

Michigan GLCEs and Testing: A Guide for Teachers

Standards-at-a-Glance MI T53

Use this chart to track where the **Michigan Grade-Level Content Expectations (GLCEs)** for Grade Six Social Studies are addressed throughout Pearson's *Michigan myWorld Geography* program.

Resources for Thematic-Based Instruction..... MI T60

Pearson's *Michigan myWorld Geography* program provides comprehensive coverage of the **Michigan Grade-Level Content Expectations (GLCEs)** for Grade Six. Use this chart to plan your lessons by theme (history, geography, civics/government, economics, and public discourse, decision making, and citizen involvement).

MC3 Guide to Western Studies..... MI T68

Pearson's *Michigan myWorld Geography* program for Grade Six is closely aligned to the **Michigan Grade-Level Content Expectations (GLCEs)**. This program also provides the resources and flexibility to plan your lessons according to the **Michigan Citizenship Collaborative Curriculum (MC3)**. This chart shows a correlation between each unit of the MC3 and the student edition of the *Michigan myWorld Geography* program. It also includes the corresponding **GLCEs** for Grade Six Social Studies.

Michigan GLCEs and Testing: A Guide for Students MI T70

A complete list of the Michigan **GLCEs** for Grade Six Social Studies helps students know what to expect from this course. The **MEAP Skills Practice** prepares students for success on the MEAP. Teacher tips and an answer key are included in the Guide on the Side.

Grand Maris, Lake Superior

MI T52



MI Standards-at-a-Glance

The *Michigan myWorld* Geography program provides comprehensive coverage and assessment of the **Michigan Grade-Level Content Expectations (GLCEs)** for Grade Six Social Studies. Use this chart to track where the **Michigan GLCEs** are addressed throughout the student edition.

Michigan GLCEs for Grade Six Social Studies	Chapter/Section
History	
H1 The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)	
H1.1 Temporal Thinking <i>Use historical conceptual devices to organize and study the past.</i>	
6-H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.	Core Concepts: Part 9, page 118; Ch. 9, Sec. 2
6-H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.).	Core Concepts: Part 9, page 118
H1.2 Historical Inquiry and Analysis <i>Use historical inquiry and analysis to study the past.</i>	
6-H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	Core Concepts: Part 9, pages 120, 122, 124; Primary Source: Ch. 4, 8
6-H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	Primary Source: Ch. 1, 5, 7-12; MEAP Practice: Ch. 3, 12
6-H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	Core Concepts: Part 9, page 120; Primary Source: Ch. 2–3, 5–7, 8–12; MEAP Practice: Ch. 1, 4
6-H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.	Core Concepts: Part 9, page 120; Primary Source: Ch. 6; MEAP Practice: Ch. 7
6-H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.	myStory: Ch. 8, 9; Ch. 5, Sec. 2; Ch. 7, Sec. 2; Ch. 8, Sec. 1, 3; Ch. 9, Sec. 1, 3; Ch. 12, Sec. 2; Case Study: Ch. 4, 12; MEAP Practice: Ch. 5
H1.4 Historical Understanding <i>Use historical concepts, patterns, and themes to study the past.</i>	
6-H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).	Core Concepts: Part 7, pages 88, 94; Ch. 5, Sec. 2; Ch. 8, Sec. 2-4; Ch. 9, Sec. 1, 2, 4; Ch. 10, Sec. 3-4; Ch. 11, Sec. 1; Case Study: Ch. 6, 11
6-H1.4.2 Describe and use themes of history to study patterns of change and continuity.	Ch. 8, Sec. 2, 4; Ch. 9, Sec. 1, 2, 4; Ch. 11, Sec. 2
6-H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.	Core Concepts: Part 6, page 74; Part 8, page 104; Ch. 9, Sec. 5; Ch. 12, Sec. 3; Case Study: Ch. 6; MEAP Practice: Ch. 8
W1 WHG Era 1—The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.	
W1.1 Peopling of the Earth <i>Describe the spread of people in the Western Hemisphere in Era 1.</i>	
6-W1.1.1 Describe the early migrations of people among Earth's continents (including the Beringia Land Bridge).	Core Concepts: Part 6, page 78; Ch. 4, Sec. 2; Ch. 6, Sec. 2; Case Study: Ch. 2

Michigan GLCEs for Grade Six Social Studies		Chapter/Section
History (continued)		
6-W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).		Case Study: Ch. 2
W1.2 Agricultural Revolution <i>Describe the Agricultural Revolution and explain why it is a turning point in history.</i>		
6-W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).		Ch. 3, Sec. 2; Case Study: Ch. 1
6-W1.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).		Ch. 1, Sec. 2; Ch. 4, Sec. 2
6-W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).		Ch. 1, Sec. 2; Ch. 2, Sec. 2
W2 WHG Era 2—Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.		
W2.1 Early Civilizations and Early Pastoral Societies <i>Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.</i>		
6-W2.1.1 Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.		Core Concepts: Part 4, page 48; Ch. 1, Sec. 2; Ch. 6, Sec. 2; Case Study: Ch. 1
6-W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).		Core Concepts: Part 7, page 98; Ch. 1, Sec. 2; Ch. 3, Sec. 2; Ch. 4, Sec. 2
6-W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).		Ch. 1, Sec. 2; Ch. 2, Sec. 2; Ch. 5, Sec. 2; Case Study: Ch. 2
6-W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).		Ch. 5, Sec. 2; Ch. 8, Sec. 1
W3 WHG Era 3—Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.		
W3.1 Classical Traditions and Major Empires in the Western Hemisphere <i>Describe empires and agrarian civilizations in Mesoamerica and South America.</i>		
6-W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.		Ch. 4, Sec. 2; Ch. 6, Sec. 2
6-W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance—Inca Road, supply and demand for products).		Ch. 3, Sec. 2; Ch. 6, Sec. 2; Case Study: Ch. 3
6-W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.		Ch. 3, Sec. 2; Case Study: Ch. 3
6-W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.		Ch. 3, Sec. 2; Case Study: Ch. 3
6-W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).		Ch. 3, Sec. 2; Case Study: Ch. 3
Geography		
G1 The World in Spatial Terms: Geographical Habits of Mind		
G1.1 Spatial Thinking <i>Use maps and other geographic tools to acquire and process information from a spatial perspective.</i>		

Geography (continued)	
6-G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.	Core Concepts: Part 1, pages 4, 10, 12; Part 9, page 124
6-G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).	Ch. 1, Sec. 1; Ch. 3, Sec. 1; Ch. 4, Sec. 1; Ch. 6, Sec. 1
G1.2 Geographical Inquiry and Analysis <i>Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</i>	
6-G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.	Core Concepts: Part 1, page 12; Part 3, page 40; Ch. 2, Sec. 1; Ch. 3, Sec. 1; Ch. 4, Sec. 1; Ch. 7, Sec. 1
6-G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.	Core Concepts: Part 1, pages 8, 10
6-G1.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.	Core Concepts: Part 3, pages 38, 40; Part 6, page 72; Part 7, pages 90, 92; MEAP Practice: Ch. 9, 10
6-G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.	Core Concepts: Part 1, page 8; Regional Flyover: Units 1-4
6-G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.	Core Concepts: Part 1, page 8
6-G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.	Case Study: Ch. 10
G1.3 Geographical Understanding <i>Use geographic themes, knowledge about processes and concepts to study the Earth.</i>	
6-G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.	Core Concepts: Part 1, pages 4, 6
6-G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.	Core Concepts: Part 1, pages 4, 6, 12; Part 3, page 36; Part 6, pages 76, 80; Part 7, page 92;
6-G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	Core Concepts: Part 1, pages 6, 10; Part 3, pages 36, 42; Part 5, page 66; Part 6, page 80; Part 7, pages 90, 96
G2 Places and Regions	
G2.1 Physical Characteristics of Place <i>Describe the physical characteristics of places.</i>	
6-G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	Core Concepts: Part 3, pages 32, 34, 38; Regional Flyover: Units 1-4; Ch. 2, Sec. 1; Ch. 3, Sec. 1; Ch. 4, Sec. 1; Ch. 5, Sec. 1; Ch. 6, Sec. 1, Ch. 10, Sec. 1, Ch. 11, Sec. 1, Ch. 12, Sec. 1; MEAP Practice: Ch. 6
6-G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.	Core Concepts: Part 2, page 24

