 4: (Economics) The West: Using Resources Wisely, 105; Citizen Heroes: Clara Barton, 42; Cesar Chavez, 109</p> <p>Note: Information relating to this standard can be found in Prentice Hall programs focusing on Civics and the history of American Government, such as <i>Civics: Participating in Government</i> ©2001, <i>The American Nation</i> ©2001, <i>America: Pathways to the Present</i> ©2001, and <i>Magruder’s American Government</i>, which can be previewed at www.phschool.com.</p>
<p>CONTENT STANDARD 7: Political Systems <i>Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.</i></p>	
<ul style="list-style-type: none"> • Describe and compare unlimited and limited government • Explain the meaning of civic life, politics and government • Compare and evaluate forms of government found outside the United States and • Describe the role of the U. S. Constitution in the limitation of government powers. 	<p><i>The Ancient World</i> SE/TE: Chapter 6: Ancient Greece, 152; Section 1: The Rise of Greek Civilization, 153; Section 2: Greek Religion, Philosophy, and Literature, 159; Section 3: Daily Life of the Ancient Greeks, 165; Section 4: Athens and Sparta: Two Cities in Conflict, 170; Section 5: The Spread of Greek Culture, 175; Chapter 6: Activity Shop Interdisciplinary: Visit Ancient Greece, 184; Chapter 7: Ancient Rome, 190; Section 1: The Roman Republic, 191; Section 2: The Roman Empire, 197; Section 3: Daily Life Among the Romans, 203; Section 4: A New Religion: Christianity, 208; Section 5: The Fall of Rome, 213; Citizen Heroes: Nekhebu, 68; Greek citizens, 172; Fabiola, 212</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 1: The Byzantine and Muslim Empires, 8; Section 1: Byzantium: Rome’s Eastern Empire, 9; Chapter 6: A New Age in Europe, 136; Section 1: The Renaissance and Reformation, 137; Chapter 7: Changes in the Western World, 168; Section 1: Limits on Monarchs, 169; Section 2: The Enlightenment, 174;</p>

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<ul style="list-style-type: none"> • Describe and compare unlimited and limited government • Explain the meaning of civic life, politics and government • Compare and evaluate forms of government found outside the United States and • Describe the role of the U. S. Constitution in the limitation of government powers. 	<p><i>Medieval Times to Today</i> SE/TE: Section 4: Revolution and Imperialism, 188; Chapter 8: A Century of Turmoil, 196; Section 1: World Wars and Revolution, 197; Section 2: Breaking Colonial Ties, 204; Section 3: Our Shrinking Globe, 210; Chapter 8: Review and Activities, 218; Citizen Heroes: Sundiata, 46; Toyotomi Hideyoshi, 91; Queen Nzingha, 160; The First Computer, 211</p> <p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Section 3: The United States Becomes a World Power, 44; Section 4: Growth, Settlement, and Independence in Canada, 50; Chapter 3: Cultures of the United States and Canada, 68; Section 1: The United States: A Nation of Immigrants, 69; Section 2: Canada: A Mosaic, 75; Citizen Heroes: Clara Barton, 42; Louis Kiel, 53; Terry Fox, 79; Cesar Chavez, 109</p> <p><i>Latin America</i> SE/TE: Chapter 4: Exploring Mexico and Central America, 82; Section 1: Government Mexico: One Family’s Move to the City, 83; Section 3: Government Panama: Where Two Oceans Meet, 96; Chapter 5: Exploring the Caribbean, 106; Section 1: Government Cuba: Clinging to Communism, 107; Section 2: Government Haiti: The Road to Democracy, 113; Section 3: (Culture) Puerto Rico: Cultural Identity of a People, 120; Chapter 6: Exploring South America, 128; Citizen Heroes: Sor Juana Inez de la Cruz, 65; Mothers and Grandmothers of Argentina, 77; Justina Tzoc, 92; Jose Marti , 109; Hector Turrini, 133</p> <p><i>Europe and Russia</i> SE/TE: Chapter 2: Europe and Russia: Shaped by History, 32; Section 1: From Ancient Greece to Feudal Europe, 33; Section 2: Renaissance and Revolution, 40; Section 3: Industrial Revolution and Nationalism, 48; Chapter— 4 Exploring Western Europe, 96; Section 1: Government Great Britain: A Democratic Tradition, 97;</p>

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<ul style="list-style-type: none"> • Describe and compare unlimited and limited government • Explain the meaning of civic life, politics and government • Compare and evaluate forms of government found outside the United States and • Describe the role of the U. S. Constitution in the limitation of government powers. 	<p><i>Europe and Russia</i> SE/TE: Section 2: (Culture) France: Preserving a Culture, 104; Section 3: Government Sweden: A Welfare State, 114; Section 4: (Culture) Italy: Two Ways of Life, 121; Chapter 5 — Exploring Eastern Europe and Russia, 138; Citizen Heroes: Jeannine Picabia, 52; Andrei Sakharov, 64; Boris Yeltsin, 166</p>
<p>CONTENT STANDARD 8: International Relations <i>Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well being of their community, state and nation.</i></p>	
<ul style="list-style-type: none"> • Describe the organization of the world into nation-states and describe some ways that nation-states interact with one another • Explain what foreign policy is and give examples of United States foreign policy • Describe the influence of U. S. political, economic and cultural ideas on other nations and the influence of other nations’ ideas on the United States • Evaluate the impact of significant international events on the United States and on other nations • Describe the roles of the three branches of U. S. government in developing and conducting foreign policy • Describe how foreign policy decisions may affect domestic groups and organizations • Describe how domestic groups and organizations seek to influence foreign policy decisions. 	<p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Section 3: The United States Becomes a World Power, 44; Section 4: Growth, Settlement, and Independence in Canada, 50; Section 5: Partners and Friends: The United States and Canada Today, 56; Chapter 3: Cultures of the United States and Canada, 68; Section 1: The United States: A Nation of Immigrants, 69; Section 2: Canada: A Mosaic, 75; Chapter 3: Review and Activities, 82; Chapter 3: <i>Western Wagons</i> by Steven Vincent Benét, 84; Chapter 3: Skills Activity: Organizing Information, 80; Chapter 4: Exploring the United States, 86; Section 1: (Culture) The Northeast: Land of Big Cities, 87; Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99; Section 4: (Economics) The West: Using Resources Wisely, 105; Citizen Heroes: Clara Barton, 42; Cesar Chavez, 109</p> <p>Note: Information relating to this standard can be found in Prentice Hall programs focusing on Civics and the history of American Government, such as <i>Civics: Participating in Government</i> ©2001, <i>The American Nation</i> ©2001, <i>America: Pathways to the Present</i> ©2001, and <i>Magruder’s American Government</i>, which can be previewed at www.phschool.com.</p>

