



Human Heritage

A World History

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STANDARDS	PAGE REFERENCES
III. WORLD HISTORY	
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.	Student Edition: 33-34 <i>Section Assessment 40 #2</i> Teacher Resources: <i>Quizzes and Tests 12 #15</i>
2. Students will describe the development of agriculture and its effect on human communities.	Student Edition: 34-35, 41-45 <i>Fun Facts 43</i> <i>Section Assessment 46 #2, #3, #5, #6</i> <i>Chapter Assessment 47, Critical Thinking #1</i> Teacher Wraparound Edition: DYK 41, 42; H 45; MC 41 Teacher Resources: <i>Performance Assessment Activities 18</i> <i>Quizzes and Tests 10 #6, #7, #9, 11 #11, 12 #17, #18</i>

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<p>3. Students will illustrate or retells the main ideas from stories that disclose the origins, history and traditions of various cultures around the world.</p>	<p>Student Edition: 22-24 <i>Section Assessment</i> 24 #1-#4</p> <p>Teacher Wraparound Edition: CT 22; LA 23; MP 22-23; W 22</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 27, 32 <i>Quizzes and Tests</i> 4 #2-#4, #7-#10, 7 #6, #12</p>
<p>4. Students will describe significant historical achievements of various cultures of the world.</p>	<p>Student Edition: 55-59, 61-64, 78-80, 83-87, 88-92 <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 <i>Around the World</i> 94-95</p> <p>Teacher Wraparound Edition: C 64, 80, 95; CL 56, 85; DL 56; MC 90; SO 94</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32 <i>Quizzes and Tests</i> 13 #2, #6, #7, 15 #1, #3, #5, #9, 17 #1, #4, 18 #17, <i>Critical Thinking</i> 20 #8, 22 #1, 23 #1-#10, 26 #19, 28 #8, 30 #20</p>
<p>B. Classical Civilizations and World Religions 1000 BC – 600 AD The student will describe classical civilizations in Africa, Asia, and Mesoamerica.</p>	
<p>1. Students will describe the emergence of states in Sub-Saharan Africa and explain how iron working diffused in Africa.</p>	<p>Student Edition: 129-137 <i>Section Assessment</i> 131 #4; 134 #3, #5 <i>Around the World</i> 202-203</p> <p>Teacher Wraparound Edition: DL 133; G 136; GH 131; LPP 134; SO 202</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 24 <i>Quizzes and Tests</i> 42 #9, 43 #1-#10</p>
<p>2. Students will describe how the Chinese Empire was united.</p>	<p>Student Edition: <i>Around the World</i> 144-145</p> <p>Teacher Wraparound Edition: A 145; C 145; F 144; LPP 145; SO 144</p>

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<p>3. Students will analyze the relationship between agriculture and the development of complex societies in Mesoamerica.</p>	<p>Student Edition: 137, 138, 140 <i>Section Assessment</i> 138 #5 <i>Linking Across Time</i> 139 <i>Then and Now</i> 141</p> <p>Teacher Wraparound Edition: E 142</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 18, 24</p>
<p>4. Students will describe and compare major religious systems and practices.</p>	<p>Student Edition: 106-107, 109-110, 112-114, 179-183, 213-214, 247-256 <i>People in History</i> 110 <i>Section Assessment</i> 114 #3, #4; 185 #2; 250 #1-#5, 252 #1-#4, 256 #1-#5 <i>Fun Facts</i> 182 <i>Around the World</i> 310-311</p> <p>Teacher Wraparound Edition: CL 215; CT 109; DYK 110, 251; EC 109; GH 109; GP 180; LA 112, 181; LPP 214; MP 107, 249, 253; MSN 113; SO 108</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 27, 32, 36, 38 <i>Quizzes and Tests</i> 20 #9, 22 #6, #7, 25 #1, #6, #10, 28 #5, 29 #4, 32 #7-#10, 33 #1, #4, 34 #15-#20</p>

