

Kentucky Program of Studies – Social Studies – Seventh Grade Correlations to Wright Group/McGraw-Hill’s *World History*

Standards	<i>World History</i> Student and Annotated Teacher Edition
<p>Big Idea: Government and Civics Academic Expectations 2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations. 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p>	<p>Student CD: SE in PDF format with audio files, Spanish activities, Chapter interactive reinforcement activities, Interactive Timeline, Presentation Builder TE CD: ATE in PDF format, Reinforcement black lines, Chapter puzzles, Unit and Book assessments, Presentation Builder</p>
<p>Enduring Knowledge – Understandings <i>Students will understand that</i> forms of government in world civilizations prior to 1500 A.D. had similarities and differences in their purposes and sources of power.</p>	<p>Ch 6, pgs 70-84 Ch 7, pgs 88-89 Ch 8, pgs 107-111, 113-118 Ch 9, pgs 125-128 Ch 10, pgs 135-146 Ch 11, pgs 150-155 Ch 12, pgs 162-173 <i>Skill Builder</i>, pg 85 Black lines 36-41, 50-51, 54, 61, 64, 68, 71, 75, 79-82 Transparencies 5-6</p>
<p>the key ideals (e.g., citizenship, justice, equality, and rule of law) of a democratic form of government were practiced in some world civilizations prior to 1500 A.D.</p>	<p>Ch 6, pgs 74-75, 77-78, 82-83 Ch 7, pgs 88-89, 91-98 Black lines 37-38, 40, 45, 47 Transparency 5</p>
<p>individual rights in world civilizations prior to 1500 A.D. varied under different forms of government</p>	<p>Ch 6, pgs 74-75, 77-78 Ch 7, pg 94 Ch 8, pg 109 Ch 13, pgs 194-196 Black lines 38, 40, 44-45, 47, 52, 54, 87, 89</p>
<p>Skills and Concepts <i>students will</i></p>	

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<p>demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:</p> <ul style="list-style-type: none"> explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D. and make connections to how government influences culture, society and the economy compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D. analyze how some world civilizations prior to 1500 A.D. (e.g. Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility, freedom) 	<p>Ch 2, pgs 20-21 Ch 5, pgs 64-66 Ch 6, pgs 72-79 Ch 7, pgs 88-95 Ch 8, pgs 114-115 Ch 9, pgs 125-128 Ch 12, pgs 166-168, 174-177 Ch 13, pgs 194-197 <i>Skill Builder</i>, pgs 39, 69, 117 <i>Putting it Together</i>, i.e. pg 35 Student CD- Presentation Builder Black lines 9, 12, 29, 38, 40, 45-47, 57, 61, 64, 79-82, 85, 87, 89 Transparencies 3-5</p>
<p>compare rights and responsibilities of individuals in world civilizations prior to 1500 A.D. to the rights and responsibilities of U.S. citizens today</p>	<p>Ch 13, pgs 194-196 Appendix, pgs 419-440 Black lines 87, 89</p>
<p>analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.</p>	<p><i>Skill Builder</i>, pg 117 <i>Biography</i>, pg 32, 93 <i>Biography Extension</i>, (ATE) i.e. pgs 32, 93 <i>Lesson Extensions</i>, (ATE) i.e. pgs 34, 94 <i>Map Extensions</i>, (ATE), i.e. pg 101 Student CD- Interactive Unit Timelines <i>Novel Connections</i>- (ATE)- i.e. pg 26</p>
<p>Big Idea: Cultures and Societies Academic Expectations 2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. 2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p>	<p>Student CD: SE in PDF format with audio files, Spanish activities, Chapter interactive reinforcement activities, Interactive Timeline, Presentation Builder TE CD: ATE in PDF format, Reinforcement black lines, Chapter puzzles, Unit and Book assessments, Presentation Builder</p>
<p>Enduring Knowledge – Understandings <i>Students will understand that</i></p>	
<p>culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society’s culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p>	<p>Ch 1, pgs 5-6, 9, 13 Black line 5</p>
<p>cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs</p>	<p>Ch 1, pgs 5, 12-14 Black lines 3, 5</p>
<p>interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.</p>	<p>Ch 2, pgs 17-20 Ch 4, pgs 44-45 Ch 6, pgs 73-74 Black lines 8, 12, 25-26, 40</p>

