



ARIZONA
Social Studies Standards
Essentials (Grades 6-8)
Human Heritage: A World History © 2004

STANDARDS	PAGE REFERENCES
ESSENTIALS (Grades 6-8) STANDARD 1: HISTORY Students analyze the human experience through time, recognize the relationships of events and people, and interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona, American, and world history.	
1SS-E8. Demonstrate and apply the basic tools of historical research, including how to construct timelines, frame questions that can be answered by historical study and research, and analyze and evaluate historical materials offering varied perspectives, with emphasis on:	
PO 1. constructing and interpreting graphs and charts using historical data	SE: <i>Critical Thinking Skills</i> 111 <i>Foldables Study Organizer</i> 485 <i>Graphic Organizer Activity</i> 257, 479 <i>Section Assessment</i> 176 #4 TWE: CL 212 CS 476 CT 498 TTS 111
PO 2. constructing various timelines of key events, people, and periods of the historical era being studied	SE: <i>Graphic Organizer Activity</i> 143, 345 <i>Section Assessment</i> 114 #5, 200 #6 TWE: CH 171 CL 174 IP 63 MSN 662
PO 3. framing questions that can be answered by historical study and research	SE: <i>Critical Thinking</i> 447 #4 TWE: CL 169, 251, 445 GP 76 MSN 113, 248 OH 672 R 91
PO 4. describing the difference between a primary source document and a secondary source document and the relationships between them	SE: <i>Primary Source Library</i> 672-673 TWE: PSS T22-T23 TN 672

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PO 5. assessing the credibility of primary and secondary sources and drawing sound conclusions from them	SE: <i>Critical Thinking Skills</i> 170 <i>Primary Source Library</i> 672-673 <i>Technology Skills</i> 390 Learning how to draw conclusions is discussed on the following page: SE: <i>Critical Thinking Skills</i> 461 TWE: CT 663 EA 98 PSS T22-T23 T 170
PO 6. analyzing a historical source and identifying the author's main points, purpose, opinions versus facts, and what other authors say about the same topic	SE: <i>Critical Thinking Skills</i> 60, 170, 242 <i>Primary Source Library</i> 672-673 <i>Technology Skills</i> 390 TWE: BI 686 PSS T22 #1, #3, #4, #5 T 60, 242 TTS 60
PO 7. examining different points of view on the same historical events and determining the context in which the statements were made, including the questions asked, the sources used, and the author's perspectives	The following skills are prerequisites for meeting this objective: SE: <i>Critical Thinking Skills</i> 60, 111, 170, 321 Differing points of view in regard to how earth was created can be found on the following pages: SE: 22-24 Differing points of view on the decline of Harappan civilization are discussed on the following page: SE: 86 TWE: CT 663 EC 43 MC 183 MSN 248
PO 8. recognizing the difference between cause and effect and a mere sequence of historical events	SE: <i>Critical Thinking Skills</i> 29 <i>Graphic Organizer Activity</i> 201 <i>Section Assessment</i> 46 #6, 106 #5, 272 #5 TWE: CH 171 IP 307 LA 77 T 29
FOCUS: World History (Ancient Civilizations through the Age of Exploration)	
1SS-E9. Describe the geographic, political, economic, and social characteristics of the ancient civilizations of Egypt, Mesopotamia, and China and their contributions to later civilizations, with emphasis on:	
PO 1. the importance of river valleys to their development and, specifically, the Nile, Tigris and Euphrates, and the Huang	SE: 56, 67-68, 84, 88 <i>Why It's Important</i> 55 TWE: EA 52 EC 88 GL 53 GP 68 SO 62

