

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 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; Modern Times © 2008 ISBN#: 0-07-874527-6

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: 4-7 <i>Reading Check 5</i>		
b.	Explore man's domestication of plants and animals.	Student Edition: 4-7 <i>Reading Check 7</i> <i>Turning Point 6</i>		
c.	Examine the role of irrigation in early agriculture.	Student Edition: 4-7 <i>National Geographic 5</i> <i>Turning Point 6</i> Teacher Wraparound Edition: SP 6		

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: 7, 10, 22 <i>National Geographic</i> 11		
b.	Evaluate the diffusion of civilizations.	Student Edition: 7, 10, 20-22 <i>National Geographic</i> 11, 20		
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: 10-13, 14-16, 22-24 <i>Infographics</i> 23 <i>Reading Check</i> 17 Teacher Wraparound Edition: RS 15, 16; WS 16		
b.	Investigate the technological advancements and writing systems that developed in early river valley cultures.	Student Edition: 12, 16-17, 22 <i>History & Arts</i> 17 Teacher Wraparound Edition: EC 17		
c.	Identify the factors that led to the rise of cities.	Student Edition: 10-13, 14-16, 22-24		

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> ✓
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) 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 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: 18-19, 24-25, 55-57, 70-81, 90-93 <i>Connecting to the United States</i> 18 Teacher Wraparound Edition: AIC 76; CT 19, 74; SP 71; WS 19, 73	
b.	Examine the diffusion of Buddhism, Judaism, Christianity, and Islam.	Student Edition: 18-19, 70-81 <i>Connecting to the United States</i> 18 <i>History & Arts</i> 25 Teacher Wraparound Edition: ACL 73; AIC 70; CT 19, 75; DI 79; RS 80	
c.	Compare and contrast the major philosophies of the Greeks and Chinese.	Student Edition: 27-28, 41-43 <i>Infographics</i> 28 <i>Turning Point</i> 30 Teacher Wraparound Edition: RS 43, 45	

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 2.2: Analyze the development of classical political systems.				
a.	Contrast the evolution of Athenian democracy and Spartan rule.	Student Edition: 41-43 <i>Turning Point</i> 42 Teacher Wraparound Edition: CT 42; RS 41, 43		
b.	Examine the consequences of Persian and Macedonian expansion.	Student Edition: 21, 45-47 <i>National Geographic</i> 20 Teacher Wraparound Edition: SP 46		
c.	Contrast Zhou feudalism, the Greek city-state, and the caste system of India.	Student Edition: 23, 27, 38-41 Teacher Wraparound Edition: EC 23		
d.	Compare the development of the Roman and Han empires.	Student Edition: 48-55 <i>Infographics</i> 54 <i>National Geographic</i> 49 <i>People in History</i> 51 Teacher Wraparound Edition: DI 50; RS 49		

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 2.3: Investigate the importance of the expansion of trade.				
a.	Identify routes of early colonization; e.g., Phoenician, Greek, Hellenistic, Korean/Japanese.	Student Edition: 45-47 <i>Geography & History</i> 104-105 <i>National Geographic</i> 26, 100 <i>Turning Point</i> 111, 508		
b.	Examine the technological improvements in transportation over time.	Student Edition: 419 <i>Science, Technology & Society</i> 418 Teacher Wraparound Edition: RS 100		
c.	Assess the importance of the Mediterranean and East Asian trade routes.	Student Edition: 206 <i>Geography & History</i> 104-105 <i>National Geographic</i> 26		
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: 43-44, 53, 173-175 <i>History & Arts</i> 40, 52 Teacher Wraparound Edition: ACL 52; CT 44; DI 53, 174; WS 174		
b.	Assess the development of Indian and Chinese architecture and art.	Student Edition: 109 <i>History & Arts</i> 112		

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 importance and influence of the performing arts on classical civilizations.	Student Edition: 44 Teacher Wraparound Edition: AIC 44; CT 44		
Objective 2.5: Analyze the social organization of classical cultures.				
a.	Describe the role of slavery in Greece and Rome.	Student Edition: 53 Teacher Wraparound Edition: CT 53		
b.	Compare the role of the family in Imperial Rome and Confucian China.	Student Edition: 30-31, 281-282 Teacher Wraparound Edition: CT 30		
c.	Explain the caste system of India.	Student Edition: 23-24, 783 Teacher Wraparound Edition: DI 783; EC 23; WS 24		
d.	Compare the treatment of women in China, Athens, Sparta, India, and Rome.	Student Edition: 31, 281-282, 265 <i>Infographics</i> 107 <i>Time Notebook</i> 66 Teacher Wraparound Edition: ACL 107; B 66; RS 282		

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		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 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: 26, 107 <i>National Geographic</i> 26 <i>Timeline</i> 3, 88 Teacher Wraparound Edition: EC 109		
b.	Discuss the importance of cross-Saharan migrations.	Student Edition: 98-102		
c.	Examine the consequences of the Crusades.	Student Edition: 125 <i>Main Ideas</i> 125 <i>National Geographic</i> 124 Teacher Wraparound Edition: EC 125		
d.	Analyze the impact of Mongol invasion on Europe and Asia.	Student Edition: 94, 108 <i>Reading Check</i> 94 <i>Social History</i> 116-117 Teacher Wraparound Edition: A 117		

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> ✓
e.	Examine the influence of Chinese culture on Southeast Asia, Korea, and Japan.	Student Edition: 110, 114-115 Teacher Wraparound Edition: WS 110		
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: 109		
b.	Investigate key technologies that diffused to Europe from Asia; e.g., gunpowder, printing.	Student Edition: 108, 250		
c.	Explain the consequences of the cannon and the longbow on European warfare and society.	Student Edition: 141 Teacher Wraparound Edition: C 141		
d.	Analyze the impact of movable type printing on Europe.	Student Edition: 109, 302 <i>Reading Check</i> 109 <i>Science, Technology & Society</i> 166 Teacher Wraparound Edition: ACL 166		

