

GLENCOE CORRELATION
HUMAN HERITAGE: A WORLD HISTORY
NEW YORK
 Learning Standards for Social Studies
 Intermediate

STANDARDS	PAGE REFERENCES
Standard 2—World History	
1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	
Students:	
<ul style="list-style-type: none"> know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations 	SE: 57-59, 69-73, 88-92, 103-106, 106-107, 109-110, 129-131, 166-167, 179-185, 236-239
<ul style="list-style-type: none"> know some important historic events and developments of past civilizations 	SE: 61-62, 78-80, 105-106, 109-110, 168-171, 185-190, 234-236, 403-405, 415-416, 433-439
<ul style="list-style-type: none"> interpret and analyze documents and artifacts related to significant developments and events in world history. 	SE: <i>Around the World</i> 94-95, 202-203, 360-361, 481 <i>Castle</i> 371 <i>Early Tools</i> 35 <i>Egyptian Artifacts</i> 25 <i>Primary Sources Library</i> 672-673, 674-697 <i>Roman Apartments</i> 226
2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.	
Students:	
<ul style="list-style-type: none"> develop timelines by placing important events and developments in world history in their correct chronological order 	SE: 2-3, 52-53, 148-149, 206-207, 432-433, 484-485, 542-543, 600-601 <i>Graphic Organizer Activity</i> 65, 345
<ul style="list-style-type: none"> measure time periods by years, decades, centuries, and millennia 	SE: 34, 69, 107, 137
<ul style="list-style-type: none"> study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes. 	SE: 41-46, 55-59, 69-73, 168-171, 234-236, 252-256, 331-336, 433-439, 471-473, 508-513
3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.	
Students:	
<ul style="list-style-type: none"> investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history 	SE: 61-63, 78-80, 106-110, 185-190, 331-336, 342-344, 415, 449-451, 471-473, 507

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<ul style="list-style-type: none"> interpret and analyze documents and artifacts related to significant developments and events in world history 	SE: <i>Around the World</i> 94-95, 202-203, 360-361, 481 <i>Castle</i> 371 <i>Early Tools</i> 35 <i>Egyptian Artifacts</i> 25 <i>Primary Sources Library</i> 672-673, 674-697 <i>Roman Apartments</i> 226
<ul style="list-style-type: none"> classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic. 	SE: 55-59, 168-170, 179-185, 185-190, 236-239, 401-403, 433-439, 507, 510-513, 523-525
4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.	
Students:	
<ul style="list-style-type: none"> explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed (Taken from <i>National Standards for World History</i>) 	SE: <i>Activity</i> 691 <i>Critical Thinking Skills</i> 571 <i>Interpreting Primary Sources</i> #3, 687, 695, 697 <i>Primary Sources Library</i> 672-673, 680-681, 686-687, 694-695, 696-697
<ul style="list-style-type: none"> analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians 	The following thinking skills are prerequisites for meeting this objective: SE: <i>Critical Thinking Skills</i> 60, 111, 170, 321 <i>Fun Facts</i> 43
<ul style="list-style-type: none"> view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents 	SE: <i>Around the World</i> 49, 258-259, 360-361, 481 <i>Castle</i> 371 <i>Early Villages</i> 43 <i>Prehistoric Horse</i> 39 <i>Primary Sources Library</i> 672-673, 676-697 <i>Roman Apartments</i> 226
<ul style="list-style-type: none"> investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions. 	SE: <i>Critical Thinking</i> # 3, 93, 201 <i>Critical Thinking Skills</i> 29, 60, 242, 321, 461 <i>Using Your Journal</i> 127, 231, 345
Standard 3—Geography	
1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from <i>The National Geography Standards, 1994: Geography for Life</i>)	
Students:	
<ul style="list-style-type: none"> map information about people, places, and environments 	SE: <i>Geography in History</i> 65, 115, 217, 231