Michigan GLCEs for Grade Six Social Studies		Chapter/Section
Geography (continued)		
G2.2 Human Characteristics of Place <i>Describe the human characteristics of places.</i>		
6-G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	Core Concepts: Part 7, pages 86, 88, 92, 84; Part 8, page 108; Ch. 2, Sec. 2; Ch. 3, Sec. 3; Ch. 5, Sec. 1; Ch. 6, Sec. 1, 3; Ch. 7, Sec. 1, 3; Ch. 8, Sec. 1-4; Ch. 9, Sec. 1; Ch. 10, Sec. 1; Ch. 11, Sec. 2; Ch. 12, Sec. 1; Case Study: Ch. 5, 6, 11; Primary Source: Ch. 4	
6-G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).	Core Concepts: part 5, page 64; Part 6, page 74; Part 7, page 98; Ch. 2, Sec. 3; Ch. 9, Sec. 3; Ch. 10, Sec. 2; Ch. 12, Sec. 1; Case Study: Ch. 12	
6-G2.2.3 Analyze how culture and experience influence people’s perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups—Africans, South Asians, Europeans—and the differing contemporary points of view about the region displayed by islanders and tourists).	Core Concepts: Part 6, page 78; Part 7, page 86; myStory: Ch. 1-7, 10-12; Ch. 5, Sec. 3; Ch. 8, Sec. 4	
G3 Physical Systems		
G3.1 Physical Processes <i>Describe the physical processes that shape the patterns of the Earth’s surface.</i>		
6-G3.1.1 Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).	Core Concepts: Part 3, pages 32, 34	
G3.2 Ecosystems <i>Describe the characteristics and spatial distribution of ecosystems on the Earth’s surface.</i>		
6-G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America’s location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).	Core Concepts: Part 3, page 42; Ch. 5, Sec. 1; Ch. 6, Sec. 1; Ch. 10, Sec. 1; Ch. 12, Sec. 1	
6-G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).	Core Concepts: Part 4, page 50; Ch. 5, Sec. 1; Ch. 10, Sec. 1; Ch. 12, Sec. 1	
G4 Human Systems <i>Explain that human activities may be seen on Earth’s surface.</i>		
G4.1 Cultural Mosaic <i>Describe the characteristics, distribution and complexity of Earth’s cultural mosaic.</i>		
6-G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).	Core Concepts: Part 7, page 96; Ch. 1, Sec. 1, 3; Ch. 2, Sec. 3; Ch. 3, Sec. 3; Ch. 4, Sec. 3; Ch. 6, Sec. 3; Ch. 7, Sec. 3	
G4.2 Technology Patterns and Networks <i>Describe how technology creates patterns and networks that connect people, products, and ideas.</i>		
6-G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals’ ideas as voice and image messages on electronic networks such as the Internet).	Core Concepts: Part 7, pages 96, 98; Ch. 9, Sec. 3; Ch. 10, Sec. 2	
G4.3 Patterns of Human Settlement <i>Describe patterns, processes, and functions of human settlement.</i>		

Geography (continued)	
6-G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).	Core Concepts: Part 4, pages 50, 52; Part 6, page 80; Ch. 1, Sec. 2; Ch. 4, Sec. 1
6-G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities—modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).	Core Concepts: Part 6, page 76; Ch. 1, Sec. 1; Ch. 5, Sec. 1; Ch. 6, Sec. 1; Ch. 10, Sec. 1
G4.4 Forces of Cooperation and Conflict <i>Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</i>	
6-G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).	Ch. 2, Sec. 2; Ch. 7, Sec. 2; Ch. 8, Sec. 1-4; Ch. 9, Sec. 3-5; Ch. 11, Sec. 2; Ch. 12, Sec. 2-3; Case Study: Ch. 1, 3, 5-6, 10-11; Primary Source: Ch. 2-3
6-G4.4.2 Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.	Ch. 2, Sec. 2; Case Study: Ch. 2
G5 Environment and Society	
G5.1 Humans and the Environment <i>Describe how human actions modify the environment.</i>	
6-G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).	Core Concepts: Part 4, pages 48, 52; Part 6, page 74; Ch. 1, Sec. 2; Ch. 2, Sec. 1; Ch. 3, Sec. 1, Ch. 5, Sec. 3; Ch. 7, Sec. 1, 3; Ch. 10, Sec. 1, Ch. 11, Sec. 1; Case Study: Ch. 7, 10
6-G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).	Core Concepts: Part 4, page 52; Ch. 11, Sec. 1; Case Study: Ch. 7
6-G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).	Core Concepts: Part 4, page 52; Ch. 6, Sec. 3; Case Study: Ch. 7; MEAP Practice: Ch. 2
G5.2 Physical and Human Systems <i>Describe how physical and human systems shape patterns on the Earth's surface.</i>	
6-G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).	Core Concepts: Part 3, pages 32, 38; Ch. 3, Sec. 1; Ch. 7, Sec. 1, 3; Case Study: Ch. 7, 10; Primary Source: Ch. 7; MEAP Practice: Ch. 2
G6 Global Issues Past and Present	
G6.1 Global Topic Investigation and Issue Analysis	
6-G6.1.1 Contemporary Investigations —Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.	Closing Activity: Unit 2
6-G6.1.2 Investigations Designed for Ancient World History Eras —Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.	MEAP Practice: Ch. 8
Civics and government	
C1 Purposes of Government <i>Analyze how people identify, organize, and accomplish the purposes of government.</i>	

Michigan GLCEs for Grade Six Social Studies		Chapter/Section
Civics and government (continued)		
C1.1 Nature of Civic Life, Politics, and Government <i>Describe Civic Life, Politics, and Government and explain their relationships.</i>		
6-C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).	Core Concepts: Part 8, pages 104, 106, 108; Ch. 2, Sec. 3; Ch. 3, Sec. 3; Ch. 7, Sec. 2; Ch. 8, Sec. 2; Ch. 9, Sec. 5; Ch. 12, Sec. 2, 3; Case Study: Ch. 12	
C3 Structure and Functions of Government		
C3.6 Characteristics of Nation-States <i>Describe the characteristics of nation-states and how they may interact.</i>		
6-C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.	Core Concepts: Part 8, page 106; Ch. 9, Sec. 2; Ch. 10, Sec. 3	
6-C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.	Core Concepts: Part 8, pages 104, 106, 108; Ch. 4, Sec. 2-3; Ch. 5, Sec. 3; Ch. 7, Sec. 2; Ch. 10, Sec. 2	
C4 Relationship of United States to Other Nations and World Affairs		
C4.3 Conflict and Cooperation Between and Among Nations <i>Explain the various ways that nations interact both positively and negatively.</i>		
6-C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).	Core Concepts: Part 8, page 110; Ch. 4, Sec. 3; Ch. 5, Sec. 3; Ch. 9, Sec. 5; Ch. 10, Sec. 2, 4; Case Study: Ch. 5	
6-C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).	Core Concepts: Part 8, page 110; Ch. 1, Sec. 3; Ch. 2, Sec. 1; Ch. 9, Sec. 4; Ch. 10, Sec. 2, 4; Ch. 12, Sec. 2	
6-C4.3.3 Give examples of how countries work together for mutual benefits through international organizations [e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)].	Core Concepts: Part 5, page 66; Part 8, page 110; Ch. 1, Sec. 3; Ch. 2, Sec. 3; Ch. 3, Sec. 3; Ch. 6, Sec. 3; Ch. 10, Sec. 3-4; Ch. 12, Sec. 3; MEAP Practice: Ch. 10	
Economics		
E1 The Market Economy		
E1.1 Individual, Business, and Government Choices <i>Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy .</i>		
6-E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).	Core Concepts: Part 5, page 58, 60, 68; Ch. 11, Sec. 2	
E2 The National Economy		
E2.3 Role of Government <i>Describe how national governments make decisions that affect the national economy</i>		
6-E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.	Core Concepts: Part 5, pages 62, 64, 66; Ch. 3, Sec. 3; Ch. 8, Sec. 3; Ch. 11, Sec. 2; Case Study: Ch. 4	
E3 International Economy <i>Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.</i>		
E3.1 Economic Interdependence <i>Describe patterns and networks of economic interdependence, including trade.</i>		




Economics (continued)	
6-E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.	Core Concepts: Part 5, pages 58, 66
6-E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).	Core Concepts: Part 5, page 60
6-E3.1.3 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).	Ch. 1, Sec. 3
E3.3 Economic Systems <i>Describe how societies organize to allocate resources to produce and distribute goods and services.</i>	
6-E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)	Core Concepts: Part 5, pages 58, 60, 62; Ch. 7, Sec. 3; Case Study: Ch. 4, 12
Public Discourse, Decision Making, and Citizen Involvement (P3, P4)	
P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement	
6-P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness. <ul style="list-style-type: none"> • Identify public policy issues related to global topics and issues studied. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative. • Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales. 	Closing Activity: Units 1-4
P4.2 Citizen Involvement <i>Act constructively to further the public good.</i>	
6-P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	Core Concepts: Part 8, page 112
6-P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.	Closing Activity: Units 1-2, 4
6-P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).	Closing Activity: Units 1-2, 4



Resources for Thematic-Based Instruction

If you focus your lessons on a particular social studies topic, such as history or economics, the chart below highlights the *Michigan myWorld Geography* program resources available to enhance your thematic-based instruction.



