

Textbook Alignment to the Utah Core – World Civilizations

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes x No

Name of Company and Individual Conducting Alignment:

Kelli Holser

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): **World Civilizations Core Curriculum**

Title: Glencoe World History © 2008 ISBN#: 0-07-874525-X

Publisher: Glencoe/McGraw-Hill

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in *Student Edition (SE) and Teacher Edition (TE)* (pg #'s, etc.)

Coverage in *Ancillary Material* (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective 1.1: Speculate about the factors that led to civilized society.

a.	Investigate hunters and gatherers.	Student Edition: 8-11 <i>People in History</i> 6 Teacher Wraparound Edition: EC 6		
b.	Explore man's domestication of plants and animals.	Student Edition: 14-15, 46 <i>History & Arts</i> 10 Teacher Wraparound Edition: EC 15; SP 11		
c.	Examine the role of irrigation in early agriculture.	Student Edition: 14-16 <i>Turning Point</i> 15 Teacher Wraparound Edition: ACL 16		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.2: Assess the impact of geography on the locations of early civilizations.				
a.	Examine why early civilizations developed in river environments.	Student Edition: 26-29, 34-36, 66-68 <i>National Geographic</i> 27, 35 <i>Reading Check</i> 27		
b.	Evaluate the diffusion of civilizations.	Student Edition: 26-28, 32-33, 48-49, 68-69 <i>National Geographic</i> 68 Teacher Wraparound Edition: WS 69		
Objective 1.3: Examine the major characteristics of the early civilizations of Mesopotamia, Egypt, the Indus Valley, and the Yellow River.				
a.	Analyze the social, political, and economic structure of ancient civilizations.	Student Edition: 18-19, 28-29, 32-33, 36-43, 70-71 <i>Social History</i> 44-45 <i>Turning Point</i> 32 Teacher Wraparound Edition: CT 32; RS 28, 39, 41; WS 71		
b.	Investigate the technological advancements and writing systems that developed in early river valley cultures.	Student Edition: 19, 30-31, 42-43, 54-55 <i>History & Arts</i> 42 Teacher Wraparound Edition: C 43; RS 42		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Identify the factors that led to the rise of cities.	Student Edition: 28, 46-47 <i>National Geographic</i> 47 Teacher Wraparound Edition: CT 48		
STANDARD II: Students will comprehend the contributions of classical civilizations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Investigate the purpose and influence of religions and philosophies on classical civilizations of Greece, Rome, China, and India.				
a.	Examine the essential elements of the belief systems of Greek mythology, Judaism, Christianity, Confucianism, Buddhism, Hinduism, and Islam.	Student Edition: 50-51, 72-73, 90-91, 124-125, 170, 188-191, 216-227 <i>Chart Skills</i> 190 <i>History & Arts</i> 72 <i>Infographics</i> 125 Teacher Wraparound Edition: C 93; CT 73, 125; RS 216, 218, 219, 226; WS 50		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Examine the diffusion of Buddhism, Judaism, Christianity, and Islam.	Student Edition: 50-51, 74-75, 168-173,188-191 <i>History & Arts</i> 167 Teacher Wraparound Edition: AIC 216, 222; C 191; CT 74, 170, 221, 226; EC 53; RS 226		
c.	Compare and contrast the major philosophies of the Greeks and Chinese.	Student Edition: 86-87, 90-93, 128-131 <i>Connecting to the United States</i> 92, 130 <i>Infographics</i> 88 <i>People in History</i> 128 Teacher Wraparound Edition: EC 128		
Objective 2.2: Analyze the development of classical political systems.				
a.	Contrast the evolution of Athenian democracy and Spartan rule.	Student Edition: 118-123 <i>History & Arts</i> 127, 136 <i>Turning Point</i> 120 Teacher Wraparound Edition: CT 129, 130; RS 120		
b.	Examine the consequences of Persian and Macedonian expansion.	Student Edition: 56, 118-123, 134-139 <i>National Geographic</i> 56, 119, 135		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Contrast Zhou feudalism, the Greek city-state, and the caste system of India.	Student Edition: 70-71, 87-89 <i>Infographics</i> 71 Teacher Wraparound Edition: CT 87; EC 71		
d.	Compare the development of the Roman and Han empires.	Student Edition: 98-99, 148-151, 152-159 <i>History & Arts</i> 153 <i>Infographics</i> 149 <i>National Geographic</i> 98 <i>People in History</i> 155 Teacher Wraparound Edition: DI 98		
Objective 2.3: Investigate the importance of the expansion of trade.				
a.	Identify routes of early colonization; e.g., Phoenician, Greek, Hellenistic, Korean/Japanese.	Student Edition: 48, 137-139, 158-159 <i>Geography & History</i> 52-53 <i>National Geographic</i> 158 Teacher Wraparound Edition: C 139; CT 137		
b.	Examine the technological improvements in transportation over time.	Student Edition: 138-139, 652-654 <i>Science, Technology & Society</i> 433, 618, 654 Teacher Wraparound Edition: ACL 618		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Assess the importance of the Mediterranean and East Asian trade routes.	Student Edition: 78, 200-201, 294-295 <i>National Geographic</i> 68, 78, 201 <i>Social History</i> 82-83 Teacher Wraparound Edition: DI 78; EC 294; SP 201; WS 294		
Objective 2.4: Evaluate the significance of classical sculpture, architecture, and performing arts.				
a.	Examine the importance and influence of Greco-Roman art and architecture.	Student Edition: 126-127, 137, 157, 160-161, 165 <i>Connecting to the United States</i> 161 <i>History & Arts</i> 116, 127 Teacher Wraparound Edition: C 165; RS 137		
b.	Assess the development of Indian and Chinese architecture and art.	Student Edition: 99, 519 <i>History & Arts</i> 72, 95, 289, 518 <i>Infographics</i> 157 <i>Reading Check</i> 519 Teacher Wraparound Edition: WS 519		
c.	Investigate the importance and influence of the performing arts on classical civilizations.	Student Edition: 126-127, 138 Teacher Wraparound Edition: AIC 127; RS 138		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.5: Analyze the social organization of classical cultures.				
a.	Describe the role of slavery in Greece and Rome.	Student Edition: 164 <i>History & Arts</i> 164 Teacher Wraparound Edition: CT 164		
b.	Compare the role of the family in Imperial Rome and Confucian China.	Student Edition: 89, 90-91, 162-165 Teacher Wraparound Edition: ACL 162; CT 89; DI 89		
c.	Explain the caste system of India.	Student Edition: 70-71 <i>Infographics</i> 71 Teacher Wraparound Edition: EC 71; WS 71		
d.	Compare the treatment of women in China, Athens, Sparta, India, and Rome.	Student Edition: 89, 90-91, 116, 122, 162-163, 268-269, 518 <i>History & You</i> 269 Teacher Wraparound Edition: CT 89; RS 518; SP 163; WS 122		