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<p>CONTENT STANDARD 9: Places and Regions <i>Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.</i></p>	
<ul style="list-style-type: none"> • Describe human and natural characteristics of places and how they shape or place identity 	<p>Geography SE/TE: Chapter 2: Earth’s Physical Geography, 26; Section 1: Our Planet, the Earth, 27; Section 2: Land, Air, and Water, 31; Section 3: Climate and What Influences It, 37; Section 4: How Climate Affects Vegetation, 43; Chapter 2: Skills Activity: Using Special Geography Graphs, 48; Chapter 2: Activity Shop Interdisciplinary: The Earth’s Seasons, 52; Chapter 3: Earth’s Human Geography, 54; Section 1: Where Do People Live?, 55; Chapter 5: Earth’s Natural Resources, 104; Section 1: What Are Natural Resources?, 105; Section 2: How People Use the Land, 111; Section 3: People’s Effect on the Environment, 117; Exploring Technology: Technology and Weather Forecasting, 80; A Sun-Powered House, 120</p> <p>The Ancient World SE/TE: Chapter 1: Section 1: Geography and History, 9; Chapter 2: The Fertile Crescent, 28; Section 1: Land Between Two Rivers, 29; Chapter 3: Section 1: The Geography of the Nile, 61; Section 5: The Resource-Rich Cultures of Nubia, 85; Chapter 4: Section 1: The Indus and Ganges River Valleys, 95; Chapter 5: Section 1: The Geography of China’s River Valleys, 123</p> <p>Medieval Times to Today SE/TE: Chapter 5: Section 2: The Rise of Cities, 111; Chapter 5: Skills Activity: Using Route Maps, 122; Chapter 6: Activity Shop Lab: Making a Compass, 166; Chapter 7: Changes in the Western World, 168; Section 3: The Industrial Revolution, 182; Chapter 7: Skills Activity: Interpreting Line Graphs, 180; Chapter 8: Section 3: Our Shrinking Globe, 210</p> <p>The United States and Canada SE/TE: Chapter 1: The United States and Canada: Physical Geography, 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 15; Section 3: Natural Resources, 21; Chapter 1: Skills Activity: Using Distribution Maps, 26; Chapter 1: Activity Shop Lab: Making a Model River, 30;</p>

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<ul style="list-style-type: none"> • Describe human and natural characteristics of places and how they shape or place identity 	<p><i>The United States and Canada</i> SE/TE: Chapter 2: Section 2: Growth, Settlement, and Civil War in the United States, 38; Chapter 2: Activity Shop Interdisciplinary: Transportation, 66; Chapter 4: Exploring the United States, 86; Section 1: (Culture) The Northeast: Land of Big Cities, 87; Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99; Section 4: (Economics) The West: Using Resources Wisely; Chapter 5: Section 2: (Culture) The Canadian Plains: Canada’s Breadbasket, 125; Section 3: (Culture) British Columbia: Ties to the Pacific Rim, 130; Exploring Technology: A Southwestern Pueblo, 34</p> <p><i>Latin America</i> SE/TE: The Brooklyn Bridge, 90 Chapter 1: Latin America: Physical Geography, 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 14; Section 3: Natural Resources, 22; Chapter 1: <i>The Surveyor</i> by Alma Flor Ada, 30; Chapter 1: Skills Activity: Using Regional Maps to Show Climate, 20; Chapter 3: Cultures of Latin America, 62; Chapter 4: Section 3: Government Panama: Where Two Oceans Meet, 96; Chapter 4: Activity Shop Lab: Making a Model Canal Lock, 104; Chapter 6: Exploring South America, 128; Section 1: (Economics) Brazil: Resources of the Rain Forest, 129; Section 2: (Culture) Peru: Life in the Altiplano, 135; Chapter 6: Activity Shop Interdisciplinary: Rain Forest Resources , 156; Exploring Technology: Tenochtitlan , 37; Brasilia, 76</p> <p><i>Europe and Russia</i> SE/TE: Chapter 1: Europe and Russia: Physical Geography, 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 16; Section 3: Natural Resources, 24; Chapter 1: Skills Activity: Using Regional Maps, 22; Chapter 5: Section 4: (Culture) Russia: A Large and Diverse Country, 161; Chapter 5: Activity Shop Interdisciplinary: Plan a New Railroad Line, 170</p>

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<ul style="list-style-type: none"> • Describe human and natural characteristics of places and how they shape or place identity 	<p><i>Asia and the Pacific</i> SE/TE: Chapter 1: East Asia: Physical Geography, 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 13; Section 3: Natural Resources, 17; Chapter 1: Activity Shop Interdisciplinary: Crossing the Great Gobi, 26; Chapter 2: Skills Activity: Reading Route Maps, 54; Chapter 3: South and Southeast Asia: Physical Geography, 60; Section 1: Land and Water, 61; Section 2: Climate and Vegetation, 65; Section 3: Natural Resources, 70; Chapter 5: Southwest and Central Asia: Physical Geography, 114; Section 1: Land and Water, 115; Section 2: Climate and Vegetation, 119; Section 3: Natural Resources, 123 Pacific Region, 162; Section 1: Physical Geography of Australia and New Zealand, 163; Section 2: Physical Geography of the Pacific Islands, 168; Exploring Technology: Paper As We Know It, 33; Drilling for Oil, 124</p> <p><i>Africa</i> SE/TE: Chapter 1: Africa: Physical Geography 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 15; Section 3: Natural Resources, 21; Chapter 1: Skills Activity: Interpreting Diagrams, 26; Chapter 3: Cultures of Africa, 62; Section 1: The Cultures of North Africa, 63; Section 2: The Cultures of West Africa, 69; Section 3: The Cultures of East Africa, 75; Section 4: The Cultures of Central and Southern Africa, 81; Chapter 4: Exploring North Africa, 92; Chapter 4: Skills Activity: Using Regional Maps, 104; Chapter 4: Review and Activities, 106; Chapter 5: Section 3: (Economics) Mali: The Desert Is Coming, 121; Chapter 4: Skills Activity: Using Distribution Maps, 126; Chapter 5: Activity Shop Lab: Desertification, 130; Chapter 6: Skills Activity: Using Isolines to Show Elevation, 146; Section 3: (Economics) Kenya: Skyscrapers in the Savanna, 148; Exploring Technology: A South African Gold Mine, 54; The Churches of Lalibela, 138</p>