STANDARDS	PAGE REFERENCES
<p>C. Classical Civilizations and World Religions 1000 BC – 600 AD The student will describe classical civilizations in Europe and the West.</p>	
<p>1. Students will demonstrate knowledge of ancient Greek civilization, including art, politics, and philosophy.</p>	<p>Student Edition: 151-161, 163-164, 164-167, 168-176, 179-190 <i>Chapter Assessment</i> 161 Understanding Main Ideas #1, #8, Graphic Organizer Activity <i>Section Assessment</i> 164 #3-#5; 167 #4-#5; 175 #1-#5; 176 #1-#4; 185 #1-#5; 190 #1-#5 <i>Fun Facts</i> 180, 182, 186 <i>People in History</i> 188, 194 Teacher Wraparound Edition: CL 153, 169, 173, 183, 197; CT 186; MP 158, 166, 182; SO 165, 186, 187, 188, 194 Teacher Resources: <i>Performance Assessment Activities</i> 25, 26, 27, 28 <i>Quizzes and Tests</i> 53 #1-#10, 54 #1-#10, 55 #1-#10, 56 #1-#10, 57-58 #1-#20</p>
<p>2. Students will demonstrate knowledge of ancient Rome, including art, politics and philosophy.</p>	<p>Student Edition: 209-216, 219-230, 233-244 <i>Section Assessment</i> 210 #1, #4, #5; 216 #5; 220 #1-#4; 222 #1-#5; 230 #1-#5; 236 #5; 244 #5 <i>People in History</i> 213, 229, 243 <i>Fun Facts</i> 223 <i>Linking Across Time</i> 238 Teacher Wraparound Edition: CL 212, 227, 235; LA 210; LPP 224; MC 239 Teacher Resources: <i>Performance Assessment Activities</i> 29, 30, 31 <i>Quizzes and Tests</i> 59 #1-#10, 60 #1-#10, 61-62 #1-#20</p>

STANDARDS	PAGE REFERENCES
<p>D. World Civilizations, Expansions of Cultural, Commercial and Political Contacts, 600 AD – 1500 AD</p> <p>The student will understand the causes and consequences of emerging civilizations and increased contact across the cultural regions of Eurasia and Africa.</p>	
<p>1. Students will analyze the spread of Islamic civilization to western Europe, India and Africa.</p>	<p>Student Edition: 279, 336-342 <i>Section Assessment</i> 279 #2; 336 #4, 342 #4 <i>People in History</i> 332 <i>Map Study</i> 337 <i>Chapter Assessment</i> 345 Critical Thinking #2-#3</p> <p>Teacher Wraparound Edition: E 340; G 336; GH 131; MSN 337</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 38 <i>Quizzes and Tests</i> 120 #1-#10, 123-124 #4, #9, #10, #15, #17</p>
<p>2. Students will describe the expansion of the Chinese Empire and its effect on political and cultural life.</p>	<p>Student Edition: 88-93</p> <p>Teacher Wraparound Edition: C 92; MP 91; MSN 91</p>
<p>3. Students will describe the formation of states in sub-Saharan Africa and the Americas.</p>	<p>Student Edition: 132-136, 138-142, 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>Around the World</i> 258-259, 360-361</p> <p>Teacher Wraparound Edition: C 259; DL 133; E 259; F 258, 360; LPP 134; SO 133, 135, 258, 360; T 258</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 24 <i>Quizzes and Tests</i> 42 #1-#10, 43 #1-#10, 45 #1-#10, 46 #1-#10, 47-48 #1-#20</p>

STANDARDS	PAGE REFERENCES
<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>Student Edition: 433-445 <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</p> <p>Teacher Wraparound Edition: CL 445; LPP 436, 441; MC 434</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 44 <i>Quizzes and Tests</i> 159 #1-#10, 160 #1-#10, 161 #1-#10, 162 #1-#10, 163 #1-#10, 165-166 #1-#20</p>
<p>2. Students will demonstrate knowledge of the age of exploration.</p>	<p>Student Edition: 467-478 <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</p> <p>Teacher Wraparound Edition: C 470; CL 474; CT 457; MP 470, 472; S 468; SO 473</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 46, 47 <i>Quizzes and Tests</i> 175 #1-#10, 176 #1-#10, 177 #1-#10, 179-180 #1-#20</p>

