



WORLD HISTORY

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| STANDARDS | PAGE REFERENCES |
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| 12.2.1 WD HIST:1000 C.E.TO THE PRESENT, state of world | |
| Demonstrate an understanding of the state of the world about 1000 C.E. | |
| By the end of twelfth grade, students will demonstrate an understanding of the state of the world about 1000 C.E. | |
| <p>° Summarize the institution of feudalism in Europe, Asia, and Africa.</p> | <p>Student Edition: 308, 313, 522 <i>History and Arts</i> 522 <i>Infographics</i> 311</p> <p>Teacher Wraparound Edition: AIC 311; CT 310; HCD 310</p> |
| <p>° Summarize the growth of trade between civilizations, e.g., silk trade, gold and salt trade.</p> | <p>Student Edition: 243, 245 <i>Infographics</i> 243, 248 <i>National Geographic</i> 78, 201, 245 <i>Reading Check</i> 248 <i>Social History</i> 82-83</p> <p>Teacher Wraparound Edition: A83; C 249; CT 83; EC 245; SP 201</p> |

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| <p>° Describe the location and leadership of major kingdoms in Europe, Africa, Asia, and Latin America</p> | <p>Student Edition: 192-193, 242-249, 264-269, 270-272, 278-280, 283, 302-304, 306-307, 374-379</p> <p><i>Dynasties of China</i> 266</p> <p><i>Infographics</i> 243</p> <p><i>National Geographic</i> 272, 303, 374</p> <p><i>People in History</i> 244</p> <p><i>Reading Check</i> 244</p> <p>Teacher Wraparound Edition: ACL 266; C 283; RS 244</p> |
| <p>° Describe the location and culture of the Byzantine and Muslim empires.</p> | <p>Student Edition: 202-203, 204-207, 322, 325</p> <p><i>History and Arts</i> 206</p> <p><i>Infographics</i> 202, 323</p> <p><i>National Geographic</i> 193, 197</p> <p><i>Reading Check</i> 324</p> <p><i>Science, Technology, and Society</i> 205</p> <p>Teacher Wraparound Edition: C 203, 327; CT 203; HCP 324; RS 202; WS 202</p> |
| <p>° Summarize the role of religion in a civilization, e.g., the Roman Catholic Church, Buddhism, Islam, and animism.</p> | <p>Student Edition: 214-232, 284-289</p> <p><i>Reading Check</i> 286</p> <p>Teacher Wraparound Edition: C 289</p> |
| <p>° Describe the conflict between religions, e.g., Crusades and the Great Schism.</p> | <p>Student Edition: 198, 325-327, 355</p> <p><i>National Geographic</i> 326</p> <p><i>Reading Check</i> 327</p> <p>Teacher Wraparound Edition: C 327; EC 325; RS 326; WS 326</p> |

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| <p>° Summarize the technological advances in Asia and Latin America, e.g., calendars and metallurgy.</p> | <p>Student Edition: 99, 374 <i>Reading Check</i> 99 <i>Social History</i> 208-209</p> <p>Teacher Wraparound Edition: F 208; WS 208</p> |
| <p>SS/H 12.2.2 WD HIST.:1000 C.E.TO THE PRESENT, Medieval period</p> | |
| <p>Analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period.</p> | |
| <p>By the end of twelfth grade, students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period.</p> | |
| <p>° Explain the emergence and distinctive political developments of nation-states, e.g., Spain, France, England, and Russia.</p> | <p>Student Edition: 357-359 <i>Reading Check</i> 359</p> <p>Teacher Wraparound Edition: WS 359</p> |
| <p>° Describe the conflicts among Eurasian powers, e.g., the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.</p> | <p>Student Edition: 322-327</p> <p>Teacher Wraparound Edition: EC 325</p> |
| <p>° Explain the patterns of crisis and recovery, e.g., the Black Death.</p> | <p>Student Edition: 352-359 <i>National Geographic</i> 353 <i>Reading Check</i> 353 <i>Social History</i> 360-361 <i>Turning Point</i> 354</p> <p>Teacher Wraparound Edition: AEC 361; C 359; CT 360; DI 360; SP 353</p> |
| <p>° Explain the preservation of Greek and Roman philosophy, medicine, and science.</p> | <p>Student Edition: 128-131, 149-150, 542 <i>Infographics</i> 149</p> <p>Teacher Wraparound Edition: AIC 138</p> |

