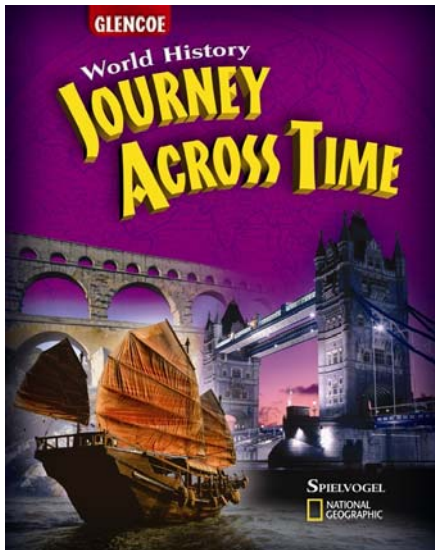




Glencoe

Social Studies/History Standards
Eighth and Twelfth Grades
World History

Nebraska



World History JOURNEY ACROSS TIME

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| STANDARDS | PAGE REFERENCES |
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| <u>Eighth Grade (by the end of eighth grade...)</u> | |
| 8. Social Studies | |
| 8.2 World History to 1000 A.D. | |
| <p>8.2.1 Students will describe human culture in the Paleolithic and Neolithic Eras.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> Describe how archeological discoveries change our knowledge of early peoples. Compare the characteristics of Paleolithic and Neolithic societies and the adaptation to physical geography of various areas had on those groups. Describe how tool making, use of fire, agricultural revolution, and other technological and social advancements improved life for early people. | <p>Student Edition: 8-15 <i>Primary Source</i> 10 <i>The Way It Was</i> 11 <i>Biography</i> 12 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 14 <i>Section Review</i> 15 #2-#6</p> <p>Teacher Wraparound Edition: C 15; CC 13; CTA 11; E 15; MAA 9; PS 10; R 15; T 12; WA 10</p> |

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| <p>8.2.2 Students will describe the impact of ancient river valley civilizations (Mesopotamia, Egypt, India, and China) on the development of world cultures.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> • Describe the geography and history of each civilization. • Describe the location in time and place. • Identify social, political, and economic institutions. • Describe religious traditions and written language. • Identify significant contributions and legacies. | <p>Student Edition: 17-23, 39-46, 48-52, 59-67, 194-201, 203-208, 224-239 <i>Using Geography Skills</i> 17, 39, 62, 195, 225, 226 <i>Linking Past & Present</i> 21, 61 <i>Biography</i> 22, 63, 207, 237 <i>Section Review</i> 23 #1-#6, 46 #2-#5, 52 #1-#6, 201 #1-#7, 208 #1-#7, 231 #1-#6, 239 #1-#6 <i>You Decide</i> 24-25 <i>Primary Source</i> 41, 206 <i>The Way It Was</i> 42-43, 64, 227, 234-235 <i>Understanding Charts</i> 44, 204, 238 <i>History Makers</i> 199, 215, 228</p> <p>Teacher Wraparound Edition: A 25; C 23, 46, 67, 201, 208, 231; CAT 18, 205; CC 20; CTA 19, 41, 50, 205; EC 24, 43, 199; HMa 199, 228; HMy 42, 197; ICA 20, 198; MAA 18; PS 41; R 67; RS 235; T 17, 60, 203, 207, 225; TIA 44; TT 43, 49; WA 19, 43, 64, 205, 236</p> |

