



WORLD HISTORY

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STANDARDS	PAGE REFERENCES
<p>Core High School World History Standards, Supporting Skills, and Examples</p>	
<p>Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.</p>	
<p>9-12.W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.</p>	
<ul style="list-style-type: none"> Describe developments in Italy and Northern Europe during the Renaissance period. Examples: Humanism, arts and literature, intellectual development, trade and technological advances 	<p>Student Edition: 398-403, 406-411 <i>People in History</i> 410 <i>Primary Source</i> 401, 407, 408 <i>Science, Technology, & Society</i> 402 <i>Social History</i> 404-405</p> <p>Teacher Wraparound Edition: DYK 401; F 396; W 410</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Explain the causes and impact of the Reformation. Examples: tension between religious and secular authorities, reformers and doctrines, the counter-reformation, the English reformation, wars of religion 	<p>Student Edition: 412-417, 418-423 <i>National Geographic</i> 413, 419 <i>People in History</i> 414, 420 <i>Roman Catholic, Lutheran, Calvinist, and Anglican Beliefs</i> 422 <i>Turning Point</i> 416</p> <p>Teacher Wraparound Edition: C 422; C1 415; C2 415</p>
<ul style="list-style-type: none"> Identify significant ideas and achievements of the Scientific Revolution and the Age of Enlightenment. Examples: Scientific Revolution (astronomical theories of Copernicus and Galileo; Newton's Law of Gravity) Examples: Age of Enlightenment (the philosophies of Montesquieu, Voltaire, and Rousseau) 	<p>Student Edition: 538-545, 546-553, 554-563 <i>National Geographic</i> 539 <i>Opposing Viewpoints</i> 541 <i>People in History</i> 549, 556-557 <i>Primary Source</i> 562 <i>Science, Technology, & Society</i> 544 <i>Turning Point</i> 542</p> <p>Teacher Wraparound Edition: D 540; ETC 549</p>
<ul style="list-style-type: none"> Describe the impact of the French Revolution on Europe. Examples: causes of the French Revolution, influence of the American Revolution on the French Revolution, objectives of different groups 	<p>Student Edition: 576-583, 586-593 <i>People in History</i> 588 <i>Primary Source</i> 577, 579, 588 <i>Social History</i> 584-585</p> <p>Teacher Wraparound Edition: AS 580, 581, 582; C 579</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Describe the development of the Industrial Revolution and its impact on economics, social structure, urbanization, and politics of the global society. 	<p>Student Edition: 614-621, 652-657 <i>Analyzing Primary Sources</i> 622-623 <i>National Geographic</i> 653 <i>Primary Source</i> 620, 640 <i>Science, Technology, & Society</i> 618, 654 <i>Social History</i> 644-645 <i>Turning Point</i> 617</p> <p>Teacher Wraparound Edition: R 622</p>
<ul style="list-style-type: none"> Explain the causes and consequences of World War I and World War II. Example: Russian Revolution Examples: post-World War II realignment and reconstruction in Europe, Asia, and Latin America Examples: impact and legacy of the Cold War 	<p>Student Edition: 758-761, 772-777, 790-795 <i>Analyzing Primary Sources</i> 862-863 <i>National Geographic</i> 759, 779 <i>People in History</i> 781 <i>Primary Source</i> 760 <i>Reading Check</i> 761 <i>Turning Point</i> 775</p> <p>Teacher Wraparound Edition: R 760; W 760</p>
<p>Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p>	
<p>9-12.W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</p>	
<ul style="list-style-type: none"> Mercantilism and imperialism 	<p>Student Edition: 440-441, 445-446, 549-550, 686-687 <i>Infographics</i> 550 <i>National Geographic</i> 687 <i>Section Review</i> 443 #1, #2</p> <p>Teacher Wraparound Edition: AS 466, 687; C 690; DI 550</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Absolutism and constitutionalism and their impact on European nations 	<p>Student Edition: 464-469, 554-558 <i>National Geographic</i> 467, 468 <i>People in History</i> 556-557 <i>Primary Source</i> 465 <i>Social History</i> 470-471</p> <p>Teacher Wraparound Edition: AS 556, 557; C 468</p>
<ul style="list-style-type: none"> Nationalism and imperialism as forces of global transformation 	<p>Student Edition: 602, 686-691, 692-699, 702-707, 708-715, 728-729, 730-731 <i>Geography & History</i> 700-701 <i>Opposing Viewpoints</i> 698 <i>Primary Source</i> 689</p> <p>Teacher Wraparound Edition: AS 687</p>
<ul style="list-style-type: none"> Nationalism, militarism, civil war, and terrorism in today's world 	<p>Student Edition: 996-1002, 1044, 1045, 1046-1047 <i>Connecting to the United States</i> 1002 <i>National Geographic</i> 997, 998</p> <p>Teacher Wraparound Edition: AS 1046; DYK 1044; R 1046</p>
<ul style="list-style-type: none"> Democracies and dictatorships from the late twentieth century to the present 	<p>Student Edition: 932, 936-939, 940-945, 1045 <i>Infographics</i> 938, 944 <i>National Geographic</i> 937, 941 <i>Turning Point</i> 933</p> <p>Teacher Wraparound Edition: AS 934; C 945</p>

