



World History JOURNEY ACROSS TIME

The Early Ages
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STANDARDS			
Strand		Historical Understanding	
Standard 1: Historical Understanding: CHANGE, CONTINUITY, AND CAUSALITY-Understand change and/or continuity and cause and/or effect in history			
Topic	Causes And Effects in History	Page References	
Benchmark SS.6.1.1	Define causal relationships in historical chronologies	Student Edition: TOOLS 5, TOOLS 10-11, 720 <i>Thinking Like a Historian</i> TOOLS 5 #3 <i>Linking Past and Present</i> 21, 61, 97, 128, 160, 245, 290, 325, 362, 390, 410, 475, 500, 536, 595, 637, 674 Teacher Wraparound Edition: A TOOLS 11; F TOOLS 10; T TOOLS 10, 720	
Sample Performance Assessment (SPA)	The student: Identifies the various causes for the fall of the Roman Empire, including administrative problems and Germanic invasions.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Define, with clear and precise detail, causal relationships in historical chronologies	Define, with detail, causal relationships in historical chronologies	Define, with minimal detail, causal relationships in historical chronologies	Ineffectively define causal relationships in historical chronologies

STANDARDS			
Strand		Historical Understanding	
Standard 2: Historical Understanding: INQUIRY, EMPATHY AND PERSPECTIVE- Use the tools and methods of inquiry, perspective, and empathy to explain historical events with multiple interpretations and judge the past on its own terms			
Topic	Historical Inquiry	Page References	
Benchmark SS.6.2.1	Frame and answer questions through historical research	Student Edition: TOOLS 4-TOOLS 5, 710, 715, 716, 719, 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	
Sample Performance Assessment (SPA)	The student: Uses historical information gathered from primary and secondary sources to formulate an interpretation of the role of religion in ancient Mesopotamia and Egypt.	Teacher Wraparound Edition: CTA TOOLS 4; E TOOLS 5; EC 738, 740, 742, 744, 746; T TOOLS 4, T26-T27, 710, 715, 716, 719, 731	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Frame and answer questions, in an insightful way, through historical research	Frame and answer questions through historical research	Frame and answer questions, in a superficial way, through historical research	Frame and answer questions, in an unclear or incomplete way, through historical research
STANDARDS			
Topic	Historical Empathy	Page References	
Benchmark SS.6.2.2	Explain the past on its own terms; not judging it solely by present-day norms and values	Student Edition: 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	
Sample Performance Assessment (SPA)	The student: Describes the values of early Buddhism, Christianity, and Islam and explains how they reflected the norms and values of the societies from which they emerged.	Teacher Wraparound Edition: CTA TOOLS 4; E TOOLS 5; EC 738, 740, 742, 744, 746; T TOOLS 4, T26-T27, 716, 731	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Consistently explain the past on its own terms; not judging it solely by present-day norms and values	Usually explain the past on its own terms; not judging it solely by present-day norms and values	Sometimes explain the past on its own terms; not judging it solely by present-day norms and values	Rarely explain the past on its own terms; not judging it solely by present-day norms and values
Strand		History	
Standard 3: History: WORLD CULTURES/HISTORY- Understand important historical events from ancient times through the Renaissance			
Topic	Ancient Societies, 3000 B.C.E. to 500 B.C.E.	Page References	
Benchmark SS.6.3.1	Examine written and physical evidence from ancient societies in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Student Edition: TOOLS 0, 18-20, 23, 42, 50-52, 60, 65, 67, 196-197, 226-229 <i>Linking Past and Present</i> 21, 61 <i>You Decide</i> 24-25 <i>History Makers</i> 199, 228 <i>The Way It Was</i> 227 Teacher Wraparound Edition: C 23; CC 20; CTA 50; EC 24, 229; F TOOLS 0; HM 42, 197, 244; ICA 20, 51; MAA 19; T TOOLS 0; WA 196	
Sample Performance Assessment (SPA)	The student: Assesses the importance of writing, artifacts, and architectural remains for understanding the political and social organization of ancient societies.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine written and physical evidence from ancient societies, drawing relevant and insightful conclusions about their use in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Examine written and physical evidence from ancient societies, drawing relevant conclusions about their use in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Examine written and physical evidence from ancient societies, drawing unsupported or irrelevant conclusions about their use in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley	Ineffectively examine written and physical evidence from ancient societies in Mesopotamia, Egypt, the Indus River Valley, and the Yellow River Valley