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| SS/H 12.2.3 WD HIST.: 1000 C.E. TO THE PRESENT, Renaissance | |
| Analyze the historical developments of the Renaissance. | |
| By the end of twelfth grade, students will analyze the historical developments of the Renaissance. | |
| <p>° Explain the economic foundations of the Renaissance, such as European interaction with Muslims, increased trade, role of the Medici's, and new economic practices.</p> | <p>Student Edition: 398-403 <i>History and Arts</i> 401 <i>Social History</i> 404-405 Teacher Wraparound Edition: AEC 405; C 403; F 404</p> |
| <p>° Discuss the rise of Italian city-states.</p> | <p>Student Edition: 399-400 <i>National Geographic</i> 399 Teacher Wraparound Edition: CT 400; SP 399; WS 399</p> |
| <p>° Compare the artistic, literary, and intellectual creativity, e.g., Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period.</p> | <p>Student Edition: 406-408 <i>History and Arts</i> 407, 408 <i>People in History</i> 410 Teacher Wraparound Edition: C 411; EC 410; WS 410</p> |
| <p>° Explain the Machiavell's theory of government as described in <i>The Prince</i>.</p> | <p>Student Edition: 401 <i>Reading Check</i> 401 Teacher Wraparound Edition: RS 401, 402</p> |
| <p>° Describe the differences between the Italian and the Northern Renaissance.</p> | <p>Student Edition: 409-411 <i>History and Arts</i> 408 Teacher Wraparound Edition: CT 411</p> |

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| SS/H 12.2.4 WD HIST.: 1000 C.E. TO THE PRESENT, Reformation | |
| Analyze the historical developments of the Reformation. | |
| By the end of twelfth grade, students will analyze the historical developments of the Reformation. | |
| <p>° Explain the influence of religious conflicts on government actions, such as the Edict of Nantes in France.</p> | <p>Student Edition: 417, 420, 457 <i>Reading Check</i> 417</p> <p>Teacher Wraparound Edition: C 423</p> |
| <p>° Discuss the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, e.g., the beginnings of religious toleration and the growth of democracy.</p> | <p>Student Edition: 412-417, 420-423 <i>National Geographic</i> 413 <i>People in History</i> 414</p> <p>Teacher Wraparound Edition: CT 414, 415; EC 414</p> |
| SS/H 12.2.5 WD HIST.:1000 C.E.TO THE PRESENT, European expansion | |
| Analyze the impact of European expansion into the Americas, Africa, and Asia. | |
| By the end of twelfth grade, students will analyze the impact of European expansion into the Americas, Africa, and Asia. | |
| <p>° Discuss the roles and motivations of explorers/conquistadors.</p> | <p>Student Edition: 430-433 <i>National Geographic</i> 431 <i>Reading Check</i> 431</p> <p>Teacher Wraparound Edition: DI 432; RS 431, 432</p> |
| <p>° Explain the migration, settlement patterns, and cultural diffusion.</p> | <p>Student Edition: <i>Connecting to the United States</i> 434 <i>National Geographic</i> 431</p> <p>Teacher Wraparound Edition: C 437; RS 434</p> |
| <p>° Explain the exchange of technology, ideas, and agricultural practices.</p> | <p>Student Edition: 435-436 <i>Social History</i> 438-439 <i>Science, Technology, and Society</i> 433</p> <p>Teacher Wraparound Edition: C 437; CT 436</p> |