  		
	History	Geography
Core Concept Units		
Part 1: Tools of Geography	Student Edition: <ul style="list-style-type: none">• Part 7: Culture and Geography;	Student Edition: <ul style="list-style-type: none">• Part 1: Tools of Geography; • Part 2:
Part 2: Our Planet, Earth	<ul style="list-style-type: none">• Part 8: Government and Citizenship;• Part 9: Tools of History	<ul style="list-style-type: none">• Our Planet, Earth; • Part 3: Climates and Ecosystems; • Part 4: Human-Environment Interaction; • Part 7: Culture and Geography
Part 3: Climates and Ecosystems	Teacher's Edition, Core Concepts: <ul style="list-style-type: none">• Part 9: Lesson Plans, Plan with Understanding by Design, Explore myworldgeography.com	Teacher's Edition, Core Concepts: <ul style="list-style-type: none">• Parts 1–4, 7: Lesson Plans, Plan with Understanding by Design, Explore myworldgeography.com
Part 4: Human-Environment Interaction		
Part 5: Economics and Geography		
Part 6: Population and Movement		
Part 7: Culture and Geography		
Part 8: Government and Citizenship		
Part 9: Tools of History		

 Civics and Government	 Economics	 Public Discourse, Decision Making, and Citizen Involvement
<p>Student Edition:</p> <ul style="list-style-type: none"> • Part 8: Government and Citizenship; • Part 9: Tools of History <p>Teacher's Edition, Core Concepts:</p> <ul style="list-style-type: none"> • Parts 8 and 9: Lesson Plans, Plan with Understanding by Design, Explore myworldgeography.com 	<p>Student Edition:</p> <ul style="list-style-type: none"> • Part 4: Human-Environment Interaction; • Part 5: Economics and Geography; • Part 6: Section 4, "Urbanization"; • Part 7: Section 7, "Science and Technology" <p>Teacher's Edition, Core Concepts:</p> <ul style="list-style-type: none"> • Parts 4, 5, 6.4, 7.7: Lesson Plans, Plan with Understanding by Design, Explore myworldgeography.com, Analyze Visuals 	<p>Student Edition:</p> <ul style="list-style-type: none"> • Parts 1–9: Map Skills, 21st Century Learning, MEAP Practice <p>Teacher's Edition, Core Concepts:</p> <ul style="list-style-type: none"> • Parts 8.4, 8.5: Lesson Plans, Analyze Visuals, Primary Source

	 History	 Geography
Regional Units Unit 1: United States and Canada		
Chapter 1: United States	Student Edition: <ul style="list-style-type: none"> • Closer Look: "The Thirteen Colonies"; • "A New Country"; • "A Developing Power"; • "The United States as World Leader" Teacher's Edition: <ul style="list-style-type: none"> • Plan with Understanding by Design; • Reading Skill; • Assess Enduring Understandings 	Student Edition: <ul style="list-style-type: none"> • Map Skills: United States Physical, United States Climate Regions, United States Natural Resources, "Manifest Destiny" Teacher's Edition: <ul style="list-style-type: none"> • myWorld Activities; • Analyze Visuals; • Map Skills; • Analyze Maps/Active Atlas
Chapter 2: Canada	Student Edition: <ul style="list-style-type: none"> • Case Study: "Canada's Icy North"; • "Canada's Early History"; • "Roots of a Nation"; • "Canada Grows"; • "The Cultural Mosaic" Teacher's Edition: <ul style="list-style-type: none"> • Case Study Lesson Plan; • Section Lesson Plans; • Resource Guides; • Compare Viewpoints 	Student Edition: <ul style="list-style-type: none"> • Key Terms; • Map Skills: Canada Physical, Canada Climate, Canada Population Density, Canada Natural Resources Teacher's Edition: <ul style="list-style-type: none"> • Analyze Visuals; • Map Skills; • Analyze Maps/Active Atlas
Unit 2: Middle America		
Chapter 3: Mexico	Student Edition: <ul style="list-style-type: none"> • Case Study: "Rise and Fall of the Aztecs"; • Primary Source: "The Mexican Revolution" Teacher's Edition: <ul style="list-style-type: none"> • Primary Source Lesson Plan; • Case Study Lesson Plan; • Resource Guides; • myWorld Activities; • Assess Enduring Understandings 	Student Edition: <ul style="list-style-type: none"> • Key Terms; • Map Skills: Mexico Physical, Mexico Climate, Mexico Economic Activity, Mexico Population; • Closer Look: "Ecosystems of Mexico" Teacher's Edition: <ul style="list-style-type: none"> • Connect to the Essential Question; • SmyWorld Activities; • Analyze Visuals; • Map Skills; • Active Atlas
Chapter 4: Central America and the Caribbean	Student Edition: <ul style="list-style-type: none"> • Primary Source: "The Maya"; • Case Study: "Cuba: Revolution to Today" Teacher's Edition: <ul style="list-style-type: none"> • Section Lesson Plans; • Primary Source Lesson Plan; • Case Study Lesson Plan; • Resource Guides; • Compare Viewpoints 	Student Edition: <ul style="list-style-type: none"> • Key Terms; • Map Skills: Central America and the Caribbean Physical, Central America and the Caribbean Ecosystems, Plants, and Wildlife; • Central America and the Caribbean Land Use, "Levels of Freedom, 2008" Teacher's Edition: <ul style="list-style-type: none"> • Map Skills; Active Atlas; • Analyze Visuals

 Civics and Government	 Economics	 Public Discourse, Decision Making, and Citizen Involvement
Student Edition: <ul style="list-style-type: none"> • "A New Country"; • "Preserving Democracy: The Separation of Powers"; • Primary Source: "American Democracy" Teacher's Edition: <ul style="list-style-type: none"> • Primary Source Lesson Plan; • Case Study Lesson Plan 	Student Edition: <ul style="list-style-type: none"> • "The U.S. Economy"; • Closer Look: "The United States Economy"; • Chart Skills: "Foreign Aid, 2006" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; Chart Skills/Data Discovery; • Analyze Visuals; • myWorld Activities 	Student Edition: <ul style="list-style-type: none"> • Essential Question; • myStory; • myWorld in Numbers; • Primary Source; • Case Study; • 21st Century Learning; • MEAP Practice Teacher's Edition: <ul style="list-style-type: none"> • Introduce myStory; • Compare Viewpoints; • 21st Century Learning; • MEAP Practice
Student Edition: <ul style="list-style-type: none"> • "Independent Canada"; • Primary Source: "Defining Canada"; • "Governing Canada"; • "Canada as Peacekeeper" Teacher's Edition: <ul style="list-style-type: none"> • Connect to the Essential Question; • Primary Source Lesson Plan 	Student Edition: <ul style="list-style-type: none"> • "A Changing Economy"; • Chart Skills: "Canada's Economy Today"; • "Canada's Role in the World" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • Chart Skills/Data Discovery; • myWorld Activities 	Student Edition: <ul style="list-style-type: none"> • Essential Question; • myStory; • myStory Video; • Primary Source; • Case Study; • myWorld in Numbers; • 21st Century Learning; • MEAP Practice Teacher's Edition: <ul style="list-style-type: none"> • Introduce myStory; • 21st Century Learning
Student Edition: <ul style="list-style-type: none"> • Closer Look: "Struggle for Power"; • Primary Source: "The Mexican Revolution"; • "Governing Mexico" Teacher's Edition: <ul style="list-style-type: none"> • Primary Source Lesson Plan; • Case Study Lesson Plan; • Analyze Visuals 	Student Edition: <ul style="list-style-type: none"> • Map Skills: Mexico Economic Activity, "The Remittance System in Mexico"; • Chart Skills: "Oil Production in Mexico"; • Closer Look: "The Impact of Trade" Teacher's Edition: <ul style="list-style-type: none"> • Chart Skills/Data Discovery; • Map Skills 	Student Edition: <ul style="list-style-type: none"> • Essential Question; • myStory; myStory Online; • Primary Source; Case Study; • myWorld in Numbers; • 21st Century Learning; • MEAP Practice Teacher's Edition: <ul style="list-style-type: none"> • Introduce myStory; • myWorld Activities; • 21st Century Learning; • MEAP Practice
Student Edition: <ul style="list-style-type: none"> • "Ending Foreign Control"; • Case Study: "Cuba: Revolution to Today"; • "Government and Change" Teacher's Edition: <ul style="list-style-type: none"> • Case Study Lesson Plan; • Analyze Visuals; • Compare Viewpoints; • Culture Close-Up 	Student Edition: <ul style="list-style-type: none"> • Chart Skills: "Antigua and Barbuda Tourist versus Year-round Population, 2005"; • "Market Price versus Fair-Trade Price of Coffee"; • "Ecotourism" Teacher's Edition: <ul style="list-style-type: none"> • Chart Skills/Data Discovery; • Analyze Visuals; • myWorld Activities 	Student Edition: <ul style="list-style-type: none"> • Essential Question; • myStory; myWorld in Numbers; • Primary Source; • Case Study; • 21st Century Learning; • MEAP Practice Teacher's Edition: <ul style="list-style-type: none"> • Introduce myStory; • myWorld Activities; • 21st Century Learning; • MEAP Practice

