



NEW YORK
Learning Standards for Social Studies
Intermediate
World History: Journey Across Time © 2006

STANDARDS	PAGE REFERENCES
Standard 2—World History	
1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	
Students:	
<ul style="list-style-type: none"> know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations 	SE: <i>The Way It Was</i> 11, 42, 98, 143, 227, 306, 389, 414, 584, 885
<ul style="list-style-type: none"> know some important historic events and developments of past civilizations 	SE: 17-23, 49-52, 81-85, 169-171, 203-206, 241-248, 269-273 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 44 <i>Comparing Civilizations</i> 106-107
<ul style="list-style-type: none"> interpret and analyze documents and artifacts related to significant developments and events in world history. 	SE: <i>Primary Source</i> 10, 83, 102, 214, 264, 348, 495, 537 <i>Primary Sources Library</i> 930-943 TWE: CTA TOOLS 4
2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	
Students:	
<ul style="list-style-type: none"> develop timelines by placing important events and developments in world history in their correct chronological order 	SE: TOOLS 1-TOOLS 3 <i>Thinking Like a Historian</i> TOOLS 1, TOOLS 3 <i>SkillBuilder Handbook</i> 905-906 TWE: EC TOOLS 2 TLA 0, 108, 254, 400, 564
<ul style="list-style-type: none"> measure time periods by years, decades, centuries, and millennia 	SE: TOOLS 1-TOOLS 3 <i>Thinking Like a Historian</i> TOOLS 1, TOOLS 3 <i>SkillBuilder Handbook</i> 905-906 TWE: EC TOOLS 0, TOOLS 2 DI 1 RT 132

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<ul style="list-style-type: none"> study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes. 	SE: 11, 13-15, 183-186 TOOLS 10-TOOLS 13 TWE: CTA TOOLS 12, 19, 90, 244 ICA 20 PR 220
3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	
Students:	
<ul style="list-style-type: none"> investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history 	SE: 45-46, 122-123, 199-201, 269-271 <i>Linking Past & Present</i> 128 <i>The Way It Was</i> 143, 227, 319 <i>Primary Source</i> 685 TWE: CY 122
<ul style="list-style-type: none"> interpret and analyze documents and artifacts related to significant developments and events in world history 	SE: <i>Primary Source</i> 10, 83, 102, 214, 264, 348, 495, 537 <i>Primary Sources Library</i> 930-943 TWE: CTA TOOLS 4
<ul style="list-style-type: none"> classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic. 	SE: TOOLS 0-TOOLS 13 <i>SkillBuilder Handbook</i> 906 TWE: EC TOOLS 2 RT 17, 195, 263 RW 73, 217 PR 150 DI 304
4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	
Students:	
<ul style="list-style-type: none"> explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed (Taken from <i>National Standards for World History</i>) 	SE: <i>Primary Source</i> 10, 83, 102, 214, 264, 348, 495, 537 <i>SkillBuilder Handbook</i> 910 <i>Primary Sources Library</i> 930-943
<ul style="list-style-type: none"> analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians 	SE: <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 616-617, 742-743 <i>SkillBuilder Handbook</i> 907, 908, 909, 910
<ul style="list-style-type: none"> view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents 	SE: <i>World Literature</i> 53-58, 164-167, 311-316, 454-459 <i>SkillBuilder Handbook</i> 909, 910 <i>Primary Sources Library</i> 932, 935, 937, 943

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<ul style="list-style-type: none"> investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions. 	SE: <i>SkillBuilder Handbook</i> 907, 908, 909, 910, 914, 917 TWE: CTA 71, 157, 320, 547
Standard 3—Geography	
1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from <i>The National Geography Standards, 1994: Geography for Life</i>)	
Students:	
<ul style="list-style-type: none"> map information about people, places, and environments 	SE: GH1-GH15 TWE: DI GH2, GH10 EC GH3 CLA GH8, GH14 ICA 178, 383, 766
<ul style="list-style-type: none"> understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models (Taken from <i>National Geography Standards, 1994</i>) 	SE: GH1-GH15 TOOLS 6 TWE: DI GH2, GH5, GH10, GH11 EC GH7, GH9 CLA GH8
<ul style="list-style-type: none"> investigate why people and places are located where they are located and what patterns can be perceived in these locations 	SE: GH1-GH15 TOOLS 6-TOOLS 7 TWE: CLA GH14 RT GH15, 263 PR 4, 190, 480 ICA 448
<ul style="list-style-type: none"> describe the relationships between people and environments and the connections between people and places. 	SE: GH1-GH15 TWE: CLA GH14 RT GH15, 263 PR 4, 190 EC 98 DI 109 ICA 355, 383
2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from <i>The National Geography Standards, 1994: Geography for Life</i>)	
Students:	
<ul style="list-style-type: none"> formulate geographic questions and define geographic issues and problems 	TWE: RT GH15, 263 PR 4, 190, 480 DI 109 ICA 464, 766

