

**GLENCOE CORRELATION**  
**HUMAN HERITAGE: A WORLD HISTORY**  
**KANSAS**  
Curricular Standards for Civics-Government,  
Economics, Geography, and History

STANDARDS	PAGE REFERENCES
<b>CIVICS-GOVERNMENT</b>	
Civics-Government Standard: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American republican government, and the rights, privileges, and responsibilities to become active participants in the democratic process.	
Benchmark 1: The student understands the rule of law as it applies to family, school, local, state and national governments.	
1. explains the possible consequences of the absence of government, rules, and laws (e.g., issues of community safety, courtesy, rules and referees of games, playground rules).	SE: 45, 367-368, 407, 412, 545-546, 661-662 TWE: CL 45 CT 368 L1 661
2. understands the function of the state and national capitals (e.g., lawmaking, seat of government, home of leader, home of supreme courts).	SE: 168-169, 233-236, 317-319, 354-355 TWE: CL 235 MP 318 ETC 355
Benchmark 2: The student understands the shared ideals and the diversity of American society and political culture.	
1. describes the principles embodied in the Declaration of Independence and the Constitution of the U.S., including the Bill of Rights.	SE: 512-513 <i>Reading Check</i> 513 TWE: L1 512 MC 512 LPP 513 RC 513
2. recognizes that the Magna Carta, Mayflower Compact, Articles of Confederation, and other similar documents influenced the development of American republican government.	SE: 415-416, 495 <i>Then &amp; Now</i> 416 TWE: CL 415 L3 416
3. recognizes the consequences of violating the rights of others.	SE: 509-510, 512-513, 517-518, 634, 657, 696-697 TWE: L3 512 CL 512 LPP 513 RV 696 TTS 696
4. explains the principles and ideals of the American republican system (i.e., liberty, justice, equality of opportunity, human dignity).	SE: 512-513, 612-613, 696-697 <i>Reading Check</i> 513 TWE: L1 512 MC 512 LPP 513 RC 513 TTS 696

STANDARDS	PAGE REFERENCES
5. recognizes important founding fathers and their contributions (e.g., George Mason, Thomas Jefferson, George Washington, Benjamin Franklin, Thomas Paine, Samuel Adams, John Adams).	SE: 509-510, 512-513 TWE: L2 508 MC 512 MSN 509 MP 510 S 511 LPP 513 RC 513 CL 512
Benchmark 3: The student understands how the U.S. Constitution allocates and restricts power and responsibility in the government.	
1. defines federalism.	<i>The following pages pertain to the American government.</i> SE: 512-513 TWE: LPP 513 RC 513
2. defines democracy and republic.	SE: 169, 415, 512-513 <i>Reading Check 513</i> TWE: L1 512 MC 512 LPP 513 RC 169, 513
3. explains Constitutional powers (i.e., expressed, reserved, concurrent, implied, prohibited powers).	<i>The following pages pertain to the U.S. Constitution.</i> SE: 512-513 <i>Reading Check 513</i> TWE: L1 512 MC 512 LPP 513 RC 513
4. describes how the United States Constitution supports the principle of majority rule but also protects the rights of the minority.	SE: 512-513 <i>Reading Check 513</i> TWE: L1 512 MC 512 LPP 513 RC 513
5. explains the functions of the three branches of government.	SE: 512-513, 612-613, 696-697 TWE: LPP 513 B 696
Benchmark 4: The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.	
1. distinguishes between rights, privileges, and responsibilities.	SE: 509-510, 512-513, 517-518, 634, 657, 696-697 TWE: L3 512 CL 512 LPP 513 RV 696 TTS 696 RC 513