	 History	 Geography
Unit 3: South America		
Chapter 5: Caribbean South America	Student Edition: <ul style="list-style-type: none"> • Key Terms; • "History of Caribbean South America"; • "Colonial Society"; • "The Fight for Independence" Teacher's Edition: <ul style="list-style-type: none"> • Plan with Understanding by Design; • myWorld Activities; • Compare Viewpoints 	Student Edition: <ul style="list-style-type: none"> • Key Terms; • Map Skills: Caribbean South America Physical, Caribbean South America Climate, Caribbean South America Colonial Settlement, "Paramilitary and Rebel Areas" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • myWorld Activities; • Analyze Maps/Active Atlas
Chapter 6: The Andes and the Pampas	Student Edition: <ul style="list-style-type: none"> • "The Colonial Period"; • Primary Source: "The Incas"; • Case Study: "Bolivia: A Divided Nation"; • Timeline Teacher's Edition: <ul style="list-style-type: none"> • Plan with Understanding by Design; • Primary Source Lesson Plan; • Case Study Lesson Plan; • myWorld Activities; • Reading Skill 	Student Edition: <ul style="list-style-type: none"> • Key Terms; • Map Skills: The Andes and the Pampas Climate, The Andes and the Pampas Land Use, The Andes and the Pampas Population Density; • Chart Skills: "Vertical Climate Zones" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • Resource Guides; • myWorld Activity; • Analyze Maps/Active Atlas
Chapter 7: Brazil	Student Edition: <ul style="list-style-type: none"> • Key Terms; • "History of Brazil"; • "The New Brazil" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • Resource Guides; • myWorld Activities; • A Sculptor's Brazil; • History of Brazil/Reading Skill; • Language Lesson 	Student Edition: <ul style="list-style-type: none"> • Map Skills: Brazil Physical, Brazil Climate, Brazil Ecosystems, • "The Process of Destruction"; • Primary Source: "Describing Brazil's Landscape" Teacher's Edition: <ul style="list-style-type: none"> • Connect to the Essential Question/Analyze Maps; • Main Ideas and Details

 Civics and Government	 Economics	 Public Discourse, Decision Making, and Citizen Involvement
Student Edition: <ul style="list-style-type: none"> • "The Fight for Independence"; • Primary Source: "Union or Separation"; • "Rise of the Rebels"; • "Governments and Conflicts"; • Case Study: "Civil Conflict in Colombia" Teacher's Edition: <ul style="list-style-type: none"> • Primary Source Lesson Plan; • Case Study Lesson Plan 	Student Edition: <ul style="list-style-type: none"> • Closer Look: "Coffee Production"; • "Economies"; • Chart Skills: "Economies of Caribbean South America" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • Chart Skills/Data Discovery; • Analyze Visuals; • myWorld Activities 	Student Edition: <ul style="list-style-type: none"> • Essential Question; • myStory; • myStory Video; • myWorld in Numbers; • Primary Source; • Case Study; • 21st Century Learning; • MEAP Practice Teacher's Edition: <ul style="list-style-type: none"> • Introduce myStory; • Compare Viewpoints; • 21st Century Learning
Student Edition: <ul style="list-style-type: none"> • "South America after Independence"; • "The New Governments"; • "A Divided Society" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • Analyze Charts; • Chart Skills/Data Discovery 	Student Edition: <ul style="list-style-type: none"> • "Land Use and Resources"; • "Mercantilism"; • "Regional Economies"; • Chart Skills: "Trading Blocs in the Andes and the Pampas" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • Chart Skills/Data Discovery; • Connect to the Essential Question 	Student Edition: <ul style="list-style-type: none"> • Essential Question; • myStory; • myStory Video; • myWorld in Numbers; • Primary Source; • Case Study; • 21st Century Learning; • MEAP Practice Teacher's Edition: <ul style="list-style-type: none"> • Introduce myStory; • myWorld Activities; • 21st Century Learning
Student Edition: <ul style="list-style-type: none"> • Closer Look: "Curitiba: Green City of the Future"; • "Government for the People" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • Chart Skills/Data Discovery 	Student Edition: <ul style="list-style-type: none"> • Case Study: "Destruction of the Amazon Rain Forest"; • Closer Look: "Boom and Bust"; • Chart Skills: "Brazil's Economy" Teacher's Edition: <ul style="list-style-type: none"> • Connect to the Essential Question; • Data Discovery 	Student Edition: <ul style="list-style-type: none"> • Essential Question; • myStory; • myStory Online; • myWorld in Numbers; • Primary Source; • Case Study; • 21st Century Learning; • MEAP Practice Teacher's Edition: <ul style="list-style-type: none"> • Introduce myStory/On Assignment; • Culture Close-Up

	 History	 Geography
Unit 4: Europe and Russia		
Chapter 8: Ancient and Medieval Europe	Student Edition: <ul style="list-style-type: none"> • Primary Sources: "Ancient Greek Literature," "The Fall of the Roman Empire," "Learned Women of the Middle Ages" Teacher's Edition: <ul style="list-style-type: none"> • myWorld Activities; • Analyze Visuals; • Reading Skills; • Compare Viewpoints 	Student Edition: <ul style="list-style-type: none"> • Map Skills: "The Aegean World," "The Empire of Alexander the Great," "The Byzantine Empire," "Charlemagne's Empire"; • "Medieval Trade Routes" Teacher's Edition: <ul style="list-style-type: none"> • Active Atlas; • Map Skills, Analyze Visuals
Chapter 9: Europe in Modern Times	Student Edition: <ul style="list-style-type: none"> • "The Italian Renaissance"; • "The Protestant Reformation"; • "The Age of Exploration"; • "Wars and Hardship" Teacher's Edition: <ul style="list-style-type: none"> • myStory; • myStory Video; • Lesson Plans; • Resource Guides; • Analyze Visuals; • Chart Skills 	Student Edition: <ul style="list-style-type: none"> • Key Terms; • Map Skills: "Protestant and Catholic Europe," "Europe in the Age of Absolutism," "Wartime Opponents, 1942" Teacher's Edition: <ul style="list-style-type: none"> • Analyze Maps; • Reading Skills; • Map Skills; • 21st Century Learning; • Active Atlas; • MEAP Practice
Chapter 10: Western Europe	Student Edition: <ul style="list-style-type: none"> • "France: History and Diversity"; • "Germany: Industrial Giant"; • "Religious Heritage" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • Plan with Understanding by Design; • Connect to the Essential Question; • Reading Skills; • Analyze Visuals 	Student Edition: <ul style="list-style-type: none"> • Key Terms; • Map Skills: Western Europe Physical, Western Europe Climate, Western Europe Languages, Western Europe Population Density, "Germany's Rhine-Ruhr Region" Teacher's Edition: <ul style="list-style-type: none"> • Chapter Preview/Guide on the Side; • Lesson Plans; • Resource Guides; • Analyze Maps; • Active Atlas; • Analyze Charts
Chapter 11: Eastern Europe	Student Edition: <ul style="list-style-type: none"> • "Religious Diversity in Eastern Europe"; • "Poland and the Baltic Nations"; • "Ethnic Conflict Continues" Teacher's Edition: <ul style="list-style-type: none"> • myWorld Activity/Press Conference; • Eastern Europe Today/Reading Skill; • Review Core Concepts 7.1/Compare Viewpoints 	Student Edition: <ul style="list-style-type: none"> • Key Terms; • Map Skills: Eastern Europe Physical, Eastern Europe Climate, Eastern Europe Traditional Religions, "Former Republics of Yugoslavia" Teacher's Edition: <ul style="list-style-type: none"> Analyze Maps; • Chapter Atlas/Reading Skill; • Map Skills; • Analyze Visuals; • Active Atlas; • Compare Viewpoints
Chapter 12: Russia	Student Edition: <ul style="list-style-type: none"> • Timeline; • Closer Look: "The Westernization of Russia"; • "Communist Russia"; Primary Source: "The Russian Revolution" Teacher's Edition: <ul style="list-style-type: none"> • Plan with Understanding by Design; • Language Lesson 	Student Edition: <ul style="list-style-type: none"> • Key Terms; • Map Skills: Russia Physical, Russia Climate, Russia Natural Resources, Russia Population, "Transporting Russian Energy" Teacher's Edition: <ul style="list-style-type: none"> • Analyze Visuals; • InFlight Movie; • Where People Live; • Analyze Maps; • Analyze Maps/Active Atlas