STANDARDS			
Topic	Ancient Societies, 3000 B.C.E. to 500 B.C.E.	Page References	
Benchmark SS.6.3.2	Compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies	Student Edition: 575-578, 583-588 <i>Biography</i> 589	
Sample Performance Assessment (SPA)	The student: Analyzes the importance of architectural remains in ancient societies in America and Oceania for understanding political (e.g., government), social (e.g., traditions, daily life), and cultural (e.g., religion, technology) development and features.	Teacher Wraparound Edition: EC 587; HM 578; MAA 576; RS 583; TT 576	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare writing, artifacts, and architectural remains, drawing relevant and insightful conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Compare writing, artifacts, and architectural remains, drawing relevant conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Compare writing, artifacts, and architectural remains, drawing unsupported or irrelevant conclusions about their use in the Maya, Aztec, Inca, and early Pacific Island societies	Ineffectively compare the writing, artifacts, and architectural remains from the Maya, Aztec, Inca, and early Pacific Island societies
Topic	Classical Societies, 500 B.C.E to 500 C.E.	Page References	
Benchmark SS.6.3.3	Compare classical societies, including China during the reign of Han Wudi; Maurya India under Ashoka; Greek city-states under Pericles; and the Roman Empire under Augustus	Student Edition: 138-147, 211, 244-247, 287-288 <i>Biography</i> 141, 212, 289 <i>Primary Source</i> 145	
Sample Performance Assessment (SPA)	The student: Analyzes how Han Wudi, Ashoka, Pericles, and Augustus dealt with major political problems and explains their significant accomplishments.	Teacher Wraparound Edition: CAT 211; CTA 142, 213; CY 246; MAA 244; R 146; RS 245; T 141, 212; WA 245	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare classical societies, making significant connections, insights, and generalizations	Compare classical societies, making connections, insights, and generalizations	Describe classical societies	Identify classical societies

STANDARDS			
Topic	Classical Societies, 500 B.C.E to 500 C.E.	Page References	
Benchmark SS.6.3.4	Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times, including Judaism, Confucianism, Daoism, Hinduism, Buddhism, Greek philosophy, Christianity, and Islam	Student Edition: 82-83, 95, 97-98, 169-171, 203-208, 235-239, 344-350, 375-378 <i>Primary Source</i> 83, 89, 206, 348 <i>Biography</i> 172, 207, 237, 346, 349, 376 <i>Understanding Charts</i> 204, 238 <i>Section Review</i> 208 #1-#7	
Sample Performance Assessment (SPA)	The student: Explains the influence of earlier religions and their key figures on later religions (e.g., Judaism on Christianity and Islam or Hinduism on Buddhism).	Teacher Wraparound Edition: C 208; CAT 96, 345; CTA 90, 205, 235; DI 204; E 350; ICA 206, 377; PS 89; R 239; WA 345	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	Describe the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	Identify the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times	Recognize the key figures and major beliefs of the major religious and philosophical traditions of ancient and classical times
Topic	Post-Classical Societies, 500 C.E. to 1500 C.E.	Page References	
Benchmark SS.6.3.5	Compare post-classical societies, including China at the time of Tang Taizong, the Abbasid dynasty at the time of Harun al-Rashid, the Carolingian Empire at the time of Charlemagne, and the Mali Empire at the time of Mansa Musa	Student Edition: 382-383, 411, 412, 465, 515-516 <i>Primary Source</i> 465 <i>Biography</i> 466, 517 Teacher Wraparound Edition: CTA 411, 515; MAA 412, 515; WA 411, 516	
Sample Performance Assessment (SPA)	The student: Analyzes the major accomplishments of Tang Taizong, Harun-al-Rashid, Charlemagne, and Mansa Musa.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Compare post-classical societies, making significant connections, insights, and generalizations	Compare post-classical societies, making connections, insights, and generalizations	Describe post-classical societies	Identify post-classical societies

