



World History  
**JOURNEY  
ACROSS TIME**  
The Early Ages  
© 2005

STANDARDS	PAGE REFERENCES
<p><b>1. <u>CITIZENSHIP/GOVERNMENT/DEMOCRACY</u></b></p>	
<p><b>Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.</b></p>	
<p><b>1. Students identify the rights, duties, and responsibilities of a U.S. citizen.</b></p>	<p><b>Student Edition:</b> 698-700 <i>Primary Source</i> 698 <i>Section Review</i> 700 #2, #5, #6 <i>Assessment and Activities</i> 702 #14, 703 #20 <b>Teacher Wraparound Edition:</b> APK 698; C 700; E 700</p>
<p><b>2. Students understand the historical perspective and issues involved in the development of the U.S. Constitution.</b></p>	<p><b>Student Edition:</b> 700 <i>Section Review</i> 700 #2 <i>Assessment and Activities</i> 702 #14, 703 #20 <b>Teacher Wraparound Edition:</b> E 700</p>
<p><b>3. Students recognize the basic principles of the U.S. Constitution, Bill of Rights, and other amendments and are able to identify those principles in real-life scenarios.</b></p>	<p><b>Student Edition:</b> 698-700 <i>Primary Source</i> 698 <i>Section Review</i> 700 #2, #5, #6 <i>Assessment and Activities</i> 702 #14, 703 #20 <b>Teacher Wraparound Edition:</b> APK 698; C 700; E 700</p>

STANDARDS	PAGE REFERENCES
<p><b>2. <u>CULTURE/CULTURAL DIVERSITY</u></b></p>	
<p><b>Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.</b></p>	
<p><b>1. Students explain how family systems, religion, language, literature, and the arts contribute to the development of cultures.</b></p>	<p><b>Student Edition:</b>  46, 81-83, 120, 129, 143, 155-156, 160-161, 203-208, 214-215, 234-235, 304, 307-308, 344-347, 350, 377-378, 381, 420-421, 469-470, 501, 552, 620  <i>Primary Source</i> 83, 214  <i>The Way It Was</i> 143  <i>History Makers</i> 199  <i>Reading Check</i> 470  <i>Section Review</i> 552 #2</p> <p><b>Teacher Wraparound Edition:</b>  C 85, 239, 378; CAT 234, 345; CTA 90; EC 199; HM 199; MAA 161; RS 204; SC 214; T 155, 203; TT 143; UC 120; WA 81, 205, 345</p> <p>NOTE: Numerous examples of literature from various cultures are referenced in the Primary Source features, the Primary Sources Library, and the World Literature feature. See page T8.</p>
<p><b>2. Students describe cultural diversity and the interdependence of cultures.</b></p>	<p><b>Student Edition:</b>  The related skills of understanding cause and effect, making comparisons, and drawing inferences and conclusions are practiced on pages 720, 721, and 723. Information on world cultures can be found on pages 46, 81-83, 120, 129, 143, 155-156, 160-161, 203-208, 214-215, 234-235, 304, 307-308, 344-347, 350, 377-378, 381, 420-421, 469-470, 501, 552, and 620.</p> <p><b>Teacher Wraparound Edition:</b>  T 720, 721, 723</p>
<p><b>3. <u>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</u></b></p>	
<p><b>Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on societies.</b></p>	
<p><b>1. Students communicate how economic considerations influence personal, local, state, national, and international decision-making.</b></p>	<p><b>Student Edition:</b>  43, 121, 213, 246-247, 292-294, 320, 388, 448, 452, 528-529, 666-667, 668-669  <i>Reading Check</i> 121, 247, 320</p> <p><b>Teacher Wraparound Edition:</b>  MAA 666; S 448</p>

