6.1 Compare and contrast early forms of government via the study of early civilizations of the Western Hemisphere.

**Student Edition:**
- 210-211, 306-307
- Critical Thinking 307
- Guiding Question 210

**Teacher Edition:**
- OTO 307; RS 307; VS 306

Codes used for Teacher Edition pages are the initial caps of headings on that page.
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| **6.2 Describe current forms of government and the specific roles played by citizens in countries of the Western Hemisphere.** | **Student Edition:**  
136-137, 193, 255, 285, 310-311  
*Answering the Guiding Questions* 255 #4, 285 #4  
*Guiding Question* 136  
*Reading Progress Check* 137, 255, 285  
**Teacher Edition:**  
CBK 136; CTS 136; OTO 136; RS 193; VS 311; WS 136 |
| **6.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.** | The following page references discuss the beginnings of democracy and trade relations in the west and can be used with teacher instruction to meet this standard.  
**Student Edition:**  
86-87, 189, 830  
*Global Connections* 222-225  
*Thinking Like a Geographer* 225 #1  
**Teacher Edition:**  
OTO 224 |
| **6.4 Recognize historical and contemporary means of changing societies and promoting the common good.** | **Student Edition:**  
*Guiding Question* 188, 282  
*Reading Progress Check* 189, 283  
**Teacher Edition:**  
OTO 253; RS 127, 189; TS 137 |
| **6.5 Investigate current issues and how they relate to other countries.** | **Student Edition:**  
*Critical Thinking* 166  
*Guiding Question* 156, 194  
*Reading Progress Check* 159, 195  
**Teacher Edition:**  
CTS 166, 194; OTO 166, 167; RS 167; TS 167; VS 167 |
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| **6.6** Analyze the roles of competition, supply, and demand in determining prices and wages. | The following page references provide a general discussion of economic principles that can be used as a starting point to meet this standard.  
**Student Edition:**  
94-96  
*Answering the Guiding Questions* 101 #2  
*Critical Thinking* 95  
*Guiding Question* 94  
*Reading Progress Check* 96  
**Teacher Edition:**  
CTS 94; OTO 95; RS 94, 95; VS 95 |
| **6.7** Explain the function of imports, exports, and trade in the economy. | **Student Edition:**  
100-101  
*Answering the Guiding Questions* 101 #4  
*Global Connections* 222-225  
*Reading Progress Check* 101  
*Thinking Like a Geographer* 225 #1, #2, #3  
**Teacher Edition:**  
CTS 101, 222, 224; RS 222, 224; TS 100, 101; VS 223, 224, 225 |
| **6.8** Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups and society as a whole. | The following page references provide a general discussion of trade and can be used as a starting point to meet this standard.  
**Student Edition:**  
100-101  
*Answering the Guiding Questions* 101 #4  
*Reading Progress Check* 101  
**Teacher Edition:**  
CTS 101; TS 100, 101 |
| **Multicultural Studies** | **Student Edition:**  
210-211, 306-307  
*Critical Thinking* 307  
*Guiding Question* 210  
**Teacher Edition:**  
OTO 307; RS 307; VS 306 |
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| **6.2** Describe current forms of government in countries in the Western Hemisphere and the specific roles played by citizens in countries of the Western Hemisphere. (Civics) | **Student Edition:**  
136-137, 193, 255, 285, 310-311  
*Answering the Guiding Questions* 255 #4, 285 #4  
*Guiding Question* 136  
*Reading Progress Check* 137, 255, 285  
**Teacher Edition:**  
CBK 136; CTS 136; OTO 136; RS 193; VS 311; WS 136 |
| **6.4** Recognize historical and contemporary means of changing societies and promoting the common good. (Civics) | **Student Edition:**  
*Guiding Question* 188, 282  
*Reading Progress Check* 189, 283  
**Teacher Edition:**  
OTO 253; RS 127, 189; TS 137 |
| **6.8** Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups and society as a whole. (Economics) | The following page references discuss economic issues and can be used with teacher instruction to meet this standard.  
**Student Edition:**  
218-219, 220-221, 262-263, 290  
*Answering the Guiding Questions* 221 #4, 263 #4  
*DBQ* 141 #1, #2, #3  
*What Do You Think* 140-141  
**Teacher Edition:**  
CTS 140, 141, 219, 220; RS 140; WS 141, 290 |
| **6.14** Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere. (Geography) | **Student Edition:**  
61-63, 74, 78  
*Answering the Guiding Questions* 81 #4  
*Critical Thinking* 62, 74, 78  
*Reading Progress Check* 63  
**Teacher Edition:**  
OTO 62, 74; VS 74; WS 62 |
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| 6.17 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the countries of the Western Hemisphere. (History) | **Student Edition:** 138-139, 194, 217, 221, 259-260, 288-290, 314-315  
Answering the Guiding Questions 195 #5  
Critical Thinking 138 #1, #2, 139, 194, 290  
Graph Skills 138  
Guiding Question 138  
Reading Progress Check 139, 260, 290  
What Do You Think? 318-319  
**Teacher Edition:** CTS 138, 139, 194, 221; OTO 260; TS 138; VS 138 |
| 6.20 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere. (History) | **Student Edition:** 125, 130-131, 137, 160-161, 214  
Answering the Guiding Questions 131 #5  
Critical Thinking 125, 161  
DBQ 319 #1, #2, #3  
What Do You Think 318-319  
**Teacher Edition:** C 137; CTS 131, 214, 318, 319; RS 125 |
| 6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History) | **Student Edition:** 125, 130-131, 137, 160-161, 214  
Answering the Guiding Questions 131 #5  
Critical Thinking 125, 161  
DBQ 319 #1, #2, #3  
What Do You Think 318-319  
**Teacher Edition:** C 137; CTS 131, 214, 318, 319; RS 125 |