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<p>3. Students will demonstrate knowledge of the Reformation including important figures of the era.</p>	<p>Student Edition: 449-464 <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</p> <p>Teacher Wraparound Edition: CT 451, 455; DYK 456, 462; EC 453; MC 451, 452, 456, 459; SO 454</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 45 <i>Quizzes and Tests</i> 167 #1-#10, 168 #1-#10, 169 #1-#10, 170 #1-#10, 171 #1-#10, 172 #1-#10, 173-174 #1-#20</p>
<p>4. Students will demonstrate knowledge of scientific, political, economic and social changes starting in the 17th Century, including the Enlightenment.</p>	<p>Student Edition: 503-508, 508-513, 513-520, 523-526 <i>Why It's Important</i> 503 <i>Section Assessment</i> 508 #4-#5; 525 #1-#4 <i>Chapter Summary and Study Guide</i> 520 #1 <i>Chapter Assessment</i> 521 Critical Thinking #4</p> <p>Teacher Wraparound Edition: A 518; CL 524; F 523; LPP 513; MC 517; MP 514; R 508; S 524</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 48 <i>Quizzes and Tests</i> 189 #1, #9, #10, 190 #1, 191 #5, 193 #6, #10</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>Student Edition: 467-478 <i>Section Assessment</i> 471 #2-#4; 476 #2, #4, #5; 478 #2-#4 <i>Then and Now</i> 473 <i>Chapter Assessment</i> 479 Understanding Main Ideas #2, Critical Thinking #2-#3</p> <p>Teacher Wraparound Edition: C 470; CT 469; DYK 468; MSN 468</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 175 #10, 177 #8, #10, 179 #11, 180 #20</p>

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<p>2. Students will describe early European explorations, settlements, and empires.</p>	<p>Student Edition: 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</p> <p>Teacher Wraparound Edition: C 476, 500; EC 495; LPP 477; SO 473, 475</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 47 <i>Quizzes and Tests</i> 175, #10, 176 #1-#10, 177 #1-#10, 179-180 #1-#20</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>Student Edition: 469-471, 488, 490, 550-551 <i>Section Assessment</i> 471 #4 <i>Linking Across Time</i> 491 <i>Fun Facts</i> 495</p> <p>Teacher Wraparound Edition: CT 469; EC 551; MP 470</p> <p>Teacher Resources: <i>Quizzes and Tests</i> 182 #2</p>
<p>5. Students will identify the causes and consequences of global migrations of Europeans, Africans, and Asians.</p>	<p>Student Edition: 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</p> <p>Teacher Wraparound Edition: CL 474; CT 469; H 509; LPP 489; MP 470, 488</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 47 <i>Quizzes and Tests</i> 175 #1-#5, #10, 176 #4, #7, 177 #8, #10, 179-180 #4, #6, #11, #18, #20</p>

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<p>G. Western Civilizations, Age of Revolution and Reaction, 1640 – 1920 AD</p>	
<p>The student will demonstrate knowledge of the rise of colonialism and its effects worldwide.</p>	
<p>1. Students will examine the effects of imperialism on the colonial societies of the 18th, 19th and 20th Centuries.</p>	<p>Student Edition: 579-594 <i>Section Assessment</i> 580 #1-#5, 584 #1-#5, 591 #1-#5, 593 #1-#4, 594 #1-#4 <i>Map Study</i> 590</p> <p>Teacher Wraparound Edition: C 594; CL 586; EC 590; MP 585</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 52 <i>Quizzes and Tests</i> 214 #6-#10, 215 #6-#10, 216 #6-#10, 217 #1-#10, 219-220 #7, #10, #12, #14-#20</p>
<p>IV. HISTORICAL SKILLS</p>	
<p>A. Concepts of Time</p>	
<p>The student will acquire skills of chronological thinking.</p>	
<p>1. Students will develop a chronological sequence of persons, events and concepts in each historical era studied in these grades.</p>	<p>Each unit and 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.</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 43</p>
<p>B. Historical Resources</p>	
<p>The student will begin to use historical resources.</p>	
<p>1. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.</p>	<p>Student Edition: 672-673, 674-697 <i>Interpreting Primary Sources</i> 675, 677, 679, 681, 685, 687, 689, 691, 693, 695, 697</p> <p>Teacher Wraparound Edition: T22-T23; I 672-673; TN 672-673; TTS 674, 676, 680, 682, 684, 686, 688, 690, 692, 694, 696</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 73, 74</p>
<p>2. Students will assess the credibility and determine appropriate use of different sorts of sources.</p>	<p>Student Edition: 672-673 <i>Critical Thinking Skills</i> 60, 170</p> <p>Teacher Wraparound Edition: T22-T23; I 672-673; T 60, 170</p>