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<ul style="list-style-type: none"> • Use latitude and longitude to locate places and calculate differences between places 	<p><i>Geography</i> SE/TE: Chapter 1: Section 2: The Geographer's Tools, 14; Chapter 1: Activity Shop Lab: A Five-Theme Tour, 24; Chapter 2: Skills Activity: Using Special Geography Graphs, 48; Chapter 3: Skills Activity: Using Distribution Maps, 70; Atlas, 130; World View, 146</p> <p><i>The Ancient World</i> SE/TE: Chapter 3: Skills Activity: Reading Route Maps, 90; Map and Globe Handbook, 225; Atlas, 242; World View, 258; Glossary of Geographic Terms, 266</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 5: Skills Activity: Using Route Maps, 122; Chapter 6: Activity Shop Lab: Making a Compass, 166; Chapter 8: Activity Shop Interdisciplinary: History Quiz Wizards, 220; Map and Globe Handbook, 225; Atlas, 242; World View, 258</p> <p><i>The United States and Canada</i> SE/TE: Chapter 1: Skills Activity: Using Distribution Maps, 26; Map and Globe Handbook, 143; Regional Data Bank, 160; Atlas, 172; World View, 188</p> <p><i>Latin America</i> SE/TE: Chapter 1: Skills Activity: Using Regional Maps to Show Climate, 20; Map and Globe Handbook, 163; Regional Data Bank, 180; Atlas, 190; World View, 206</p> <p><i>Europe and Russia</i> SE/TE: Chapter 1: Skills Activity: Using Regional Maps, 22; Map and Globe Handbook, 177; Regional Data Bank, 194; Atlas, 204; World View, 220</p>