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culture affects how people in a society behave in relation to groups and their environment.	Ch 1, pgs 5, 13 Ch 6, pgs 73-74 Black lines 5, 38
Skills and Concepts <i>Students will</i>	
demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives	Ch 2, pgs 24-25 Ch 3, pgs 34-35 Ch 4, pgs 44-45, 47-51, 53 Ch 6, pgs 79-80 Ch 7, pg 95 Ch 8, pgs 109-112 Ch 9, pgs 121-123 Ch 11, pgs 150-155 Ch 12, pgs 170-173, 175-177 Ch 13, pg 185 Black lines 9, 12, 15-17, 24, 34, 36, 41, 48, 55, 62, 69, 76, 78, 83, 90
investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.	Ch 2, pgs 23-26 Ch 3, pgs 33-35 Ch 4, pgs 44-45, 47-51 Ch 6, pg 73-75 Ch 7, pgs 94-95, 99-101 Ch 8, pgs 111-112 Ch 9, pgs 121-122 Ch 11, pgs 152-155 Ch 12, pgs 164, 170-172, 176-177 Ch 13, pgs 184-187, 193 Black lines 8-9, 12, 19, 40, 43, 45, 47-48, 54-55, 57, 71, 75, 82, 85, 89 Transparency 6
explain how communications between groups can be influenced by cultural differences; explain how interactions lead to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in world civilizations prior to 1500 A.D.	Ch 4, pgs 51-53 Ch 6, pgs 78-79, 81-83 Ch 7, pg 90 Ch 8, pg 111 Ch 12, pgs 174-177 Black lines 25, 40, 47-48, 55, 82 Transparency 5

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describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in world civilizations prior to 1500 A.D.	Ch 4, pgs 44-45, 51-52 Ch 6, pgs 78-79, 81-83 Ch 7, pgs 90, 94-95 Ch 9, pg 122 Ch 11, pg 154 Ch 12, pgs 166-167 Ch 13, pgs 188-191 Black lines 25, 38, 40, 45, 47, 61, 82, 85, 87, 89 Transparency 5
compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today	Ch 2, pg 21 Ch 3, pg 35 Ch 4, pg 53 Ch 5, pg 62 Ch 6, pgs 83, 80 Ch 7, pgs 95, 99-101 Ch 8, pgs 109, 112 Ch 9, pg 123 Ch 11, pg 158 Ch 12, pgs 164-165 Student CD- Interactive Unit Timelines <i>Novel Connections</i> - (ATE) i.e. pg 38 <i>Lesson Extensions</i> , (ATE) i.e. pg 45 Black lines 9, 12, 15, 17, 19, 24, 29, 33, 36, 45, 47, 57, 71, 78, 82 Transparencies 3, 5-6
<p>Big Idea: Economics Academic Expectations 2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.</p>	<p>Student CD: SE in PDF format with audio files, Spanish activities, Chapter interactive reinforcement activities, Interactive Timeline, Presentation Builder TE CD: ATE in PDF format, Reinforcement black lines, Chapter puzzles, Unit and Book assessments, Presentation Builder</p>
<p>Enduring Knowledge – Understandings <i>Students understand that</i></p>	
the basic economic problem confronting individuals, societies and governments in world civilizations prior to 1500 A.D. was scarcity: as a result of scarcity, economic choices and decisions had to be made	Ch 1, pgs 8-11 Ch 3, pg 31 Ch 4, pgs 41-42 Ch 5, pg 57 Ch 6, pg 71 Black lines 3-5, 17-19, 33

