



**MINNESOTA**  
**Academic Standards – History and Social Studies Grades 4-8**  
***World History: Journey Across Time* © 2006**

OBJECTIVES	PAGE REFERENCES
<b>III. WORLD HISTORY</b>	
<b>A. Beginnings of Human Society</b> 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: 39 <i>Assessment and Activities</i> 33 #17-#19 TCR: <i>Unit 1 Resources</i> 40
2. Students will describe the development of agriculture and its effect on human communities.	SE: 13-15, 574-575 <i>Using Geography Skills</i> 13 <i>Section Review</i> 15 #3, 581 #7 TWE: R 15 C 15 RS 574 CAT 575 TCR: <i>Unit 1 Resources</i> 19
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: 53-58 <i>Activities and Assessment</i> 33 #24-#25 <i>Primary Source</i> 41, 71, 83, 89, 214 <i>Responding to the Reading</i> 58 #1-#5 TWE: PS 41, 89, 214 DI 55 EC 57 CTA 575 TCR: <i>Unit 1 Resources</i> 6-7, 21-22, 49-50, 51-52, 81-82, 83-84
4. Students will describe significant historical achievements of various cultures of the world.	SE: 20-21, 24-25, 50-52, 81-83 <i>History Maker</i> 228 TWE: ICA 20 RS 25 WA 81 HMa 228 TCR: <i>Unit 1 Resources</i> 1-4, 23-24, 35-36
<b>B. Classical Civilizations and World Religions 1000 BC – 600 AD</b> 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: 69-72, 448, 452 <i>Section Review</i> 72 #7 TWE: T 69 CTA 71 ICA 448

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2. Students will describe how the Chinese Empire was united.	SE: 409-412 <i>Reading Check</i> 412 <i>Assessment and Activities</i> 438 #9-#11 TWE: RS 410 WA 411 ICA 412 TCR: <i>Unit 2 Resources</i> 109, 124, 127
3. Students will analyze the relationship between agriculture and the development of complex societies in Mesoamerica.	SE: 574-578 <i>Section Review</i> 581 #1, #2, #7 TWE: RS 574 CAT 575
4. Students will describe and compare major religious systems and practices.	SE: 202-208, 235-239, 584 <i>Biography</i> 207, 237 <i>Section Review</i> 208 #1-#7, 239 #1-#2, #4-#6 TWE: T 203 RS 204 CTA 205 CAT 205 WA 205, 236 C 208 CLA 238 R 239 TCR: <i>Unit 1 Resources</i> 81-82, 83-84 <i>Unit 2 Resources</i> 87-88, 93, 96, 103, 115-116, 117-118
C. Classical Civilizations and World Religions 1000 BC – 600 AD 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: 121-123, 128-130, 139-140, 154-163, 168-173, 182-186 <i>Section Review</i> 123 #5, 146 #6, 163 #1-#7, 173 #1-#7, 186 #1-#6 <i>Biography</i> 159, 172 <i>Linking Past &amp; Present</i> 160 <i>The Way It Was</i> 184 TWE: CTA 142 ICA 143 WA 157 TT 158 T 159, 172 EC 160 HM 170 CAT 170 TCR: <i>Unit 2 Resources</i> 13, 17-18, 21-22, 23-24, 31, 38-39, 45, 53-54, 55-56, 57, 58, 60, 61, 63, 65, 66

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2. Students will demonstrate knowledge of ancient Rome, including art, politics, and philosophy.	SE: 269-273, 278-283, 286-294, 302-310, 325-326 <i>History Maker</i> 273 <i>The Way It Was</i> 291 <i>Section Review</i> 310 #1-#7, 326 #3, #6 TWE: T 269 HMa 273 C 283, 310 CTA 305 HM 308 CLA 309 TCR: <i>Unit 3 Resources</i> 3, 13, 21-22, 28, 34, 35, 36, 38-39, 45, 53-54, 57-58, 60, 63
D. World Civilizations, Expansions of Cultural, Commercial and Political Contacts, 600 AD – 1500 AD 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: 380-386, 430-436, 464-467 <i>Using Geography Skills</i> 380, 383, 385 <i>Reading Check</i> 381 <i>Section Review</i> 386 #2, #5, 467 #3 TWE: T 381 ICA 383 CC 384 CTA 463 C 467 TCR: <i>Unit 3 Resources</i> 97, 117, 120
2. Students will describe the expansion of the Chinese Empire and its effect on political and cultural life.	SE: 408-415, 416-422, 424-429 <i>Primary Source</i> 413 <i>The Way It Was</i> 414 <i>Section Review</i> 415 #1-#7, 422 #3, #4, #6 TWE: WA 411 CTA 411, 433 PS 413 ICA 420 TCR: <i>Unit 3 Resources</i> 6-7, 11-12, 13, 21-22, 23-24, 25-26, 28, 31, 33
3. Students will describe the formation of states in sub-Saharan Africa and the Americas.	SE: 447-453, 461-462, 574-581, 582-592 <i>Section Review</i> 453 #1-#5, 581 #3-#7 TWE: CTA 447 CLA 451, 579, 588 C 581 TCR: <i>Unit 3 Resources</i> 43-44, 45, 47, 55-56, 57-58, 60, 63 <i>Unit 5 Resources</i> 25-26, 28, 29, 30, 31, 32, 33