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(Continued)	(Continued)
<ul style="list-style-type: none"> Use latitude and longitude to locate places and calculate differences between places 	<p><i>Asia and the Pacific</i> SE/TE: Chapter 2: Skills Activity: Reading Route Maps, 54; Chapter 3: Skills Activity: Using Isolines to Show Precipitation, 76; Map and Globe Handbook, 191; Regional Data Bank, 208; Atlas, 220; World View, 236</p> <p><i>Africa</i> SE/TE: Chapter 4: Skills Activity: Using Regional Maps, 104; Chapter 4: Skills Activity: Using Distribution Maps, 126; Chapter 6: Skills Activity: Using Isolines to Show Elevation, 146; Map and Globe Handbook, 179; Regional Data Bank, 196; Atlas, 206; World View, 222</p>
<ul style="list-style-type: none"> Locate natural and cultural features in their own and nearby communities, in the United States and in other regions of the world, as needed, to answer geographic questions and 	<p><i>The United States and Canada</i> SE/TE: Chapter 1: Activity Shop Lab: Making a Model River, 30; Chapter 2: Activity Shop Interdisciplinary: Transportation, 66; Chapter 1: The United States and Canada: Physical Geography, 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 15; Section 3: Natural Resources, 21; Chapter 1: Review and Activities, 28; Chapter 1: Skills Activity: Using Distribution Maps, 26; Chapter 3: Cultures of the United States and Canada, 68; Section 1: The United States: A Nation of Immigrants, 69; Section 2: Canada: A Mosaic, 75; Chapter 4: Exploring the United States, 86; Section 1: (Culture) The Northeast: Land of Big Cities, 87; Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99; Section 4: (Economics) The West: Using Resources Wisely, 105; Chapter 4: Skills Activity: Understanding Circle Graphs, 110; Chapter 5: Exploring Canada, 118; Section 1: (Culture) Quebec: Preserving a Culture, 119; Section 2: (Culture) The Canadian Plains: Canada's Breadbasket, 125; Section 3: (Culture) British Columbia: Ties to the Pacific Rim, 130; Exploring Technology: A Southwestern Pueblo, 34; The Brooklyn Bridge, 90; Project Possibilities, 140;</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p style="text-align: right;">(Continued)</p> <ul style="list-style-type: none"> • Locate natural and cultural features in their own and nearby communities, in the United States and in other regions of the world, as needed, to answer geographic questions and 	<p style="text-align: right;">(Continued)</p> <p><i>Geography</i> SE/TE: Chapter 1: Section 2: The Geographer’s Tools, 14; Chapter 1: Review and Activities, 22; Chapter 1: Skills Activity: Expressing Problems Clearly, 20; Chapter 1: Activity Shop Lab: A Five-Theme Tour, 24; Chapter 2: Activity Shop Interdisciplinary: The Earth’s Seasons, 52; Chapter 5: Section 3: People’s Effect on the Environment, 117; Chapter 5: Review and Activities, 124; Project Possibilities, 126</p> <p><i>Latin America</i> SE/TE: Chapter 3: Cultures of Latin America, 62; Section 1: The Cultures of Mexico and Central America, 63; Section 2: The Cultures of the Caribbean, 68; Section 3: The Cultures of South America, 73; Chapter 4: Exploring Mexico and Central America, 82; Section 1: Government Mexico: One Family’s Move to the City, 83; Section 2: (Culture) Guatemala: Descendants of an Ancient People, 89; Chapter 5: Exploring the Caribbean, 106; Section 1: Government Cuba: Clinging to Communism, 107; Section 2: Government Haiti: The Road to Democracy, 113; Section 3: (Culture) Puerto Rico: Cultural Identity of a People, 120; Chapter 6: Exploring South America, 128; Section 1: (Economics) Brazil: Resources of the Rain Forest, 129; Section 2: (Culture) Peru: Life in the Altiplano, 135; Section 3: (Economics) Chile: A Growing Economy Based on Agriculture, 142; Section 4: (Economics) Venezuela: Oil Powers the Economy, 148; Project Possibilities, 160</p> <p><i>Africa</i> SE/TE: Chapter 2: Skills Activity: Recognizing Bias, 58; Chapter 4: Skills Activity: Using Regional Maps, 104; Project Possibilities, 176</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>CONTENT STANDARD 10: Physical <i>Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.</i></p>	
<ul style="list-style-type: none"> • Understand how concepts of physical geography can be applied to explain natural processes 	<p>Geography SE/TE: Chapter 2: Earth's Physical Geography, 26; Section 1: Our Planet, the Earth, 27; Section 2: Land, Air, and Water, 31; Section 3: Climate and What Influences It, 37; Section 4: How Climate Affects Vegetation, 43; Chapter 5: Earth's Natural Resources, 104; Section 1: What Are Natural Resources?, 105; Section 2: How People Use the Land, 111; Section 3:</p> <p>The United States and Canada SE/TE: Chapter 1: The United States and Canada: Physical Geography, 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 15; Section 3: Natural Resources, 21 People's Effect on the Environment, 117</p> <p>Latin America SE/TE: Chapter 1: Latin America: Physical Geography, 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 14; Section 3: Natural Resources, 22; Chapter 1: Review and Activities, 28; Chapter 1: <i>The Surveyor</i> by Alma Flor Ada, 30; Chapter 1: Skills Activity: Using Regional Maps to Show Climate, 20</p> <p>Europe and Russia SE/TE: Chapter 1: Europe and Russia: Physical Geography, 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 16; Section 3: Natural Resources, 24; Chapter 1: Review and Activities, 30; Chapter 1: Skills Activity: Using Regional Maps, 22</p> <p>Asia and the Pacific SE/TE: Chapter 1: East Asia: Physical Geography, 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 13; Section 3: Natural Resources, 17; Chapter 1: Skills Activity: Reading Actively, 22; Chapter 3: South and Southeast Asia: Physical Geography, 60; Section 1: Land and Water, 61; Section 2: Climate and Vegetation, 65; Section 3: Natural Resources, 70; Chapter 3: Skills Activity: Using Isolines to Show Precipitation, 76; Chapter 5: Southwest and Central Asia: Physical Geography, 114; Section 1: Land and Water, 115</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
(Continued)	(Continued)
<ul style="list-style-type: none"> Understand how concepts of physical geography can be applied to explain natural processes 	<p><i>Asia and the Pacific</i> SE/TE: Section 2: Climate and Vegetation, 119; Section 3: Natural Resources, 123; Chapter 7: Section 1: Physical Geography of Australia and New Zealand, 163; Section 2: Physical Geography of the Pacific Islands, 168</p> <p><i>Africa</i> SE/TE: Chapter 1: Africa: Physical Geography 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 15; Section 3: Natural Resources, 21</p>
<ul style="list-style-type: none"> Understand and apply how natural processes influence the formation and location of resources 	<p><i>Geography</i> SE/TE: Chapter 5: Earth’s Natural Resources, 104; Section 1: What Are Natural Resources?, 105; Section 2: How People Use the Land, 111; Section 3: People’s Effect on the Environment, 117; Exploring Technology: Technology and Weather Forecasting, 80; A Sun-Powered House, 120</p> <p><i>The Ancient World</i> SE/TE: Chapter 3: Section 5: The Resource-Rich Cultures of Nubia, 85</p> <p><i>The United States and Canada</i> SE/TE: Chapter 1: Section 3: Natural Resources, 21; Chapter 4: Section 4: (Economics) The West: Using Resources Wisely, 105</p> <p><i>Latin America</i> SE/TE: Chapter 1: Section 3: Natural Resources, 22; Chapter 6: Exploring South America, 128; Section 1: (Economics) Brazil: Resources of the Rain Forest, 129; Section 3: (Economics) Chile: A Growing Economy Based on Agriculture, 142; Section 4: (Economics) Venezuela: Oil Powers the Economy, 148</p> <p><i>Europe and Russia</i> SE/TE: Chapter 1: Section 3: Natural Resources, 24</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 1: Section 3: Natural Resources, 17; Chapter 3: Section 3: Natural Resources, 70; Chapter 5: Section 3: Natural Resources, 123; Chapter 6: Section 4: (Culture) Saudi Arabia: Oil and Islam, 148; Exploring Technology: Paper As We Know It, 33; Drilling for Oil, 124</p> <p><i>Africa</i> SE/TE: Chapter 1: Section 3: Natural Resources, 21</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<ul style="list-style-type: none"> • Use basic climatic and other physical data to understand how natural processes shape environmental patterns and • Explain local and world patterns of ecosystem distribution. 	<p><i>Geography</i> SE/TE: Chapter 1: Section 3: Climate and What Influences It, 37; Section 4: How Climate Affects Vegetation, 43; Chapter 2: Activity Shop Interdisciplinary: The Earth’s Seasons, 52; Chapter 5: Section 3: People’s Effect on the Environment, 117</p> <p><i>The United States and Canada</i> SE/TE: Chapter 1: Section 2: Climate and Vegetation, 15; Chapter 1: Activity Shop Lab: Making a Model River, 30; Chapter 4: Section 2: (Economics) The South: A Changing Landscape, 93</p> <p><i>Latin America</i> SE/TE: Chapter 1: Section 2: Climate and Vegetation, 14; Section 3: Natural Resources, 22; Chapter 1: <i>The Surveyor</i> by Alma Flor Ada, 30; Chapter 1: Skills Activity: Using Regional Maps to Show Climate, 20</p> <p><i>Europe and Russia</i> SE/TE: Chapter 1: Section 2: Climate and Vegetation, 16; Chapter 4: Activity Shop Lab: Tracking the Midnight Sun, 136</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 1: Section 2: Climate and Vegetation, 13; Chapter 3: Skills Activity: Using Isolines to Show Precipitation, 76; Chapter 5: Section 2: Climate and Vegetation, 119; Chapter 7: Activity Shop Lab: Building a Seismograph, 186</p> <p><i>Africa</i> SE/TE: Chapter 1: Section 2: Climate and Vegetation, 15; Chapter 4: Skills Activity: Using Regional Maps, 104; Chapter 5: Activity Shop Lab: Desertification, 130; Chapter 6: Skills Activity: Using Isolines to Show Elevation, 146</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p>CONTENT STANDARD 11: Human Systems <i>Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.</i></p>	
<ul style="list-style-type: none"> • Explain the patterns and characteristics of human migrations at various levels • Explain how patterns of international trade change technology, transportation and communication, and affect economic activities and human migration 	<p><i>Geography</i> SE/TE: Chapter 3: Earth’s Human Geography, 54; Section 1: Where Do People Live?, 55; Section 2: A Growing Population, 60; Section 3: Why People Migrate, 64</p> <p><i>The Ancient World</i> SE/TE: Chapter 1: The Beginnings of Human Society, 8; Section 1: Geography and History, 9; Section 2: Prehistory, 14; Chapter 6: Section 5: The Spread of Greek Culture, 175</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 1: Section 2: The Rise and Spread of Islam, 15; Chapter 2: Section 1: The Bantu Migrations, 37; Section 3: Trading States of East Africa, 49; Chapter 6: Section 2: The Age of Exploration, 143; Section 4: Conquests in the Americas and Africa, 156; Chapter 6: Activity Shop Lab: Making a Compass, 166; Chapter 8: Section 3: Our Shrinking Globe, 210</p> <p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Chapter 3 — Section 1: The United States: A Nation of Immigrants, 69; Section 2: Canada: A Mosaic, 75; Chapter 3: <i>Western Wagons</i> by Steven Vincent Benét, 84; Chapter 4: Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99</p> <p><i>Latin America</i> SE/TE: Chapter 2: Latin America: Shaped by Its History, 34; Section 1: Early Civilizations of Middle America, 35; Section 3: European Conquest, 43; Chapter 4: Section 1: Government Mexico: One Family's Move to the City, 83</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<ul style="list-style-type: none"> Analyze the formation, characteristics and functions of urban, suburban and rural settlements and 	<p><i>Geography</i> SE/TE: Chapter 3: Earth’s Human Geography, 54; Section 1: Where Do People Live?, 55; Section 2: A Growing Population, 60; Section 3: Why People Migrate, 64; Chapter 4: Cultures of the World, 76; Section 1: What Is Culture?, 77; Section 2: Social Groups, Language, and Religion, 82; Section 3: Economic and Political Systems, 87; Section 4: Cultural Change, 93</p> <p><i>The Ancient World</i> SE/TE: Chapter 1: The Beginnings of Human Society, 8; Section 1: Geography and History, 9; Section 2: Prehistory, 14; Section 3: The Beginnings of Civilization, 19; Chapter 2: The Fertile Crescent, 28; Chapter 3: Ancient Egypt and Nubia, 60; Section 1: The Geography of the Nile, 61; Section 5: The Resource-Rich Cultures of Nubia, 85; Chapter 4 —Section 1: The Indus and Ganges River Valleys, 95; Chapter 5: Section 1: The Geography of China’s River Valleys, 123; Chapter 6: Section 1: The Rise of Greek Civilization, 153; Chapter 7: Ancient Rome, 190; Section 1: The Roman Republic, 191; Section 2: The Roman Empire, 197</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 1: The Byzantine and Muslim Empires, 8; Section 1: Byzantium: Rome’s Eastern Empire, 9; Chapter 2: Civilizations of Africa, 36; Section 2: Kingdoms of West Africa, 43; Section 3: Trading States of East Africa, 49; Chapter 4: Civilizations of Asia, 82; Section 3: The Great Mughal Empire in India, 94; Chapter 5: Section 2: The Rise of Cities, 111</p> <p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Section 4: Growth, Settlement, and Independence in Canada, 50; Chapter 3: Section 1: The United States: A Nation of Immigrants, 69; Chapter 4: Exploring the United States, 86; Section 1: (Culture) The Northeast: Land of Big Cities, 87;</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
(Continued)	(Continued)
<ul style="list-style-type: none"> • Analyze the formation, characteristics and functions of urban, suburban and rural settlements and 	<p><i>The United States and Canada</i> SE/TE: Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99</p> <p><i>Latin America</i> SE/TE: Chapter 2: Section 1: Early Civilizations of Middle America, 35; Section 2: The Incas: People of the Sun, 39; Section 3: European Conquest, 43; Chapter 4: Section 1: Government Mexico: One Family’s Move to the City, 83; Chapter 6: Section 2: (Culture) Peru: Life in the Altiplano, 135; Section 3: (Economics) Chile: A Growing Economy Based on Agriculture, 142; Section 4: (Economics) Venezuela: Oil Powers the Economy, 148</p> <p><i>Europe and Russia</i> SE/TE: Chapter 2 —Section 1: From Ancient Greece to Feudal Europe, 33; Chapter 4: Section 1: Government Great Britain: A Democratic Tradition, 97; Section 2: (Culture) France: Preserving a Culture, 104; Section 3: Government Sweden: A Welfare State, 114; Section 4: (Culture) Italy: Two Ways of Life, 121; Section 5: Government Germany: A Nation Reunited, 127; Chapter 5 —Section 1: (Economics) Poland: Tradition and Change, 139; Section 2: (Culture) Bosnia-Herzegovina: A Tragic Conflict, 146; Section 3: (Economics) Ukraine: People Working Together, 154; Section 4: (Culture) Russia: A Large and Diverse Country, 161</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 2: Section 2: People and Cultures, 35; Section 3: Government China: Transforming Itself, 40; Section 5: Government The Koreas: A Divided Land, 50; Chapter 4: Section 3: (Culture) India: In the Midst of Change, 92; Section 4: (Economics) Pakistan: Economic Progress, 96; Chapter 6: Section 1: The Cultures of Southwest Asia, 133; Section 2: The Cultures of Central Asia, 138; Chapter 7: The Pacific Region, 162</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
<p style="text-align: right;">(Continued)</p> <ul style="list-style-type: none"> Analyze the formation, characteristics and functions of urban, suburban and rural settlements and 	<p style="text-align: right;">(Continued)</p> <p><i>Africa</i> SE/TE: Chapter 2: Section 1: Africa’s First People, 31; Section 2: Kingdoms and Empires, 35; Chapter 4: Section 1: (Culture) Egypt: Hearing the Call of Islam, 93; Section 2: (Culture) Algeria: The Casbah and the Countryside, 99; Chapter 5: Section 1: (Culture) Nigeria: One Country, Many Identities, 109; Section 2: Government Ghana: First in Independence, 115; Chapter 6: Section 1: (Culture) Ethiopia: Churches and Mosques, 135; Section 2: Government Tanzania: When People Cooperate, 140</p>
<ul style="list-style-type: none"> Identify processes that divide Earth’s surface into different political and economic units from local to international levels. 	<p><i>Geography</i> SE/TE: Chapter 4: Cultures of the World, 76; Section 3: Economic and Political Systems, 87; Citizen Heroes: Michael Stewartt, 45; Bonifacia Quispe and Oswaldo Rivera, 79</p> <p><i>The Ancient World</i> SE/TE: Chapter 1: The Beginnings of Human Society, 8; Section 1: Geography and History, 9; Chapter 3: Ancient Egypt and Nubia, 60; Section 2: Egypt’s Powerful Kings and Queens, 67; Chapter 4: Ancient India, 94; Section 4: The Golden Age of Maurya India, 111; Chapter 5: Ancient China, 122; Section 3: Strong Rulers Unite Warring Kingdoms, 134; Chapter 6: Ancient Greece, 152; Section 4: Athens and Sparta: Two Cities in Conflict, 170; Section 5: The Spread of Greek Culture, 175; Chapter 7: Ancient Rome, 190; Section 1: The Roman Republic, 191; Section 2: The Roman Empire, 197; Citizen Heroes: Nekhebu, 68; Greek citizens, 172; Fabiola, 212; Exploring Technology: Tombs for the Pharaohs, 76; Roman Building</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 1: The Byzantine and Muslim Empires, 8; Section 1: Byzantium: Rome’s Eastern Empire, 9; Chapter 2: Civilizations of Africa, 36; Section 2: Kingdoms of West Africa, 43; Section 3: Trading States of East Africa, 49; Chapter 3: The Ancient Americas, 58; Section 1: Cultures of Middle America, 59; Chapter 3: From “The Americas in 1492” by Jamake Highwater, 80;</p>