STANDARDS	PAGE REFERENCES
Core High School World History Performance Descriptors	
High school students performing at the advanced level:	
<ul style="list-style-type: none"> provide evidence to explain the relationships of historical events as they impacted subsequent events; 	<p>This standard can be met through classroom discussion of and expansion on the following references.</p> <p>Student Edition:</p> <p>355</p> <p><i>Analyzing Primary Sources</i> 862-863</p> <p><i>Skills Handbook</i> R14</p> <p><i>Social History</i> 360-361</p> <p><i>Turning Point</i> 32, 172, 318, 354</p> <p><i>Writing About History</i> 699</p> <p>Teacher Wraparound Edition:</p> <p>C 360, R14</p>
<ul style="list-style-type: none"> critique a leader's actions during a significant historical event from the perspective of the leader; 	<p>This standard can be met through classroom discussion of and expansion on the following references.</p> <p>Student Edition:</p> <p>420-421, 468-469</p> <p><i>Opposing Viewpoints</i> 462, 541, 698</p> <p><i>People in History</i> 40, 155, 420</p> <p><i>Writing About History</i> 469</p> <p>Teacher Wraparound Edition:</p> <p>AS 40</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> critique government policies and actions related to significant historical events. 	<p>This standard can be met through classroom discussion of and expansion on the following references.</p> <p>Student Edition: 156-157, 461-463, 758-759, 780-783 <i>History & Arts</i> 727 <i>Infographics</i> 882 <i>Primary Source</i> 713 <i>Turning Point</i> 775 <i>Writing About History</i> 159</p> <p>Teacher Wraparound Edition: AS 462; D 726</p>
High school students performing at the proficient level:	
<ul style="list-style-type: none"> explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present; 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 398-403, 406-411, 412-417, 418-423, 430-437 <i>Skills Handbook</i> R14 <i>Turning Point</i> 318, 354, 416, 436</p> <p>Teacher Wraparound Edition: C R14</p>
<ul style="list-style-type: none"> define the key distinguishing features of mercantilism, imperialism, absolutism, constitutionalism, nationalism, militarism, civil war, terrorism, modern democracies, and dictatorships. 	<p>Student Edition: 440-441, 445-446, 602, 632-633, 686-687 <i>Infographics</i> 550 <i>Section Review</i> 443 #1, #2 <i>Writing About History</i> 469</p> <p>Teacher Wraparound Edition: AS 466</p>

STANDARDS	PAGE REFERENCES
High school students performing at the basic level:	
<ul style="list-style-type: none"> given historical periods, identify the significant periods from the Renaissance to the present; 	<p>Student Edition: 396-397, 398-399, 428-429, 452-453, 536-537, 612-613, 614, 684-685 <i>National Geographic</i> 547</p> <p>Teacher Wraparound Edition: T 396</p>
<ul style="list-style-type: none"> distinguish between a democracy and a dictatorship; 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 114, 121, 657, 999-1003 <i>Section Review</i> 123 #1, 657 #1 <i>Turning Point</i> 120</p> <p>Teacher Wraparound Edition: AR 120; C 121; D 121</p>
<ul style="list-style-type: none"> match the term with the definition of mercantilism and imperialism, absolutism, constitutionalism, nationalism, militarism, terrorism. 	<p>Student Edition: 440-441, 602, 686 <i>Connecting to the United States</i> 1002 <i>Section Review</i> 443 #1, 469 #1, 603 #1, 637 #1, 691 #1</p> <p>Teacher Wraparound Edition: AS 466</p>