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| <p>° Discuss the trade in slaves, tobacco, rum, furs, and gold.</p> | <p>Student Edition: 430-437, 440-443 <i>Reading Check</i> 431, 436 <i>Social History</i> 438-439 <i>Turning Point</i> 436 Teacher Wraparound Edition: C 437, 443; F 438; SP 441</p> |
| <p>° Relate the introduction of new diseases.</p> | <p>Student Edition: 435 <i>Social History</i> 438-439 Teacher Wraparound Edition: B 438; CT 435, 439</p> |
| <p>° Discuss the influence of Christianity.</p> | <p>Student Edition: 447 <i>Infographics</i> 446 Teacher Wraparound Edition:</p> |
| <p>° Explain the economic and cultural transformations created by the emergence of plant-like tobacco and corn in new places and the arrival of the horse in the Americas.</p> | <p>Student Edition: 436 <i>Reading Check</i> 436 <i>Social History</i> 438-439 Teacher Wraparound Edition: A 439; AEC 439; C 437; WS 438</p> |
| <p>° Describe the competition for resources and the rise of the Commercial Revolution and mercantilism.</p> | <p>Student Edition: 440-441, 444-447 Teacher Wraparound Edition:</p> |
| <p>° Explain the cultural changes in indigenous societies.</p> | <p>Student Edition: 435-436, 444-447 <i>Infographics</i> 446 Teacher Wraparound Edition: AEC 439; B 438; SP 445</p> |

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| SS/H 12.2.6 WD HIST:1000 C.E. TO THE PRESENT, religions | |
| Compare and contrast Judaism, Christianity, Islam, Buddhism, Hinduism and Confucianism. | |
| By the end of twelfth grade, students will compare and contrast Judaism, Christianity, Islam, Buddhism, Hinduism and Confucianism. | |
| <p>° Compare and contrast major leaders and events.</p> | <p>Student Edition: 73, 170, 188-191, 216, 218, 415-417 <i>People in History</i> 74, 414 <i>Reading Check</i> 414 <i>Turning Point</i> 416</p> <p>Teacher Wraparound Edition: CT 74, 170; RS 170</p> |
| <p>° Compare and contrast sacred writings.</p> | <p>Student Edition: 50-51, 190, 216, 218, 220, 222, 224, 226, 228</p> <p>Teacher Wraparound Edition: <i>AIC</i> 220</p> |
| <p>° Compare and contrast traditions, customs, and beliefs.</p> | <p>Student Edition: 50-51, 72-75, 188-191, 202-203, 216-232 <i>Infographics</i> 202 <i>Reading Check</i> 74 <i>The Five Pillars of Islam</i> 190</p> <p>Teacher Wraparound Edition: C 191, 203; CT 74; RS 216; WS 50</p> |
| <p>° Explain monotheistic versus polytheistic views.</p> | <p>Student Edition: 50, 188, 191</p> <p>Teacher Wraparound Edition: CT 51; DI 214</p> |
| <p>° Discuss geographic distribution at different times.</p> | <p>Student Edition: 50-51, 72, 73, 75, 996 <i>National Geographic</i> 171, 193 <i>Turning Point</i> 172</p> <p>Teacher Wraparound Edition: C 75; EC 50; SP 997</p> |

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| <p>° Compare and contrast political, social, and economic influences of each.</p> | <p>Student Edition: 90, 99, 168-173 <i>Turning Point</i> 172</p> <p>Teacher Wraparound Edition: C 173; CT 172; WS 173</p> |
| <p>° Discuss the long-standing religious conflicts and recent manifestations in places, e.g., Ireland, Middle East, and Bosnia.</p> | <p>Student Edition: 171-173, 192, 197-198, 325-327, 939, 943, 951, 996 <i>National Geographic</i> 997 <i>Opposing Viewpoints</i> 198 <i>Reading Check</i> 951</p> <p>Teacher Wraparound Edition: C 199; CT 172; DK 198</p> |
| <p>SS/H 12.2.7 WD HIST:1000 C.E. TO THE PRESENT, changes</p> | |
| <p>Analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries.</p> | |
| <p>By the end of twelfth grade, students will analyze the scientific, political, and economic changes of the 16th, 17th, 18th, and 19th centuries.</p> | |
| <p>° Explain the impact of scientific ideas on political institutions, social movements, and religion.</p> | <p>Student Edition: 538-545 <i>National Geographic</i> 539 <i>Opposing Viewpoints</i> 541 <i>Turning Point</i> 542</p> <p>Teacher Wraparound Edition: ACL 543; C 545; CT 544; RS 539, 540; WS 541</p> |
| <p>° Discuss the establishment of absolute monarchies by individuals, e.g., Louis XIV, Frederick the Great, and Peter the Great.</p> | <p>Student Edition: 467-469 <i>Reading Check</i> 468</p> <p>Teacher Wraparound Edition: C 469</p> |