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<p style="text-align: right;">(Continued)</p> <ul style="list-style-type: none"> • Identify processes that divide Earth’s surface into different political and economic units from local to international levels. 	<p style="text-align: right;">(Continued)</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 4: Civilizations of Asia, 82; Section 2: Feudalism in Japan; Section 3: The Great Mughal Empire in India, 94; Chapter 5: Europe in the Middle Ages, 104; Section 1: Feudalism: A System for Living, 105; Section 2: The Rise of Cities, 111; Section 3: The Crusades, 117; Section 4: Kings and Popes, 124; Chapter 6: A New Age in Europe, 136; Section 3: The Age of Powerful Kings, 150; Chapter 7: Changes in the Western World, 168; Section 1: Limits on Monarchs, 169; Section 4: Revolution and Imperialism, 188; Chapter 8: A Century of Turmoil, 196; Section 1: World Wars and Revolution, 197; Section 2: Breaking Colonial Ties, 204; Section 3: Our Shrinking Globe, 210; Citizen Heroes: Sundiata, 46; Toyotomi Hideyoshi, 91; Queen Nzingha, 160</p> <p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 2: Growth, Settlement, and Civil War in the United States, 38; Section 3: The United States Becomes a World Power, 44; Citizen Heroes: Clara Barton, 42; Louis Kiel, 53; Terry Fox, 79; Cesar Chavez, 109; Exploring Technology: A Southwestern Pueblo, 34; The Brooklyn Bridge, 90</p> <p><i>Latin America</i> SE/TE: Chapter 2: Latin America: Shaped by Its History, 34; Section 4: Independence, 50; Chapter 4: Exploring Mexico and Central America, 82; Section 1: Government Mexico: One Family’s Move to the City, 8; Section 3: Government Panama: Where Two Oceans Meet, 96; Chapter 5: Exploring the Caribbean, 106; Section 1: Government Cuba: Clinging to Communism, 107; Section 2: Government Haiti: The Road to Democracy, 113; Citizen Heroes: Sor Juana Inez de la Cruz, 65; Mothers and Grandmothers of Argentina, 77; Justina Tzoc, 92; Jose Marti , 109; Hector Turrini, 133</p>