STANDARDS		
Topic	Post-Classical Societies, 500 C.E. to 1500 C.E.	Page References
Benchmark SS.6.3.6	Describe the trade networks, including the Silk Road and Saharan caravan trade; conflicts, including the Crusades and Mongol conquests; communications; and exchanges, including Chinese inventions and the bubonic plague, that linked the post-classical societies	Student Edition: 246-247, 417-420, 447, 428-429, 554-555 <i>Using Geography Skills</i> 246, 448, 554, 555 <i>The Way It Was</i> 419
Sample Performance Assessment (SPA)	The student: Explains the large scale influence of Silk Road trade networks, Saharan caravan trade, Chinese inventions, Crusades, Mongol conquests, and the bubonic plague.	Teacher Wraparound Edition: CAT 447; CTA 419; ICA 420, 428; MAA 447

Rubric

Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Describe, with detail, the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Describe, with minimal detail, the trade networks, conflicts, communications, and exchanges that linked the post-classical societies	Ineffectively describe the trade networks, conflicts, communications, and exchanges that linked the post-classical societies

STANDARDS		
Topic	Post-Classical Societies, 500 C.E. to 1500 C.E.	Page References
Benchmark SS.6.3.7	Describe the re-establishment of Chinese imperial rule and the voyages of Zheng He	Student Edition: 409-412, 431-435 <i>Using Geography Skills</i> 411, 431, 433 <i>Reading Check</i> 412 <i>Biography</i> 434
Sample Performance Assessment (SPA)	The student: Explains the influence of the Ming Dynasty in Asia.	Teacher Wraparound Edition: CAT 433; CTA 433; DI 432; ICA 412; R 433; T 434

Rubric

Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the re-establishment of Chinese imperial rule and the importance of the voyages of Zheng He	Describe, with detail, the re-establishment of Chinese imperial rule and the voyages of Zheng He	Describe, with minimal detail, the re-establishment of Chinese imperial rule and the voyages of Zheng He	Ineffectively describe the re-establishment of Chinese imperial rule and the voyages of Zheng He