STANDARDS	PAGE REFERENCES
Advanced High School World History Standards, Supporting Skills, and Examples	
Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.	
9-12.W.1.1A. Students are able to relate the causes and consequences of historical events to subsequent events and their legacy in current conditions.	
<ul style="list-style-type: none"> Provide evidence to explain the cause-effect relationships of historical events from the Renaissance to the present. Examples: Reformation, Commercial Revolution, Scientific Revolution, Industrial Revolution 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 412-417, 418-423, 435-436, 538-539 <i>Opposing Viewpoints</i> 541 <i>Skills Handbook</i> R14 <i>Turning Point</i> 318, 354, 416, 436</p> <p>Teacher Wraparound Edition: C R14</p>
<ul style="list-style-type: none"> Critique a leader's actions during a significant historical event from the perspective of the leader. Examples: French Revolution, WWII, Glorious Revolution 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 581, 596-603 <i>Connecting to the United States</i> 582 <i>Opposing Viewpoints</i> 462, 541, 698 <i>People in History</i> 588, 706, 710, 734</p> <p>Teacher Wraparound Edition: AS 588</p>
<ul style="list-style-type: none"> Critique government policies and actions related to significant historical events. Examples: Marshall Plan, European Economic Union, Warsaw Pact, United Nations, NATO Examples: Age of Enlightenment (the philosophies of Montesquieu, Voltaire, and Rousseau) 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 579-580, 702-703, 844-845 <i>History & Arts</i> 813 <i>Infographics</i> 703, 826, 882 <i>Primary Source</i> 713, 807 <i>The Reign of Terror</i> 590-591</p> <p>Teacher Wraparound Edition: AS 703</p>

STANDARDS	PAGE REFERENCES
<p>Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.</p>	
<p>9-12.W.2.1A. Students are able to describe the emergence, rise, impact, and role of significant cultural, economic, and political events and philosophies.</p>	
<ul style="list-style-type: none"> Mercantilism and imperialism in European exploration and colonization in the sixteenth century 	<p>Student Edition: 432-433, 434-437, 440-442, 445-447, 549-550 <i>Infographics</i> 550 <i>Section Review</i> 443 #1, #2, #3 <i>Social History</i> 438-439 <i>Turning Point</i> 436</p> <p>Teacher Wraparound Edition: AS 466</p>
<ul style="list-style-type: none"> Rise of absolutism and constitutionalism and their impact on European nations 	<p>Student Edition: 464-469, 554-558 <i>National Geographic</i> 467, 468 <i>People in History</i> 556-557 <i>Primary Source</i> 465 <i>Social History</i> 470-471</p> <p>Teacher Wraparound Edition: AS 556, 557; C 468</p>
<ul style="list-style-type: none"> Nationalism and imperialism as forces of global transformation 	<p>Student Edition: 602, 686-691, 692-699, 702-707, 708-715, 728-729, 730-731 <i>Geography & History</i> 700-701 <i>Opposing Viewpoints</i> 698 <i>Primary Source</i> 689 <i>Turning Point</i> 436</p> <p>Teacher Wraparound Edition: AS 687</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Nationalism, militarism, civil war, and terrorism in today's world 	<p>Student Edition: 996-1002, 1044, 1045, 1046-1047 <i>Connecting to the United States</i> 1002 <i>National Geographic</i> 997, 998 <i>Turning Point</i> 885</p> <p>Teacher Wraparound Edition: AS 1046; DYK 1044; R 1046</p>
<ul style="list-style-type: none"> Democracies and dictatorships from the late twentieth century to the present 	<p>Student Edition: 900-907, 932, 936-939, 940-945, 1045 <i>Infographics</i> 938, 944 <i>National Geographic</i> 937, 941 <i>Turning Point</i> 904, 933</p> <p>Teacher Wraparound Edition: AS 934; C 945</p>
<p>Core High School Economics Standards, Supporting Skills, and Examples</p>	
<p>Indicator 1: Analyze the economic impact of the availability and utilization of various resources on societies.</p>	
<p>Standard, Supporting Skills, and Examples</p>	
<p>9-12.E.1.1. Students are able to compare the characteristics of the world's traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]</p>	
<ul style="list-style-type: none"> Identify contributors of modern economics. Examples: Adam Smith and Karl Marx 	<p>Student Edition: 549-550, 621, 655-657 <i>History & Arts</i> 656 <i>Infographics</i> 550 <i>People in History</i> 549 <i>Section Review</i> 657 #4</p> <p>Teacher Wraparound Edition: AS 549, 656; D 656</p>