 Civics and Government	 Economics	 Public Discourse, Decision Making, and Citizen Involvement
Student Edition: <ul style="list-style-type: none"> • "A New Form of Government and Justice"; • Chart Skills: "Roman Checks and Balances"; • "Feudalism: The Medieval Way of Life" Teacher's Edition: <ul style="list-style-type: none"> • Chart Skills/Data Discovery; • Analyze Visuals/Language Lesson 	Student Edition: <ul style="list-style-type: none"> • "Trade Networks Expand"; • "Commerce Begins"; • "The Italian Trade Centers"; • "The New Merchant Class" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • myWorld Activities; • Culture Close-Up 	Student Edition: <ul style="list-style-type: none"> • Essential Question; • myStory; • myStory Video; • Primary Sources; • 21st Century Learning; • MEAP Practice Teacher's Edition: <ul style="list-style-type: none"> • Analyze Visuals; • Compare Viewpoints; • Connect to the Essential Question; • 21st Century Learning
Student Edition: <ul style="list-style-type: none"> • Primary Sources: "Renaissance Views of Rulers," "Democracy in Eastern Europe"; • Chart Skills: "Understanding Political Systems"; • "The European Union" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans 	Student Edition: <ul style="list-style-type: none"> • Diagram Skills: "The Columbian Exchange"; • "Trade Grows and Cities Compete"; • "The Industrial Revolution"; • "The Great Depression" Teacher's Edition: <ul style="list-style-type: none"> • myWorld Activity: A Life-Changing Product 	Student Edition: <ul style="list-style-type: none"> • Essential Question; • myStory; • myStory Online; • Primary Sources; • 21st Century Learning; • MEAP Practice Teacher's Edition: <ul style="list-style-type: none"> • Analyze Media Content/Media Watchdog Rubric; • 21c Online Tutor
Student Edition: <ul style="list-style-type: none"> • Closer Look: "Understanding the European Union; • "Northwestern Europe Today"; • "West Central Europe Today"; • "Southern Europe Today" Teacher's Edition: <ul style="list-style-type: none"> • myStory; • Analyze Visuals/Data Discovery 	Student Edition: <ul style="list-style-type: none"> • Chart Skills: "GDP per Person, Northwestern Europe," "Leading Germany Exports, 2005," "GDP, Southern European Countries, 1976-2006" Teacher's Edition: <ul style="list-style-type: none"> • Assess Enduring Understandings; • Analyze Charts; • Analyze Graphs; • Chart Skills; • Analyze Visuals 	Student Edition: <ul style="list-style-type: none"> • Essential Question; • myStory; • myStory Video; • Case Study; • myWorld in Numbers; • Primary Source; • 21st Century Learning; • MEAP Practice Teacher's Edition: <ul style="list-style-type: none"> • Explore myworldgeography.com; • myWorld Activity; • Analyze Visuals; • Identify Bias; • 21st Century Learning; • MEAP Practice
Student Edition: <ul style="list-style-type: none"> • Primary Source: "Ethnic Conflict in Bosnia"; • "The Transition in the Baltic States"; • "The Balkan Nations"; • "Ethnic Conflict Continues"; • "Other Balkan Nations"; • "Ukraine, Belarus, and Moldova" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • myWorld Activity/Press Conference 	Student Edition: <ul style="list-style-type: none"> • Closer Look: "Coal or Nuclear: Difficult Energy Choices"; • Chart Skills: "Industrial Growth in the Former Czechoslovakia" Teacher's Edition: <ul style="list-style-type: none"> • Connect to the Essential Question; • myWorld Activity/Press Conference; • Chart Skills/Data Discovery 	Student Edition: <ul style="list-style-type: none"> • Essential Question; • myStory; • myStory Video; • myWorld in Numbers; • Primary Source; • 21st Century Learning; • MEAP Practice Teacher's Edition: <ul style="list-style-type: none"> • Introduce myStory/On Assignment; • Culture Close-Up; • Analyze Visuals; • 21st Century Learning; • MEAP Practice
Student Edition: <ul style="list-style-type: none"> • "Understanding Communism"; • "Russia and the World"; • Primary Source: "The Russian Revolution" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • Reading Skill 	Student Edition: <ul style="list-style-type: none"> • Map Skills: "Russia Natural Resources," "Transporting Russian Energy"; • "Social and Economic Woes"; • Case Study: "The Soviet Industrial Legacy"; • Chart Skills: "The New Russian Economy" Teacher's Edition: <ul style="list-style-type: none"> • Lesson Plans; • Analyze Charts/Data Discovery 	Student Edition: <ul style="list-style-type: none"> • Essential Question; • myStory; • myStory Online; • Primary Source; • Case Study; • 21st Century Learning; • MEAP Practice Teacher's Edition: <ul style="list-style-type: none"> • Introduce myStory; • Analyze Visuals, myWorld in Numbers; • Resource Guides; • myWorld Activities



MC3 Guide to Western Studies


Pearson's *myWorld Geography* program aligns to the Michigan Citizenship Collaborative Curriculum (MC3) framework. Use this chart to navigate *myWorld Geography* according to the MC3 framework and follow the alignment to the Michigan Grade-Level Content Expectations for Western Studies Grade Six.

Michigan Citizenship Collaborative Social Studies Curriculum	GLCE Alignment to Michigan Collaborative Curriculum	 Michigan
Grade 6 Social Studies Western Hemisphere		
Unit 1: Foundations of Social Studies	H1.1.1, H1.2.1, G1.1.1, G1.1.2, G1.2.2, G1.2.4, G1.2.5, G1.2.6, G1.3.1, G1.3.2, G1.3.3, G2.1.1, G2.2.2, G2.2.3, G4.2.1, G5.1.1, G5.1.3, G5.2.1, E1.1.1, E1.1.2, E3.1.2, E3.3.1, C1.1.1, C3.6.1, C4.3.1	Core Concepts
Unit 2: Geography of the Western Hemisphere	G1.1.1, G1.1.2, G1.2.1, G1.2.3, G1.2.4, G1.2.5, G1.3.1, G2.1.1, G2.1.2, G2.2.1, G3.1.1, G3.2.1, G3.2.2, G4.3.1, G4.3.2, G5.2.1	Unit 1 Western Hemisphere: United States and Canada
		Unit 2 Western Hemisphere: Middle America
		Unit 3 Western Hemisphere: South America
		Unit 4: Western Hemisphere: Europe and Russia
Unit 3: North America: People, Places, and Issues	H1.1.1, H1.1.2, H1.2.3, H1.4.2, H1.4.3, W3.1.3, W3.1.4, G1.2.6, G1.3.1, G2.2.1, G2.2.3, G4.1.1, G4.3.2, G4.4.1, G5.1.1, C3.6.2, C4.3.1, C4.3.2, C4.3.3, E3.1.1, E3.3.1, P3.1.1	Unit 1 Western Hemisphere: US and Canada
Unit 4: South America: People, Places, and Issues	H1.1.1, H1.2.2, H1.4.2, W3.1.3, W3.1.3, W3.1.5, G1.2.6, G1.3.3, G2.2.1, G2.2.3, G4.1.1, G4.4.1, G5.1.1, G5.1.3, G6.1.1, C3.6.1, C4.3.1, C4.3.2, C4.3.3, E3.1.1, E3.3.1	Unit 3 Western Hemisphere: South America
Unit 5: Geography of Europe and Russia	G1.1.1, G1.2.1, G1.2.4, G1.3.1, G1.3.2, G1.3.3, G2.1.1, G2.2.1, G4.3.1, C4.3.1	Unit 1 Western Hemisphere: Europe and Russia
Unit 6: Europe and Russia: People, Places, and Issues	H1.1.1, H1.4.2, G2.2.1, G4.1.1, G4.4.1, G4.4.2, G5.1.1, G5.1.3, C1.1.1, C3.6.2, C4.3.1, C4.3.3, P3.1.1, E3.1.1, E3.1.3, E3.3.1	Unit 1 Western Hemisphere: Europe and Russia
Unit 7: Australia and Oceania	H1.4.2, G1.2.6, G1.3.1, G1.3.3, G2.1.1, G2.2.1, G4.1.1, G4.4.1, G5.1.1, G5.1.2, G5.2.1, G6.1.1, P4.2.1, P4.2.2, P4.2.3, E3.1.1, E3.3.1	Unit 6 Eastern Hemisphere: Australia and the Pacific



MC3 Guide to Eastern Studies

Pearson's *myWorld Geography* program aligns to the Michigan Citizenship Collaborative Curriculum (MC3) framework. Use this chart to navigate *myWorld Geography* according to the MC3 framework and follow the alignment to the Michigan Grade-Level Content Expectations for Eastern Studies Grade Seven.

