



World History Journey Across Time

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STANDARDS	PAGE REFERENCES
<p>Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.</p>	
<p>Benchmark 1: The student understands the rule of law as it applies to individuals; family; school; local, state and national governments.</p>	
<p>1. (K) recognizes that every <i>civilization</i> has a form of law or order.</p>	<p>Student Edition: 22, 23, 24-25, 43, 122-123, 229-230, 269-270, 273 <i>Then and Now</i> 22 <i>Section Review</i> 23 #2, 46 #3 <i>History Makers</i> 273 Teacher Wraparound Edition: A 25; C 231; CTA 19; DL 273; EC 24; R 23; T 24</p>
<p>Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.</p>	
<p>The student: 1. ▲(A) compares and contrasts the <i>rights</i> of people living in Ancient Greece (Sparta and Athens) and Classical Rome with the modern United States.</p>	<p>Student Edition: 122-123, 127, 129-130, 269-270, 273 <i>Section Review</i> 123 #5 Teacher Wraparound Edition: CAT 270; CTA 271; DI 270; ICA 128, 273; R 123; T 125, 269</p>

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<p>Benchmark 5: The student understands various systems of governments and how nations and international organizations interact.</p>	
<p>The student:</p> <p>1. ▲(K) identifies the basic features of systems of government (e.g., republic, democracy, monarchy, dictatorship, oligarchy, theocracy).</p>	<p>Student Edition: 48, 122-123, 125-127, 129-130, 208, 210-211, 230, 269-271, 273, 280-281 <i>Reading Check</i> 48 <i>Section Review</i> 52 #3</p> <p>Teacher Wraparound Edition: E 130; C 231, 283; WA 280</p>
<p>2. (K) describes the ways political systems meet or fail to meet the <i>needs</i> and <i>wants</i> of their <i>citizens</i> (e.g., republic, democracy, monarchy, dictatorship oligarchy, theocracy).</p>	<p>Student Edition: 43, 122-123, 125-127, 129-130, 210-211, 230, 269-271, 273, 281 <i>Section Review</i> 46 #3; 52 #3, #6; 231 #3; 283 #6 <i>Reading Check</i> 126, 127, 273 <i>You Decide</i> 284-285</p> <p>Teacher Wraparound Edition: A 285; C 130; CAT 197; ICA 122; R 123, 130; WA 19, 210</p>
<p>3. (K) defines the characteristics of nations (e.g., territory, population, government, <i>sovereignty</i>).</p>	<p>Student Edition: City-states are discussed on pages 19, 122-123, 126-127, 128-129, 452-453, and 611-613. Nation-states are discussed on pages 747-748, 791, 792.</p>
<p>History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.</p>	
<p>Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from the emergence of human communities to 500BC.</p>	
<p>1. (K) explains the importance of the Neolithic Agricultural Revolution in moving people from Nomadic to settled village life (e.g., food production, changing technology, domestication of animals).</p>	<p>Student Edition: 13-15 <i>Understanding Charts</i> 14 <i>Section Review</i> 15 #2, #3, #5</p> <p>Teacher Wraparound Edition: C 15; CTA 11; ICA 20; R 15</p>