STANDARD III: Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %	
OBJECTIVES & INDICATORS	<i>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</i>	<i>Coverage in Ancillary Material (titles, pg #'s, etc.)</i>	<i>Not covered in TE, SE or ancillaries ✓</i>
Objective 3.1: Appraise the major characteristics of interregional contact that linked the people of Africa, Asia and Europe.			
a. Describe the impact the Silk Road had on trade across Europe and Asia.	Student Edition: 78, 188, 268 <i>National Geographic</i> 78 <i>Social History</i> 82-83 Teacher Wraparound Edition: A 83; B 82; CT 83; F 82		
b. Discuss the importance of cross-Saharan migrations.	Student Edition: 242-247 <i>Turning Point</i> 246 Teacher Wraparound Edition: CT 247		
c. Examine the consequences of the Crusades.	Student Edition: 198, 325-327 <i>National Geographic</i> 326 <i>Reading Check</i> 327 Teacher Wraparound Edition: C 327; EC 325; RS 326		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
d.	Analyze the impact of Mongol invasion on Europe and Asia.	Student Edition: 270-272 <i>National Geographic</i> 271 Teacher Wraparound Edition: CT 271		
e.	Examine the influence of Chinese culture on Southeast Asia, Korea, and Japan.	Student Edition: 279		
Objective 3.2: Assess the influence of advancing technologies on the development of societies.				
a.	Identify the significant technological developments in Tang China.	Student Edition: 267, 274 <i>Science, Technology & Society</i> 274 Teacher Wraparound Edition: AIC 267; CT 267		
b.	Investigate key technologies that diffused to Europe from Asia; e.g., gunpowder, printing.	Student Edition: 267 Teacher Wraparound Edition: CT 267		
c.	Explain the consequences of the cannon and the longbow on European warfare and society.	Student Edition: 356 Teacher Wraparound Edition: RS 356		
d.	Analyze the impact of movable type printing on Europe.	Student Edition: 538 <i>Science, Technology & Society</i> 402		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.3: Compare and contrast the founding and organization of Spanish and Portuguese colonial empires to northern European trading empires.				
a.	Assess the expansion of Portugal and Spain on Africa, India, and Southwest Asia.	Student Edition: 432-433, 454 <i>National Geographic</i> 431, 693 Teacher Wraparound Edition: RS 432; SP 431		
b.	Examine the political and military conflict between the Spanish, Portuguese, and the peoples of the New World.	Student Edition: 434-437 <i>Turning Point</i> 436		
c.	Assess the impact of the exchange of ideas and goods on the New and Old Worlds.	Student Edition: 435-437 <i>Reading Check</i> 436 <i>Social History</i> 438-439 <i>Turning Point</i> 436 Teacher Wraparound Edition: A 439; AEC 439; CT 439; F 438; WS 438		
d.	Investigate French, Dutch, and English merchants' impact on European overseas expansion.	Student Edition: 437, 440-441 Teacher Wraparound Edition: C 437		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.4: Investigate the rise and development of the modern European political system.				
a.	Describe the political and economic importance of the growth of towns in northern Europe.	Student Edition: 658-659 <i>National Geographic</i> 659 <i>Reading Check</i> 659		
b.	Explain the political and economic consequences of the rise of national monarchies.	Student Edition: 357-359 <i>Reading Check</i> 359		
e.	Examine the influence of mercantilism and commercial capitalism on France, England, and the Netherlands.	Student Edition: 338, 549-550, 620 <i>Infographics</i> 550 Teacher Wraparound Edition: AEC 340		