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<p>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.</p>	
<p>1. Students will demonstrate knowledge of the Renaissance in Europe.</p>	<p>SE: 609-615, 618-626  <i>Using Geography Skills</i> 609  <i>Primary Source</i> 614  <i>Section Review</i> 615 #1-#7, 626 #1-#7  <i>History Maker</i> 620  <i>Biography</i> 622  <i>The Way It Was</i> 624  TWE: WA 610  PS 614  RS 619  HMa 620  CLA 625  TCR: <i>Unit 5 Resources</i> 41, 49-50, 51-52, 53-54, 56, 57, 61, 62</p>
<p>2. Students will demonstrate knowledge of the age of exploration.</p>	<p>SE: 658-669  <i>Reading Check</i> 664, 669  <i>Using Geography Skills</i> 668  <i>Section Review</i> 669 #1-#6  TWE: T 659  CTA 661, 668  TT 662  EC 663  CC 663  CLA 664  C 669  TCR: <i>Unit 5 Resources</i> 66-67, 69, 71-72, 85-86, 88, 93</p>
<p>3. Students will demonstrate knowledge of the Reformation including important figures of the era.</p>	<p>SE: 633-641, 643-646, 648-649  <i>Reading Check</i> 637, 639, 641  <i>Biography</i> 638  <i>Section Review</i> 641 #1-#7  TWE: T 638  EC 639, 648  C 641  E 641  WA 645  TCR: <i>Unit 5 Resources</i> 35-36, 37, 43, 53-54, 58, 59, 63, 64</p>

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4. Students will demonstrate knowledge of scientific, political, economic and social changes starting in the 17th century, including the Enlightenment.	SE: 670-679, 680-689 <i>Understanding Charts</i> 676, 679 <i>Biography</i> 677, 683 <i>Section Review</i> 679 #1-#7, 689 #1-#7 <i>Primary Source</i> 682 <i>The Way It Was</i> 686-687 TWE: T 671, 677 ICA 674, 685 WA 675 C 679 PS 682 EC 686 TCR: <i>Unit 5 Resources</i> 75, 83, 85-86, 89, 90, 94, 95
<b>F. World Civilizations, Toward a Global Culture, 1500 – 1770 AD</b> The student will examine changing forms of cross-cultural contact, conflict and cooperation that resulted from the interconnections between Eurasia, Africa and the Americas.	
1. Students will explain the characteristics of the trading system that linked peoples of Africa, Asia, and Europe around 1450.	SE: 429, 472-473, 611-612, 666-669 <i>Using Geography Skills</i> 473, 667 <i>Section Review</i> 669 #4 TWE: CTA 611 T 611 RS 666 CAT 666 TCR: <i>Unit 5 Resources</i> 66-67, 88, 93 #7-#10
2. Students will describe early European explorations, settlements, and empires.	SE: 661-667, 691-694 <i>Using Geography Skills</i> 662-663, 667, 691, 694, 695 TWE: CTA 661 EC 663 RS 693 HM 695 CLA 697 TCR: <i>Unit 5 Resources</i> 66-67, 69, 71-72, 88, 96 #1-#6
3. Students will analyze the strengths and limitations of the Chinese Empire under the Ming Dynasty.	SE: 430-436 <i>Using Geography Skills</i> 431, 433 <i>Biography</i> 434 <i>Section Review</i> 436 #1-#7 TWE: CTA 433 CAT 433 T 434 ICA 435 TCR: <i>Unit 4 Resources</i> 25, 31, 36

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4. Students will understand patterns of change in Africa in the era of the slave trade and the slave plantation system in the Americas.	SE: 472-473, 752-753 <i>Biography</i> 471 <i>Using Geography Skills</i> 473, 695 <i>Reading Check</i> 473 TWE: T 471 CTA 472 MAA 472 WA 473 CAC 752 NOTE: Teachers can add more information on the plantation system in America by choosing a pertinent book for ICA 694 and adding details about slaveholding colonies in CLA 697.
5. Students will identify the causes and consequences of global migrations of Europeans, Africans, and Asians.	SE: 472-476, 691-694 <i>Linking Past &amp; Present</i> 475 <i>Assessment and Activities</i> 479 #20 <i>Section Review</i> 700 #6 TWE: CAT 474 TT 474 CLA 475 DI 692 TCR: <i>Unit 5 Resources</i> 93 #7-#10
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: 666-667, 691-700, 763-770 <i>Reading Check</i> 698, 700, 763, 765, 770 <i>Section Review</i> 700 #7, 770 #1-#8 <i>Assessment and Activities</i> 702 #13, #15, 798-799 #9, #10 <i>Using Geography Skills</i> 765 <i>Primary Source</i> 766 TWE: CAT 666 CC 692 TT 692, 768 RH 694 RS 696 CLA 699, 769 C 700, 770 WA 763, 764 CTA 765 PS 766 ICA 766 EC 767 TCR: <i>Unit 6 Resources</i> 38-39, 57, 60, 65