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| <p>8.2.3 Students will describe the impact of history, culture, and geography of Greece and Rome on later civilizations.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> Describe the influence of physical geography, climate, and soils on the Greek economic, social, and political development and the impact on the commerce of the Mediterranean regions. Describe the development of Greek democracy. Identify and describe the contributions of Greek culture, e.g., mythology and philosophy. Describe important Greek military campaigns, e.g., the Persian Wars and conquests by the Macedonians. Describe the influence of geography on Roman economic, social, and political development. Relate Roman mythology and religion. Describe the development of the Roman government. Identify and describe the economic and political contributions of Roman culture, e.g., mythology and architecture. Describe important Roman military campaigns, e.g., military domination of the Mediterranean and Western Europe. Describe the fall of the Republic and the rise of imperial monarchs. Describe the impact and spread of Christianity and Judaism. Describe, analyze, and evaluate the history of the Byzantine Empire from about 300 BCE to 1000 C.E., e.g., Constantinople, Codification of Roman law, Greek Orthodox churches, and Byzantine art and architecture. | <p>Student Edition:</p> <p>117, 121-123, 128-130, 132-137, 139-140, 155-163, 168-173, 175-176, 184-186, 263-267, 269-276, 278-283, 303-305, 309-310, 328-334, 343, 348, 352-354, 359-360</p> <p><i>Using Geography Skills</i> 117, 121, 132, 134, 263, 269, 274, 329, 352</p> <p><i>Primary Source</i> 122, 175</p> <p><i>Section Review</i> 123 #2, #5, 130 #4-#7, 137 #3-#4, 163 #1-#7, 173 #1-#7</p> <p><i>Understanding Charts</i> 140, 185</p> <p><i>Biography</i> 141, 159, 172</p> <p><i>Linking Past & Present</i> 160</p> <p><i>World Literature</i> 164-167, 311-316</p> <p><i>Reading Check</i> 176, 265, 354</p> <p><i>History Makers</i> 273</p> <p><i>The Way It Was</i> 333</p> <p>Teacher Wraparound Edition:</p> <p>C 123, 137, 276, 283, 334; CAT 270, 329; CLA 162; CTA 265, 271, 305, 354; CY 122, 161, 275; E 137, 173, 276; EC 160; GRR 116; HMa 273; HMy 170, 264; ICA 273; PS 122; R 283; T 117, 159, 263, 269; WA 134, 157</p> |

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| <p>8.2.4 Students will describe the development and cultural impact of major religions.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> Describe the origins, customs, beliefs, and spread of the major religions Identify the theological and cultural differences and similarities among the major religions. Describe the effect of religious, political, and economic competition. Identify the historical turning points that affected the spread and influence of these religious cultures. | <p>Student Edition: 81-85, 87-92, 94-102, 202-208, 342-350, 352-354, 361-364, 374-378, 380-381</p> <p><i>Primary Source</i> 83, 89, 102, 206, 348</p> <p><i>Section Review</i> 85 #1-#3, 208 #1-#7, 350 #1-#6</p> <p><i>Biography</i> 88, 207, 346, 349, 376</p> <p><i>Understanding Charts</i> 204</p> <p><i>Using Geography Skills</i> 352, 361, 380, 383, 385</p> <p><i>Assessment and Activities</i> 366-367 #8, #11, #14, #21-#23, #27</p> <p>Teacher Wraparound Edition: BQ 367; C 102, 208, 350, 364, 378; CAT 205, 345; CC 384; CTA 205, 361; E 378; IAW 381; MAA 83; PS 206, 348; R 208, 350; RS 204; T 81, 203, 207, 346, 349, 376; WA 81, 205, 345, 375</p> |
| <p>8.2.5 Students will describe the impact of life in Medieval Europe on later civilizations.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> Describe the structure of feudal society and identify economic, social, and political effects. Describe the Age of Charlemagne. Describe the impact of Magyars and the Vikings. Analyze the influence of Christianity throughout Europe. | <p>Student Edition: 515-521, 523-531</p> <p><i>Using Geography Skills</i> 516, 518</p> <p><i>Biography</i> 517</p> <p><i>Section Review</i> 521 #2-#6, 531 #1-#7</p> <p><i>You Decide</i> 532-533</p> <p>Teacher Wraparound Edition: A 533; C 521, 531; CAT 524, 525; CLA 520; CTA 515, 525; E 521, 531; EC 530; F 532; HMy 528; MAA 524; R 531; RS 519, 523; T 517, 532; WA 516</p> |