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<ul style="list-style-type: none"> use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems (Adapted from <i>National Geography Standards, 1994</i>) 	SE: GH4-GH13 TWE: CTA GH12 RT GH15, 263 PR 4, 190 ICA 355, 383, 448, 464
<ul style="list-style-type: none"> present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models 	SE: GH4-GH13 TWE: DI GH11 CTA GH12 RT GH15, 81, 263 ICA 178, 383, 464
<ul style="list-style-type: none"> interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems. 	TWE: RT GH15, 263 PR 4, 190, 480 ICA 355, 383, 448, 464, 766
Standard 4—Economics	
1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	
Students:	
<ul style="list-style-type: none"> explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources 	SE: 13-15, 17-18, 71, 278-279, 472-473 <i>Understanding Charts 44</i> <i>The Way It Was 234-235, 449</i> TWE: ICA 42 EC 307
<ul style="list-style-type: none"> define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems 	SE: 60, 62, 71, 230-231, 246-247, 278-279, 294 <i>Using Geography Skills 246, 293</i> <i>The Way It Was 449</i>
<ul style="list-style-type: none"> understand how scarcity requires people and nations to make choices which involve costs and future considerations 	SE: 60, 62, 278-279, 294, 472-473 <i>Using Geography Skills 473</i> <i>You Decide 742-743</i> TWE: EC 591 MAP 711
<ul style="list-style-type: none"> understand how people in the United States and throughout the world are both producers and consumers of goods and services 	SE: 230-231, 246-247, 666-667, 725-730 <i>Using Geography Skills 246, 293</i> TWE: ICA 42 EC 591 CC 692
<ul style="list-style-type: none"> investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems 	SE: 143, 278-279, 472-473, 666-667, 725-730, 810-811 <i>Using Geography Skills 473, 695</i> TWE: EC 591 CC 692
<ul style="list-style-type: none"> describe how traditional, command, market, and mixed economies answer the three fundamental economic questions 	SE: 503, 666-667, 725-730, 810-811 TWE: ICA 662 CC 692
<ul style="list-style-type: none"> explain how nations throughout the world have joined with one another to promote economic development and growth. 	SE: 246-247, 294, 447, 528-529, 668-669 <i>Using Geography Skills 246, 293, 448, 668</i> TWE: EC 530

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2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	
Students:	
<ul style="list-style-type: none"> identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources 	SE: TOOLS 4-TOOLS 5, TOOLS 8-TOOLS 9 <i>SkillBuilder Handbook</i> 903-919 TWE: CTA TOOLS 4 ICA 662 CLA 664 CC 692
<ul style="list-style-type: none"> organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data 	SE: TOOLS 1-TOOLS 4 <i>SkillBuilder Handbook</i> 903-919 TWE: CTA 611 ICA 662 CLA 664 CC 692
<ul style="list-style-type: none"> evaluate economic data by differentiating fact from opinion and identifying frames of reference 	SE: TOOLS 4-TOOLS 5 <i>SkillBuilder Handbook</i> 903-919 TWE: CTA 611 ICA 662 CLA 664 CC 692
<ul style="list-style-type: none"> develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions 	SE: <i>SkillBuilder Handbook</i> 903-919 TWE: CTA 611 ICA 662 CLA 664 CC 692
<ul style="list-style-type: none"> present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions. 	SE: <i>SkillBuilder Handbook</i> 903-919 TWE: ICA 42, 662

Codes Used for TWE Pages

CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
CY	Citizenship and You
DI	Differentiated Instruction
EC	Extending the Content
ICA	Interdisciplinary Connections Activity
MAP	More About the Photo
PR	Purpose for Reading
RT	Reading the Text
RW	Read to Write
TLA	Time Line Activity