STANDARDS	PAGE REFERENCES
2. identifies criteria and processes to attain naturalized citizenship (i.e., residence requirements, proof of moral character, required knowledge and skills).	See appropriate Glencoe Textbook
3. identifies the privileges of U.S. citizenship (i.e., right to vote, hold public office, serve on a jury).	SE: 512-513, 612-613
4. compares the methods by which we elect government officials (i.e., Electoral College, popular vote).	<i>The following pages pertain to the American government.</i> SE: 512-513 TWE: LPP 513
5. examines the steps necessary to become an informed voter (i.e., recognize issues and candidates, stands taken by candidates on issues, personal choice, voting).	SE: 512-513, 612-613
<b>Benchmark 5:</b> The student understands various systems of governments and how nations and international organizations interact.	
1. understands that the type of government and its functions influence the treatment of its citizens (i.e., republic, democracy, monarchy, dictatorship).	SE: 169, 410-425, 512-513, 613-615 <i>Reading Check</i> 513 TWE: L1 512 MC 512 LPP 513 RC 169, 513, 613, 614
2. compares the structure and function of local, Kansas, and federal governments (i.e., make laws, carry out laws, enforce laws, manage conflicts, provide for the defense of the nation).	<i>The following pages refer to the branches of the American government.</i> SE: 512-513, 612-613, 660-663, 696-697 TWE: LPP 513 B 696
<b>ECONOMICS</b>	
<b>Economics Standard:</b> The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.	
<b>Benchmark 1:</b> The student understands how scarcity of resources requires choices.	
1. illustrates how scarcity of resources requires choices at both the personal and societal levels.	SE: 63, 74, 102-103, 199, 300-301, 395, 399-401, 468-469 TWE: CL 102 RC 103 EG 199, 395
2. determines how unlimited wants and limited resources lead to choices that involve opportunity cost.	SE: 74, 102-103, 199, 300-301, 395, 399-401, 468-469 TWE: CL 102 EG 199, 395
3. describes how labor productivity can be increased as a result of specialization, division of labor, and more capital goods.	SE: 526-528 TWE: RC 527, 528
4. gives examples of economic interdependence of at least two of the following levels: local, state, regional, national and international.	SE: 63, 74, 102-103, 625-626, 665 TWE: RC 665 EG 626 L3 641

STANDARDS	PAGE REFERENCES
5. determines how invention may lead to innovations that have economic value.	SE: 300, 468-469, 525-526, 527-530, 535 TWE: T 102 CL 529, 665 DYK 526 RC 527 L3 528
<b>Benchmark 2: The student understands how the market economy works in the United States.</b>	
1. uses a supply and demand graph to illustrate the relationship of price to supply and demand.	SE: 63, 74, 102-103, 199, 395, 468 TWE: CL 102 EG 395
2. gives examples that illustrate the effect of changes in supply and demand on prices (illustration: an increase in the cost of raising cattle eventually reduces the supply of cattle, thereby increasing the price of beef).	SE: 468, 649 TWE: EG 395
3. identifies the entrepreneur as the one who organizes other economic resources to produce goods and services.	TWE: S 528, 531
<b>Benchmark 3: The student analyzes how different economic systems, institutions, and incentives affect people.</b>	
1. explains the function of banks for individuals and businesses (e.g., borrowing, saving, interest, profit).	<i>The following pages refer to banking in history.</i> SE: 400, 402
2. gives examples of positive and negative incentives.	SE: 469, 473, 508-509 TWE: DYK 468, 474 S 475 MC 508
3. recognizes the economic conditions under which trade takes place between nations.	SE: 63, 74, 102-103, 121, 125-126, 300-301, 395, 399-401 TWE: CL 102 RC 103 T 400
4. predicts how competition affects price.	TWE: EG 612 RC 649
<b>Benchmark 4: The student analyzes the role of the government in the economy.</b>	
1. describes revenue sources for different levels of government (i.e., personal income taxes, property taxes, sales tax, interest, borrowing).	SE: 136 TWE: MC 400
2. describes goods and services provided by the different levels of government.	SE: 612-613 TWE: RC 613 EG 612
3. gives an example of a decision made by the U.S. government that affected the economy of another nation (e.g., embargo on Cuba, opening of trade with China, NAFTA agreement).	SE: 588-589, 628, 657, 659, 665 TWE: MC 628 ETC 589 L2 657