OBJECTIVES	PAGE REFERENCES
<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.	SE: TOOLS 1-TOOLS 3, 711, 712 <i>Thinking Like a Historian</i> TOOLS 1, TOOLS 3 TWE: EC TOOLS 1, TOOLS 2 T TOOLS 2, 711, 712 TCR: <i>Unit 1 Resources</i> 15, 43, 75 <i>Unit 2 Resources</i> 15, 47, 79, 109 <i>Unit 3 Resources</i> 15, 47, 75, 103 <i>Unit 4 Resources</i> 15, 47, 75, 103 <i>Unit 5 Resources</i> 15, 43, 75 <i>Unit 6 Resources</i> 15, 47, 79, 111
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: TOOLS 4-TOOLS 5, 716, 731, 736-737, 738-747 <i>Thinking Like a Historian</i> TOOLS 5 #1-#2 <i>Document Based Questions</i> 739, 741, 743, 745, 747 TWE: T TOOLS 4, T26-T27, 716, 731 CTA TOOLS 4 E TOOLS 5 EC 738, 740, 742, 744, 746 TCR: <i>Unit 1 Resources</i> 23-24, 51-52, 83-84 <i>Unit 2 Resources</i> 23-24, 55-56, 87-88, 117-118 <i>Unit 3 Resources</i> 23-24, 55-56, 83-84, 111-112 <i>Unit 4 Resources</i> 23-24, 55-56, 83-84, 111-112 <i>Unit 5 Resources</i> 23-24, 51-52, 83-84 <i>Unit 6 Resources</i> 23-24, 55-56, 87-88, 119-120
2. Students will assess the credibility and determine appropriate use of different sorts of sources.	SE: TOOLS 4-TOOLS 5, 715, 719 <i>Thinking Like a Historian</i> TOOLS 5 #2 TWE: T 715, 719
3. Students will investigate the ways historians learn about the past if there are no written records.	SE: TOOLS 8-TOOLS 9 <i>Section Review</i> 15 #1 TWE: CTA TOOLS 4 F TOOLS 8 GRR 8 MAA 9 HM 11

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<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: Historians' use of multiple sources is discussed on pages TOOLS 4-TOOLS 5. <i>Main Idea</i> TOOLS 4. Skills practice in analyzing library and research resources is found on page 715. <i>Applying the Skill</i> 715
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: 715, 719 TWE: T 715, 719
3. Students will develop strategies to find, collect, and organize historical research.	SE: TOOLS 2-TOOLS 5, 709, 711, 712, 717, 718 TWE: T 709, 710, 711, 712, 717, 718
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: TOOLS 4-TOOLS 5, 713, 714, 716, 731 TWE: A TOOLS 5 T T26-T27, 713, 714, 716, 731
2. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors' view of historical events.	SE: TOOLS 4-TOOLS 5, 713, 716 <i>Thinking Like a Historian</i> TOOLS 5 #2 TWE: T T26-T27, 713, 716
3. Students will understand the concepts of historical context and multiple causation.	SE: TOOLS 5, 720 <i>Thinking Like a Historian</i> TOOLS 5 #3 TWE: T 720
4. Students will create a timeline that illustrates the relationship of their topic to other historic events.	SE: TOOLS 2-TOOLS 3, 711 <i>Thinking Like a Historian</i> TOOLS 3 #1-#3 TWE: E TOOLS 3 T 711 TCR: <i>Unit 1 Resources</i> 75 <i>Unit 4 Resources</i> 47, 103 <i>Unit 6 Resources</i> 47
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: Historians may present facts in the form of timelines, interpretive maps, charts, and graphs. Skills practice for these formats are found on pages 709, 727, 729, 733. TWE: T 709, 727, 729, 733
2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.	TWE: NOTE: Numerous presentation formats are suggested throughout the TWE, such as a fact sheet (CLA 697), a multimedia presentation (CLA 699), a bulletin board (CLA 529), and oral reports (CLA 293). Information on performance-based assessments is found on pages T24-T25.

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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 709. TWE: T 709
4. Students will learn how to cite sources and to document their research in the form of a bibliography.	SE: <i>Applying the Skill 715</i> TWE: NOTE: Teachers can introduce a lesson on citing sources by having students note that each <i>Primary Source</i> reading (listed on T8) 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.	SE: Correctly paraphrased written reports are created from correctly paraphrased research notes. This skill is practiced on page 710. Historians' use of interpretive skills to create original work is discussed on page TOOLS 5.

### Codes Used for TWE Pages

A	Assess
C	Close
CAC	Comparing and Contrasting
CAT	Connecting Across Time
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CTA	Critical Thinking Activity
DI	Differentiated Instruction
E	Enrich
EC	Extending the Content
F	Focus
GRR	Get Ready to Read
HM	History Mystery
HMa	History Maker
ICA	Interdisciplinary Connection Activity
MAA	More About the Art
PS	Primary Source
R	Reteach
RH	Researching History
RS	Reading Strategy
T	Teach
TT	Time Traveler
WA	Writing Activity