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| <p>8.2.6 Students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> • Describe chronology, location, geography, social structures, forms of government, economy, and religion of each civilization. • Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia. • Describe how geography of Africa shaped the various cultures of trading empires in Western Africa. • Describe the culture and contributions of ancient Arabia. • Identify cultural characteristics of Japan's feudal system. • Identify various Chinese dynasties and their legacies to later generations. • Describe the role of geographic factors in limiting or encouraging the movement of people and ideas. | <p>Student Edition: 70-72, 373-374, 380-381, 388-394, 409-415, 417-422, 445-449, 452, 485, 490, 492-497, 499-504</p> <p><i>Using Geography Skills</i> 70, 409, 411, 445, 448, 485</p> <p><i>Primary Source</i> 71, 391, 413, 495</p> <p><i>Reading Check</i> 72, 449, 485</p> <p><i>Understanding Charts</i> 381, 451</p> <p><i>Linking Past & Present</i> 410</p> <p><i>The Way It Was</i> 414, 419, 449, 496</p> <p>Teacher Wraparound Edition: C 72, 422, 504; CAT 447, 500; CAC 493; CTA 71, 447, 494; CY 414; E 72, 497; EC 413; ICA 420, 495; MAA 373, 447, 494; R 415; PS 495; S 448; T 499; TT 449; WA 410, 411, 418, 494</p> |

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| Twelfth Grade (by the end of twelfth grade...) | |
| 12. Social Studies | |
| 12.2 World History: 1000 C.E. to the Present | |
| <p>12.2.1 Students will demonstrate an understanding of the state of the world about 1000 C.E.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> Summarize the institution of feudalism in Europe, Asia, and Africa. Summarize the growth of trade between civilizations, e.g., silk trade, gold and salt trade. Describe the location and leadership of major kingdoms in Europe, Africa, Asia, and Latin America Describe the location and culture of the Byzantine and Muslim empires. Summarize the role of religion in a civilization, e.g., the Roman Catholic Church, Buddhism, Islam, and animism. Describe the conflict between religions, e.g., Crusades and the Great Schism. Summarize the technological advances in Asia and Latin America, e.g., calendars and metallurgy. | <p>Student Edition: 328-334, 360-361, 380-386, 388-394, 409-413, 419-420, 447-453, 461-462, 490, 492-497, 514-521, 522-529, 541-543, 582-588</p> <p><i>Reading Check</i> 329, 449, 462, 585</p> <p><i>Using Geography Skills</i> 329, 380, 383, 385, 409, 411, 448, 514, 516, 542</p> <p><i>The Way It Was</i> 333, 496</p> <p><i>Understanding Charts</i> 451</p> <p><i>Primary Source</i> 495</p> <p><i>You Decide</i> 532-533</p> <p>Teacher Wraparound Edition: AT 448; C 334, 394, 543; CAT 383, 524; CC 384; CTA 382, 411, 494, 525; CVA 586; CY 496; E 497, 521; EC 519; G 328; ICA 412, 420, 448, 495, 526; MAA 494, 524; MJ 525; RM 529; RS 523; T 328, 523; TT 449; WA 330, 411, 494</p> |
| <p>12.2.2 Students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> Explain the emergence and distinctive political developments of nation-states, e.g., Spain, France, England, and Russia. Describe the conflicts among Eurasian powers, e.g., the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks. Explain the patterns of crisis and recovery, e.g., the Black Death. Explain the preservation of Greek and Roman philosophy, medicine, and science. | <p>Student Edition: 384-385, 391, 426, 520, 535-543, 554-555, 672</p> <p><i>Using Geography Skills</i> 385, 542, 554, 555</p> <p><i>Primary Source</i> 537, 539</p> <p><i>Reading Check</i> 555</p> <p>Teacher Wraparound Edition: C 543; CC 555; CLA 541; CTA 542; DI 536, 555; E 543; ERR 537; MAA 384; PS 537; RS 538; T 535; UWP 541; WA 555</p> |