STANDARD IV: Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS		<i>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</i>	<i>Coverage in Ancillary Material (titles, pg #'s, etc.)</i>	<i>Not covered in TE, SE or ancillaries ✓</i>
Objective 4.1: Assess the importance of intellectual and cultural change on early modern society.				
a.	Compare the “rebirth” of European culture during the Renaissance with the flowering Chinese culture of the Ming dynasty; i.e., literature, art, architecture, the humanities.	Student Edition: 401-403, 406-411, 510-512, 519 <i>History & Arts</i> 407, 408 <i>People in History</i> 410, 420 <i>Social History</i> 404-405 Teacher Wraparound Edition: C 403, 411, 519; F 404; RS 409; WS 519		
b.	Examine the key events and ideas of the Protestant Reformation, the Counter Reformation, and Neo-Confucianism.	Student Edition: 273, 412-417, 418-423 <i>National Geographic</i> 413, 419 <i>People in History</i> 414 <i>Turning Point</i> 416 Teacher Wraparound Edition: C 417; WS 273, 416		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Analyze the significant ideas and philosophies of the scientific revolution and the Enlightenment.	Student Edition: 538-545, 546-553 <i>National Geographic</i> 547 <i>Opposing Viewpoints</i> 541 <i>People in History</i> 549 <i>Reading Check</i> 547 <i>Science, Technology & Society</i> 544 <i>Turning Point</i> 542 Teacher Wraparound Edition: C 545, 553; SP 542; WS 541		
d.	Examine the roles and conditions of men, women, and children in European monarchies.	Student Edition: 550-553 Teacher Wraparound Edition: CT 551		
Objective 4.2: Investigate the role of revolution in the establishment of governmental systems.				
a.	Explain the political, economic, and social philosophies that lead to revolution.	Student Edition: 566-567, 576-583, 626-629, 772- 773 <i>Analyzing Primary Sources</i> 594-595 <i>Connecting to the United States</i> 568, 582 <i>History & Arts</i> 579 <i>National Geographic</i> 773 <i>Political Cartoons</i> 592 <i>Social History</i> 584-585 Teacher Wraparound Edition: C 569, 583, 593, 777; CT 567		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Compare and contrast major world revolutions; e.g., American, French, Russian, Chinese.	Student Edition: 566-568, 587-593, 626-628, 732-735, 772-777 <i>Infographics</i> 776 <i>National Geographic</i> 773 <i>People in History</i> 588, 734 <i>Political Cartoons</i> 592 <i>Turning Point</i> 775 Teacher Wraparound Edition: SP 773		
Objective 4.3: Analyze the economic transformation of production and distribution of goods in Europe.				
a.	Compare and contrast capitalism and socialism.	Student Edition: 338, 621, 655-657 <i>History in Arts</i> 656 <i>Reading Check</i> 621 Teacher Wraparound Edition: AEC 340, 656; RS 656		
b.	Explain the significance of the agricultural revolution.	Student Edition: 238 <i>Connecting to the United States</i> 15 Teacher Wraparound Edition: EC 15		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Investigate the impact of the first and second Industrial Revolutions.	<p>Student Edition: 614-621, 652-657 <i>Analyzing Primary Sources</i> 622-623 <i>National Geographic</i> 615, 653 <i>Science, Technology & Society</i> 618, 654 <i>Turning Point</i> 617</p> <p>Teacher Wraparound Edition: A 623; ACL 618, 623; C 621, 657; RS 615; SP 615; WS 655</p>		
Objective 4: Evaluate the impact of Western imperialism in Africa, Asia, and the Pacific.				
a.	Examine the impact of Western imperialism on Africa.	<p>Student Edition: 692-699 <i>Geography & History</i> 700-701 <i>Infographics</i> 694 <i>National Geographic</i> 693 <i>People in History</i> 696</p> <p>Teacher Wraparound Edition: A 701; AEC 700; C 699; CT 697, 700; EC 701</p>		
b.	Compare the reactions of China, India, and Japan to foreign domination.	<p>Student Edition: 702-707, 728-731 <i>Infographics</i> 703 <i>Political Cartoons</i> 730 <i>People in History</i> 706</p> <p>Teacher Wraparound Edition: C 731; CT 730</p>		