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<p>2. ▲(A) compares the origin and accomplishments of early river valley <i>civilizations</i> (e.g., Tigris and Euphrates (Mesopotamia): <i>city-states</i>, Hammurabi’s code; Nile Valley (Egypt): Pharaoh, centralized <i>government</i>; Indus Valley (India): Mohenjo Daro; Huang He (China): Shang <i>Dynasty</i>).</p>	<p>Student Edition: 17-23, 39-44, 48, 50-52, 195-197, 214-216, 225-229 <i>Biography</i> 22 <i>You Decide</i> 24 <i>Reading Check</i> 48 <i>History Makers</i> 215, 228</p> <p>Teacher Wraparound Edition: C 23, 46, 201; DI 18; EC 215; HM 215, 228; ICA 214; R 231; RS 226; WA 196</p>
<p>3. (K) explains central beliefs of early <i>religions</i> (e.g., <i>polytheism, monotheism, animism</i>).</p>	<p>Student Edition: 11, 19, 49, 81, 155-156, 202-206, 227, 309-310, 350 <i>Biography</i> 207, 346</p> <p>Teacher Wraparound Edition: C 208; R 208; RS 204; T 155, 203; WA 81</p>
<p>Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 500BC to 700AD.</p>	
<p>1. ▲(K) compares and contrast characteristics of classic Greek <i>government</i> (e.g., <i>city-states</i>, slavery, rule by aristocrats and tyrants, Athens: development of <i>democracy</i>, Sparta: <i>city’s needs</i> come first).</p>	<p>Student Edition: 122-123, 125-127, 129-130 <i>Reading Check</i> 123, 130 <i>Section Review</i> 130 #2, #3, #5, #6</p> <p>Teacher Wraparound Edition: CY 122; E 130; ICA 128; R 123, 130</p>
<p>2. (K) describes the significant contributions of ancient Greece to western <i>culture</i> (e.g., <i>philosophy</i>: Socrates, Plato, Aristotle; literature/drama: Homer, Greek plays, architecture, sculpture).</p>	<p>Student Edition: 157-158, 160-161, 162-163, 169-171, 173, 183-186 <i>Biography</i> 159, 172 <i>Linking Past and Present</i> 160</p> <p>Teacher Wraparound Edition: C 163, 186; CLA 162; DI 170; E 163, 173; EC 160; R 173; TT 158; 160; WA 157</p>
<p>3. (K) explains the cultural interactions in the Hellenistic Age (e.g., Alexander the Great, Persian Empire).</p>	<p>Student Edition: 174-179, 182-186 <i>Reading Check</i> 179, 183 <i>You Decide</i> 180-181</p> <p>Teacher Wraparound Edition: A 181; C 186; CTA 177, 185; E 186; T 180, 183</p>

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<p>4. ▲(K) describes key characteristics of classical Roman government (e.g., Roman <i>Republic</i>: senate, consuls, veto, written law; Roman Empire: emperors, expansion).</p>	<p>Student Edition: 265-267, 269-271, 273, 274-276, 278-283, 287-288 <i>History Makers</i> 273 <i>Biography</i> 289</p> <p>Teacher Wraparound Edition: C 267, 276, 283; CAT 270; CLA 293; CTA 271; HM 273; T 269; WA 280, 291</p>
<p>5. (A) analyzes the reasons for the decline and fall of the Roman Empire.</p>	<p>Student Edition: 318-320, 322-324 <i>Reading Check</i> 320 <i>Primary Source</i> 322</p> <p>Teacher Wraparound Edition: C 326; CLA 324; CTA 320, 325; EC 323; MAA 324; R 326; WA 319</p>
<p>6. ▲(A) examines the central beliefs of Christianity, Hinduism, Buddhism, Judaism, and Islam.</p>	<p>Student Edition: 81-83, 202-208, 344-347, 350, 355, 377-378 <i>Reading Check</i> 83, 347 <i>Section Review</i> 85 #1, #2, #3, #5; 208 #1-#7; 350 #1, #2, #3, #6; 378 #3 <i>Understanding Charts</i> 204 <i>Primary Source</i> 206 <i>Biography</i> 207, 346</p> <p>Teacher Wraparound Edition: C 208, 378; CAT 205, 345; CTA 205; E 208, 378; R 208; T 81, 203; WA 81, 205, 345</p>
<p>7. (A) traces the development and spread of Christianity.</p>	<p>Student Edition: 344-347, 348, 352-353, 354, 361-364 <i>Biography</i> 346, 349 <i>Using Geography Skills</i> 352, 361 <i>Linking Past and Present</i> 362</p> <p>Teacher Wraparound Edition: C 356; CAT 345; R 353; T 346, 349; WA 345</p>