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(Continued)	(Continued)
<ul style="list-style-type: none"> • Identify processes that divide Earth’s surface into different political and economic units from local to international levels. 	<p><i>Europe and Russia</i> SE/TE: Chapter 2: Europe and Russia: Shaped by History, 32; Section 1: From Ancient Greece to Feudal Europe, 33; Section 2: Renaissance and Revolution, 40; Section 3: Industrial Revolution and Nationalism, 48; Section 4: Imperial Russia, 54; Section 5: The Rise and Fall of the Soviet Union, 60; Chapter 4: Exploring Western Europe, 96; Section 1: Government Great Britain: A Democratic Tradition, 97; Section 3: Government Sweden: A Welfare State, 114; Section 5: Government Germany: A Nation Reunited, 127; Citizen Heroes: Jeannine Picabia, 52; Andrei Sakharov, 64; Boris Yeltsin, 166</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 2: East Asia: Cultures and History, 28; Section 3: Government China: Transforming Itself, 40; Section 5: Government The Koreas: A Divided Land, 50; Chapter 4: South and Southeast Asia: Cultures and History, 80; Section 5: Government Vietnam: A Reunited Nation, 101; Chapter 6: Southwest and Central Asia: Cultures and History, 132; Section 5: Government Kazakhstan: Beyond Independence, 153; Chapter 7: The Pacific Region, 162</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 2: Africa: Shaped by Its History, 30; Section 2: Kingdoms and Empires, 35; Section 3: The Conquest of Africa, 41; Section 4: Independence and Its Challenges, 47; Chapter 5: Exploring West Africa, 100; Section 2: Government Ghana: First in Independence, 115; Chapter 6: Exploring East Africa, 134; Section 2: Government Tanzania: When People Cooperate, 140; Chapter 7: Exploring Central and Southern Africa, 160; Section 1: Government Democratic Republic of Congo: Rich But Poor, 161; Section 2: Government South Africa: The End of Apartheid, 168; Citizen Heroes: Agatha Mbogo, 78; Queen Yaa Asantewa, 117; Amri Abedi , 141; Ivy Nonqayi, 171</p>

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<p>CONTENT STANDARD 12: Human and Environment Interaction <i>Students will use geographic tools and technology to explain the interaction of humans and the larger environment, and the evolving consequences of those interactions.</i></p>	
<ul style="list-style-type: none"> • Explain the essential features and functions of maps, globes, photographs, geographic models and satellite images • Make maps, globes, models, charts and geographic databases • Compare and contrast differences among maps, globes, photographs, models and satellite images for solving geographic problems • Use maps, globes, models, graphs, charts and databases to analyze distributions and patterns 	<p>Geography SE/TE: Chapter 1: The World of Geography, 8; Section 1: The Five Themes of Geography, 9; Section 2: The Geographer’s Tools, 14; Chapter 1: Activity Shop Lab: A Five-Theme Tour, 24; Chapter 2: Skills Activity: Using Special Geography Graphs, 48; Chapter 3: Skills Activity: Using Distribution Maps, 70; Atlas, 130; World View, 146; Glossary of Geographic Terms, 154; Gazetteer, 156; Glossary, 160</p> <p><i>The Ancient World</i> SE/TE: Chapter 3: Skills Activity: Reading Route Maps, 90; Project Possibilities, 222; Map and Globe Handbook, 225; Atlas, 242; World View, 258; Glossary of Geographic Terms, 266</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 5: Skills Activity: Using Route Maps, 122; Chapter 6: Activity Shop Lab: Making a Compass, 166; Project Possibilities, 222; Map and Globe Handbook, 225; Atlas, 242; World View, 258; Glossary of Geographic Terms, 266</p> <p><i>The United States and Canada</i> SE/TE: Chapter 1: Skills Activity: Using Distribution Maps, 26; Chapter 1: Activity Shop Lab: Making a Model River, 30; Project Possibilities, 140; Map and Globe Handbook, 143; Regional Data Bank, 160; Atlas, 172; World View, 188; Glossary of Geographic Terms, 196; Gazetteer, 198; Glossary, 200</p> <p><i>Latin America</i> SE/TE: Chapter 1: Skills Activity: Using Regional Maps to Show Climate, 20; Chapter 6: Skills Activity: Using Isolines to Show Elevation, 140; Project Possibilities, 160; Map and Globe Handbook, 163; Regional Data Bank, 180; Atlas, 190; World View, 206</p>