STANDARDS			
Topic	Post-Classical Societies, 500 C.E. to 1500 C.E.	Page References	
Benchmark SS.6.3.8	Explain the impact of the Renaissance and the European voyages of exploration	Student Edition: 609-615, 618-626, 658-669 <i>Using Geography Skills</i> 609, 668 <i>Primary Source</i> 614 <i>Section Review</i> 615 #1-#7, 626 #1-#7, 669 #1-#6 <i>History Maker</i> 620 <i>Biography</i> 622 <i>The Way It Was</i> 624 <i>Reading Check</i> 664, 669 Teacher Wraparound Edition: CC 663; CLA 625, 664; CTA 661, 668; EC 663; HM 620; PS 614; RS 619; T 659; TT 662; WA 610	
Sample Performance Assessment (SPA)	The student: Explains the concept of humanism and the significance of Leonardo da Vinci and Christopher Columbus.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the impact of the Renaissance and the European voyages of exploration	Explain, with detail, the impact of the Renaissance and the European voyages of exploration	Explain, with minimal detail, the impact of the Renaissance and the European voyages of exploration	Ineffectively explain the impact of the Renaissance and the European voyages of exploration
Strand		Political Science/Civics	
Standard 4: Political Science/Civics: GOVERNANCE, DEMOCRACY, AND INTERACTION- Understand the purpose and historical impact of political institutions and the similarities and differences in government across cultural perspectives			
Topic	Foundations of Democracy	Page References	
Benchmark SS.6.4.1	Identify the foundations of democracy in classical Greece and Rome	Student Edition: 128-130, 139-140, 269-273 <i>Reading Check</i> 130, 140 <i>Section Review</i> 130 #7 <i>Understanding Charts</i> 140 #1-#2 <i>Biography</i> 141 <i>History Makers</i> 273 Teacher Wraparound Edition: CTA 142; ICA 128; RS 269	
Sample Performance Assessment (SPA)	The student: Describes the constitutions of Athens and the Roman Republic.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify, with clear and precise detail, the foundations of democracy in classical Greece and Rome	Identify, with detail, the foundations of democracy in classical Greece and Rome	Identify, with minimal detail, the foundations of democracy in classical Greece and Rome	Ineffectively identify the foundations of democracy in classical Greece and Rome
Strand		Political Science/Civics	
Standard 5: Political Science/Civics: PARTICIPATION AND CITIZENSHIP-Understand roles, rights (personal, economic, political), and responsibilities of American citizens and exercise them in civic action			
There are no benchmarks for this standard for this Grade/Course.			
Strand		Cultural Anthropology	
Standard 6: Cultural Anthropology: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time			
Topic	Cultural Systems and Practices	Page References	
Benchmark SS.6.6.1	Examine the ways in which different cultures have influenced families and communities	Student Edition: 143-144, 234-235, 307-308, 469-470 <i>Focus on Everyday Life</i> 143	
Sample Performance Assessment (SPA)	The student: Compares the role and status of women in China, India, the Islamic World, Europe, and the Pre-Columbian Americas.	Teacher Wraparound Edition: CAT 143, 234, 307; CY 308; RS 235; TT 143	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Examine the ways in which different cultures have influenced families and communities, making significant connections, insights, and generalizations	Examine the ways in which different cultures have influenced families and communities, making connections, insights, and generalizations	Examine the ways in which different cultures have influenced families and communities, making weak connections, insights, and generalizations	Ineffectively examine the ways in which different cultures have influenced families and communities

STANDARDS			
Topic	Cultural Dynamics/Change And Continuity	Page References	
Benchmark SS.6.6.2	Use examples of changing culture to identify and analyze ways to respond to cultural differences and problems within and across groups (e.g., stereotyping, ethics)	Student Edition: 45-46, 199-201, 306-310, 352-354, 360-364, 380-381, 467, 684-686 <i>Section Review</i> 356 #3, 364 #3, #7, 552 #5, 689 #6	
Sample Performance Assessment (SPA)	The student: Explains the evolution of cultural changes and/or problems related to the spread of a major religion through the world (e.g., Judaism, Christianity, Confucianism, Taoism, Buddhism, Hinduism, Islam).	Teacher Wraparound Edition: C 467, 497; CAT 205, 307, 329, 547, 685; CTA 354; CY 308; E 201, 208; R 201, 356	
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Identify and analyze ways to respond to cultural differences and problems within and across groups, using highly relevant and insightful examples of changing culture	Identify and analyze ways to respond to cultural differences and problems within and across groups, using relevant examples of changing culture	Identify and describe ways to respond to cultural differences and problems within and across groups, using somewhat relevant examples of changing culture	Identify ways to respond to cultural differences and problems within and across groups, using unclear examples of changing culture
Strand		Geography	
Standard 7: Geography: WORLD IN SPATIAL TERMS-Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world			
Topic	Places and Regions	Page References	
Benchmark SS.6.7.1	Describe the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Student Edition: 17-18, 41-42 <i>The Way It Was</i> 42	
Sample Performance Assessment (SPA)	The student: Explains how environmental conditions influenced the development of ancient societies in Mesopotamia and Egypt.	Teacher Wraparound Edition: CAT 18; EC 43; ICA 42; WA 43	