STANDARDS	PAGE REFERENCES
Benchmark 5: The student makes effective decisions as a consumer, producer, saver, investor, and citizen.	
1. determines the costs and benefits of a spending, saving, or borrowing decision.	See appropriate Glencoe Textbook
2. explains that budgeting requires trade-offs in managing income and spending.	See appropriate Glencoe Textbook
3. compares the opportunity cost of consumer spending decisions.	See appropriate Glencoe Textbook
<b>GEOGRAPHY</b>	
Geography Standard: The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.	
Benchmark 1: Maps and Location: The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.	
1. explains and uses map essentials (i.e., scale, directional indicators, symbols, legend, latitude, longitude).	SE: <i>Map Skills</i> 17, 75, 108, 135, 156 <i>Map Study</i> 11, 13 TWE: GA 5 MS 11, 13 T 17, 75, 108, 135, 156
2. locates major physical and political features of Earth from memory (see Appendix 2 for assessment items).	SE: <i>Map Study</i> 228 <i>Map Skills</i> 284 TWE: GA 5 MS 228 T 284 L3 14 GL 53
3. constructs maps and globes from memory showing the relative locations of major physical and political features of Earth.	TWE: L2 9 MSN 10
4. explains the past and present spatial patterns and densities of places and features on Earth's surface (i.e., mountain ranges, river systems, agricultural land, urban areas, transportation routes).	SE: 119-120, 125-126, 525-526, 529-530, 532-533 <i>Then &amp; Now</i> 529 TWE: RC 529 IP 530 ETC 532
Benchmark 2: Regions: The student analyzes the spatial organization of people, places, and environments that form regions on the Earth's surface.	
1. identifies and compares the physical and human characteristics of the Eastern United States, Canada, Mexico and the centers of early world civilizations (i.e., location, topography, climate, vegetation, resources, people, religion, language, customs, government, agriculture, industry, architecture, arts, learning; Eastern Mediterranean, Egypt, India, China, Greece, Rome, Middle America, Western Europe, West Africa, Japan).	SE: 55-59, 61, 63-64, 67-73, 74-80 <i>Map Skills</i> 62 TWE: T 62, 68 S 62 MC 69

STANDARDS	PAGE REFERENCES
2. explains the diffusion of people and ideas from the early center of civilization to other regions of the world (i.e., trade, conquest, migration; government, religion, language, food, technology, customs, arts).	SE: 63, 74-77, 102-103, 105-106, 171-175, 179-190 <i>Linking Across Time</i> 102 TWE: LAT 102 CL 102
3. identifies types of regions (e.g., school district, legislative, U.S., states, climatic, economic, cultural).	SE: 6-7, 14-15, 494, 495-499 TWE: T 6 MSN 6 CL 7 RC 7 ETC 12 L2 494
4. describes how places and regions may be identified by cultural symbols (e.g., Gateway Arch in St. Louis, Acropolis in Athens, Corn Belt in the Midwest, Muslim minaret, Indian sari).	SE: 71, 72, 148, 168, 632, 646 <i>Linking Across Time</i> 199 TWE: LAT 199 AE 71
<b>Benchmark 3: Physical Systems: The student understands Earth's physical systems and how physical processes shape Earth's surface.</b>	
1. explains features and patterns on Earth's surface in terms of physical processes (e.g., weathering, erosion, water cycle, soil formation, mountain building).	SE: 9-16 <i>Map Study</i> 11 TWE: L2 9, 10 GH 9 L2 12 CL 11 MC 10 MS 11 LPP 11
2. explains how Earth-Sun relationships produce day and night, seasons, and major climatic variations.	SE: 14-18 TWE: MSN 15 RC 15 ETC 16, 517
3. explains the distribution patterns of ecosystems within hemispheres (i.e., desert, mountain, prairie, forest, wetland, tundra).	SE: 9, 13 <i>Linking Across Time</i> 641 TWE: CT 13
4. identifies renewable and nonrenewable resources and their patterns of distribution (i.e., fossil fuels, minerals, fertile soil, waterpower, forests).	SE: 19-21 TWE: L2 19, 21 L1 20 RC 19, 20 L3 19, 20 CL 20
<b>Benchmark 4: Human Systems: The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.</b>	
1. explains reasons for variation in population distribution (e.g., environment, migration, government policies, birth and death rates).	SE: 7-8, 546-550, 551, 640-641 TWE: L2 7 L3 547, 664 RC 551

