



**MINNESOTA**  
**Academic Standards – History and Social Studies Grades 4-8**  
***Human Heritage: A World History* © 2004**

OBJECTIVES	PAGE REFERENCES
<b>III. WORLD HISTORY</b>	
A. Beginnings of Human Society The student will demonstrate knowledge of selected attributes and historical developments of various ancient societies in Africa, the Americas, Asia, and Europe.	
1. Students will describe the migration of people from Africa to other world regions.	SE: 33-34 <i>Section Assessment</i> 40 #2
2. Students will describe the development of agriculture and its effect on human communities.	SE: 34-35, 41-45 <i>Fun Facts</i> 43 <i>Section Assessment</i> 46 #2, #3, #5, #6 <i>Chapter Assessment</i> 47, <i>Critical Thinking</i> #1 TWE: DYK 41, 42 MC 41 H 45
3. Students will illustrate or retell the main ideas from stories that disclose the origins, history and traditions of various cultures around the world.	SE: 22-24 <i>Section Assessment</i> 24 #1-4 TWE: CT 22 W 22 MP 22-23 LA 23
4. Students will describe significant historical achievements of various cultures of the world.	SE: 55-59, 61-64, 78-80, 83-87, 88-92, 94-95 <i>Then and Now</i> 59 <i>Section Assessment</i> 59 #1, #3, #5, 63 #1, #4, 64 #1-4, 80 #4, #5, 87 #5 TWE: DL 56 CL 56, 85 C 64 C 80 MC 90 SO 94
B. Classical Civilizations and World Religions 1000 BC – 600 AD The student will describe classical civilizations in Africa, Asia, and Mesoamerica.	
1. Students will describe the emergence of states in sub-Saharan Africa and explain how iron working diffused in Africa.	SE: 129-136, 202-203 <i>Section Assessment</i> 131 #4, 134 #5 TWE: DL 133 LPP 134 G 136
2. Students will describe how the Chinese Empire was united.	SE: 91, 144-145, 586 <i>Taking Another Look</i> 145 #1 TWE: MA 144 SO 144 MC 586

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3. Students will analyze the relationship between agriculture and the development of complex societies in Mesoamerica.	SE: 137-142 <i>Linking Across Time</i> 139 TWE: E 142
4. Students will describe and compare major religious systems and practices.	SE: 106-114, 179-183, 213-214, 247-255, 310-311 <i>Section Assessment</i> 185 #2, 250 #1-5, 256 #1-5 <i>People in History</i> 110 <i>Fun Facts</i> 182 TWE: MP 107 EC 109 GH 109 MP 249 CT 251 C 311
<b>C. Classical Civilizations and World Religions 1000 BC – 600 AD</b> The student will describe classical civilizations in Europe and the West.	
1. Students will demonstrate knowledge of ancient Greek civilization, including art, politics, and philosophy.	SE: 151-161, 163-175, 178-190, 193-200 <i>Chapter Assessment</i> 161 Understanding Main Ideas #1, #8, Graphic Organizer Activity <i>Section Assessment</i> 164 #3-5, 167 #4, 175 #1-5 <i>Fun Facts</i> 180, 182, 186 <i>People in History</i> 188, 194 TWE: CL 153, 169, 173, 183, 197 MP 158, 166, 182 SO 165, 186, 187, 188, 194 CT 186
2. Students will demonstrate knowledge of ancient Rome, including art, politics, and philosophy.	SE: 209-216, 218-230, 233-244 <i>Section Assessment</i> 216 #5, 220 #1-4, 230 #1-5, 236 #5, 244 #5 <i>Fun Facts</i> 223 <i>People in History</i> 229, 243 <i>Linking Across Time</i> 238 TWE: LA 210 CL 212, 227, 235 LPP 224 MC 239
<b>D. World Civilizations, Expansions of Cultural, Commercial and Political Contacts, 600 AD – 1500 AD</b> The student will understand the causes and consequences of emerging civilizations and increased contact across the cultural regions of Eurasia and Africa.	
1. Students will analyze the spread of Islamic civilization to western Europe, India and Africa.	SE: 330-336, 336-342 <i>People in History</i> 332 <i>Section Assessment</i> 336 #4, 342 #4 <i>Chapter Assessment</i> 345 Critical Thinking #2-3 <i>Map Study</i> 337 TWE: MP 332 MSN 337 CL 339

