



World History JOURNEY ACROSS TIME

The Early Ages

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STANDARDS	PAGE REFERENCES
World History	
2b. Knowledge of continuity and change in the history of the world (World History)	
A. (1) Culture of early river valley civilizations	
<p>Grade 6 Examine river civilizations including:</p> <ul style="list-style-type: none"> • Ancient Egypt in North Africa (pyramids and mathematics) • India (religions and culture) • Mesopotamia (beginnings of civilization) • China (technological advances) 	<p>Student Edition: 17-21, 23, 39-46, 48-52, 195-201, 225-231 <i>Biography</i> 22 <i>National Geographic</i> 17, 39 <i>The Way It Was</i> 42-43 Teacher Wraparound Edition: C 52; CAT 18; CTA 19; EC 229; PS 41; T 17, 48, 225; WA 196</p>
B. (2) Contributions of Greek and Roman civilizations	
<p>Grade 6 Distinguish between Greek civilization and the Roman Empire regarding:</p> <ul style="list-style-type: none"> • origins of democracy • rule of law • governmental structures 	<p>Student Edition: 117-123, 129-130, 139-140, 178-179, 269-270, 273-276 <i>Critical Thinking</i> 123 #5, 130 #7, 276 #6 <i>National Geographic</i> 117 Teacher Wraparound Edition: CAT 270; CTA 271; CY 122; DI 270; ICA 273; T 269</p>

STANDARDS	PAGE REFERENCES
C. (3) Institutions and events of European civilization during the Middle Ages	
<p>Grade 6 Investigate Europe in the Middle Ages, including:</p> <ul style="list-style-type: none"> • rise of kingdoms • feudalism • the Crusades 	<p>Student Edition: 513-516, 518-521, 523-531, 535-543, 554-555, 557-558 <i>Biography</i> 517 <i>Critical Thinking</i> 531 #3 <i>You Decide</i> 532-533</p> <p>Teacher Wraparound Edition: C 521, 558; CLA 541; CTA 515; EC 540; HM 524; RD 523</p>
D. (4) Japanese institutions and culture	
<p>Grade 6 Investigate Feudal Japan, including:</p> <ul style="list-style-type: none"> • rise of war lords • art 	<p>Student Edition: 484-488, 490, 492-497, 499-501, 503-504 <i>Biography</i> 502 <i>Critical Thinking</i> 497 #7</p> <p>Teacher Wraparound Edition: C 497, 504; CAT 524; CTA 494; CY 496; T 502</p>
E. (5) Native Latin American cultures	
<p>Grade 6 Examine and compare the Mayan, Aztec and Incan cultures</p>	<p>Student Edition: 573-578, 583-588 <i>Biography</i> 589 <i>Critical Thinking</i> 592 #3 <i>The Way It Was</i> 584</p> <p>Teacher Wraparound Edition: CTA 585; DI 584; EC 577; RS 583, 588</p>
F. (6) Cultural features of the historic African Empires	
<p>Grade 6 Investigate African Empires, including:</p> <ul style="list-style-type: none"> • agriculture, arts, gold production and the trans-Saharan caravan trade • spread of Islam into Africa 	<p>Student Edition: 445-456, 461-465, 466-467, 469-470, 472-476 <i>Chart</i> 451 <i>Critical Thinking</i> 467 #3 <i>Linking Past & Present</i> 475 <i>The Way It Was</i> 449</p> <p>Teacher Wraparound Edition: C 453, 467; CTA 447; DI 462; ICA 448</p>