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<p style="text-align: right;">(Continued)</p> <ul style="list-style-type: none"> • Explain the essential features and functions of maps, globes, photographs, geographic models and satellite images • Make maps, globes, models, charts and geographic databases • Compare and contrast differences among maps, globes, photographs, models and satellite images for solving geographic problems • Use maps, globes, models, graphs, charts and databases to analyze distributions and patterns 	<p style="text-align: right;">(Continued)</p> <p><i>Europe and Russia</i> SE/TE: Chapter 1: Skills Activity: Using Regional Maps, 22; Project Possibilities, 174; Reference, 176; Map and Globe Handbook, 177; Regional Data Bank, 194; Atlas, 204; World View, 220</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 2: Skills Activity: Reading Route Maps, 54; Chapter 3: Skills Activity: Using Isolines to Show Precipitation, 76; Project Possibilities, 188; Map and Globe Handbook, 191; Regional Data Bank, 208; Atlas, 220; World View, 236</p> <p><i>Africa</i> SE/TE: Chapter 4: Skills Activity: Using Regional Maps, 104; Chapter 4: Skills Activity: Using Distribution Maps, 126; Chapter 6: Skills Activity: Using Isolines to Show Elevation, 146; Project Possibilities, 176; Reference, 178; Map and Globe Handbook, 179; Regional Data Bank, 196; Atlas, 206</p>
<ul style="list-style-type: none"> • Describe human and natural characteristics of places and how they shape or place identity. 	<p><i>Geography</i> SE/TE: Chapter 2: Earth’s Physical Geography, 26; Section 1: Our Planet, the Earth, 27; Section 2: Land, Air, and Water, 31; Section 3: Climate and What Influences It, 37; Section 4: How Climate Affects Vegetation, 43; Chapter 2: Skills Activity: Using Special Geography Graphs, 48; Chapter 2: Activity Shop Interdisciplinary: The Earth’s Seasons, 52; Chapter 3: Earth’s Human Geography, 54; Section 1: Where Do People Live?, 55; Chapter 5: Earth’s Natural Resources, 104; Section 1: What Are Natural Resources?, 105; Section 2: How People Use the Land, 111; Section 3: People’s Effect on the Environment, 117; Exploring Technology: Technology and Weather Forecasting, 80; A Sun-Powered House, 120</p> <p><i>The Ancient World</i> SE/TE: Chapter 1: Section 1: Geography and History, 9; Chapter 2: The Fertile Crescent, 28; Section 1: Land Between Two Rivers, 29; Chapter 3: Section 1: The Geography of the Nile, 61; Section 5: The Resource-Rich Cultures of Nubia, 85;</p>

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<ul style="list-style-type: none"> • Describe human and natural characteristics of places and how they shape or place identity. 	<p><i>The Ancient World</i> SE/TE: Chapter 4: Section 1: The Indus and Ganges River Valleys, 95; Chapter 5: Section 1: The Geography of China’s River Valleys, 123</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 5: Section 2: The Rise of Cities, 111; Chapter 5: Skills Activity: Using Route Maps, 122; Chapter 6: Activity Shop Lab: Making a Compass, 166; Chapter 7: Changes in the Western World, 168; Section 3: The Industrial Revolution, 182; Chapter 7: Skills Activity: Interpreting Line Graphs, 180; Chapter 8: Section 3: Our Shrinking Globe, 210</p> <p><i>The United States and Canada</i> SE/TE: Chapter 1: The United States and Canada: Physical Geography, 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 15; Section 3: Natural Resources, 21; Chapter 1: Skills Activity: Using Distribution Maps, 26; Chapter 1: Activity Shop Lab: Making a Model River, 30; Chapter 2: Section 2: Growth, Settlement, and Civil War in the United States, 38; Chapter 2: Activity Shop Interdisciplinary: Transportation, 66; Chapter 4: Exploring the United States, 86; Section 1: (Culture) The Northeast: Land of Big Cities, 87; Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99; Section 4: (Economics) The West: Using Resources Wisely, ; Chapter 5: Section 2: (Culture) The Canadian Plains: Canada’s Breadbasket, 125; Section 3: (Culture) British Columbia: Ties to the Pacific Rim, 130; Exploring Technology: A Southwestern Pueblo, 34; The Brooklyn</p> <p><i>Latin America</i> SE/TE: Chapter 1: Latin America: Physical Geography, 8; Section 1: Land and Water, 9; Section 2: Climate and Vegetation, 14; Section 3: Natural Resources, 22; Chapter 1: <i>The Surveyor</i> by Alma Flor Ada, 30; Chapter 1: Skills Activity: Using Regional Maps to Show Climate, 20; Chapter 3: Cultures of Latin America, 62; Chapter 4: Section 3: Government Panama: Where Two Oceans Meet, 96; Chapter 4: Activity Shop Lab: Bridge, 90 Making a Model Canal Lock, 104;</p>

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<ul style="list-style-type: none"> Draw a freehand map from memory of increasing and appropriate complexity to display geographic information and answer geographic questions 	<p><i>Geography</i> SE/TE: Chapter 1: The World of Geography, 8; Section 1: The Five Themes of Geography, 9; Section 2: The Geographer’s Tools, 14; Chapter 1: Activity Shop Lab: A Five-Theme Tour, 24; Chapter 2: Skills Activity: Using Special Geography Graphs, 48; Chapter 3: Skills Activity: Using Distribution Maps, 70; Atlas, 130; World View, 146; Glossary of Geographic Terms, 154; Gazetteer, 156; Glossary, 160</p> <p><i>The Ancient World</i> SE/TE: Chapter 3: Skills Activity: Reading Route Maps, 90; Project Possibilities, 222; Map and Globe Handbook, 225; Atlas, 242; World View, 258; Glossary of Geographic Terms, 266</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 5: Skills Activity: Using Route Maps, 122; Chapter 6: Activity Shop Lab: Making a Compass, 166; Project Possibilities, 222; Map and Globe Handbook, 225; Atlas, 242; World View, 258; Glossary of Geographic Terms, 266</p> <p><i>The United States and Canada</i> SE/TE: Chapter 1: Skills Activity: Using Distribution Maps, 26; Chapter 1: Activity Shop Lab: Making a Model River, 30; Project Possibilities, 140; Map and Globe Handbook, 143;</p>

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<ul style="list-style-type: none"> • Demonstrate and explain ways that humans depend on, adapt to and alter the physical environment and • Identify the ways ecosystems are transformed through physical and human activities, and can predict the consequences of these activities. 	<p><i>Geography</i> SE/TE: Chapter 2: Earth's Physical Geography, 26; Section 1: Our Planet, the Earth, 27; Section 2: Land, Air, and Water, 31; Section 3: Climate and What Influences It, 37; Section 4: How Climate Affects Vegetation, 43; Chapter 2: Skills Activity: Using Special Geography Graphs, 48; Chapter 2: Activity Shop Interdisciplinary: The Earth's Seasons, 52; Chapter 3: Earth's Human Geography, 54; Section 1: Where Do People Live?, 55; Chapter 5: Earth's Natural Resources, 104; Section 1: What Are Natural Resources?, 105; Section 2: How People Use the Land, 111; Section 3: People's Effect on the Environment, 117;</p>