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<p>8. (K) describes key cultural accomplishments of classical India (e.g., Asoka, Sanskrit literature, the Hindu-Arabic numerals, the zero, Buddhism, Hinduism).</p>	<p>Student Edition: 202-208, 210-211, 214-216 <i>Primary Source</i> 206, 214 <i>Biography</i> 207, 211 <i>Reading Check</i> 211, 216 <i>History Makers</i> 215 <i>Section Review</i> 216 #1-6</p> <p>Teacher Wraparound Edition: C 208; CAT 205, 211; CTA 205; E 208, 215; HM 215; ICA 214; R 208; T 203, 212; WA 205</p>
<p>9. ▲(K) describes key accomplishments of ancient China (e.g., Great Wall of China, Shi Huangdi, dynastic cycle, Mandate of Heaven, Taoism, Confucianism, civil service, Silk Road).</p>	<p>Student Edition: 229-231, 235-239, 242, 244, 246-247 <i>Biography</i> 237, 243 <i>Using Geography Skills</i> 246</p> <p>Teacher Wraparound Edition: C 231; CLA 238; CY 246; E 239; R 239, 248; T 236, 243; WA 236</p>
<p>Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world from 700-1400.</p>	
<p>1. (K) describes the governmental/political, social, and economic institutions and innovations of the Maya, Aztec, and Inca <i>civilizations</i>.</p>	<p>Student Edition: 575-578, 583-588 <i>The Way It Was</i> 584</p> <p>Teacher Wraparound Edition: C 592; CLA 588; CTA 585; EC 577, 587; MAP 576; RS 588; TT 576</p>
<p>2. (K) describes the governmental/political, social, and economic institutions and innovations of the Byzantine Empire.</p>	<p>Student Edition: 328-330, 332-334 <i>Using Geography Skills</i> 329 <i>The Way It Was</i> 333</p> <p>Teacher Wraparound Edition: C 334; CAT 329; CTA 330; EC 333; WA 330</p>
<p>3. (K) describes the political and economic institutions of medieval Europe (e.g., <i>manorialism, feudalism, Magna Carta</i>, Christendom, rise of cities and <i>trade</i>).</p>	<p>Student Edition: 519-521, 523-525, 526-531, 537 <i>Section Review</i> 531 #1-#7 <i>You Decide</i> 532-533</p> <p>Teacher Wraparound Edition: A 533; C 521, 531; E 521; EC 527, 530; ERR 537; HM 528; MAA 524; RS 523; T 532; WA 519</p>

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4. (K) describes Japanese feudalism and compares to European feudalism.	<p>Student Edition: European feudalism is discussed on pages 523-528. Japanese feudalism is discussed on pages 496-497.</p> <p>Teacher Wraparound Edition: CY 496; E 497</p>
5. (A) explains geographic, economic, political reasons for Islam's spread into Europe, Asia, and Africa (e.g., geographic, economic, political reasons).	<p>Student Edition: 380-381, 382-386 <i>Reading Check</i> 381 <i>Using Geography Skills</i> 385</p> <p>Teacher Wraparound Edition: C 386; CC 384; CTA 382; DI 381; IAW 381; ICA 383</p>
6. (A) discusses how the Crusades allowed interaction between the Islamic world and medieval Europe (e.g., science, education, architecture, mathematics, medicine, the arts, literature).	<p>Student Edition: The Crusades are discussed on pages 541-543. The passage of Islamic learning to Europeans is discussed on pages 391.</p> <p>Teacher Wraparound Edition: C 394, 543; S 391</p>
7. (K) explains the impact of Mongol Empires (e.g., trade routes, Silk Road, horse, Ghengis Khan).	<p>Student Edition: 424-426, 428-429 <i>Biography</i> 427 <i>Primary Source</i> 428</p> <p>Teacher Wraparound Edition: C 429; CAT 425; CTA 426; T 427</p>
Benchmark 4: The student engages in historical thinking skills.	
1. ▲ (A) examines a topic in World history to analyze changes over time and makes logical inferences concerning cause and effect (e.g., spread of ideas and innovation, rise and fall of empires).	<p>Student Edition: TOOLS 2-TOOLS 3, TOOLS 5, 914 <i>Thinking Like a Historian</i> TOOLS 5 #3</p> <p>Teacher Wraparound Edition: T 914</p>
2. (A) examines a variety of <i>primary sources</i> in World history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, <i>government</i> documents).	<p>Student Edition: TOOLS 4-TOOLS 5, 910, 930-943 <i>Thinking Like a Historian</i> TOOLS 5 #1-#2 <i>Document Based Questions</i> 933, 935, 937, 939, 941, 943</p> <p>Teacher Wraparound Edition: T30-T31; CTA TOOLS 4; E TOOLS 5; T TOOLS 4, 910</p>

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<p>3. (A) uses at least three primary sources to interpret a person or event from World history to develop an historical narrative.</p>	<p>Student Edition: Practice using primary sources can be found on pages TOOLS 4–TOOLS 5, 910, 930-943. <i>Thinking Like a Historian</i> TOOLS 5 #1-#2 <i>Document Based Questions</i> 933, 935, 937, 939, 941, 943</p> <p>Teacher Wraparound Edition: T30 –T31; CTA TOOLS 4; E TOOLS 5; T TOOLS 4, 910</p>
<p>4. (A) compares contrasting descriptions of the same event in World history to understand how people differ in their interpretations of historical events.</p>	<p>Student Edition: TOOLS 4–TOOLS 5 <i>You Decide</i> 24-25, 180-181, 284-285, 532-533, 742-743</p> <p>Teacher Wraparound Edition: A 25, 181, 285, 533, 743</p>