STANDARDS	PAGE REFERENCES
2. analyzes the causes and effects of human migration on places and population (i.e., war, famine, oppression, opportunity; population shifts, conflict, acculturation, diffusion of ideas, diseases, crops, culture).	SE: 7-8, 546-550, 551, 640-641 TWE: L2 7 L3 547, 664 RC 551
3. describes the cultural impact of settlers on specific regions of the U.S. and world.	SE: 488, 490-491, 492-496, 497-499 TWE: MP 488 MC 494 ETC 494 L1 499 L2 497 LPP 497
4. explains the distribution patterns of economic activities and how changes in technology, transportation, communication, and resources affect the location of those activities (illustration: advancement in irrigation allowed expansion of communities).	SE: 525-529, 530-533, 640-641 TWE: L2 640 RC 527, 529 CL 529 L2 8, 532 S 531 ETC 532
5. describes the forces and processes of conflict and cooperation that divide or unite people across Earth's surface (i.e., uneven distribution of resources, water use in ancient Mesopotamia, building projects in ancient Egypt, empire building, Crusades, land disputes between settlers and indigenous people, movements for independence or rights).	SE: 388-389, 391-393, 395, 413-416, 417-418 TWE: CL 389 ETC 418 MP 395 E 396 L2 415
<b>Benchmark 5: Human-Environment Interactions: The student understands the effects of interactions between human and physical systems.</b>	
1. explains the impact of human modifications to the physical environment (i.e., changes in one place often lead to changes in another place).	SE: 8, 19-21, 664 TWE: L2 8, 19, 665 L1 20 RC 664 L3 20 CL 20, 664 DYK 21
2. describes the impact of natural hazards on people and their activities (e.g., tornadoes, floods, droughts, earthquakes, hurricanes, volcanic eruptions).	SE: 10-12 TWE: DYK 11 CL 11 L3 13 LPP 11 L2 10, 12
3. explains varying viewpoints regarding resource use (e.g., conservationist vs. developer, American Indian vs. European settler).	SE: 8, 19-21, 664 TWE: L2 8, 19, 497, 665 L1 20 RC 664 L3 20 CL 20, 664 DYK 21

STANDARDS	PAGE REFERENCES
4. identifies the relationship between the advances in technology and the acquisition and use of resources.	SE: 19-21, 664 TWE: L2 19, 665 L1 20 RC 664 L3 20 CL 20, 664 DYK 21
<b>UNITED STATES HISTORY</b>	
History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.	
Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the exploration, colonization, and settlement of the United States to 1763.	
1. retells the stories of explorers (e.g., Leif Erikson, Columbus, Ponce de Leon, Cortes, DeSoto, Hudson, Balboa, LaSalle, and Pizzaro).	SE: 305, 471-473, 474, 476-477, 499 TWE: GH 305, 472 L1 471 LPP 477 MP 472 L2 476 L3 472, 474 DYK 473 ETC 477
2. explains the experience and importance of early settlements (e.g., Jamestown, Plymouth, Williamsburg, New Amsterdam, St. Augustine, Quebec).	SE: 492-495, 496-500 TWE: L1 493, 497 MC 494 DYK 495 ETC 494, 498 L2 497 LPP 497 IP 498
3. compares and contrasts features of life in the New England, Middle, and Southern colonies (e.g., economic, social, political, geographic).	SE: 493, 495-496, 508-512 TWE: L2 496, 498 L1 497
4. compares and contrasts the impact of European settlement from an American Indian and European point of view.	SE: 488, 490-491, 492-496, 497-499 TWE: MP 488 MC 494 ETC 494 L1 499 L2 497 LPP 497
5. explains the experience and significance of indentured servants and slaves.	SE: 495 TWE: RC 495 MC 494 S 511

STANDARDS	PAGE REFERENCES
6. explains key conflicts during the early settlement of the United States (e.g., colonists versus American Indians, French and Indian War, class conflict, rural versus settled, home rule versus colonial rule).	SE: 492-500, 508-512 TWE: DYK 495 L2 497, 498 ETC 495 GH 498 MSN 509 RC 509 MP 510
Benchmark 2: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the American Revolution and the United States becoming a nation (1763 to 1850).	
1. describes the importance of George Washington, Thomas Jefferson, Alexander Hamilton, Benjamin Franklin, Patrick Henry, John Hancock, Paul Revere, George III, and Lafayette on events of this era.	SE: 509-510, 512-513 TWE: L2 508 MC 512 MSN 509 MP 510 S 511 LPP 513 RC 513 CL 512
2. describes the causes of the American Revolution using colonial grievances and British policies.	SE: 507-510, 512-513 TWE: L2 508 RC 509 MSN 509 L3 512 MP 510 MC 512 H 509
3. explains the significance of Trenton, Valley Forge, Yorktown, and Saratoga as turning points in the American Revolution.	SE: 512 <i>Map Skills</i> 511 TWE: S 511 T 511
4. identifies the ideas included in The Declaration of Independence.	SE: 507, 512 TWE: L1 512 CL 512 MC 512 L2 508
5. lists the weaknesses of the Articles of Confederation.	See appropriate Glencoe Textbook.
6. describes the participants and the role of compromise in the creation of the U. S. Constitution (e.g., Virginia Plan, New Jersey Plan, Great Compromise, 3/5 Compromise, Constitutional Convention).	SE: 512-513 <i>Reading Check</i> 513 TWE: L1 512 MC 512 LPP 513 RC 513