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2. Students will describe the expansion of the Chinese Empire and its effect on political and cultural life.	SE: 88-93 TWE: C 92 MP 91 MSN 91
3. Students will describe the formation of states in sub-Saharan Africa and the Americas.	SE: 132-136, 138-140, 258-259, 360-361 <i>People in History</i> 133 <i>Section Assessment</i> 134 #1-5, 140 #1-4 <i>Linking Across Time</i> 139 <i>Taking Another Look</i> 259, 361 TWE: SO 133, 135, 258, 360 DL 133 LPP 134 C 259 E 259
E. Western Civilizations, Renaissance and Reformation 1000 AD – 1700 AD The student will demonstrate knowledge of important historical, cultural, and social events in Europe during the Middle Ages.	
1. Students will demonstrate knowledge of the Renaissance in Europe.	SE: 432-447 <i>Then and Now</i> 435, 439 <i>Linking Across Time</i> 437 <i>Section Assessment</i> 440 Section 1 #1-5, 440 Section 2 #1-5, 441 #1-5, 443 #1-4, 446 #1-5 TWE: MC 434 LPP 436, 441 CL 445
2. Students will demonstrate knowledge of the age of exploration.	SE: 466-478 <i>Linking Across Time</i> 468 <i>Section Assessment</i> 471 #1-5, 476 #1-5, 478 #1-5 <i>People in History</i> 474 TWE: CT 457 S 468 C 470 MP 470, 472 SO 473 CL 474
3. Students will demonstrate knowledge of the Reformation including important figures of the era.	SE: 448-464 <i>Section Assessment</i> 451 #1-5, 452 #1-5, 455 #1-5, 458 #1-5, 462 #1-5, 464 #1-4 <i>Linking Across Time</i> 453 <i>People in History</i> 460 TWE: CT 451 MC 452 EC 453 SO 454

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<p>4. Students will demonstrate knowledge of scientific, political, economic and social changes starting in the 17th century, including the Enlightenment.</p>	<p>SE: 507, 523-525  <i>Section Assessment</i> 508 #5, 525 #1-4  <i>Why It's Important</i> 503  <i>Chapter Summary and Study Guide</i> 520 #1  <i>Chapter Assessment</i> 521 Critical Thinking #4            TWE: A 518            F 523            CL 524            S 524</p>
<p>F. World Civilizations, Toward a Global Culture, 1500 – 1770 AD            The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa and the Americas.</p>	
<p>1. Students will explain the characteristics of the trading system that linked peoples of Africa, Asia, and Europe around 1450.</p>	<p>SE: 467-478  <i>Section Assessment</i> 471 #2-4  <i>Then and Now</i> 473  <i>Chapter Summary and Study Guide</i> #1            TWE: DYK 468            MSN 468            CT 469            C 470</p>
<p>2. Students will describe early European explorations, settlements, and empires.</p>	<p>SE: 469-478, 487-500  <i>Then and Now</i> 470  <i>Section Assessment</i> 471 #5, 476 #2-4, 478 #3, 497 #4, 499 #5  <i>Map Skills</i> 475  <i>Map Study</i> 498            TWE: SO 473, 475            Ch 476            LPP 477            EC 495            C 500</p>
<p>3. Students will analyze the strengths and limitations of the Chinese Empire under the Ming Dynasty.</p>	<p>See Glencoe's <i>World History</i> © 2005 for discussion of the Asian World and the Ming Dynasty.</p>
<p>4. Students will understand patterns of change in Africa in the era of the slave trade and the slave plantation system in the Americas.</p>	<p>SE: 469-471, 488, 490, 550-551  <i>Section Assessment</i> 471 #4  <i>Fun Facts</i> 495            TWE: CT 469            MP 470            EC 551</p>