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<ul style="list-style-type: none"> Explain the transition of the former Soviet bloc nations to market economies. 	<p>Student Edition: 932, 934-935 <i>Infographics</i> 934 <i>Section Review</i> 935 #4, #6</p> <p>Teacher Wraparound Edition: C 934; D 934</p>
<ul style="list-style-type: none"> Explain the fundamentals of the market system. Examples: Identify the factors of production; identify the role of competition; compare methods of ownership: sole proprietorships, partnerships, corporations, cooperatives, conglomerates, franchises, monopolies, and oligopolies; describe the structure and functions of financial markets: stocks and bonds. 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 549-550, 620 <i>Infographics</i> 550, 911 <i>People in History</i> 549, 794</p> <p>Teacher Wraparound Edition: AS 656, 794; C 550; D 656</p>
<ul style="list-style-type: none"> Explain the costs and benefits of entrepreneurial decisions. 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 614, 654-655 <i>Science, Technology, & Society</i> 654 <i>Section Review</i> 621 #1</p>
<p>9-12.E.1.2. Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]</p>	
<ul style="list-style-type: none"> Identify negative and positive aspects of economic growth. 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 614-621, 652-655 <i>National Geographic</i> 615 <i>Science, Technology, & Society</i> 618, 654 <i>Turning Point</i> 617</p> <p>Teacher Wraparound Edition: AS 619; C1 616; C2 616; R 616, 618</p>
<ul style="list-style-type: none"> Differentiate between wants versus needs. 	<p>This standard can be met through classroom discussion.</p>

STANDARDS	PAGE REFERENCES
<p>9-12.E.1.3. Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]</p>	
<ul style="list-style-type: none"> Describe the influence of the Federal Reserve System in the U.S. economy; 	<p>This standard can be met study of Glencoe’s US History texts.</p>
<ul style="list-style-type: none"> Describe economic stabilization policies of the U.S. Examples: Supply-side theory, interest rate manipulation requirements, EOC (Equal Opportunity Commission) 	<p>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s US History texts.</p> <p>Student Edition: 792-793, 795 <i>People in History</i> 794 <i>Section Review</i> 795 #4</p> <p>Teacher Wraparound Edition: AS 794; C 793; W 794</p>
<p>9-12.E.1.4. Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]</p>	
<ul style="list-style-type: none"> Explain how supply and demand for labor affects wages. 	<p>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s US History texts.</p> <p>Student Edition: 795 <i>Infographics</i> 1051 <i>People in History</i> 794</p> <p>Teacher Wraparound Edition: AS 794; R 1052</p>
<ul style="list-style-type: none"> Explain the impact of outsourcing on the market economy and labor. 	<p>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s US History texts.</p> <p>Student Edition: 1051-1052 <i>Infographics</i> 1051</p> <p>Teacher Wraparound Edition: R 1052</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> Describe the positive and negative aspects of government policies that affect employment. Examples: minimum wage, affirmative action, age 	<p>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s US History texts.</p> <p>Student Edition: 795 <i>People in History</i> 794</p> <p>Teacher Wraparound Edition: AS 794; R 1052; W 1051</p>
<p>9-12.E.1.5. Students are able to use graphs to illustrate changes in economic trends. [U.S. History, Civics (Government)]</p>	
<ul style="list-style-type: none"> Supply and demand and their effects on price Examples: supply and demand x graph chart Examples: gas prices, Great Depression 	<p>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s US History texts.</p> <p>Student Edition: 792-793, 795 <i>Infographics</i> 1051 <i>People in History</i> 794</p> <p>Teacher Wraparound Edition: AS 794; C 1052; R 1052; S 792</p>
<ul style="list-style-type: none"> Production possibilities curve, business cycles Examples: recession, prosperity, inflation, deflation 	<p>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s US History texts.</p> <p>Student Edition: 792-793, 795, 1051-1052 <i>Infographics</i> 1051</p> <p>Teacher Wraparound Edition: AS 794; C 1052; R 1052</p>
<p>9-12.E.1.6. Students are able to explain basic elements of trade and its impact on the U.S. economy. [Civics (Government)]</p>	
<ul style="list-style-type: none"> Describe the U.S. trade deficit and policies. 	<p>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s US History texts.</p> <p>Student Edition: 1051-1052</p> <p>Teacher Wraparound Edition: R 1052</p>