**Financial Literacy**

<p>| 6.9 Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards and online and mobile payments. | This standard falls outside of the scope of Discovering World Geography © 2018 and can be met through teacher instruction. |
| 6.10 Discuss the advantages and disadvantages of borrowing money to buy something. | This standard falls outside of the scope of Discovering World Geography © 2018 and can be met through teacher instruction. |
| 6.11 Identify and explain ways to manage risk and how insurance plays a role in mitigating loss. (wearing helmets, bike theft, piggy bank v. bank). | This standard falls outside of the scope of Discovering World Geography © 2018 and can be met through teacher instruction. |</p>
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<td><strong>6.12</strong> Define and explain the following: spending, savings, credit, and debt.</td>
<td>This standard falls outside of the scope of Discovering World Geography © 2018 and can be met through teacher instruction.</td>
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<tr>
<td><strong>Geography—Western Hemisphere</strong></td>
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<td><strong>6.13</strong> Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions (e.g., perceptual impacts for creating boundaries, borders, cultural regions of indigenous peoples).</td>
<td><strong>Student Edition:</strong>&lt;br&gt;Graph Skills 206&lt;br&gt;Map Skills 108, 109, 110, 111, 112, 116, 179, 232, 233, 234, 235, 236&lt;br&gt;Step Into the Place 114-115, 146-147, 176-177, 200-201, 238-239, 272-273, 296-297&lt;br&gt;<strong>Teacher Edition:</strong>&lt;br&gt;OTO 108, 109, 110, 111, 112, 122, 153, 180, 206, 208, 232, 233, 234, 235, 236</td>
</tr>
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<td><strong>6.14</strong> Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere.</td>
<td><strong>Student Edition:</strong>&lt;br&gt;61-63, 74, 78&lt;br&gt;Answering the Guiding Questions 81 #4&lt;br&gt;Critical Thinking 62, 74, 78&lt;br&gt;Reading Progress Check 63&lt;br&gt;<strong>Teacher Edition:</strong>&lt;br&gt;OTO 62, 74; VS 74; WS 62</td>
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<td><strong>6.15</strong> Explain and demonstrate how changes in transportation and communication technology affects the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as, religion, land use, population).</td>
<td><strong>Student Edition:</strong>&lt;br&gt;187&lt;br&gt;Global Connections 90-93&lt;br&gt;Thinking Like a Geographer 93 #1, #2, #3&lt;br&gt;<strong>Teacher Edition:</strong>&lt;br&gt;C; 90; C2 91; CTS 92; OTO 72, 90, 91, 92; R1 92; R2 92; RS 90, 187; V1 93; V2 93; VS 91</td>
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<td><strong>6.16</strong> Explain how technological developments, societal decisions, and personal practices influence sustainability.</td>
<td><strong>Student Edition:</strong>&lt;br&gt;Global Connections 90-93&lt;br&gt;Thinking Like a Geographer 93 #1, #2, #3&lt;br&gt;<strong>Teacher Edition:</strong>&lt;br&gt;C; 90; C2 91; CTS 92; OTO 72, 90, 91, 92; R1 92; R2 92; RS 90; V1 93; V2 93; VS 91</td>
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<tr>
<td><strong>History (Local, State, National, and World) [Western Hemisphere--World History]</strong></td>
<td><strong>Historical Knowledge</strong></td>
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| **6.17 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the countries of the Western Hemisphere.** | **Student Edition:**  
138-139, 194, 217, 221, 259-260, 288-290, 314-315  
*Answering the Guiding Questions* 195 #5  
*Critical Thinking* 138 #1, #2, 139, 194, 290  
*Graph Skills* 138  
*Guiding Question* 138  
*Reading Progress Check* 139, 260, 290  
*What Do You Think?* 318-319  
**Teacher Edition:**  
CTS 138, 139, 194, 221; OTO 260; TS 138; VS 138 |