Michigan Citizenship Collaborative Social Studies Curriculum	GLCE Alignment to Michigan Collaborative Curriculum	 Michigan
Grade 7 Social Studies Eastern Studies		
Unit 1: Geography of the Eastern Hemisphere	G1.1.1, G1.1.2, G1.2.1, G1.2.3, G1.2.4, G1.2.5, G1.3.1, G1.3.2, G2.1.1, G2.1.2, G2.2.1, G3.1.1, G4.3.1, G4.3.2, G5.2.1	Unit 1 Eastern Hemisphere: Europe and Russia
		Unit 2 Eastern Hemisphere: Africa
		Unit 3 Eastern Hemisphere: Southwest Asia
		Unit 4 Eastern Hemisphere: South and Central Asia
		Unit 5 Eastern Hemisphere: East and Southeast Asia
Unit 2: Africa: People, Places, and Issues	H1.4.2, G1.1.1, G1.2.6, G1.3.1, G1.3.3, G2.1.1, G2.2.1, G4.1.1, G4.1.2, G4.4.1, G5.1.1, G5.1.2, C1.1.1, C3.6.2, C4.3.1, C4.3.2, C4.3.3, E3.1.1, E3.3.1, P3.1.1, P4.2.1, P4.2.2, P4.2.3	Unit 2 Eastern Hemisphere: Africa
Unit 3: West Asia: People, Places, and Issues	H1.4.2, G1.1.1, G1.2.6, G1.3.1, G2.1.1, G2.2.1, G4.3.1, G4.4.1, G5.1.1, G5.1.3, G5.2.1, C1.1.1, C3.6.1, C4.3.1, C4.3.2, E3.1.1, E3.3.1	Unit 7 Eastern Hemisphere: South and Central Asia
Unit 4: East Asia: People, Places, and Issues	H1.4.2, G1.1.1, G1.2.4, G1.2.6, G1.3.1, G1.3.2, G2.1.1, G2.2.1, G4.1.1, G4.3.1, G4.3.2, G4.4.1, G5.1.1, G5.1.3, G6.1.1, C1.1.1, C3.6.1, C4.3.1, C4.3.2, E2.3.1, E3.1.1, E3.1.4, E3.3.1	Unit 8 Eastern Hemisphere: East and Southeast Asia
Unit 5: Era I: The Beginnings of Human Society: Beginnings to 4000 B.C.E.	H1.1.1, H1.1.2, H1.2.1, H1.2.5, H1.4.2, W1.1.1, W1.1.2, W1.2.1, W1.2.2, W2.1.1	Western Hemisphere: Ch. 2, Sec. 2, Ch. 3, Sec. 2, Ch. 6, Sec. 2, Ch. 8, Sec. 1,
		Eastern Hemisphere: Ch. 7, Sec. 2, Ch. 8, Sec. 2, Ch. 9, Sec. 2, Ch. 10, Sec. 2, Ch. 15, Sec. 2, Ch. 17, Sec. 2,
Unit 6: Era II: Early Civilizations and the Emergence of Pastoral Peoples: 4000 - 1000 B.C.E.	H1.2.4, H1.4.1, H1.4.3, W1.2.3, W2.1.1, W2.1.2, W2.1.3, W2.1.4, W2.1.5, G6.1.2	Western Hemisphere: Ch. 3, Sec. 2, Ch. 4, Sec. 2, Ch. 8, Sec. 1,
		Eastern Hemisphere: Ch. 1, Sec. 1, Ch. 7, Sec. 2, Ch. 8, Sec. 2, Ch. 9, Sec. 2, Ch. 13, Sec. 2, Ch. 14, Sec. 2, Ch. 16, Sec. 2,
Unit 7: Era III: Classical Traditions and Major Empires: 1000 B.C.E. - 300 C.E.	H1.2.6, W3.1.1, W3.1.2, W3.1.3, W3.1.4, W3.1.5, W3.1.6, W3.1.7, W3.1.8, W3.1.9, W3.1.10, C1.1.1	Western Hemisphere: Ch. 8, 381; Ch. 8, Sec. 1, Ch. 8, Sec. 2, Ch. 12, Sec. 2,
		Eastern Hemisphere: Ch. 1, Sec. 1, Ch. 1, Sec. 2, Ch. 5, Sec. 2, Ch. 6, Sec. 2, Ch. 7, Sec. 2, Ch. 8, Sec. 2, Ch. 11, Sec. 2, Ch. 13, Sec. 2,
Unit 8: Era III: World Religions	H1.2.6, H1.4.1, W3.2.1, W3.2.2, W3.2.3	Western Hemisphere: Ch. 8, Sec. 2, Ch. 8, Sec. 3, Ch. 8, Sec. 4, Ch. 11, Sec. 1,
		Eastern Hemisphere: Ch. 1, Sec. 2, Ch. 1, Sec. 3, Ch. 4, Sec. 1, Ch. 7, Sec. 3, Ch. 8, Sec. 2, Ch. 9, Sec. 1, Ch. 9, Sec. 2, Ch. 10, Sec. 1, Ch. 10, Sec. 2, Ch. 12, Sec. 2, Ch. 13, Sec. 2, Ch. 14, Sec. 2,

Michigan GLCEs and Testing: A Guide for Students

Michigan Grade-Level Content Expectations MI 33

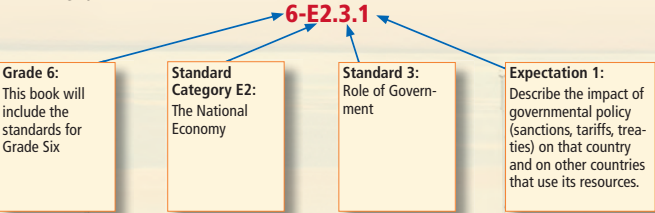
Preview a complete list of the Michigan Grade-Level Content Expectations for Grade Six, so you will know what to expect in this course.

MEAP Practice MI 41

Practice your skills for success on the MEAP. The questions in each exercise offer a review of the units in your textbook and address the Michigan Grade-Level Content Expectations for Grade Six.


Reading Your GLCE Codes

Michigan uses a special naming system to identify its Grade-Level Content Expectations for Grade Six. You will see these codes throughout the *Michigan myWorld Geography* program. The example below will help you understand this naming system.



MI 32

Grand Maris, Lake Superior



Michigan Grade-Level Content Expectations

Sixth Grade Western Hemisphere Studies

HISTORY	
H1	The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)
H1.1	Temporal Thinking <i>Use historical conceptual devices to organize and study the past.</i>
6-H1.1.1	Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.
6-H1.1.2	Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.)
H1.2	Historical Inquiry and Analysis <i>Use historical inquiry and analysis to study the past.</i>
6-H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
6-H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
6-H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
6-H1.2.4	Compare and evaluate competing historical perspectives about the past based on proof.
6-H1.2.5	Identify the role of the individual in history and the significance of one person's ideas.
H1.4	Historical Understanding <i>Use historical concepts, patterns, and themes to study the past.</i>
6-H1.4.1	Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).
6-H1.4.2	Describe and use themes of history to study patterns of change and continuity.
6-H1.4.3	Use historical perspective to analyze global issues faced by humans long ago and today.
W1	WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.
W1.1	Peopling of the Earth <i>Describe the spread of people in the Western Hemisphere in Era 1.</i>
6-W1.1.1	Describe the early migrations of people among Earth's continents (including the Berringa Land Bridge).
6-W1.1.2	Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

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- For a full list of the **Michigan GLCEs**, go to www.michigan.gov/glce.

W1	WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C. (Continued)
W1.2	Agricultural Revolution <i>Describe the Agricultural Revolution and explain why it is a turning point in history.</i>
6-W1.2.1	Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).
6-W1.2.2	Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).
6-W1.2.3	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
W2	WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.
W2.1	Early Civilizations and Early Pastoral Societies <i>Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.</i>
6-W2.1.1	Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.
6-W2.1.2	Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).
6-W2.1.3	Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).
6-W2.1.4	Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).
W3	WHG Era 3 – Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.
W3.1	Classical Traditions and Major Empires in the Western Hemisphere <i>Describe empires and agrarian civilizations in Mesoamerica and South America.</i>
6-W3.1.1	Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
6-W3.1.2	Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).
6-W3.1.3	Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.
6-W3.1.4	Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.
6-W3.1.5	Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

GEOGRAPHY	
G1	The World in Spatial Terms: Geographical Habits of Mind
G1.1	Spatial Thinking <i>Use maps and other geographic tools to acquire and process information from a spatial perspective.</i>
6-G1.1.1	Describe how geographers use mapping to represent places and natural and human phenomena in the world.
6-G1.1.2	Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).
G1.2	Geographical Inquiry and Analysis <i>Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</i>
6-G1.2.1	Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.
6-G1.2.2	Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.
6-G1.2.3	Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.
6-G1.2.4	Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
6-G1.2.5	Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.
6-G1.2.6	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
G1.3	Geographical Understanding <i>Use geographic themes, knowledge about processes and concepts to study the Earth.</i>
6-G1.3.2	Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.
6-G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

Michigan Grade-Level Content Expectations

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- For a full list of the **Michigan GLCEs**, go to www.michigan.gov/glce.