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| <p>° Compare and contrast the Glorious Revolution in England and the French Revolution.</p> | <p>Student Edition: 463, 576-583 <i>History & Arts</i> 579 <i>Political Cartoons</i> 577 <i>Reading Check</i> 463 Teacher Wraparound Edition: AIC 581; RS 581</p> |
| <p>° Explain the ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson.</p> | <p>Student Edition: 546-553 <i>National Geographic</i> 547 <i>People in History</i> 549 <i>Reading Check</i> 547 Teacher Wraparound Edition: CT 548; RS 551</p> |
| <p>° Explain the new scientific theories, e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin.</p> | <p>Student Edition: 540-545 <i>Opposing Viewpoints</i> 541 <i>Science, Technology & Society</i> 544 <i>Turning Point</i> 542 Teacher Wraparound Edition: CT 540; EC 542; WS 541</p> |
| <p>° Discuss how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas.</p> | <p>Student Edition: 615-621; 652-657 <i>Turning Point</i> 617 Teacher Wraparound Edition: AEC 620; ACL 618; C 621, 657; CT 616; RS 618</p> |
| <p>° Explain how the arts, philosophy, and literature were influenced by people, such as Voltaire, Diderot, Delacroix, Bach, and Mozart.</p> | <p>Student Edition: 548-553 <i>Infographics</i> 550 <i>People in History</i> 549 Teacher Wraparound Edition: CT 549; EC 549; RS 549</p> |

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| <p>° Discuss the influence of religious beliefs on art, politics, science, and commerce.</p> | <p>Student Edition: 72, 204-207 <i>History & Arts</i> 72, 287, 288 <i>Reading Check</i> 289</p> <p>Teacher Wraparound Edition: RS 207</p> |
| <p>SS/H 12.2.8 WD HIST:1000 C.E. TO THE PRESENT, political develop</p> | |
| <p>Describe 19th century political developments in Europe, and their impact on the world.</p> | |
| <p>By the end of twelfth grade, students will describe 19th century political developments in Europe, and their impact on the world.</p> | |
| <p>° Summarize the Congress of Vienna and its influence on the political geography of Europe.</p> | <p>Student Edition: 624-629 <i>National Geographic</i> 625 <i>Reading Check</i> 625</p> <p>Teacher Wraparound Edition: SP 625</p> |
| <p>° Describe the attempts at expansion of democracy in Europe, e.g., Chartist Movement, British Reform Laws, and liberal revolutions.</p> | <p>Student Edition: 626-629, 668-670 <i>History & Arts</i> 627 <i>Reading Check</i> 627</p> <p>Teacher Wraparound Edition: CT 626; RS 627</p> |
| <p>° Relate the growth of nationalism, e.g., unification of Germany and Italy.</p> | <p>Student Edition: 630-637</p> <p>Teacher Wraparound Edition: C 629, 637; EC 633</p> |