| **6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties.** | The following page references discuss the colonization of the Western Hemisphere and can be used with teacher instruction to meet this standard.  
**Student Edition:**  
*Critical Thinking* 126, 127, 157, 161, 185  
*Reading Progress Check* 127, 187, 212  
**Teacher Edition:**  
CTS 126, 251; OTO 127, 186, 212; RS 126, 127, 157, 251; TS 251, 289 |
| **6.19 Examine the continuity and change of the indigenous cultures through relevance and contributions to modern society.** | The following page references discuss modern cultures of the Western Hemisphere and can be used with teacher instruction to meet this standard.  
**Student Edition:**  
221, 259-260, 288-290, 314-315  
*Answering the Guiding Questions* 221 #5, 317 #3  
*Critical Thinking* 314  
*Guiding Question* 288  
*Reading Progress Check* 260, 315  
**Teacher Edition:**  
CTS 221, 260, 289; OTO 259, 260, 288; RS 259, 289; TS 221, 260; VS 259 |
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| **6.20** Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere. | **Student Edition:** 125, 130-131, 137, 160-161, 214  
Answering the Guiding Questions 131 #5  
Critical Thinking 125, 161  
DBQ 319 #1, #2, #3  
What Do You Think 318-319  
**Teacher Edition:** C₂ 137; CTS 131, 214, 318, 319; RS 125 |
| **6.21** Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). | **Student Edition:** 125, 130-131, 137, 160-161, 214  
Answering the Guiding Questions 131 #5  
Critical Thinking 125, 161  
DBQ 319 #1, #2, #3  
What Do You Think 318-319  
**Teacher Edition:** C₂ 137; CTS 131, 214, 318, 319; RS 125 |
| **6.22** Compare alternative ways that historical periods and eras are designated (e.g. since time immemorial, ad infinitum, BCE, CE, BC, AD, decade, century, millennium). | This standard falls outside of the scope of Discovering World Geography © 2018 and can be met through teacher instruction. |
| **6.23** Analyze cause and effect relationships within the living histories of indigenous peoples such as land, technology, and competing economic interests. | **Student Edition:** 125, 130-131, 137, 160-161, 214  
Answering the Guiding Questions 131 #5  
Critical Thinking 125, 161  
DBQ 319 #1, #2, #3  
What Do You Think 318-319  
**Teacher Edition:** C₂ 137; CTS 131, 214, 318, 319; RS 125 |
| **Social Science Analysis** | **Teacher Edition:**  
TS 20, 23, 32, 46, 52, 59, 65, 80, 84, 101, 131, 137, 158, 167, 169, 180, 187, 188, 194, 200, 204, 213, 221, 242, 243, 251, 257, 262, 263, 276, 303, 310, 317 |
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| 6.25 Critique information by determining its sufficiency to answer questions and if the source is credible. | **Student Edition:**
| | DBQ 35 #1, #2, #3, 141 #1, #2, #3
| | *What Do You Think?* 34-35, 140-141, 318-319
| | **Teacher Edition:**
| | CTS 34, 35, 140, 141, 318, 319; OTO 34, 35, 319;
| | RS 34, 140; WS 35, 141 |
| 6.26 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem. | The following page references discuss problems in the Western Hemisphere and can be used with teacher instruction to meet this standard.
| | **Student Edition:**
| | *Answering the Guiding Questions* 195 #5
| | *Guiding Questions* 194, 290
| | *Reading Progress Check* 195
| | **Teacher Edition:**
| | CTS 194, 291; TS 194, 262; VS 195; WS 195, 219, 263, 290, 291 |
| 6.27 Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies and potential outcomes. | The following page references discuss problems in the Western Hemisphere and can be used with teacher instruction to meet this standard.
| | **Student Edition:**
| | *Answering the Guiding Questions* 195 #5
| | *Guiding Questions* 194, 290
| | *Reading Progress Check* 195
| | **Teacher Edition:**
| | CTS 194, 291; TS 194, 262; VS 195; WS 195, 219, 263, 290, 291 |
| 6.28 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of these arguments. | **Student Edition:**
| | *Answering the Guiding Questions* 123 #8, 195 #6, 221 #6, 255 #5, 263 #5, 285 #5, 311 #5
| | **Teacher Edition:**
| | WS 35, 141, 152, 219, 246, 263, 267, 283, 290, 291 |