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<ul style="list-style-type: none"> understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models (Taken from <i>National Geography Standards, 1994</i>) 	SE: RA 699-719 <i>Map Skills</i> 17, 75, 165, 211, 284, 356, 394, 511, 651
<ul style="list-style-type: none"> investigate why people and places are located where they are located and what patterns can be perceived in these locations 	SE: 55-56, 83-84, 197-198, 300, 317-318, 399-400, 402-403, 546 <i>Critical Thinking #2</i> , 16 <i>Geography in History</i> 177
<ul style="list-style-type: none"> describe the relationships between people and environments and the connections between people and places. 	SE: 55-56, 83-84, 197-198, 300, 317-318, 399-400, 402-403, 546 <i>Critical Thinking #2</i> , 161 <i>Geography in History</i> 177
2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from <i>The National Geography Standards, 1994: Geography for Life</i>)	
Students:	
<ul style="list-style-type: none"> formulate geographic questions and define geographic issues and problems 	SE: <i>Critical Thinking #2</i> , 161 <i>Geography in History</i> 81, 93, 143, 177, 201, 409, 425, 501, 643
<ul style="list-style-type: none"> use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems (Adapted from <i>National Geography Standards, 1994</i>) 	SE: RA 699-719 <i>Explorers</i> 477 <i>Geography in History</i> 81, 161, 177, 217 <i>Map Skills</i> 62 <i>Technology Skills</i> 390, 516 <i>The Earth's Revolution</i> 15
<ul style="list-style-type: none"> present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models 	SE: <i>Geography in History</i> 65, 115, 161, 217, 231, 595 <i>Technology Skills</i> 276, 636
<ul style="list-style-type: none"> interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems. 	SE: <i>Critical Thinking Skills</i> 242, 321, 461 <i>Geography in History</i> 81, 161, 177, 409, 425, 501, 643
Standard 4—Economics	
1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	
Students:	
<ul style="list-style-type: none"> explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources 	SE: 56-57, 67-68, 118, 129-130, 140, 157, 283-285, 299-300, 579-580, 612-613
<ul style="list-style-type: none"> define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems 	SE: 63, 102-103, 125-126, 136, 240-241, 399-403, 508-509, 526-529, 579-580, 611-612
<ul style="list-style-type: none"> understand how scarcity requires people and nations to make choices which involve costs and future considerations 	SE: 86, 136, 225-226, 240, 611-613

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<ul style="list-style-type: none"> understand how people in the United States and throughout the world are both producers and consumers of goods and services 	SE: 377-378, 402-403, 406-407, 526-527, 530-532, 535, 551, 579, 613 <i>Graphic Organizer Activity 537</i>
<ul style="list-style-type: none"> investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems 	SE: 63, 126, 157, 400, 402-403, 406-407, 526-529, 535, 633, 638
<ul style="list-style-type: none"> describe how traditional, command, market, and mixed economies answer the three fundamental economic questions 	SE: 63, 400-401, 406-407, 508, 525-526, 526-528, 589-590, 611-612, 630, 633, 638
<ul style="list-style-type: none"> explain how nations throughout the world have joined with one another to promote economic development and growth. 	SE: 625-626, 664-665
2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	
Students:	
<ul style="list-style-type: none"> identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources 	SE: 45, 63, 240-241, 492, 508, 570, 526-527, 608 <i>Primary Sources Library 672-673, 688-689</i>
<ul style="list-style-type: none"> organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data 	SE: <i>Critical Thinking Skills 60</i> <i>Graphic Organizer Activity 47, 201, 397, 537</i> <i>Technology Skills 516, 636</i>
<ul style="list-style-type: none"> evaluate economic data by differentiating fact from opinion and identifying frames of reference 	SE: <i>Critical Thinking Skills 60, 170</i> <i>Primary Sources Library 688-689</i>
<ul style="list-style-type: none"> develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions 	SE: <i>Critical Thinking #4 537, #3 643; #1 667</i> <i>Critical Thinking Skills 321, 461, 571</i> <i>Graphic Organizer Activity 201, 397</i>
<ul style="list-style-type: none"> present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions. 	SE: <i>Graphic Organizer Activity 47, 201, 287, 397, 537</i> <i>Technology Skills 276, 636</i>