STANDARD V: Students will understand the interaction of peoples in the global integration of the 20th century.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Analyze the political and economic global issues in the first half of the 20th century.				
a.	Investigate the impact of totalitarianism on Europe; i.e., Stalinism, Italian fascism, German National Socialism.	Student Edition: 796-803, 804-809, 874-879 <i>Infographics</i> 798 <i>National Geographic</i> 797, 801-803 <i>Social History</i> 810-811 Teacher Wraparound Edition: C 803, 809; CT 802; RS 797, 803		
b.	Examine the connections among WWI, the Great Depression, and WWII.	Student Edition: 758-761, 792-795, 856-861, 864-871 <i>Analyzing Primary Sources</i> 862-863 <i>Infographics</i> 805 <i>Turning Point</i> 793 Teacher Wraparound Edition: C 783, 795		
c.	Assess the consequences of global war on the world.	Student Edition: 880-887 <i>National Geographic</i> 886 <i>Time Notebook</i> 895 <i>Turning Point</i> 885 Teacher Wraparound Edition: A 895; C 887; CT 885		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.2: Investigate the impact of the Cold War on integration.				
a.	Explain the key elements of the Cold War.	Student Edition: 900-907 <i>National Geographic</i> 901 <i>Turning Point</i> 904 Teacher Wraparound Edition: ATC 903; C 907; CT 904		
b.	Examine the independence movements in the African and Asian colonial world.	Student Edition: 828-835 <i>Infographics</i> 831 <i>National Geographic</i> 829 <i>Turning Point</i> 833 Teacher Wraparound Edition: C 835		
c.	Determine the causes and effects of the collapse of the Soviet sphere.	Student Edition: 910-913 <i>People in History</i> 912 Teacher Wraparound Edition: WS 912		
Objective 5.3: Investigate the creation of international organizations and global integration.				
a.	Assess the impact of economic and political organizations on global relations; e.g., World Trade Organization, United Nations, Olympics.	Student Edition: 1048-1053 <i>Infographics</i> 1052 Teacher Wraparound Edition: CT 1052; WS 1051		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Examine the impact of advancements in worldwide communication/transportation; e.g., satellite communications, information technology/internet, mass transportation.	Student Edition: 1038 <i>Science, Technology & Society</i> 1039 Teacher Wraparound Edition: RS 1039		
c.	Analyze the impact of military alliances; e.g., North Atlantic Treaty Organization, Warsaw Pact, United Nations Geneva Convention.	Student Edition: 900-901, 917 <i>National Geographic</i> 901 Teacher Wraparound Edition: SP 901		
Objective 4: Evaluate the impact of terrorism on the world's political, economic, and social systems.				
a.	Assess the base of terrorist networks and activities.	Student Edition: 996-1003, 1046-1047 <i>Connecting to the United States</i> 1002 Teacher Wraparound Edition: CT 1001		
b.	Examine the impact of terrorism on the lives of people.	Student Edition: 1046-1047 <i>Connecting to the United States</i> 1002 Teacher Wraparound Edition: C 1003; CT 1047; WS 1002		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
c.	Analyze the responses of political and economic institutions to terrorism.	Student Edition: 1046-1047 <i>Connecting to the United States</i> 1002, 1046 Teacher Wraparound Edition: C 1047		