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PO 2. the forms of government they created, including the theocracies in Egypt and the dynasties in China	SE: 59, 70-71, 88-90, 119, 124, 144 TWE: MC 91
PO 3. the religious traditions and how they shaped culture	SE: 57-58, 70, 72-73, 76, 90, 124-125 TWE: GP 56 LPP 87, 124, 145 MC 72
PO 4. the impact of irrigation, agriculture, and the domestication of animals	SE: 56, 61, 63-64, 84, 86, 89, 122-123, 144 <i>Linking Across Time</i> 70 TWE: E 145 FSO 53 GP 84
PO 5. the cultural and scientific contributions, including writing systems, calendars, and building of monuments such as the pyramids	SE: 58, 61, 63-64, 71-72, 77-80, 85-86, 92, 120-122, 126, 145, 676-677 TWE: EC 86, 90 MC 58, 90
1SS-E10. Describe the geographic, political, economic, and social characteristics of the Aztecs, Mayas, and Mound Builders and their contributions to later civilizations, with emphasis on:	
PO 1. their locations, landforms, and climate, and their effect on the economies and trade systems	SE: 138-139 The following pages contain information about Native Americans of North America: SE: 494-495 TWE: GES 494
PO 2. their forms of government	SE: 139-140 The following page contains information about the Iroquois League as a model for American colonial government: TWE: EC 494
PO 3. their traditions, customs and beliefs	SE: 139, 690 <i>Linking Across Time</i> 139 The following SE page contains information about traditions of Native Americans in North America: SE: 494 TWE: LPP 139
PO 4. the ways agriculture developed	SE: 137, 140 <i>Then & Now</i> 141 TWE: E 142
PO 5. the cultural and scientific contributions, including advances in astronomy, mathematics, and architecture; artistic and oral traditions; and development of writing systems and calendars	SE: 138, 139 <i>Section Assessment</i> 140 #4 <i>Using Your Journal</i> 143 The following SE pages contain information about the cultural achievements of the Anasazi: SE: 360-361 TWE: CO 128 #4 DYK 138

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1SS-E11. Describe the major religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam, with emphasis on:	
PO 1. their geographic origins	SE: 106, 247-248, 310-311, 331, 596-597 TWE: GP 332
PO 2. the founding leaders and their teachings	SE: 107, 109-110, 112-114, 247-248, 310, 331-334 <i>People in History</i> 110, 332 TWE: EC 109 MC 334 MP 107 TTS 111
PO 3. their traditions, customs, and beliefs	SE: 249-250, 252-256, 311, 334-336, 342 TWE: DYK 110 EC 334 GH 109 MP 249, 253
1SS-E12. Describe the geographic, political, economic, and social characteristics of the Ancient Greek and Roman civilizations and their enduring impact on later civilizations, with emphasis on:	
PO 1. the influence of the geography of the Mediterranean on the development and expansion of the civilizations	SE: 151, 155, 157, 210 <i>Geography in History</i> 177 <i>Linking Across Time</i> 157 <i>Why It's Important</i> 163 TWE: CO 150 GH 173 GP 234 SO 165
PO 2. the development of concepts of government and citizenship, specifically democracy, republics, and codification of law	SE: 163-164, 169, 171, 187, 219-220, 680-681 TWE: DYK 168 LPP 174 MC 164, 220 MP 173
PO 3. scientific and cultural advancements, including networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, and philosophy	SE: 158-159, 174, 183-190, 199, 229 TWE: E 176 EA 148 EC 180 LPP 158 MP 158 PAA 178B
PO 4. the contributions and roles of key figures, including Socrates, Alexander the Great, Cleopatra, Julius Caesar, and Augustus	SE: 174-175, 183, 185-190, 195-199, 228-229, 233-234 TWE: MC 229 MP 173 SO 172 UP 148