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the study of economics includes a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) that apply to individuals, societies and governments in world civilizations prior to 1500 A.D.	Ch 1, pgs 11-13 Ch 3, pgs 36-37 Ch 8, pg 110 Ch 10, pg 137 Ch 12, pg 164 Ch 13, pg 189 Black lines 4-5, 17-19, 51-54, 64, 66, 85, 87, 89 Transparency 6
individuals, groups and governments in world civilizations prior to 1500 A.D. made economic decisions about the use of resources in the production, distribution and consumption of goods and services.	Ch 1, pgs 10-13 Ch 2, pgs 17-20 Ch 3, pgs 36-37 Ch 4, pgs 41-42 Ch 6, pg 73 Ch 8, pgs 108-111 Ch 10, pgs 141-142 Black lines 4-5, 8-10, 12, 17-19, 32-33, 51-54, 64, 66
Skills and Concepts <i>Students will</i>	
<p>demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:</p> <ul style="list-style-type: none"> ▪ explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods) ▪ compare economic systems and explain the concept of supply and demand in world civilizations prior to 1500 A.D. ▪ describe how goods and services were exchanged in world civilizations prior to 1500 A.D. 	Ch 1, pgs 7-13 Ch 2, pgs 18-21 Ch 3, pgs 36-37 Ch 4, pgs 41-44, 52 Ch 5, pgs 58-60, 62, 65, 67 Ch 6, pgs 71-72, 75 Ch 7, pgs 89-91 Ch 8, pgs 108-111 Ch 10, pgs 133, 135-141, 143 Ch 12, pgs 164, 167-168, 176 Ch 13, pgs 185-186, 188-193 Ch 15, pgs 217-220, 233 Black lines 4-5, 8-9, 11-12, 17, 22, 26, 32-33, 40, 47, 51-54, 64, 66, 81, 85, 87-89, 99, 101, 103 Transparencies 3-4, 6-7

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<p>investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services</p>	<p>Ch 1, pgs 10-13 Ch 2, pgs 21-22 Ch 3, pg 35, 37 Ch 4, pgs 41-43 Ch 5, pgs 62, 65, 67 Ch 8, pgs 108-111, 113 Ch 9, pgs 128-129 Ch 10, pgs 137-141 Ch 12, pg 165 Ch 13, pgs 188-192, 198 Ch 14, pgs 203-204, 229-233 Ch 15, pgs 216-219, 222 Black lines 3-5, 8-9, 12, 17-19, 22, 32, 51-54, 61, 64, 66, 87-89, 99-103 Transparencies 3-5, 7</p>
<p>Big Idea: Geography Academic Expectations 2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p>	<p>Student CD: SE in PDF format with audio files, Spanish activities, Chapter interactive reinforcement activities, Interactive Timeline, Presentation Builder TE CD: ATE in PDF format, Reinforcement black lines, Chapter puzzles, Unit and Book assessments, Presentation Builder</p>
<p>Enduring Knowledge – Understandings <i>Students will understand that</i></p>	
<p>the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D.</p>	<p>Ch 1, pg 11 Ch 2, pgs 18, 24 Ch 4, pg 42 Ch 5, pgs 65, 67, 71 Ch 7, pg 101 Ch 8, pgs 113 Ch 10, pgs 134-135, 140, 142 Ch 11, pg 158 Ch 15, pgs 219 <i>Skill Builder</i>, pgs 27, 39, 69, 117, 131, 179 Black lines 4, 11, 18, 32, 39, 46, 53, 67, 74 Transparencies 4, 6-7</p>

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<p>patterns emerge as humans move, settle, and interact on Earth’s surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D.</p>	<p>Ch 1, pgs 5-12 Ch 2, pg 18 Ch 4, pgs 41-42 Ch 5, pgs 57, 65, 69 Ch 10, pgs 133-135, 141-142 Ch 11, pg 149 Ch 12, pg 167 Black lines 1, 4-5, 8-12, 24, 32, 64, 66-68, 73, 80, 82 Transparency 6</p>
<p>regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.</p>	<p>Ch 1, pgs 10-11 Ch 2, pgs 17-18 Ch 4, pg 41 Ch 5, pgs 57-59 Ch 6, pg 71 Ch 10, pgs 133-135 Ch 11, pg 158 Black lines 4, 8-12, 24, 32, 64, 67, 73 Transparency 6</p>
<p>people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D.</p>	<p>Ch 1, pg 11 Ch 2, pgs 17-18 Ch 3, pgs 31, 37 Ch 4, pgs 41-42 Ch 5, pgs 57-60, 67 Ch 6, pgs 70-72 Ch 7, pg 87 Ch 8, pg 117 Ch 10, pgs 133-136 Ch 11, pgs 149-159 Ch 14, pgs 205-214 Black lines 4, 11-12, 18-19, 24, 32, 43, 52, 67, 73 Transparencies 4, 6</p>
<p>Skills and Concepts <i>Students will</i></p>	