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5. Students will identify the causes and consequences of global migrations of Europeans, Africans, and Asians.	SE: 467-478, 488 <i>Section Assessment</i> 471 #4, 476 #5, 489 #3-4 <i>Chapter Assessment</i> 479 Critical Thinking #2 <i>Linking Across Time</i> 491 <i>Fun Facts</i> 495 TWE: CT 469 MP 470, 488 CL 474 LPP 489 H 509
G. Western Civilizations, Age of Revolution and Reaction, 1640 – 1920 AD The student will demonstrate knowledge of the rise of colonialism and its effects worldwide.	
1. Students will examine the effects of imperialism on the colonial societies of the 18th, 19th and 20th centuries.	SE: 578-594 <i>Section Assessment</i> 580 #1-5, 584 #1-5, 591 #1-5, 593 #1-4, 594 #1-4 <i>Map Study</i> 590 TWE: MP 585 CL 586 EC 590 C 594
<b>IV. HISTORICAL SKILLS</b>	
A. Concepts of Time The student will acquire skills of chronological thinking.	
1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.	Each unit and each chapter begins with a timeline of the persons, events, and concepts presented in those pages. Each unit ends with the <i>Around the World</i> feature, which describes persons, events, and concepts taking place during the same era in an area of the world not included in that unit.
B. Historical Resources The student will begin to use historical resources.	
1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.	SE: 672-679 <i>Interpreting Primary Sources</i> 675, 677, 679, 681, 685, 687, 689, 691, 693, 695, 697 TWE: T22-T23 TN 672-673 I 672-673 TTS 674, 676, 680, 682, 684, 686, 688, 690, 692, 694, 696
2. Students will assess the credibility and determine appropriate use of different sorts of sources.	SE: <i>Critical Thinking Skills</i> 60, 170 672-673 TWE: T22-T23 T 60, 170 I 672-673

OBJECTIVES	PAGE REFERENCES
3. Students will investigate the ways historians learn about the past if there are no written records.	SE: 25-30 <i>People in History</i> 26 <i>Section Assessment</i> 30 #1-2 TWE: EC 27 DYK 28
<b>C. Historical Inquiry</b> The student will apply research skills by investigating a topic in U.S. history.	
1. Students will define a research topic that can be studied using a variety of historical sources.	SE: 672-673 <i>Technology Skills</i> 390 TWE: T21, T22-23 T 390 I 672-673
2. Students will identify, locate, and use repositories of research materials including libraries, the Internet, historical societies, historic sites, and archives, as appropriate for their project.	SE: 672-673 <i>Technology Skills</i> 390 TWE: T21, T22-T23 T 390 I 672-673
3. Students will develop strategies to find, collect, and organize historical research.	SE: 672-673 TWE: I 672-673
The student will analyze historical evidence and draw conclusions.	
1. Students will understand that primary sources document firsthand accounts of historical events and secondary sources may be influenced by the author's interpretation of historical events.	SE: 672-673 <i>Critical Thinking Skills</i> 60, 170 TWE: T22-T23 T 60, 170 I 672-673
2. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.	SE: <i>Critical Thinking Skills</i> 60, 111, 170 TWE: T 60, 111, 170
3. Students will understand the concepts of historical context and multiple causation.	SE: <i>Critical Thinking Skills</i> 29 TWE: T 29
4. Students will create a timeline that illustrates the relationship of their topic to other historic events.	Each unit and each chapter begins with a timeline of the persons, events, and concepts presented in those pages. Each unit ends with the <i>Around the World</i> feature, which describes persons, events, and concepts taking place during the same era in an area of the world not included in that unit
The student will present and explain the findings of a research project.	
1. Students will analyze how historians present their work in multiple formats.	SE: <i>Technology Skills</i> 276, 516, 636 TWE: T 276, 516, 636
2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.	SE: <i>Technology Skills</i> 276, 516, 636 TWE: T16-T17 T 276, 516, 636
3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.	SE: A clear thesis statement conveys the main idea of the student's research. Main idea skills are practiced on page 242. TWE: T 242

OBJECTIVES	PAGE REFERENCES
4. Students will learn how to cite sources and to document their research in the form of a bibliography.	Teachers can introduce a lesson on citing sources by having students note that each reading in the <i>Primary Source Library</i> (listed on T5) provides a source citation.
5. Students will learn what constitutes plagiarism and how to paraphrase appropriately other people's work in a new interpretive format.	Students are given practice in using information in a source to create original work in SE: <i>Activity</i> 675, 677, 679, 683, 687, 689, 693, 697

### Codes Used for TWE Pages

A	The Arts
C	Culture
C	Close
Ch	Charts
CL	Cooperative Learning
CT	Critical Thinking
DL	Daily Life
DYK	Did You Know
E	Enrich
EC	Extending the Content
F	Focus
G	Geography
GH	Geography and History
H	History
I	Introduction
LA	Language Arts
LPP	Linking Past to Present
MA	Motivational Activity
MC	Making Connections
MP	Multicultural Perspectives
MSN	Meeting Special Needs
S	Science
SO	Spotlight On
T	Teach
TN	Teacher Notes
TTS	Team Teaching Strategies
W	Writing