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1SS-E13. Describe the political and economic events and the social and geographic characteristics of Medieval European life and their enduring impacts on later civilizations, with emphasis on:	
PO 1. the creation and expansion of the Byzantine empire and the reasons for the fall of Rome	SE: 243-244, 270-272, 317-319 <i>Why It's Important</i> 317 TWE: C 272 GH 270 MA 265
PO 2. the new forms of government, feudalism, and the beginning of limited government with the Magna Carta	SE: 295, 322, 367-369, 404-405, 407, 415-416 <i>Why It's Important</i> 367 TWE: CT 369 EC 368 MC 323, 369
PO 3. the role of the Roman Catholic church and its monasteries, including the effect on education and the arts	SE: 253-256, 281-282, 290-292, 381-382, 386-387 <i>Linking Across Time</i> 384 <i>Why It's Important</i> 381 TWE: DYK 383 GP 382 IP 388 MC 388
PO 4. the Crusades, including how they helped to introduce Muslim ideas and products to Europe	SE: 388-389, 391-393, 395 TWE: DYK 389, 395 EC 392 MC 391, 393 MP 395 SO 393
PO 5. the impact of the Black Plague, including how it contributed to an end to the feudal system	SE: 403 <i>Linking Across Time</i> 404 <i>Then & Now</i> 403 TWE: E 408 GH 403
PO 6. contributions and roles of key figures, including Charlemagne, Joan of Arc, and Marco Polo	SE: 279-282, 320, 388, 413, 415, 417 <i>People in History</i> 267, 318, 407, 417 TWE: EC 400
1SS-E14. Describe how the Renaissance and Reformation influenced education, art, religion, and government in Europe, with emphasis on:	
PO 1. the revival of classical learning and humanism	SE: 434 <i>Why It's Important</i> 433 TWE: LPP 436 MA 433
PO 2. the commerce developed by the Italian city-states	SE: 399-403, 433-434, 439 TWE: ECON 437 MC 400

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PO 3. the development of Renaissance artistic and literary traditions, including the works of Michelangelo, Leonardo da Vinci, and Shakespeare	SE: 434-435, 442, 443, 445 <i>Using Key Terms</i> 447 TWE: GP 434 MC 434, 435 PAA 432B SO 435 TA 443
PO 4. the impact of Gutenberg's invention of the printing press	SE: 441 <i>Fun Facts</i> 441 <i>Section Assessment</i> 441 #3, #4
PO 5. the development of Protestantism through the ideas and actions of Martin Luther and John Calvin	SE: 449-452 <i>Section Assessment</i> 451 #5 TWE: EA 448 LPP 452, 458 MC 451, 452
PO 6. religious conflicts and persecutions, including the Inquisition	SE: 423, 441, 442, 456-457, 460-464 <i>Why It's Important</i> 449 TWE: CL 459 DYK 456 EC 460 MP 456
1SS-E15. Analyze the origins, obstacles, and impacts of the Age of Exploration, with emphasis on:	
PO 1. improvements in technology, including the compass and the work of Prince Henry the Navigator	SE: 467, 468-469 <i>Linking Across Time</i> 468 <i>Why It's Important</i> 467 TWE: EC 469 GH 468, 469 GP 468
PO 2. the voyages of Columbus to the New World and the subsequent searches for the Northwest Passage	SE: 471-473, 476-478 <i>Map Skills</i> 475 TWE: CS 476 CT 472 DYK 473, 477 GH 472 IP 473 MA 467 MP 472
PO 3. the introduction of disease and the resulting population decline, especially to New World peoples	SE: 473, 488, 490-491 TWE: CL 474
PO 4. Columbian exchanges of technology, ideas, agricultural products and practices	SE: 488, 499-500 <i>Fun Facts</i> 499 <i>Linking Across Time</i> 491 <i>Then & Now</i> 473 TWE: DYK 491 LPP 489

Codes Used for TWE Pages

BI	Background Information	IP	Independent Practice
C	Close	LA	Language Arts
CH	Chronology	LPP	Linking Past to Present
CL	Cooperative Learning	MA	Motivational Activity
CO	Chapter Objectives	MC	Making Connections
CS	Charts	MP	Multicultural Perspectives
CT	Critical Thinking	MSN	Meeting Special Needs
DYK	Did You Know?	OH	Oral Histories
E	Enrich	PAA	Performance Assessment Activity
EA	Examining Artifacts	PSS	Primary Source Strategies
EC	Extending the Content	R	Reteach
ECON	Economics	SO	Spotlight On
FSO	Foldables Study Organizer	T	Teach
GES	Geography: Environment and Science	TA	The Arts
GH	Geography and History	TN	Teacher Notes
GL	Geographic Location	TTS	Team-Teaching Strategies
GP	Guided Practice	UP	Unit Project