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<p>demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):</p> <ul style="list-style-type: none"> ■ locate, in absolute or relative terms, landforms and bodies of water ■ locate and interpret patterns on Earth's surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D. 	<p>Ch 1, pgs 10-13 Ch 2, pgs 16-18, 21, 24 Ch 3, pgs 31, 36 Ch 4, pgs 40-45 Ch 5, pgs 57, 67 Ch 6, pgs 71-74 Ch 7, pgs 87, 101 Ch 10, pgs 134-135, 140, 142 Ch 11, pg 158 <i>Skill Builder</i>, pgs 39, 69, 117 Black lines 4, 11, 18, 25, 32, 39, 46, 67, 74 Transparencies 3-4, 6</p>
<p>investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):</p> <ul style="list-style-type: none"> ■ explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted ■ describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration ■ evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change ■ analyze current events to compare geographic perspectives of today with those of world civilizations prior to 1500 A.D. 	<p>Ch 1, pgs 6-9 Ch 2, pgs 17-22 Ch 3, pgs 33-35, 37 Ch 4, pgs 52-53 Ch 5, pgs 57-60, 62, 65 Ch 6, pgs 79-80, 83 Ch 7, pgs 91, 94-95 Ch 8, pgs 108-110, 113 Ch 9, pgs 128-129 Ch 10, pgs 135-136, 139-140 Ch 11, pgs 154-155 Ch 12, pgs 163-168 Ch 13, pgs 190-191 Ch 14, pgs 201-204 Ch 15, pgs 217-219 Black lines 5, 8-12, 18-19, 22, 32, 43, 52-53, 61, 64, 80-82, 85, 88, 99, 103-104 Transparencies 3, 5-7</p>

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<p>investigate interactions among human activities and the physical environment:</p> <ul style="list-style-type: none"> ■ explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs ■ describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D. ■ analyze cause and effect relationships between the natural resources of world civilizations prior to 1500 A.D. and their political, social and economic development 	<p>Ch 2, pgs 17-18 Ch 3, pgs 31, 36-36 Ch 4, pgs 41-42, 44 Ch 5, pgs 57, 65, 67 Ch 6, pg 71 Ch 7, pg 95 Ch 8, pgs 108-110, 113 Ch 10, pgs 133-135, 139-140 Ch 11, pgs 154-155 Ch 12, pgs 164-166 Ch 14, pgs 205-214 Ch 15, pgs 232-237 Appendix, pgs 441-448 <i>Skill Builder</i>, pgs 69, 117 Black lines 9, 11-12, 18-20, 24- 25, 32, 46, 52-53, 64, 67, 73-74, 80-82, 96, 99, 101, 103-104 Transparencies 4, 6</p>
<p>Big Idea: Historical Perspective Academic Expectations 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p>	<p>Student CD: SE in PDF format with audio files, Spanish activities, Chapter interactive reinforcement activities, Interactive Timeline, Presentation Builder TE CD: ATE in PDF format, Reinforcement black lines, Chapter puzzles, Unit and Book assessments, Presentation Builder</p>
<p>Enduring Knowledge – Understandings <i>Students will understand that</i></p>	
<p>history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D.</p>	<p><i>Unit Timelines</i>, pgs 2-3, 28-29, 104-105, 180-181 <i>Primary Source</i>, pgs 22, 53, 73, 127, 145, 166, 195, 223 <i>Skill Builder</i>, pgs 27, 69, 117, 179 <i>Novel Connections</i> (ATE) pgs 14, 26, 38, 54, 68, 84, 102, 116, 130, 146, 160, 178, 198, 214, 236 <i>Map Extension</i> (ATE) i.e. pg 11 Black lines 4, 8, 11, 15, 18, 25, 29, 32, 37, 39, 43, 50, 53, 60, 67, 71, 74, 81, 88, 92</p>
<p>world civilizations prior to 1500 A.D. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events.</p>	<p><i>Unit Timelines</i>, pgs 2-3, 28-29, 104-105, 180-181 <i>Skill Builder</i>, pgs 27, 103, 161, 179 <i>Lesson Summary</i> (ATE), pgs 5, 17, 31, 41, 57, 71, 87, 107, 119, 133, 149, 163, 183, 201, 217 Black lines 9, 51</p>