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| <p>12.2.3 Students will analyze the historical developments of the Renaissance.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> • Explain the economic foundations of the Renaissance, such as European interaction with Muslims, increased trade, role of the Medici's, and new economic practices. • Discuss the rise of Italian city-states. • Compare the artistic, literary, and intellectual creativity, e.g., Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period. • Explain the Machiavell's theory of government as described in <i>The Prince</i>. • Describe the differences between the Italian and the Northern Renaissance. | <p>Student Edition: 609-615, 619-626 <i>Primary Source</i> 614, 621 <i>You Decide</i> 616-617 <i>Biography</i> 622 <i>The Way It Was</i> 624 <i>Reading Check</i> 626 <i>World Literature</i> 627-632</p> <p>Teacher Wraparound Edition: A 617; CLA 625; CTA 611; EC 624; F 616; ISR 611; PS 614, 621; RS 619; T 616, 619, 622; WA 610</p> |
| <p>12.2.4 Students will analyze the historical developments of the Reformation.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> • Explain the influence of religious conflicts on government actions, such as the Edict of Nantes in France. • Discuss the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, e.g., the beginnings of religious toleration and the growth of democracy. | <p>Student Edition: 634-641, 644-649, 681-682, 684-685, 694, 699-700 <i>Biography</i> 638</p> <p>Teacher Wraparound Edition: APK 698; C 641; CLA 649; CTA 645; CY 640; DI 644; E 700; EC 639; IAW 637; ICA 646; T 638; WA 645, 693</p> |

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| <p>12.2.5 Students will analyze the impact of European expansion into the Americas, Africa, and Asia.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> • Discuss the roles and motivations of explorers/conquistadors. • Explain the migration, settlement patterns, and cultural diffusion. • Explain the exchange of technology, ideas, and agricultural practices. • Discuss the trade in slaves, tobacco, rum, furs, and gold. • Relate the introduction of new diseases. • Discuss the influence of Christianity. • Explain the economic and cultural transformations created by the emergence of plantlike tobacco and corn in new places and the arrival of the horse in the Americas. • Describe the competition for resources and the rise of the Commercial Revolution and mercantilism. • Explain the cultural changes in indigenous societies. | <p>Student Edition: 472-473, 594-597, 659-669, 691-694 <i>Using Geography Skills</i> 473, 662, 667, 668, 694, 695 <i>Reading Check</i> 473, 595, 660, 694 <i>Biography</i> 598</p> <p>Teacher Wraparound Edition: C 669; CAT 596, 664; CLA 664; CTA 661, 668; E 669; EC 599, 663; HMy 695; MAA 472, 661, 666, 692; R 600; RS 666; T 659, 691; WA 595</p> |
| <p>12.2.6 Students will compare and contrast Judaism, Christianity, Islam, Buddhism, Hinduism and Confucianism.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> • Compare and contrast major leaders and events. • Compare and contrast sacred writings. • Compare and contrast traditions, customs, and beliefs. • Explain monotheistic versus polytheistic views. • Discuss geographic distribution at different times. • Compare and contrast political, social, and economic influences of each. • Discuss the longstanding religious conflicts and recent manifestations in places, e.g., Ireland, Middle East, and Bosnia. | <p>Student Edition: 81-85, 87-92, 94-102, 202-208, 236, 342-350, 352-356, 361-364, 374-378, 380-381, 413-415, 874-876, 878-879, 884</p> <p><i>Primary Source</i> 83, 89, 102, 206, 348, 413 <i>Section Review</i> 85 #1-#3, 208 #1-#7, 350 #1-#6 <i>Biography</i> 88, 207, 236, 346, 349, 376 <i>Understanding Charts</i> 204 <i>Using Geography Skills</i> 352, 361, 380, 383, 385 <i>Assessment and Activities</i> 366-367 #8, #11, #14, #21-#23, #27 <i>Reading Check</i> 415</p> <p>Teacher Wraparound Edition: BQ 367; C 102, 208, 350, 364, 378; CAT 205, 345, 874; CC 384; CTA 205, 361; E 378; IAW 381; MAA 83; PS 206, 348; R 208, 350; RS 204, 876; T 81, 203, 207, 236, 346, 349, 376; WA 81, 205, 345, 375, 874</p> |