STANDARDS	PAGE REFERENCES
7. explains that the U.S. Constitution is fundamental law.	SE: 512-513 <i>Reading Check</i> 513 TWE: L1 512 MC 512 LPP 513 RC 513
8. explains the structure of government (the three branches) outlined in the U.S. Constitution.	SE: 512-513, 612-613, 696-697 TWE: LPP 513 B 696
9. explains the key ideas in the Preamble.	<i>The following pages pertain to the U.S. Constitution.</i> SE: 512-513 <i>Reading Check</i> 513 TWE: L1 512 MC 512 LPP 513 RC 513
10. explains the importance of the Bill of Rights.	SE: 512-513 <i>Reading Check</i> 513 TWE: L1 512 MC 512 LPP 513 RC 513
11. understands the importance of the presidency of George Washington.	<i>The following pages refer to the first years of government after the U.S. Constitution was ratified.</i> SE: 545-547
<b>Benchmark 3: The student engages in historical thinking skills.</b>	
1. studies historical events and persons in United States history to 1800 to create a chronology and identify related cause-and-effect factors.	SE: 509-510, 512-513, 545-547 TWE: L2 508 MC 512 MSN 509 MP 510 S 511 LPP 513 RC 513 CL 512
2. uses primary and secondary sources of historical data to construct historical accounts.	SE: 672-673, 674-675, 676-677, 678-679, 680-681, 690-691, 696-697 TWE: TTS 674, 676, 678 PA 691

STANDARDS	PAGE REFERENCES
3. examines historical materials relating to a theme in United States history to 1800, chronologically arranges them and analyzes change over time.	SE: 509-510, 512-513, 545-547 TWE: L2 508 MC 512 MSN 509 MP 510 S 511 LPP 513 RC 513 CL 512 H 509 GLL 510 L1 512
4. explains why historical accounts of a specific event sometimes differ and relates the explanation to the evidence presented and the point of view of the author.	SE: 672-673 <i>Critical Thinking Skills</i> 60, 170 TWE: TTS 60, 170 T 60, 170
<b>WORLD HISTORY</b>	
History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.	
Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and turning points in the history of the world from prehistoric times through the pre-classical civilizations.	
1. explains the importance of the Neolithic Agricultural Revolution (e.g., food production, changing technology, domestication of animals, settled village life).	SE: 41-43, 45-46 <i>Then &amp; Now</i> 41 TWE: MC 41 ETC 42 RC 42, 45 L2 45 DYK 42
2. describes how historians and archeologists use different methods to study the past (e.g., artifacts, written records).	SE: 24, 25-28, 30 TWE: RC 24, 25 L1 24 ETC 26-27 MP 25 PS 25 LAT 38 L3 27 L2 27
3. defines the term civilization as a society with advanced levels of economic, political, religious, intellectual, and artistic accomplishments.	SE: 33-40, 41-46 <i>Then &amp; Now</i> 41 TWE: RC 33 L1 34, 36 CL 45 L2 36 MC 41 LPP 40 L3 71, 76