STANDARDS	PAGE REFERENCES
<p>2. Students describe the systems of exchange of past and present.</p>	<p><b>Student Edition:</b> 121, 294, 319, 388, 529, 666 <i>Section Review</i> 294 #5 <i>Primary Source</i> 320 <i>Reading Check</i> 531</p> <p><b>Teacher Wraparound Edition:</b> CAT 319; E 294; RS 666 NOTE: WA 319 meets this standard if students are instructed to write about the barter system.</p>
<p>3. Students recognize basic concepts of economic systems.</p>	<p><b>Student Edition:</b> 10, 43, 244-245, 247, 417-418, 421-422, 448-449, 453, 503, 611, 666-667, 669 <i>Reading Check</i> 247, 449, 669 <i>Connecting to the Past</i> 389 #2 <i>The Way It Was</i> 449</p> <p><b>Teacher Wraparound Edition:</b> CAT 18, 666, 667; RS 666; TT 449</p>
<p><b>4. <u>TIME, CONTINUITY AND CHANGE</u></b></p>	
<p><b>Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation, and world.</b></p>	
<p>1. Students identify people, events, problems, conflicts, and ideas and explain their historical significance.</p>	<p><b>Student Edition:</b> Students can identify thirty-nine historically significant people with the <i>Biography</i> feature, listed on page T9. Important events and ideas are found in <i>History Makers</i> on pages 100, 199, 215, 228, 273 and 620. The <i>Primary Source</i> feature also highlights significant people (pages 135, 145, 183, 282, 348, and 420), events (282, 322, 330, 597), and ideas (83, 89, 206, 348, 413, 640, 685).</p>
<p>2. Students discuss current events to better understand the world in which they live.</p>	<p><b>Student Edition:</b> The related skills of sequencing and categorizing information, understanding cause and effect, making comparisons, making predictions, and drawing inferences and conclusions are practiced on pages 712, 720, 721, 722, 723, 730 and 734.</p> <p><b>Teacher Wraparound Edition:</b> T 712, 720, 721, 722, 723, 730, 734 NOTE: The <i>Connecting Across Time</i> feature, found throughout the Teacher Wraparound Edition, asks students to consider current events (ex. – CAT 265, 319, 373).</p>

STANDARDS	PAGE REFERENCES
<p>3. Students analyze the impact of historical events and people on present conditions, situations, or circumstances.</p>	<p><b>Student Edition:</b> The related skill of recognizing cause and effect is practiced on page 720. The <i>Linking Past and Present</i> features, listed on page T10, help students analyze the impact of historical events and people on present conditions, situations, or circumstances.</p> <p><b>Teacher Wraparound Edition:</b> T 720</p> <p>NOTE: The <i>Connecting Across Time</i> feature, found throughout the Teacher Wraparound Edition, helps students analyze the impact of historical events and people on present conditions, situations, or circumstances (ex. – CAT 18, 345, 621).</p>
<p><b>5. PEOPLE, PLACES, AND ENVIRONMENTS</b></p>	
<p>Students demonstrate an understanding of interrelationships among people, places, and environments.</p>	
<p>1. Students use charts, maps, and graphs to answer questions dealing with people, places, events, or environments.</p>	<p><b>Student Edition:</b> GH4-GH13, 727, 728, 729, 733</p> <p><b>Teacher Wraparound Edition:</b> DI GH5, GH10; DYK GH7, GH9; T GH4, GH 5, GH6, GH8, GH9, GH10, GH11, 727, 728, 729, 733</p>
<p>2. Students apply the themes of geography to topics being studied.</p>	<p><b>Student Edition:</b> GH2-GH3</p> <p>NOTE: The themes of geography are incorporated into questions in each chapter’s Assessment and Activities (ex. – page 33 #17-#18; 75 #21-#22; 105 #21)</p> <p><b>Teacher Wraparound Edition:</b> DI GH2; EC GH3; RS GH15; USEE GH2-GH3</p>
<p>3. Students demonstrate an ability to organize and process spatial information; i.e., You Are Here maps of various areas.</p>	<p><b>Student Edition:</b> GH4-GH10, 727, 728</p> <p><b>Teacher Wraparound Edition:</b> C GH15; DI GH5, GH10; DYK GH7, GH9; T GH4, GH 5, GH6, GH8, GH9, GH10, 727, 728</p>