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<p>3. Students will investigate the ways historians learn about the past if there are no written records.</p>	<p>Student Edition: 25-30 <i>People in History</i> 26 <i>Section Assessment</i> 30 #1-#2 Teacher Wraparound Edition: DL 27; DYK 28; EC 26-27; H 27 Teacher Resources: <i>Quizzes and Tests</i> 4 #5, 5 #1-#6, #8, 7 #3</p>
<p>C. Historical Inquiry The student will apply research skills by investigating a topic in U.S. history.</p>	
<p>1. Students will define a research topic that can be studied using a variety of historical sources.</p>	<p>Student Edition: 672-673 <i>Technology Skills</i> 390 Teacher Wraparound Edition: T21, T22-23; I 672-673; T 390 Teacher Resources: <i>Performance Assessment Activities</i> 36</p>
<p>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.</p>	<p>Student Edition: <i>Technology Skills</i> 390 Teacher Wraparound Edition: T21, T22-T23; I 672-673; T 390 Teacher Resources: <i>Performance Assessment Activities</i> 18, 22, 27, 28, 29, 30, 32, 34, 36, 37, 38, 39, 41, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54</p>
<p>3. Students will develop strategies to find, collect, and organize historical research.</p>	<p>Student Edition: 672-673 <i>Critical Thinking Skills</i> 242 Teacher Wraparound Edition: I 672-673 Teacher Resources: <i>Performance Assessment Activities</i> 18, 22, 27, 28, 29, 30, 32, 34, 36, 37, 38, 39, 41, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54</p>

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The student will analyze historical evidence and draw conclusions.	
<p>1. Students will understand that primary sources document first-hand accounts of historical events and secondary sources may be influenced by the author’s interpretation of historical events.</p>	<p>Student Edition: 672-673 <i>Critical Thinking Skills</i> 60, 170 Teacher Wraparound Edition: T22-T23; I 672-673; T 60, 170 Teacher Resources: <i>Performance Assessment Activities</i> 54</p>
<p>2. Students will compare perspectives in primary and secondary sources and determine how the different perspectives shaped the authors’ view of historical events.</p>	<p>Student Edition: 672-673 <i>Critical Thinking Skills</i> 60, 111, 170 Teacher Wraparound Edition: T 60, 111, 170 Teacher Resources: <i>Performance Assessment Activities</i> 26, 54</p>
<p>3. Students will understand the concepts of historical context and multiple causation.</p>	<p>Student Edition: <i>Critical Thinking Skills</i> 29 Teacher Wraparound Edition: T 29 Teacher Resources: <i>Performance Assessment Activities</i> 37, 41, 43, 49, 54</p>
<p>4. Students will create a timeline that illustrates the relationship of their topic to other historic events.</p>	<p>Student Edition: <i>Critical Thinking Skills</i> 111, 321, 461 Each unit and 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. Teacher Wraparound Edition: T 11, 321, 461 Teacher Resources: <i>Performance Assessment Activities</i> 43</p>

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The student will present and explain the findings of a research project.	
<p>1. Students will analyze how historians present their work in multiple formats.</p>	<p>Student Edition: <i>Technology Skills</i> 276, 516, 636</p> <p>Teacher Wraparound Edition: T 276, 516, 636</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 57-96</p>
<p>2. Students will select a presentation medium for their project and learn the skills necessary to communicate their ideas.</p>	<p>Student Edition: <i>Technology Skills</i> 276, 516, 636</p> <p>Teacher Wraparound Edition: T16-T17; T 276, 516, 636</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 57-96</p>
<p>3. Students will articulate a clear thesis statement that explains the historical relevance of their research topic.</p>	<p>Student Edition: A clear thesis statement conveys the main idea of the student’s research. Main idea skills are practiced on page 242.</p> <p>Teacher Wraparound Edition: T 242</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 20, 21, 27, 37, 44, 45, 46, 49, 71-72</p>
<p>4. Students will learn how to cite sources and to document their research in the form of a bibliography.</p>	<p>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.</p>
<p>5. Students will learn what constitutes plagiarism and how to paraphrase appropriately other people’s work in a new interpretive format.</p>	<p>Students are given practice in using information in a source to create original work in</p> <p>Student Edition: <i>Activity</i> 675, 677, 679, 683, 687, 689, 693, 697</p> <p>Teacher Resources: <i>Performance Assessment Activities</i> 18, 22, 27, 28, 29, 30, 32, 34, 36, 37, 38, 39, 41, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54</p>