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Describe, with detail, the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Describe, with minimal detail, the development of agriculture in the Tigris, Euphrates, and Nile river valleys	Ineffectively describe the development of agriculture in the Tigris, Euphrates, and Nile river valleys
Topic	Human Systems	Page References	
Benchmark SS.6.7.2	Describe the impact of printing, the compass, and gunpowder in China and Europe	Student Edition: 419-420, 620-621, 659 <i>The Way It Was</i> 419 <i>History Makers</i> 620 Teacher Wraparound Edition: CTA 419; EC 421; HM 620; ICA 420; MM 420; RS 419; T 659	
Sample Performance Assessment (SPA)	The student: Explains different applications of technological innovations in different lands.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, using relevant and insightful examples, the impact of printing, the compass, and gunpowder in China and Europe	Describe, using relevant examples, the impact of printing, the compass, and gunpowder in China and Europe	Describe, using weakly connected examples, the impact of printing, the compass, and/or gunpowder in China and Europe	Ineffectively describe the impact of printing, the compass, and/or gunpowder in China and Europe
Topic	Human Systems	Page References	
Benchmark SS.6.7.3	Analyze patterns of cultural encounters and exchanges and assess their impact on societies	Student Edition: 95-96, 183, 291-292, 541-543 <i>Using Geography Skills</i> 293 Teacher Wraparound Edition: C 543; CLA 541; CTA 542; DI 95; RS 183; T 183	
Sample Performance Assessment (SPA)	The student: Assesses the impact of the Crusades in fostering cultural exchange between the East and the West in the areas of technology, food, language, and learning.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Analyze patterns of cultural encounters and exchanges and assess their impact on societies, making significant connections, insights, and generalizations	Analyze patterns of cultural encounters and exchanges and assess their impact on societies, making connections, insights, and generalizations	Describe patterns of cultural encounters and exchanges and their impact on societies	Ineffectively analyze patterns of cultural encounters and exchanges and their impact on societies
Strand		Economics	
Standard 8: Economics: RESOURCES, MARKETS, AND GOVERNMENT-Understand economic concepts and the characteristics of various economic systems			
Topic	Limited Resources and Choice	Page References	
Benchmark SS.6.8.1	Explain exchanges of salt, gold, and other trade over the trans-Saharan trade routes and the impact of these exchanges	Student Edition: 447-449 <i>Using Geography Skills</i> 448 <i>The Way it Was</i> 449 <i>Reading Check</i> 449 Teacher Wraparound Edition: CAT 447; EC 449; MAA 447; S 448; TT 449	
Sample Performance Assessment (SPA)	The student: Describes reasons societies trade with others.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain the exchanges of salt, gold, and other trade over the trans-Saharan trade routes and assess the impact of these exchanges	Explain the exchanges of salt, gold, and other trade over the trans-Saharan trade routes and explain the impact of these changes	Explain the exchanges of salt, gold, and other trade over the trans-Saharan trade routes	Ineffectively explain exchanges of salt, gold, and other trade over the trans-Saharan trade routes
Topic	Limited Resources and Choice	Page References	
Benchmark SS.6.8.2	Describe, in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Student Edition: 662 Teacher Wraparound Edition: CTA 668; ICA 662	
Sample Performance Assessment (SPA)	The student: Explains reasons, in terms of opportunity cost, Christopher Columbus could not find royal support in Portugal for his voyages and why Ferdinand and Isabella of Spain agreed to finance him.		

STANDARDS			
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Describe, with clear and precise detail, and in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Describe, with detail, and in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Describe, with minimal detail, and in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages	Ineffectively describe, in terms of opportunity cost, why it was so difficult for Christopher Columbus to find financial support for his voyages
Topic	Limited Resources and Choice	Page References	
Benchmark SS.6.8.3	Explain the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Student Edition: 659, 661, 666-667 <i>Using Geography Skills</i> 662, 667 Teacher Wraparound Edition: CAT 666; MAA 666; UGS Skills Practice 667	
Sample Performance Assessment (SPA)	The student: Identifies the various trade items that made their way to lands throughout the Indian Ocean basin, including silk and porcelain from China, nutmeg and mace from southeast Asia, cotton and pepper from India, and ivory and gold from east Africa, and describes the effects of this trade throughout the Indian Ocean.		
Rubric			
Advanced	Proficient	Partially Proficient	Novice
Explain, with clear and precise detail, the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Explain, with detail, the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Explain, with minimal detail, the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500	Ineffectively explain the impact of the exchange of products throughout the Indian Ocean basin from CE 500 to CE 1500