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<p>geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D.</p>	<p><i>Map Extension (ATE)</i> i.e. pgs 11, 18, 67, 101, 134-135, 158 Black lines 4, 11, 88 Transparency 6</p>
<p>advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D.</p>	<p>Ch 2, pg 21 Ch 3, pg 35 Ch 4, pgs 52-53 Ch 5, pgs 58-60, 62-63, 65, 67 Ch 6, pgs 74-75, 78-83 Ch 7, pgs 88-89, 95, 99-101 Ch 8, pgs 109, 111-112 Ch 9, pgs 123, 129 Ch 11, pg 158 Ch 12, pgs 164-165 Ch 14, pgs 202-204 Ch 15, pg 215 Black lines 15, 17, 19, 22, 26, 29, 33, 36, 40, 43, 47, 61, 78, 85, 92-93, 96 Transparencies 3-6</p>
<p>each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D.) in the history of world civilizations had social, political, economic and/or cultural characteristics</p>	<p>Ch 2, pgs 23-26 Ch 3, pgs 33-34 Ch 4, pgs 46-53 Ch 6, pgs 72-75, 79-80 Ch 7, pgs 88-89, 91, 95 Ch 8, pgs 109-112 Ch 9, pgs 123-128 Ch 10, pgs 137-145 Ch 11, pgs 149-155 Ch 12, pgs 163-168, 176-177 Ch 13, pgs 184-186, 194-197 Ch 14, pgs 201-204 Ch 15, pgs 218-220 Black lines 12, 19, 26, 33, 40, 47, 54, 61, 68, 75, 82, 89, 96, 103 Transparencies 5-7</p>
<p>Skills and Concepts <i>Students will</i></p>	

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<p>demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):</p> <ul style="list-style-type: none"> ■ investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance ■ examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D. ■ analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D. 	<p><i>Unit Timelines, Collage</i>, pgs 2-3, 28-29, 104-105, 180-181: (ATE)- <i>Timeline Extension</i> <i>Primary Source</i>, pgs 22, 53, 73, 127, 145, 166, 195, 223 Ch 7, pgs 96-98 <i>Skill Builder</i>, pgs 27, 39, 103, 161, 198, 236 <i>Putting it Together</i>, i.e. pgs 45, 48, 75, 95 <i>Chapter Review</i> pgs 26, 38, 84, 102, 130, 160, 236 Black lines 12, 19, 26, 33, 40, 47, 54, 61, 68, 75, 82, 89, 96, 103</p>
<p>investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:</p> <ul style="list-style-type: none"> ■ explain how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies ■ describe the contributions made by world civilizations prior to 1500 A.D. (e.g., Egypt, Mesopotamia, the Indus River Valley, the Middle East, India, China) to society and analyze the impact these contributions made to future generations ■ examine the rise of classical civilizations and empires (e.g., Greece and Rome) and analyze their lasting impacts on the world in the areas of government, philosophy, architecture, art, drama and literature ■ describe the rise of western civilizations (e.g., Mayan, Incan, Aztec) and non-western civilizations (e.g., Egyptian, Chinese, Indian, Persian) and analyze ways in which these cultures influenced government, philosophy, art, drama and literature in the present day ■ explain how the movement of goods affected settlement patterns in and relations between early civilizations, empires, nations and states (e.g., Asia, Africa, and the Americas) ■ examine developments during the Middle Ages (e.g., feudalism, nation states, monarchies, religious institutions, limited government, trade) and describe resulting influences on modern societies ■ describe how the Age of Exploration (world civilizations prior to 1500 A.D.) caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and developed new technologies 	<p>Ch 1, pgs 8-12 Ch 2, pgs 17-22 Ch 3, pgs 31-39 Ch 4, pgs 41-53 Ch 5, pgs 57-69 Ch 6, pgs 71-83 Ch 7, pgs 87-98 Ch 8, pgs 107-115 Ch 9, pgs 119-124 Ch 10, pgs 137-145 Ch 11, pgs 149-159 Ch 12, pgs 162-177 Ch 13, pgs 182-197 Ch 14, pgs 201-213 Ch 15, pgs 216-222, 226 Black lines 1, 3-5, 8-9, 12-13, 16-20, 24, 26, 30-33, 36, 38-40, 44-47, 50-52, 54, 58, 60-61, 64, 66-68, 71-72, 75, 78-82, 85, 87-89, 93-97, 99-103 Transparencies 3-4, 6-7</p>