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<p>CONTENT STANDARD 13: Limited Resources <i>Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.</i></p>	
<ul style="list-style-type: none"> • Compare the resources used by various cultures, countries and/or regions throughout the world • Explain that households, businesses, governments and societies face scarcity just as individuals do • Define opportunity and cost, giving examples • Present historical and current controversies about the use of resources • Illustrate how resources can be used in a variety of ways • Explain economic growth as a sustained increase in the production of goods and services, and that Gross Domestic Product is the basic measure of economic output and • Explain how technological change and innovation improves a society's productivity and economic growth. 	<p><i>The United States and Canada</i> SE/TE: Chapter 1: Section 3: Natural Resources, 21; Chapter 2: Section 3: The United States Becomes a World Power, 44; Chapter 4: Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99; Section 4: (Economics) The West: Using Resources Wisely, 105</p> <p><i>Latin America</i> SE/TE: Chapter 1: Section 3: Natural Resources, 22; Chapter 6: Section 1: (Economics) Brazil: Resources of the Rain Forest, 129; Section 3: (Economics) Chile: A Growing Economy Based on Agriculture, 142; Section 4: (Economics) Venezuela: Oil Powers the Economy, 148; Chapter 6: Activity Shop Interdisciplinary: Rain Forest Resources, 156</p> <p><i>Europe and Russia</i> SE/TE: Chapter 1: Section 3: Natural Resources, 24; Chapter 5: Section 1: (Economics) Poland: Tradition and Change, 139; Section 3: (Economics) Ukraine: People Working Together, 154</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 1: Section 3: Natural Resources, 17; Chapter 2: Section 4: (Economics) Japan: Tradition and Change, 45; Chapter 4 — Section 4: (Economics) Pakistan: Economic Progress, 96; Section 5: Government Vietnam: A Reunited Nation, 101; Chapter 6: Section 3: (Economics) Israel: Building Its Economy, 143; Chapter 7: Section 4: (Economics) Australia: Three Ways of Life, 178</p> <p><i>Africa</i> SE/TE: Chapter 1: Section 3: Natural Resources, 21; Chapter 5: Section 3: (Economics) Mali: The Desert Is Coming, 121; Chapter 6: Section 3: (Economics) Kenya: Skyscrapers in the Savanna, 148</p> <p><i>Geography</i> SE/TE: Chapter 5: Earth's Natural Resources, 104; Section 1: What Are Natural Resources?, 105; Section 2: How People Use the Land, 111;</p>

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<p>CONTENT STANDARD 14: Economic Systems <i>Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.</i></p>	
<ul style="list-style-type: none"> • Explain how different economic systems (traditional, market and command) use different means to produce, distribute and exchange goods and services • Explain that all countries' economies reflect a mix of market, command and traditional elements • Describe the relationships among demand, supply and price and their roles in a market system • Identify how fundamental characteristics of a market system (e.g., private property, profits and competition, businesses, labor, banks and government) influence decision making • Identify governmental activities that affect the local, state, national and international economy 	<p>The United States and Canada SE/TE: Chapter 4: Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99; Section 4: (Economics) The West: Using Resources Wisely, 105</p> <p>Latin America SE/TE: Chapter 6: Section 1: (Economics) Brazil: Resources of the Rain Forest, 129; Section 3: (Economics) Chile: A Growing Economy Based on Agriculture, 142; Section 4: (Economics) Venezuela: Oil Powers the Economy, 148</p> <p>Europe and Russia SE/TE: Chapter 5: Section 1: (Economics) Poland: Tradition and Change, 139; Section 3: (Economics) Ukraine: People Working Together, 154</p>

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<p>CONTENT STANDARD 15: Economic Interdependence <i>Students will demonstrate how the exchange of goods and services by individuals, groups and nations creates economic interdependence and how trade results in change.</i></p>	
<ul style="list-style-type: none"> • Explain how specialization leads to more efficient use of economic resources and economic growth • Explain why trade encourages specialization and • Explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living. 	<p><i>The United States and Canada</i> SE/TE: Chapter 2: The United States and Canada: Shaped by History, 32; Section 1: The First Americans and the Arrival of the Europeans, 33; Section 2: Growth, Settlement, and Civil War in the United States, 38; Chapter 3: Section 1: The United States: A Nation of Immigrants, 69; Section 2: Canada: A Mosaic, 75; Chapter 3: <i>Western Wagons</i> by Steven Vincent Benét, 84; Chapter 4: Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99; Section 4: (Economics) The West: Using Resources Wisely, 105; Chapter 4: Section 2: (Economics) The South: A Changing Landscape, 93; Section 3: (Economics) The Midwest: Moving From the Farm, 99</p>

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Connecticut Social Studies Framework & Content Standards, Grades 5-8	PAGES WHERE TAUGHT (If submission is not a book, cite appropriate location(s))
(Continued)	(Continued)
<ul style="list-style-type: none"> • Explain how specialization leads to more efficient use of economic resources and economic growth • Explain why trade encourages specialization and • Explain how specialization increases interdependence among producers, consumers and nations and consequently leads to a higher standard of living. 	<p><i>Latin America</i> SE/TE: Chapter 2: Latin America: Shaped by Its History, 34; Section 1: Early Civilizations of Middle America, 35; Section 3: European Conquest, 43; Chapter 4: Section 1: Government Mexico: One Family’s Move to the City, 83; Chapter 6: Section 1: (Economics) Brazil: Resources of the Rain Forest, 129; Section 3: (Economics) Chile: A Growing Economy Based on Agriculture, 142; Section 4: (Economics) Venezuela: Oil Powers the Economy, 148</p> <p><i>Europe and Russia</i> SE/TE: Chapter 5: Section 1: (Economics) Poland: Tradition and Change, 139; Section 3: (Economics) Ukraine: People Working Together, 154</p> <p><i>Asia and the Pacific</i> SE/TE: Chapter 2: Section 4: (Economics) Japan: Tradition and Change, 45; Chapter 4 — Section 4: (Economics) Pakistan: Economic Progress, 96; Chapter 6: Section 3: (Economics) Israel: Building Its Economy, 143 Chapter 7: Section 4: (Economics) Australia: Three Ways of Life, 178</p> <p><i>Africa</i> SE/TE: Chapter 5: Section 3: (Economics) Mali: The Desert Is Coming, 121; Chapter 6: Section 3: (Economics) Kenya: Skyscrapers in the Savanna, 148</p> <p><i>Geography</i> SE/TE: Chapter 3: Earth's Human Geography, 54; Section 1: Where Do People Live?, 55; Section 2: A Growing Population, 60; Section 3: Why People Migrate, 64</p> <p><i>Medieval Times to Today</i> SE/TE: Chapter 2 —Section 3: Trading States of East Africa, 49; Chapter 6: Section 2: The Age of Exploration, 143; Section 4: Conquests in the Americas and Africa, 156; Chapter 6: Activity Shop Lab: Making a Compass, 166; Chapter 8: Section 3: Our Shrinking Globe, 210</p> <p>Note: Information relating to this standard can be found in the Prentice Hall Program: <i>Economics: Principles in Action</i> © 2001, which can be previewed at www.phschool.com.</p>