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| <p>° Describe the scramble for empire in Europe, Africa, and Asia Latin America.</p> | <p>Student Edition: 671, 686-691, 692-699, 702-704, 713-715 <i>Geography & History</i> 700-701 <i>National Geographic</i> 687, 693 <i>Opposing Viewpoints</i> 698 <i>Political Cartoons</i> 689 <i>People in History</i> 696 <i>Reading Check</i> 687, 704</p> <p>Teacher Wraparound Edition: AEC 700; C 691, 699, 715; CT 697; EC 701; F 700</p> |
| <p>° Address the feminist issues, e.g., divorce, property, and suffrage.</p> | <p>Student Edition: 661-663 <i>Connecting to the United States</i> 661 <i>Infographics</i> 663 <i>Reading Check</i> 663</p> <p>Teacher Wraparound Edition: ACL 663; EC 661; RS 661, 662</p> |
| <p>° Outline the abolition of slavery and slave trade.</p> | <p>Student Edition: 252, 637 <i>Time Notebook</i> 753</p> <p>Teacher Wraparound Edition: RS 637</p> |
| <p>SS/H 12.2.9 WD HIST:1000 C.E. TO THE PRESENT, Ind. Revolution.</p> | |
| <p>Analyze and explain the effects of the Industrial Revolution.</p> | |
| <p>By the end of twelfth grade, students will analyze and explain the effects of the Industrial Revolution.</p> | |
| <p>° Describe the rise of industrial economics and their link to imperialism and colonialism.</p> | <p>Student Edition: 614, 620</p> <p>Teacher Wraparound Edition:</p> |
| <p>° Explain how scientific and technological changes, e.g., the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change.</p> | <p>Student Edition: 614-621 <i>Science, Technology & Society</i> 618</p> <p>Teacher Wraparound Edition: ACL 618; RS 615, 618</p> |

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| <p>° Outline the responses to capitalism, e.g., utopianism, socialism, and communism.</p> | <p>Student Edition: 620-621, 655-657 <i>History & Arts</i> 656</p> <p>Teacher Wraparound Edition: AEC 656; DI 656</p> |
| <p>° Relate how the status of women and children reflected societal changes.</p> | <p>Student Edition: 619, 661-665 <i>Analyzing Primary Sources</i> 622-623 <i>Infographics</i> 663 <i>Reading Check</i> 660 <i>Turning Point</i> 617</p> <p>Teacher Wraparound Edition: AEC 620; C 665; CT 622</p> |
| <p>° Explain the evolution of work and labor, e.g., the slave trade, mining and manufacturing, and the union movement.</p> | <p>Student Edition: 440-441, 616-621, 657 <i>Analyzing Primary Sources</i> 622-623</p> <p>Teacher Wraparound Edition: C 657; DI 441; RS 657</p> |
| <p>° Explain how Asia and Africa were transformed by European commercial power.</p> | <p>Student Edition: 724-731 <i>History & Arts</i> 727 <i>Political Cartoons</i> 730</p> <p>Teacher Wraparound Edition: C 731; CT 730; DI 726</p> |
| <p>° Summarize the dominance of global economic systems by European powers.</p> | <p>Student Edition: 655 <i>Reading Check</i> 655</p> <p>Teacher Wraparound Edition: RS 655</p> |

| STANDARDS | PAGE REFERENCES |
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| SS/H 12.2.10 WD HIST:1000 C.E. TO THE PRESENT, 20th century | |
| Analyze major 20th century historical events. | |
| By the end of twelfth grade, students will analyze major 20th century historical events. | |
| <p>° Relate ethnic conflicts, e.g., Bosnia, Arab-Israeli conflict, Biafra and Rwanda, Northern Ireland and Kashmir, and Zapatistas and Mexico.</p> | <p>Student Edition: 939, 951, 996-1002, 1020 <i>Connecting to the United States</i> 1002 <i>National Geographic</i> 997 <i>Reading Check</i> 951 <i>Time Notebook</i> 1059</p> <p>Teacher Wraparound Edition: C 1003</p> |
| <p>° Compare trends in global populations, growth and distribution over time.</p> | <p>Student Edition: 1043, 1050 <i>Reading Check</i> 1050 <i>Reference Atlas</i> A24-A25</p> <p>Teacher Wraparound Edition: CT 1050</p> |
| <p>° Differentiate the development of collective security organizations, e.g., League of Nations, the United Nations, NATO, and Warsaw Pact.</p> | <p>Student Edition: 781, 900, 1048 <i>Infographics</i> 1049, 1052</p> <p>Teacher Wraparound Edition: RS 1052</p> |
| <p>° Differentiate the development of world economic associations, e.g., E.C., NAFTA, WTO, World Bank, IMF.</p> | <p>Student Edition: 1051-1053</p> <p>Teacher Wraparound Edition: AEC 1052; CT 1052; WS 1051</p> |
| <p>° Discuss the extension of human rights, e.g., women and all nationalities.</p> | <p>Student Edition: 918, 1045 <i>Infographics</i> 919, 948 <i>Reading Check</i> 921, 948, 1045</p> <p>Teacher Wraparound Edition: C 921; CT 1045; EC 920; RS 948, 1045; WS 920, 948</p> |