G2	Places and Regions
G2.1	Physical Characteristics of Place <i>Describe the physical characteristics of places.</i>
6-G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.
6-G2.1.2	Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.
G2.2	Human Characteristics of Place <i>Describe the human characteristics of places.</i>
6-G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
6-G2.2.2	Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).
6-G2.2.3	Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).
G3	Physical Systems
G3.1	Physical Processes <i>Describe the physical processes that shape the patterns of the Earth's surface.</i>
6-G3.1.1	Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).
G3.2	Ecosystems <i>Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.</i>
6-G3.2.1	Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).
6-G3.2.2	Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).
G4	Human Systems
G4.1	Cultural Mosaic <i>Describe the characteristics, distribution and complexity of Earth's cultural mosaic.</i>
6-G4.1.1	Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

G4	Human Systems (Continued)
G4.2	Technology Patterns and Networks <i>Describe how technology creates patterns and networks that connect people, products, and ideas.</i>
6-G4.2.1	List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).
G4.3	Patterns of Human Settlement <i>Describe patterns, processes, and functions of human settlement.</i>
6-G4.3.1	Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).
6-G4.3.2	Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities — modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).
G4.4	Forces of Cooperation and Conflict <i>Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</i>
6-G4.4.1	Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
6-G4.4.2	Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.
G5	Environment and Society
G5.1	Humans and the Environment <i>Describe how human actions modify the environment.</i>
6-G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).
6-G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).
6-G5.1.3	Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).

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- For a full list of the **Michigan GLCEs**, go to www.michigan.gov/glce.

G5	Environment and Society (Continued)
G5.2	Physical and Human Systems <i>Describe how physical and human systems shape patterns on the Earth's surface.</i>
6-G5.2.1	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).
G6	Global Issues Past and Present
G6.1	Global Topic Investigation and Issue Analysis
6-G6.1.1	Contemporary Investigations— Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action.
6-G6.1.2	Investigations Designed for Ancient World History Eras— Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.
Civics and government	
C1	Purposes of Government
C1.1	Nature of Civic Life, Politics, and Government <i>Describe Civic Life, Politics, and Government and explain their relationships.</i>
6-C1.1.1	Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).
C3	Structure and Functions of Government
C3.6	Characteristics of Nation-States <i>Describe the characteristics of nation-states and how they may interact.</i>
6-C3.6.1	Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.
6-C3.6.2	Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.
C4	Relationship of United States to Other Nations and World Affairs
C4.3	Conflict and Cooperation Between and Among Nations <i>Explain the various ways that nations interact both positively and negatively.</i>
6-C4.3.1	Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).
6-C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).
6-C4.3.3	Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

Economics	
E1	The Market Economy
E1.1	Individual, Business, and Government Choices <i>Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.</i>
6-E1.1.1	Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).
E2	The National Economy
E2.3	Role of Government <i>Describe how national governments make decisions that affect the national economy</i>
6-E2.3.1	Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.
E3	International Economy
E3.1	Economic Interdependence <i>Describe patterns and networks of economic interdependence, including trade.</i>
6-E3.1.1	Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.
6-E3.1.2	Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).
6-E3.1.3	Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).
E3.3	Economic Systems <i>Describe how societies organize to allocate resources to produce and distribute goods and services.</i>
6-E3.3.1	Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)



Au Sable Light Station in Pictured Rocks National Lakeshore.

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- For a full list of the **Michigan GLCEs**, go to www.michigan.gov/glce.

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)	
P3.1	Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement.
6-P3.1.1	Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness. <ul style="list-style-type: none">• Identify public policy issues related to global topics and issues studied.• Clearly state the issue as a question of public policy orally or in written form.• Use inquiry methods to acquire content knowledge and appropriate data about the issue.• Identify the causes and consequences and analyze the impact, both positive and negative.• Share and discuss findings of research and issue analysis in group discussions and debates.• Compose a persuasive essay justifying the position with a reasoned argument.• Develop an action plan to address or inform others about the issue at the local to global scales.
P4.2	Citizen Involvement <i>Act constructively to further the public good.</i>
6-P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
6-P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.
6-P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).



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MEAP Skills Practice

The practice questions on the following pages are similar to those you will see on the MEAP. The questions in each exercise review the content in your textbook and the **Michigan Grade-Level Content Expectations** for Grade 6. This skills practice section tests your understanding of the following:

Michigan End-of-Unit Skills Practice			
Skills Practice	Focus On	Correlation to Michigan GLCEs: Grade 6	Review Pages
1	Unit 1: United States and Canada	G2.2.1, G2.2.2, G4.3.2, C4.3.3, G4.4.1, G4.4.2	156, 157, 158, 173, 184
2	Unit 2: Middle America	W3.1.5, G2.2.1, G4.4.1, G5.1.1, G5.1.2, G5.1.3, C1.1.1, E3.1.1	222–223, 232, 236, 250–251, 260–261
3	Unit 3: South America	H1.4.2, G3.2.1, G3.2.2, G4.4.1, C4.3.1, C4.3.3	298, 301, 316, 360
4	Unit 4: Europe and Russia	G1.3.3, G4.4.1, C4.3.2, C4.3.3, E1.1.1	384, 434, 446, 487, 546
5	Inquiry and Decision Making: All Units	G5.1.1, G5.1.2, G5.1.3, G5.2.1	362, 365

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MI**MEAP Standards**

- **G2.2.1** Describe human characteristics of region under study.
- **G2.2.2** Explain that communities are affected by changes in technology.
- **G4.1.1** Identify/explain examples of cultural diffusion in Americas.
- **G4.2.1** List/describe the advantages/disadvantages of different technologies used to move people, products, and ideas throughout the world.
- **G4.3.2** Use historical/modern maps to describe patterns of settlement in Western Hemisphere.
- **C4.3.3** Give examples of countries cooperating in international organizations.

MEAP Practice 1**Answer Key**

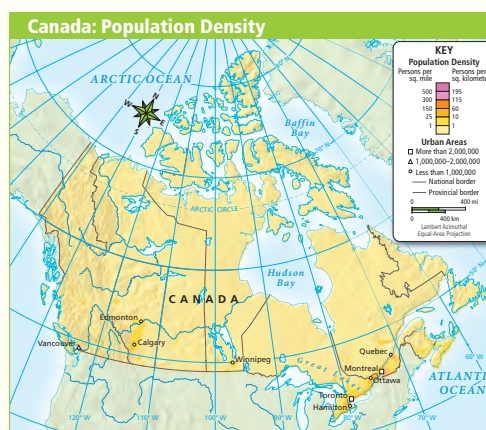
1. B
2. A
3. C
4. D

MI**MEAP Skills Practice
United States and Canada**

After completing chapters 1–2, answer the questions below.

MEAP Practice 1

Directions: Use the map to answer question 1.



- 1 Which conclusion is supported by the map?
 A Canada has very few residents.
 B Settlement in Canada is heavier in the southern parts of the country.
 C Most Canadians live near an ocean.
 D Most Canadians live in large cities of over 1,000,000 people.
- 2 Which statement *best* describes a result of the United States carrying such a high volume of the world's Internet messages?
 A American culture spreads more easily between American citizens and people around the world.
 B Anger toward the United States is growing.
 C Industry in the United States has declined.
 D Interest in old communication technology has increased.
- 3 Which term *best* describes the area near the Great Lakes where the auto-manufacturing industry grew up?
 A cultural diversity
 B a market economy
 C an economic region
 D an import-export market
- 4 Which is a goal of NAFTA?
 A reduced cultural diversity in Canada in the United States
 B increased conflict between Canada and the United States
 C improvement of the environment in Canada and the United States
 D increased trade between Canada and the United States

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MEAP Standards

- **W3.1.5** Make timeline of origin/development of early Western Hemisphere civilizations.
- **G2.2.1** Describe human characteristics of region under study.
- **G4.4.1** Identify why conflict/cooperation occur among cultural groups.
- **G5.1.1** Describe how human action affects air/biosphere/soil/water.
- **G5.1.2** Describe how technological variations affect landscape modifications.
- **G5.1.3** Identify ways human changes in physical environment in one place can cause changes in other places.
- **C1.1.1** Analyze/compare ideas of government's purpose in democracy/dictatorship.
- **E3.1.1** Use charts/graphs to compare imports/exports of Western Hemisphere countries and propose generalizations about interdependence.



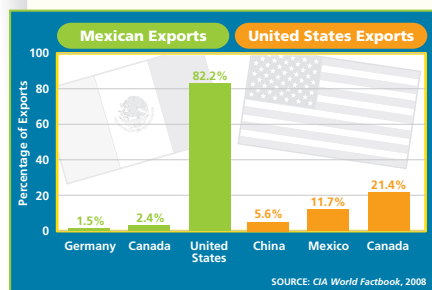
Answer Key

1. A
2. C
3. B
4. B
5. D

MEAP Skills Practice
Middle America

After completing chapters 3–4, answer the questions below.

Directions: Look carefully at the following graph and use it with what you already know to answer question 1 below.



1 Which conclusion does the graph support?

- A Mexico depends heavily on the United States as a market for its goods and services.
- B Mexico and the United States are largely independent of one another economically.
- C The United States purchases few Mexican goods and services but sells many products there.
- D Mexico has closer economic ties with Canada than with the United States.