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| <p>12.2.7 Students will analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> • Explain the impact of scientific ideas on political institutions, social movements, and religion. • Discuss the establishment of absolute monarchies by individuals, e.g., Louis XIV, Frederick the Great, and Peter the Great. • Compare and contrast the Glorious Revolution in England and the French Revolution. • Explain the ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson. • Explain the new scientific theories, e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin. • Discuss how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas. • Explain how the arts, philosophy, and literature were influenced by people, such as Voltaire, Diderot, Delacroix, Bach, and Mozart. • Discuss the influence of religious beliefs on art, politics, science, and commerce. | <p>Student Edition: 673-679, 681-689, 699, 715-722 <i>Linking Past & Present</i> 674 <i>Understanding Charts</i> 676, 715 <i>Biography</i> 677, 683 <i>Primary Source</i> 682, 698, 716 <i>The Way It Was</i> 686-687</p> <p>Teacher Wraparound Edition: A 719; APK 698; C 679; CAT 684, 686, 718; CLA 678, 722; CTA 673, 684; DI 676; EC 686; ICA 674, 685, 748; MAA 673, 675; PS 698; RS 682; T 677, 681, 683; TT 674; WA 675</p> |

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| <p>12.2.8 Students will describe 19th century political developments in Europe, and their impact on the world.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> Summarize the Congress of Vienna and its influence on the political geography of Europe. Describe the attempts at expansion of democracy in Europe, e.g., Chartist Movement, British Reform Laws, and liberal revolutions. Relate the growth of nationalism, e.g., unification of Germany and Italy. Describe the scramble for empire in Europe, Africa, and Asia Latin America. Address the feminist issues, e.g., divorce, property, and suffrage. Outline the abolition of slavery and slave trade. | <p>Student Edition: 685, 723, 733-734, 735, 745-748, 763-770 <i>Primary Source</i> 685, 766 <i>Section Review</i> 723 #2, 770 #1, #4, #8 <i>Linking Past & Present</i> 734 <i>Reading Check</i> 746, 748 <i>Using Geography Skills</i> 747, 765, 767</p> <p>Teacher Wraparound Edition: CAT 685, 748; CLA 769; CTA 747; EC 695; R 766, 770; T 763; WA 473, 745, 764</p> |
| <p>12.2.9 Students will analyze and explain the effects of the Industrial Revolution.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> Describe the rise of industrial economics and their link to imperialism and colonialism. Explain how scientific and technological changes, e.g., the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change. Outline the responses to capitalism, e.g., utopianism, socialism, and communism. Relate how the status of women and children reflected societal changes. Explain the evolution of work and labor, e.g., the slave trade, mining and manufacturing, and the union movement. Explain how Asia and Africa were transformed by European commercial power. Summarize the dominance of global economic systems by European powers. | <p>Student Edition: 725-730, 732-736, 763-768 <i>Using Geography Skills</i> 725 <i>The Way It Was</i> 726-727, 733 <i>History Makers</i> 729 <i>Section Review</i> 730 #1-#7 <i>Linking Past & Present</i> 734 <i>Primary Source</i> 735</p> <p>Teacher Wraparound Edition: C 730; CAT 727, 733, 734, 736; CTA 734; DI 726; E 730; EC 729, 736, 767; EI 727; HMa 729; MAA 736; T 725, 732, 763; TT 733; WA 727, 734, 764</p> |