STANDARDS		PAGE REFERENCES
Principles and Processes of Governance Systems		
3. Knowledge of principles and processes of governance systems		
A. (1) Principles and processes of government		
Grade 6 Define limited and unlimited governments (i.e., democratic and authoritarian governments) and how people's lives vary under these systems	Student Edition: 126, 129-130, 139-140, 681-682, 700 <i>Chart 140</i> <i>Critical Thinking 130 #7, 689 #7</i> Teacher Wraparound Edition: CTA 142; E 700; ICA 128	
Grade 7 Compare and contrast limited and unlimited governments (i.e., democratic and authoritarian governments) and how people's lives vary under these systems	Student Edition: 126, 129-130, 139-140, 681-682, 700 <i>Chart 140</i> <i>Critical Thinking 130 #7, 689 #7</i> Teacher Wraparound Edition: CTA 142; E 700; ICA 128	
Economic Concepts and Principles		
4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)		
A. (1) Economic concepts		
Grade 6 Apply the following economic concepts: <ul style="list-style-type: none"> • scarcity • supply and demand • specialization of regions, nations and individuals (trade) • trade-offs (opportunity cost) • income, wealth and sources of wealth 	Student Edition: 15, 43, 121, 233, 294, 389, 390, 417, 447, 450-451, 531, 581, 612, 667 <i>Primary Source 462</i> <i>Reviewing Main Ideas 74 #15</i> Teacher Wraparound Edition: C 15; EC 43, 449; WA 43	
Grade 7 Apply the following economic concepts: <ul style="list-style-type: none"> • investment • productivity • Gross Domestic Product (GDP) • inflation • profit and profit motive 	Student Edition: 43, 121, 247, 319, 417, 667 <i>Critical Thinking 478 #13, 669 #5, 702 #15</i> Teacher Wraparound Edition: CAT 319; WA 43	

STANDARDS	PAGE REFERENCES
<p>B. (2) The role of technology in our economy and how our economy has changed from an agricultural economy to an industrial economy</p>	
<p>C. (3) Interpreting the past, explaining the present and predicting the future of economic decisions</p>	
<p>Grades 6 and 7 Interpret the past, explain the present and predict future consequences of economic decisions</p>	<p>Student Edition: 385-386, 436, 451, 666, 668-669, 692, 696 <i>Biography</i> 434 Teacher Wraparound Edition: CC 692; DI 667</p>
<p>Elements of Geographical Study and Analysis</p>	
<p>5. Knowledge of major elements of geographical study and analysis (such as location, place, movement, regions) and their relationship to changes in society and the environment</p>	
<p>A. (1) Geographic research sources (e.g., maps, satellite images, globes, charts, graphs and databases) and how to evaluate and use them</p>	
<p>Grade 6 Use geographic research sources to acquire and process information to answer questions and solve problems Construct maps</p>	<p>Student Edition: R2-R26, GH2-GH13 <i>Thinking Like a Historian</i> TOOLS 7, TOOLS 9 Teacher Wraparound Edition: A TOOLS 9; CLA GH4, GH8; CTA GH12; DI GH2, GH5; T GH4, GH7, GH8, GH9, GH10</p>
<p>Grade 7 Use geographic research sources to process and report information to solve problems Construct maps</p>	<p>Student Edition: R2-R26, GH2-GH13 <i>Thinking Like a Historian</i> TOOLS 7, TOOLS 9 Teacher Wraparound Edition: A TOOLS 9; CLA GH4, GH8; CTA GH12; DI GH2, GH5; T GH4, GH7, GH8, GH9, GH10</p>
<p>B. (2) Use of the geography of Missouri, the United States, the Americas, and world to make predictions and solve problems: Location</p>	
<p>Grade 6 Locate major cities and nations of the world Locate the world's continents, oceans and major topographic features Locate and describe geographic places, using absolute and relative location</p>	<p>Student Edition: R2-R26, GH5, TOOLS 6 <i>National Geographic</i> 241, 383, 575, 577, 639, 694 <i>Thinking Like a Historian</i> TOOLS 7 #1 Teacher Wraparound Edition: DI 574; T TOOLS 6</p>