2 Which list shows the correct order of these civilizations, from oldest to most recent?

- A Mayan, Aztec, Olmec
- B Olmec, Aztec, Mayan
- C Olmec, Mayan, Aztec
- D Aztec, Mayan, Olmec

3 What do the people of Mexico celebrate on *Día de la Raza*, or "Race Day"?

- A the country's athletic achievements
- B the contributions that all peoples have made to Mexican culture
- C Mexico's Spanish heritage
- D the fall of ancient civilizations

4 Which *best* describes the effects of large-scale farming of cash crops in the small countries of Central America and the Caribbean?

- A It has made the people very wealthy.
- B It has led to deforestation and pollution of water supplies and nearby ecosystems.
- C It has led to international trade agreements.
- D It has increased tourism to the region.

5 What is *most* responsible for instability in the many democratic governments in Central America and the Caribbean?

- A international trade
- B the spread of dictatorship
- C natural disasters
- D the ongoing failure of elected leaders to provide social services and to improve the lives of the people

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MI

MEAP Standards

- **G3.2.1** Explain how/why ecosystems differ.
- **G3.2.2** Identify ecosystems/explain why humans find some more attractive to use than others.
- **G5.1.1** Describe how human action affects air/biosphere/soil/water.
- **C4.3.1** Explain geopolitical relationships between countries in Western Hemisphere.
- **C4.3.3** Give examples of countries cooperating in international organizations.



Answer Key

1. C
2. B
3. D
4. A



MI

MEAP Skills Practice
South America

After completing chapters 5–7, answer the questions below.

Directions: Look carefully at the following passage and use it with what you already know to answer question 1 below.

The farmers of Andean countries have to cope with difficult landforms. For example, in the Andes there are no large areas of flat land. So farming must take place on high plateaus and in narrow mountain valleys. However, an amazing variety of crops can be grown in these vertical climate zones: wheat, coffee, corn, vegetables, many different kinds of fruit, and thousands of kinds of potatoes.

Commercial, or large-scale, farming in the Andes is limited to the western foothills and the coastal areas of Ecuador and Peru. . . . At higher altitudes, a poorer population labors in subsistence farming—farmers grow only enough to feed themselves and their families.

1 Which statement *best* describes the main point of this passage?

- A Agriculture is impossible in the Andes.
- B Andean farmers depend heavily on fertilizers to overcome the effects of elevation.
- C Andean farmers raise different crops and different animals depending on the elevation of their farms.
- D Commercial agriculture is an important part the economy in Andean nations.

2 What is the goal of the OAS, or Organization of American States?

- A to increase the military power of nations in the Americas
- B to promote economic and cultural cooperation among nations in the Americas
- C to combat the influence of drugs in South American nations
- D to bring about ethnic diversity in the Americas

3 What are the Pampas of South America?

- A an ethnic group living in the Andean highlands
- B barren lands where few plants can grow
- C a zone plagued by earthquakes that result from the moving of tectonic plates
- D rich grasslands that have long attracted successful farming and ranching businesses

4 Which *best* describes the government of Brazil's current goals for the Amazon Rain Forest?

- A to protect it as a valuable ecosystem
- B to remove it of all its inhabitants
- C to exploit it for its many resources
- D to use its forest products for export

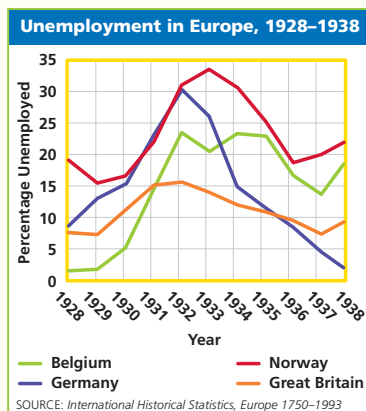
MEAP Practice 4



MEAP Skills Practice Europe and Russia

After completing chapters 8–12, answer the questions below.

Directions: Use the following graph to answer question 1 below.



1 Which conclusion is supported by the graph on Europe during the Great Depression?

- A Some European nations prospered during the Great Depression.
- B European countries with high tariffs suffered less unemployment.
- C U.S. unemployment was higher than that of any European country.
- D The most severe unemployment struck in the years 1932 to 1934.

2 Which is *not* a goal of the European Union?

- A achieving economic prosperity
- B spreading democracy
- C defending human rights and the rule of law
- D defeating foreign enemies

3 Why did the European powers colonize the Americas during the Age of Exploration?

- A They wanted to control American resources, such as gold and silver.
- B They sought conflict with native peoples in the Americas.
- C They wanted a place to settle their excess populations.
- D They believed that control of the Americas would improve trade with Asia.

4 What was the ideal upon which the Communist system in Russia was based?

- A Workers could become rich individuals through hard work.
- B People would not longer have to work for a living.
- C Workers would share in the control of the workplace and the whole society.
- D All workers would be turned into farmers.

5 Which was *not* a result of growing trade among the Greek city-states in ancient times?

- A expanding power of Greek city-states
- B spread of Greek culture in the surrounding areas
- C growing ethnic diversity within Greek city-states
- D Greek colonization of the surrounding areas

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GUIDE ON THE SIDE



MEAP Standards

- **H1.4.2** Describe/use historical themes to study patterns of change/continuity.
- **G1.3.3** Explain different ways places are connected/interconnected/accessible.
- **G4.4.1** Identify why conflict/cooperation occur among cultural groups.
- **C4.3.2** Explain challenges to governments and cooperation needed to address international issues.
- **C4.3.3** Give examples of countries cooperating in international organizations
- **E3.3.1** Explain/compare how economic systems answer economic questions.



Answer Key

1. D
2. D
3. A
4. C
5. C

GUIDE ON THE SIDE

MI

MEAP Standards

- **G5.1.1** Describe how human action affects air/biosphere/soil/water.
- **G5.1.2** Describe how technological variations affect landscape modifications.
- **G5.1.3** Identify ways human changes in physical environment in one place can cause changes in other places.
- **G5.2.1** Describe effects of physical environment change on human activities.

**MEAP
Practice
5**

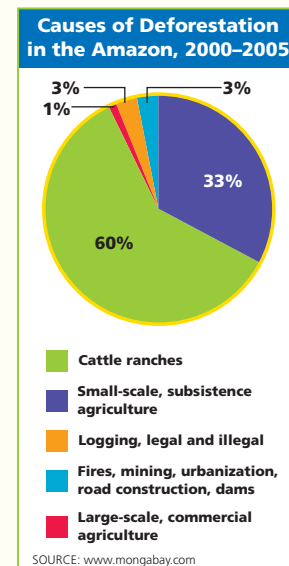
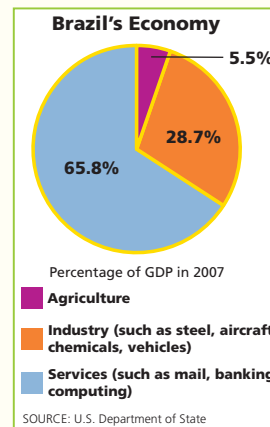
Answer Key

B
MI

MEAP Skills Practice Inquiry and Decision Making

**MEAP
Practice
5**

Directions: Read the following information about Brazil's economy and the environment. Use it with what you already know to complete the tasks that follow. You should take about 20 minutes to complete both Task I and Task II.



Task I: Interpreting Information

- 1 Study the information above. Based on these sources, which of the following is a reasonable conclusion?
- A Agriculture has no impact on deforestation in the Amazon.
 - B Agriculture is a small part of Brazil's economy but a large cause of deforestation.
 - C It is better to encourage industry than to preserve the environment.
 - D Loggers do not profit from selling the Amazon's trees.



MEAP Skills Practice
Inquiry and Decision Making

Task II: Taking a Stand

2 You will now take a stand on the following public policy issue: **How can a nation balance the need for economic growth with the need to protect the environment?** You may argue for or against increased environmental laws or policies. Write a letter to the editor of your local newspaper to express your views.

You will be graded on the following. It is not enough only to state your opinion.

- Write a clear and supported statement of your position.
- Support your position with knowledge from history, geography, civics, or economics.
- Support your position with data from the text.

Remember to:

- Use complete sentences.
- Explain your reasons in detail.
- Explain how the examples and data you use support your position.

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MEAP Skills Practice

GUIDE ON THE SIDE



MEAP Standards

- **G5.1.1** Describe how human action affects air/biosphere/soil/ water.
- **G5.1.2** Describe how technological variations affect landscape modifications.
- **G5.1.3** Identify ways human changes in physical environment in one place can cause changes in other places.
- **G5.2.1** Describe effects of physical environment change on human activities.



Answer Key

Sample Answer: Too often economic growth comes at the expense of the environment. Pouring industrial wastes into rivers and streams, logging virgin forests, allowing unregulated growth of farms and cities may make economic sense in the short run. In the long run, however, these practices will destroy the natural resources people need to survive and thrive. Countries should regulate growth to make sure that it happens in a way that does not do long-term damage to the environment. Governments should offer help to farmers and businesses to encourage them to pursue environmentally appropriate practices. Governments should also look to the future and try to develop new industries that are less likely to result in environmental damage.