STANDARDS	PAGE REFERENCES
4. explains the origin and accomplishments of major Middle Eastern civilizations (e.g., Mesopotamia and Egypt: writing systems, Hammurabi's Code, the alphabet, organized government).	SE: 55-59, 61-65, 67-80, 105-106, 676-677 TWE: T 56 CL 56 MC 58, 100 IP 77 MP 58 DYK 95
5. explains the origin and major beliefs of Judaism as the world's first monotheistic religion (e.g., belief in one God, a code of ethics).	SE: 106-107, 109-110 TWE: MP 107 DYK 107, 110 L3 109 GH 109 RC 107 S 108 L2 106
6. analyzes the role of social class and gender in Ancient Civilizations (e.g., different treatment in Code of Hammurabi, traditions of arranged marriage).	SE: 41-43, 45-46, 55-59, 61-64, 72-73 TWE: MC 41 CL 45, 56 L2 56 RC 61
<b>Benchmark 2:</b> The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the time of the great classical civilizations of Greece, Rome, India, and China.	
1. describes key aspects in the civilization of Classical Greece (i.e., contrasts the governments of Sparta and Athens, the contributions of Socrates, Plato, and Aristotle, the role of Alexander the Great in spreading Greek culture and civilization).	SE: 151-155, 157-160, 163-164, 166-167, 185-188 TWE: UP 148 CL 169 MC 154 L1 159, 167 MSN 154
2. explains the significance of the Persian and Peloponnesian Wars.	SE: 171-173 TWE: GH 173 LPP 171 CL 174 MC 174 RC 172 S 172 L2 172
3. examines the strengths and weaknesses of Greek democracy.	SE: 169-171 TWE: RC 169 LPP 174
4. explains the significance of selected instances of Greek accomplishments in culture (e.g., Hippocrates, Archimedes, Greek drama and comedy, Olympics, Iliad, Odyssey, Aesop's Fables, mythology).	SE: 180-185, 186-190 TWE: L2 181 MP 182 DYK 183 L1 182 MC 183 ETC 184 CL 183

STANDARDS	PAGE REFERENCES
5. describes the mythical and historical figures during the rise and fall of the Roman Republic (e.g., Romulus and Remus, Cincinnatus, Hannibal and Scipio, Julius Caesar, Cicero, Octavian).	SE: 209-210, 219-220, 222-224, 225-226, 227-230 TWE: L3 220, 229 MC 223, 224, 229 CL 227
6. describes the structure and nature of the government of the Roman Republic (i.e., Senate, consuls, tribunes, written law, dictators, distaste for monarchy).	SE: 219-220, 225-226, 227-229 TWE: L3 220 RC 220 DYK 220, 227 MC 220
7. analyzes the reasons for the decline and fall of the Roman Empire.	SE: 240-241, 243-244, 271-272 TWE: L3 240 ETC 243, 270 GH 270
8. evaluates the significance of the Roman legacy in art and architecture, technology and science, literature, language, and law.	SE: 219-222, 226 <i>Then &amp; Now</i> 237 <i>Linking Across Time</i> 238 TWE: DYK 225 LAT 238
9. compares and contrasts the origins, customs, writings, and beliefs of Christianity, Judaism, Hinduism, and Buddhism (e.g., Christianity: belief in one God, code of ethics, Messiah. Judaism: Mosaic Law, Torah. Hinduism: reincarnation, karma, castes. Buddhism: Four Noble Truths, reincarnation, lack of castes).	SE: 106-107, 109-110, 310-311, 596-597 TWE: MP 107 DYK 107, 110 L3 109 GH 109 RC 107 S 108 L2 106
10. describes the political achievements of the emperor Asoka and his talents as an orator.	This objective can be met during teacher/class discussion.
11. evaluates the significance of Indian accomplishments (e.g., Sanskrit literature, the Hindu-Arabic numerals, the zero).	SE: 343
12. explains the fundamental ideas of Confucianism and Taoism.	SE: 586 TWE: LPP 145 MC 586
13. describes the role of Shi Huangdi in unifying China under the Qin dynasty (e.g., Great Wall of China).	This objective can be met during teacher/class discussion.
Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the rising new civilization (500-1450).	
1. describes the political, social, and economic institutions and innovations of Medieval Europe (i.e., feudalism, Magna Carta, Christendom, rise of towns and trade).	SE: 367-368, 406-407, 415-416 <i>Then &amp; Now</i> 416 TWE: RC 367 L2 368 ETC 368 L3 416 L1 369 CL 414