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<ul style="list-style-type: none"> Describe economic alliances: OPEC, NAFTA, GATT, EU. 	<p>Student Edition: 940, 999, 1051-1052 <i>Infographics</i> 1051 <i>National Geographic</i> 941 <i>Reading Check</i> 1053 <i>Section Review</i> 1053 #4</p> <p>Teacher Wraparound Edition: AS 1052; C 1052; W 1051</p>
<ul style="list-style-type: none"> Define domestic output, national income, and price level. 	<p>This standard can be met through classroom discussion of the following references and/or study of Glencoe's US History texts.</p> <p>Student Edition: 792-793, 795, 1051-1052 <i>People in History</i> 794</p> <p>Teacher Wraparound Edition: AS 794; R 1052</p>
<p>Core High School Economics Performance Descriptors</p>	
<p>High school students performing at the advanced level will:</p>	
<ul style="list-style-type: none"> explain costs and benefits of government intervention in the economy of the United States; 	<p>This standard can be met through classroom discussion of the following references and/or study of Glencoe's US History texts.</p> <p>Student Edition: 792-793, 795 <i>People in History</i> 794 <i>Section Review</i> 795 #4</p> <p>Teacher Wraparound Edition: AS 794; C 793; W 794</p>
<ul style="list-style-type: none"> describe methods used to measure domestic output, national income, and price level. 	<p>This standard can be met through study of Glencoe's US History texts.</p>

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High school students performing at the proficient level will:	
<ul style="list-style-type: none"> explain how scarcity affects the basic economic questions of what, how, how much, and for whom to produce; 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 795, 1051-1052 <i>Infographics</i> 1051 <i>People in History</i> 794</p> <p>Teacher Wraparound Edition: AS 794; R 1052</p>
<ul style="list-style-type: none"> use graphs to illustrate changes in supply and demand and their effects on price; 	<p>This standard can be met through classroom exercises based on the following references.</p> <p>Student Edition: <i>Infographics</i> 550</p> <p>Teacher Wraparound Edition: C 550</p>
<ul style="list-style-type: none"> explain the fundamentals of the market system (free enterprise) and compare the characteristics of the world's traditional, command, and market economies; 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 549-550, 620 <i>Infographics</i> 550, 911 <i>People in History</i> 549, 794</p> <p>Teacher Wraparound Edition: AS 656, 794; C 550; D 656</p>
<ul style="list-style-type: none"> explain the impact of labor on the economy of the United States; 	<p>This standard can be met through classroom discussion of the following references and/or study of Glencoe's US History texts.</p> <p>Student Edition: 795, 1051-1052 <i>Infographics</i> 1051 <i>People in History</i> 794</p> <p>Teacher Wraparound Edition: AS 794; R 1052; W 1051</p>
<ul style="list-style-type: none"> explain the role of money and the structure of the banking system of the U.S.; 	<p>This standard can be met through study of Glencoe's US History texts.</p>

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<ul style="list-style-type: none"> explain basic elements of trade and its impact on the U.S. economy. 	<p>This standard can be met through classroom discussion of the following references and/or study of Glencoe’s US History texts.</p> <p>Student Edition: 940, 999, 1051-1052 <i>Infographics</i> 1051 <i>National Geographic</i> 941 <i>Reading Check</i> 1053 <i>Section Review</i> 1053 #4</p> <p>Teacher Wraparound Edition: AS 1052; C 1052; W 1051</p>
<p>High school students performing at the basic level will:</p>	
<ul style="list-style-type: none"> identify basic economic terms; 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 549-550 <i>Infographics</i> 550, 911 <i>People in History</i> 549 <i>Section Review</i> 553 #1, 795 #1</p> <p>Teacher Wraparound Edition: C 550</p>
<ul style="list-style-type: none"> identify the market system; 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 549-550, 620 <i>Infographics</i> 550, 911 <i>People in History</i> 549, 794</p> <p>Teacher Wraparound Edition: AS 656, 794; C 550; D 656</p>

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<ul style="list-style-type: none"> identify how supply and demand affect price. 	<p>This standard can be met through classroom discussion of the following references.</p> <p>Student Edition: 792-793, 795 <i>Infographics</i> 1051 <i>People in History</i> 794</p> <p>Teacher Wraparound Edition: AS 794; C 1052; R 1052; S 792</p>