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> ✓
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: 196, 276 <i>Geography & History</i> 104-105 Teacher Wraparound Edition: C 201; RS 196		
b.	Examine the political and military conflict between the Spanish, Portuguese, and the peoples of the New World.	Student Edition: 198-199 <i>Writing About History</i> 201		
c.	Assess the impact of the exchange of ideas and goods on the New and Old Worlds.	Student Edition: 194-197, 199-200 <i>Social History</i> 202-203 <i>Turning Point</i> 200 Teacher Wraparound Edition: B 202; C 201		
d.	Investigate French, Dutch, and English merchants' impact on European overseas expansion.	Student Edition: 194-195, 201		
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: 132-135		
b.	Explain the political and economic consequences of the rise of national monarchies.	Student Edition: 135, 139, 141 Teacher Wraparound Edition: AEC 135		
e.	Examine the influence of mercantilism and commercial capitalism on France, England, and the Netherlands.	Student Edition: 134-135		

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		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 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: 109, 162-167, 170-175, 283 <i>History & Arts</i> 172, 282 <i>Social History</i> 168-169 Teacher Wraparound Edition: C 167, 175		
b.	Examine the key events and ideas of the Protestant Reformation, the Counter Reformation, and Neo-Confucianism.	Student Edition: 176-181 <i>People in History</i> 178 <i>Turning Point</i> 181 Teacher Wraparound Edition: C 181; CT 178		

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.	Analyze the significant ideas and philosophies of the scientific revolution and the Enlightenment.	Student Edition: 302-309, 310-317 <i>National Geographic</i> 311 <i>Opposing Viewpoints</i> 305 <i>Science, Technology & Society</i> 308 <i>Turning Point</i> 306 Teacher Wraparound Edition: ACL 307; C 309, 317		
d.	Examine the roles and conditions of men, women, and children in European monarchies.	Student Edition: 132-135, 139, 318-321, 342 Teacher Wraparound Edition: WS 135		
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: 331, 340-342, 391-392, 536-538 <i>People in History</i> 352, 498 Teacher Wraparound Edition: C 541; CT 331; EC 346		
b.	Compare and contrast major world revolutions; e.g., American, French, Russian, Chinese.	Student Edition: 330-333, 340-347, 350-357, 496-501, 536-541 <i>National Geographic</i> 537 <i>Turning Point</i> 539 Teacher Wraparound Edition: CT 347; EC 346		

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 4.3: Analyze the economic transformation of production and distribution of goods in Europe.				
a.	Compare and contrast capitalism and socialism.	Student Edition: 280, 384-385 Teacher Wraparound Edition: AEC 420		
b.	Explain the significance of the agricultural revolution.			
c.	Investigate the impact of the first and second Industrial Revolutions.	Student Edition: 378-385, 386-387, 416-421 <i>Science, Technology & Society</i> 382, 418 <i>Turning Point</i> 381 Teacher Wraparound Edition: ACL 382; C 385, 421; SP 379		
Objective 4: Evaluate the impact of Western imperialism in Africa, Asia, and the Pacific.				
a.	Examine the impact of Western imperialism on Africa.	Student Edition: 456-463 <i>Geography & History</i> 464-465 <i>National Geographic</i> 457 <i>Opposing Viewpoints</i> 462 Teacher Wraparound Edition: AEC 464; CT 461; EC 465		
b.	Compare the reactions of China, India, and Japan to foreign domination.	Student Edition: 455, 466-471 <i>People in History</i> 470		

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: 560-567, 568-573 <i>Infographics</i> 562 <i>Social History</i> 574-575 Teacher Wraparound Edition: CT 566		
b.	Examine the connections among WWI, the Great Depression, and WWII.	Student Edition: 522-525, 526-533, 542-547, 556-559, 620-625, 626-627, 628-635 <i>Infographics</i> 530 <i>Political Cartoons</i> 623 <i>Turning Point</i> 557 Teacher Wraparound Edition: C 533, 547, 559; WS 537		
c.	Assess the consequences of global war on the world.	Student Edition: 638-643, 644-651		

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: 664-671, 695-696 <i>Geography & History</i> 672-673 <i>Turning Point</i> 668 Teacher Wraparound Edition: C 671		
b.	Examine the independence movements in the African and Asian colonial world.	Student Edition: 750-757, 768-769, 776-781, 782-787 <i>People in History</i> 752 <i>Turning Point</i> 755, 786 Teacher Wraparound Edition: C 757; SP 751		
c.	Determine the causes and effects of the collapse of the Soviet sphere.	Student Edition: 694-696, 700-703 <i>Turning Point</i> 697 Teacher Wraparound Edition: C 703; DI 696		
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: 812-817 <i>Infographics</i> 816 Teacher Wraparound Edition: AEC 816		

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: 802-804 <i>Science, Technology & Society</i> 803 Teacher Wraparound Edition: RS 803		
c.	Analyze the impact of military alliances; e.g., North Atlantic Treaty Organization, Warsaw Pact, United Nations Geneva Convention.	Student Edition: 664, 668-669 <i>National Geographic</i> 665 Teacher Wraparound Edition: SP 665		
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: 763-765, 810-811 <i>Connecting to the United States</i> 766 Teacher Wraparound Edition: RS 810		
b.	Examine the impact of terrorism on the lives of people.	Student Edition: 810-811 <i>Connecting to the United States</i> 810 Teacher Wraparound Edition: CT 811		

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: 765-766 <i>Connecting to the United States</i> 810 <i>Reading Check</i> 811 Teacher Wraparound Edition: EC 810		