STANDARDS	PAGE REFERENCES
2. describes the Crusades and their significance.	SE: 388-395 TWE: CL 389 MC 391, 393 RC 391 MP 395 MSN 391 S 393 ETC 392
3. describes basic political and military elements of life in Feudal Japan (e.g., Japanese feudalism, samurai warriors, ritual suicide).	SE: 426-427 TWE: F 426 S 426 DYK 427 C 427
4. describes the origin, writings, and beliefs of Islam (e.g., one God, the Koran, Five Pillars of Faith, Mohammed).	SE: 331-335 TWE: MP 332, 335 ETC 334 LPP 333 MC 334, 335, 336 RC 335
5. describes the accomplishments of the empires of sub-Saharan Africa (e.g., Ghana, Mali, Songhai).	SE: 132-134 TWE: RC 132 T 132 GH 134 CL 132 L2 134 L1 133 MC 133
Benchmark 4: The student uses a working knowledge and understanding of individuals, groups, ideas, eras, developments, and turning points in the history of the world during the emerging global age (1400-1750).	
1. explains how the Renaissance was a transition period from the Medieval to the modern age.	SE: 433-446 <i>Then &amp; Now</i> 439 TWE: L1 434 CL 434, 438 L2 436, 439, 442 LPP 441
2. identifies major Renaissance artists and the nature of their works (e.g., Michelangelo, Leonardo Da Vinci, Raphael, Shakespeare, Gutenberg, the shift from religious to humanist subject matter, the mastery of perspective).	SE: 433-435 <i>Then &amp; Now</i> 435 TWE: L3 435 F 433 MC 434, 435 S 435 L1 434 CL 434, 445 L2 443

STANDARDS	PAGE REFERENCES
3. understands how the Reformation redefined Christendom (e.g., Roman Catholic, Orthodox, Protestant, Martin Luther, John Calvin).	SE: 448-465 TWE: F 449 L1 450 LPP 452, 453 RC 450 L3 452 CL 450 ETC 453 L2 451
4. describes the advances in technology of the Mayan, Aztec, and Inca societies in the Americas (i.e., calendar, sundial, aqueducts, bridges, pyramids, terracing, mathematics).	SE: 138-142 TWE: DYK 138 AE 140 RC 142
5. describes the rise of European colonial empires (e.g., mercantilism, slavery, conquistadors, the Jesuits).	SE: 487-500, 508-509 TWE: F 487 RC 487, 492 MP 488 L1 493 L2 490 CL 490
6. analyzes the impact of the Columbian Exchange on both the Old World and the New.	SE: 487-492 TWE: L2 490 CL 490
<b>Benchmark 5: The student engages in historical thinking skills.</b>	
1. studies historical events and persons within a given time frame in order to create a chronology and identify related cause-and-effect factors.	SE: 509-510, 512-513, 545-547 TWE: L2 508 MC 512 MSN 509 MP 510 S 511 LPP 513 RC 513 CL 512
2. identifies artifacts and documents from which historical accounts are constructed as either primary or secondary sources of historical data.	SE: 672-673, 674-675, 676-677, 678-679, 680-681, 690-691, 696-697 TWE: TTS 674, 676, 678 PA 691
3. chronologically arranges historical materials relating to a particular region, society, or theme to analyze changes over time.	SE: 341, 432, 448, 466 <i>Linking Across Time</i> 221 TWE: L1 493 LPP 458 EA 432 LAT 221
4. explains why historical accounts of the same event sometimes differ and will relate this explanation to the evidence presented or the point of view of the author.	SE: 672-673 <i>Critical Thinking Skills</i> 60, 170 TWE: TTS 60, 170 T 60, 170

## Codes Used for TWE Page

AE	A&E Home Video
B	Background
C	Close
CL	Cooperative Learning
CT	Critical Thinking
DYK	Did You Know?
E	Enrich
EA	Examining Artifacts
EG	Economics at a Glance
ETC	Extending the Content
F	Focus
GA	Geography Activity
GH	Geography and History
GL	Geographic Location
GLL	Glencoe Literature Library
H	The History Channel
IP	Independent Practice
L1	L1
L2	L2
L3	L3
LAT	Linking Across Time
LPP	Linking Past and Present
MC	Making Connections
MP	Multicultural Perspectives
MS	Map Study
MSN	Meeting Special Needs
PA	Portfolio Activity
PS	Primary Sources Library
RC	Reading Check Answer
RV	Reinforcing Vocabulary
S	Spotlight
T	Teach
TTS	Team-Teaching Strategy
UP	Unit Project