STANDARDS	PAGE REFERENCES
<p>Grade 7 Locate major cities and nations of the world in historical context Locate the world’s continents, oceans and major topographic features as civilizations spread Locate and describe geographic places, using absolute and relative location, especially as people were able to define them more accurately</p>	<p>Student Edition: R2-R26, GH5, TOOLS 6 <i>National Geographic</i> 17, 90, 117, 241, 383 <i>Thinking Like a Historian</i> TOOLS 7 #1 Teacher Wraparound Edition: DI 574; T TOOLS 6, 117</p>
C. (3) Place	
<p>Grade 6 Describe physical characteristics, such as climate, topography, relationship to water and ecosystems Describe human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political system</p>	<p>Student Edition: 39-40, 41, 117, 196, 445-446, 448, 575, 583 <i>Critical Thinking</i> 453 #4 <i>Linking Past & Present</i> 410 <i>National Geographic</i> 445 Teacher Wraparound Edition: CAT 41, 197; CC 40; DI 410; T 39, 445</p>
<p>Grade 7 Explain physical characteristics, such as climate, topography, relationship to water and ecosystems Explain human characteristics, such as people’s education, language, diversity, economies, religions, settlement patterns, ethnic background and political system</p>	<p>Student Edition: 39-40, 41, 117, 196, 445-446, 448, 575, 583 <i>Critical Thinking</i> 453 #4 <i>Linking Past & Present</i> 410 <i>National Geographic</i> 445 Teacher Wraparound Edition: CAT 41, 197; CC 40; DI 410; T 39, 445</p>
D. (4) Relationships within places	
<p>Grade 7 Describe how physical processes shape the physical environment Describe a variety of ecosystems, and explain where they may be found and how physical processes and human activities may change them</p>	<p>Student Edition: 40, 41, 381, 445, 446, 447, 450-451, 591, 592 <i>Critical Thinking</i> 46 #4 <i>National Geographic</i> 445 <i>The Way It Was</i> 234-235 Teacher Wraparound Edition: C 46, 453; DI 446; RS 590; T 445</p>
E. (5) Human systems	
<p>Grade 6 Describe major patterns of population distribution, demographics and migrations in the world and the impact of these patterns on cultures and community life</p>	<p>Student Edition: 120, 230, 417, 469, 555, 573, 610 <i>National Geographic</i> 469 Teacher Wraparound Edition: DI 555; T 732</p>

STANDARDS	PAGE REFERENCES
F. (6) Human-environment interactions	
<p>Grade 6 Identify world-wide patterns of resource distribution Identify how technology and culture influence resource use Identify environmental consequences of how people use resources Identify the effect of natural forces upon human activities</p>	<p>Student Edition: 18, 21, 41, 230, 417, 448, 526, 579 <i>Chart 44</i> <i>Critical Thinking 231 #5</i> <i>Linking Past & Present 410</i> <i>The Way It Was 234-235, 449</i> Teacher Wraparound Edition: CAT 18, 41, 419; EC 449; TT 576</p>
<p>Grade 7 Identify and describe world-wide patterns of resource distribution Identify how technology and culture have influenced resource use in the past Identify and explain environmental consequences of how people use resources from historical examples Identify and explain the effect of natural forces upon human activities from historical experiences</p>	<p>Student Edition: 18, 21, 41, 230, 417, 448, 526, 579 <i>Chart 44</i> <i>Critical Thinking 231 #5</i> <i>Linking Past & Present 410</i> <i>The Way It Was 234-235, 449</i> Teacher Wraparound Edition: CAT 18, 41, 419; EC 449; TT 576</p>
G. (7) Relationships between and among places	
<p>Grade 6 Describe trade patterns, explaining how supply and demand influence movement of goods and services, human, natural and capital resources</p>	<p>Student Edition: 213, 246-247, 411, 428, 429, 554, 611 <i>National Geographic 246, 429, 448, 554, 695</i> Teacher Wraparound Edition: CTA 611</p>
<p>Grade 7 Explain causes and effects of migration streams, movements of people to job markets, barriers to human movement and how people overcome such barriers</p>	<p>Student Edition: TOOLS 6, 120, 130, 417, 469, 555, 573, 576 <i>Critical Thinking 551 #4</i> <i>National Geographic 469, 573</i> Teacher Wraparound Edition: C 123; DI 555; T TOOLS 6</p>
H. (8) Regions	
<p>Grade 6 Compare regions and predict how human life in one region in the world would differ from that in another</p>	<p>Student Edition: 39-40, 41, 117, 196, 445-446, 448, 575, 583 <i>Critical Thinking 453 #4</i> <i>Linking Past & Present 410</i> <i>National Geographic 445</i> Teacher Wraparound Edition: CAT 41, 197; CC 40; DI 410; T 39, 445</p>