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| <p>12.2.10 Students will analyze major 20th century historical events.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> • Relate ethnic conflicts, e.g., Bosnia, ArabIsraeli conflict, Biafra and Rwanda, Northern Ireland and Kashmir, and Zapatistas and Mexico. • Compare trends in global populations, growth and distribution over time. • Differentiate the development of collective security organizations, e.g., League of Nations, the United Nations, NATO, and Warsaw Pact. • Differentiate the development of world economic associations, e.g., E.C., NAFTA, WTO, World Bank, IMF. • Discuss the extension of human rights, e.g., women and all nationalities. • Compare the causes and effects of World War I and World War II. • Summarize the Russian Revolution. • Relate the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan. • Summarize the political, social, and economic impact of the 1930s worldwide depression. • Describe the Nazi Holocaust and other examples of genocide. • Explain how new technologies, e.g., atomic power, influenced patterns of conflict. • Discuss the economic and military power shifts since 1945, e.g., the rise of Germany and Japan as economic powers. • Relate the revolutionary movements in Asia and its leaders, e.g., Mao Tsetung and Ho Chi Minh. • Explain how African and Asian countries achieved independence from European colonial rule, e.g., India under Gandhi and Kenya under Kenyatta, and how they have fared under self-rule. • Describe regional and political conflicts, e.g., Korea and Vietnam. • Summarize the end of the end of the Cold War and the collapse of the Soviet Union. | <p>Student Edition:</p> <p>781-783, 791-792, 793-796, 806-812, 814-816, 827, 829-830, 835, 836, 837-838, 840-841, 843-849, 850-852, 865, 867, 870, 872, 874-876, 878-879, 881-884, 885-886, 889, 890-891, 894</p> <p><i>History Makers</i> 783, 829</p> <p><i>Using Geography Skills</i> 790, 814, 838, 883</p> <p><i>Reading Check</i> 792, 811, 815, 827, 830, 838, 865, 883</p> <p><i>Primary Source</i> 794, 882</p> <p><i>Biography</i> 795, 844</p> <p><i>The Way It Was</i> 806, 885</p> <p><i>Section Review</i> 812 #2-#5, #7, 830 #5-#6, 841 #3</p> <p>Teacher Wraparound Edition:</p> <p>AI 848; APS 793; C 807; CAT 783, 827, 874; CL 876, 893; CTA 783, 827, 838, 846; CY 810; DI 791; E 812, 841, 866, 879; EC 829, 848, 875, 885; HMa 829; IAW 808; ICA 835; MAA 793, 843, 848, 865; R 812, 852; RS 732, 847, 876, 882, 884; T 781, 795, 814, 843, 844, 870, 881; TT 850; WA 782, 806, 845, 865, 872, 874, 882, 883</p> |

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| <p>12.2.11 Students will demonstrate historical research and geographical skills.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> Identify, analyze, and interpret primary and secondary sources and artifacts. Validate sources as to their authenticity, authority, credibility, and possible bias. Construct various time lines of key events, periods, and personalities since the 11th century. Identify and analyze major shifts in national political boundaries in Europe since 1815. Identify the distribution of major religious cultures in the contemporary world. Apply geography to interpret the past by using maps of time, place events to put together the shifts in boundaries and culture/religious groups through time. | <p>Student Edition: TOOLS0-TOOLS5, TOOLS8-TOOLS9, 0-1, 108-109, 254-255, 400-401, 564-565, 874 <i>Thinking Like a Historian</i> TOOLS3 #1-#3, TOOLS5 #1-#2, TOOLS9 #1-#3 <i>Using Geography Skills</i> 463, 722, 747, 781, 790, 814, 832, 834, 891 <i>Skillbuilder Handbook</i> 905, 907-910 <i>Standardized Test Practice</i> 925</p> <p>Teacher Wraparound Edition: A TOOLS3, TOOLS5, TOOLS9; CC TOOLS9; CTA TOOLS4, 463; EC TOOLS2, 875; F TOOLS0, TOOLS4, TOOLS8; IAW 381; T TOOLS4, 905, 907, 908, 909, 910, 925; TLA 0, 108, 254, 400, 564</p> |