STANDARDS	PAGE REFERENCES
<p>Grade 7 Explain how regions of the world relate to one another and change over time</p>	<p>Student Edition: 39-40, 41, 117, 196, 445-446, 448, 575, 583 <i>Critical Thinking</i> 453 #4 <i>Linking Past & Present</i> 410 <i>National Geographic</i> 445 Teacher Wraparound Edition: CAT 41, 197; CC 40; DI 410; T 39, 445</p>
<p>I. (9) Uses of Geography</p>	
<p>Grade 6 Use geography to interpret the past, explain the present and plan for the future</p>	<p>Student Edition: TOOLS 6-TOOLS 7, 28, 40, 68, 70, 119, 121, 263, 514 <i>Critical Thinking</i> 23 #4, 46 #4, 72 #4, 276 #4 <i>Thinking Like a Historian</i> TOOLS 7 Teacher Wraparound Edition: A TOOLS 7; C 46, 490; CAT 41; F TOOLS 6</p>
<p>Grade 7 Use geography to interpret the past, explain the present and plan for the future</p>	<p>Student Edition: TOOLS 6-TOOLS 7, 28, 40, 68, 70, 119, 121, 263, 514 <i>Critical Thinking</i> 23 #4, 46 #4, 72 #4, 276 #4 <i>Thinking Like a Historian</i> TOOLS 7 Teacher Wraparound Edition: A TOOLS 7; C 46, 490; CAT 41; F TOOLS 6</p>
<p>Relationships of Individual and Groups to Institutions and Traditions</p>	
<p>5. Knowledge of relationships of the individual and groups to institutions and cultural traditions</p>	
<p>A. (1) Knowledge of how needs of individuals are met</p>	
<p>Grade 6 Evaluate how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in other cultures</p>	<p>Student Edition: 244, 248, 294, 322, 328, 355, 360, 520, 521, 524, 545, 650, 684 <i>Biography</i> 517 <i>Critical Thinking</i> 92 #3, 366 #12 <i>Read to Write</i> 603 #19 <i>Reviewing Main Ideas</i> 506 #14 Teacher Wraparound Edition: CAT 525; E 521; WA 330</p>

STANDARDS	PAGE REFERENCES
<p>Grade 7 Analyze how the needs of individuals are met by families, friends, groups and organizations, such as governments, businesses, schools, religious institutions and charities in the United States and other nations</p>	<p>Student Edition: 244, 248, 294, 322, 328, 355, 360, 520, 521, 524, 545, 650, 684 <i>Biography</i> 517 <i>Critical Thinking</i> 92 #3, 366 #12 <i>Read to Write</i> 603 #19 <i>Reviewing Main Ideas</i> 506 #14 Teacher Wraparound Edition: CAT 525; E 521; WA 330</p>
<p>B. (2) Group membership</p>	
<p>C. (3) Effects of actions, cultural, traditions and institutions</p>	
<p>Grade 6 Describe how cultural traditions, human actions and institutions affect people's behavior</p>	<p>Student Edition: 41-42, 128-129, 226-229, 474-476, 499-500, 526-528 <i>Critical Thinking</i> 231 #4 <i>The Way It Was</i> 42-43 Teacher Wraparound Edition: CAT 41; CLA 475; CTA 41, 227; ICA 228, 526; RS 226</p>
<p>Grade 7 Analyze how cultural traditions, human actions and institutions affect people's behavior</p>	<p>Student Edition: 41-42, 128-129, 226-229, 474-476, 499-500, 526-528 <i>Critical Thinking</i> 231 #4 <i>The Way It Was</i> 42-43 Teacher Wraparound Edition: CAT 41; CLA 475; CTA 41, 227; ICA 228, 526; RS 226</p>
<p>D. (4) Effect of laws and events on relationships</p>	
<p>Grade 7 Identify how laws and events affect members of and relationships among groups</p>	<p>Student Edition: 23, 82, 273, 325-326, 330, 378, 537, 681-682 <i>Biography</i> 243 <i>Critical Thinking</i> 85 #6 <i>You Decide</i> 24-25 Teacher Wraparound Edition: A 25; E 24; F 24; WA 330</p>

STANDARDS	PAGE REFERENCES
E. (5) Effect of personal and group experiences on perceptions	
<p>Grade 6 Identify how personal and group experiences influence people’s perceptions and judgments of events</p>	<p>Student Edition: 45, 95-96, 541-543, 548 <i>Biography</i> 63 <i>National Geographic</i> 548 Teacher Wraparound Edition: C 543; CLA 541; DI 95; T 63</p>
F. (6) Changing ideas, concepts and traditions	
<p>Grade 6 Describe how ideas, concepts and traditions have changed over time</p>	<p>Student Edition: <i>Linking Past & Present</i> 21, 97, 160, 290, 362, 410, 500, 595, 674 Teacher Wraparound Edition: CAT 96, 170, 265, 353, 415, 575</p>
G. (7) Methods of resolving conflicts	
<p>Grade 7 Evaluate constructive processes or methods for resolving conflicts</p>	<p>Student Edition: 28, 596-597, 699 <i>Critical Thinking</i> 30 #5 <i>Read to Write</i> 439 Teacher Wraparound Edition: CLA 699</p>
Tools of Social Science Inquiry	
7. Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)	
A. (1) Using primary and secondary sources	
<p>Grades 6 and 7 Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters</p>	<p>Student Edition: <i>Primary Source</i> 10, 102, 206, 304, 462, 537, 614 <i>Skillbuilder</i> 715, 716, 719, 725 Teacher Wraparound Edition: CTA 693; T 715, 716, 719, 725</p>

STANDARDS	PAGE REFERENCES
B. (2) Using maps, graphs, statistics, timelines, charts and diagrams	
<p>Grades 6 and 7 Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions</p>	<p>Student Edition: R2-R26, GH4-GH13, TOOLS 3, TOOLS 8-TOOLS 9 <i>National Geographic</i> 13, 213, 323 <i>Skillbuilder</i> 711 <i>Thinking Like a Historian</i> TOOLS 3, TOOLS 9 Teacher Wraparound Edition: CLA GH4; CTA GH12, 361; DI GH5; T GH6, GH9, 711</p>
C. (3) Creating maps and graphics	
<p>Grades 6 and 7 Create maps, graphs, timelines, charts and diagrams to communicate information</p>	<p>Student Edition: <i>Critical Thinking</i> 15 #3, 102 #3, 216 #3, 326 #3, 350 #3, 430 #3, 521 #3 <i>Thinking Like a Historian</i> TOOLS 3 #3 Teacher Wraparound Edition: A TOOLS 3, TOOLS 9; CLA GH8; MC GH12, 100; T GH4, GH11</p>
D. (4) Using technological tools	
<p>Grades 6 and 7 Use technological tools for research and presentation</p>	<p>Student Edition: <i>Skillbuilder</i> 717, 719 <i>Using Technology</i> 33, 75, 105, 189, 219, 251, 297, 367, 397, 439, 479, 507, 561 Teacher Wraparound Edition: ICA 391; T 717, 719</p>
E. (5) Distinguishing fact and opinion	
<p>Grades 6 and 7 Distinguish between fact and opinion and recognize bias and points of view</p>	<p>Student Edition: <i>Building Citizenship Skills</i> 251 <i>Skillbuilder</i> 713, 714 <i>Using Technology</i> 367 Teacher Wraparound Edition: A 25, 181, 285, 533, 617; T 609, 713, 714</p>

STANDARDS	PAGE REFERENCES
F. (6) Supporting a point of view	
<p>Grades 6 and 7 Identify, research and defend a point of view/position</p>	<p>Student Edition: <i>Reading Social Studies</i> 78-79, 260-261, 570-571 <i>Skillbuilder</i> 713, 714</p> <p>Teacher Wraparound Edition: A 25, 181, 285, 533, 617; AI 79, 261; PI 571; T 713, 714</p>