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| <p>° Compare the causes and effects of World War I and World War II.</p> | <p>Student Edition: 758-761, 762-769, 778-783, 822, 856-861, 864-871, 880-887</p> <p><i>Analyzing Primary Sources</i> 862-863 <i>Geography & History</i> 872-873 <i>History & Arts</i> 760, 782 <i>Infographics</i> 870, 881 <i>National Geographic</i> 759, 763, 779, 857, 865, 866 <i>Political Cartoons</i> 859 <i>Reading Check</i> 759, 769 <i>Turning Point</i> 885</p> <p>Teacher Wraparound Edition: AEC 767; C 769, 783, 861; RS 862; SP 779</p> |
| <p>° Summarize the Russian Revolution.</p> | <p>Student Edition: 772-777</p> <p><i>Infographics</i> 776 <i>National Geographic</i> 773 <i>Turning Point</i> 775</p> <p>Teacher Wraparound Edition: CT 776; RS 774</p> |
| <p>° Relate the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.</p> | <p>Student Edition: 796-803</p> <p><i>Infographics</i> 798 <i>National Geographic</i> 797, 801 <i>Reading Check</i> 799, 809</p> <p>Teacher Wraparound Edition: RS 797, 799</p> |
| <p>° Summarize the political, social, and economic impact of the 1930's worldwide depression.</p> | <p>Student Edition: 790-795</p> <p><i>Reading Check</i> 793 <i>Turning Point</i> 793</p> <p>Teacher Wraparound Edition: CT 793; RS 792; SP 792</p> |

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| <p>° Describe the Nazi Holocaust and other examples of genocide.</p> | <p>Student Edition: 804-809, 823-824, 874-879 <i>Connecting to the United States</i> 878 <i>History & Arts</i> 824, 877 <i>Infographics</i> 805 <i>National Geographic</i> 875 <i>Reading Check</i> 875 <i>Social History</i> 810-811</p> <p>Teacher Wraparound Edition: C 879; CT 824, 876; EC 807; RS 877</p> |
| <p>° Explain how new technologies, e.g., atomic power, influenced patterns of conflict.</p> | <p>Student Edition: 903-907, 946 <i>Turning Point</i> 885</p> <p>Teacher Wraparound Edition: C 907; CT 885; RS 905</p> |
| <p>° Discuss the economic and military power shifts since 1945, e.g., the rise of Germany and Japan as economic powers.</p> | <p>Student Edition: 883</p> <p>Teacher Wraparound Edition: T 883</p> |
| <p>° Relate the revolutionary movements in Asia and its leaders, e.g., Mao Tse-tung and Ho Chi Minh.</p> | <p>Student Edition: 831, 837-839; 1021 <i>Infographics</i> 831, 838 <i>National Geographic</i> 837</p> <p>Teacher Wraparound Edition: CT 838; RS 831</p> |
| <p>° Explain how African and Asian countries achieved independence from European colonial rule, e.g., India under Gandhi and Kenya under Kenyatta, and how they have fared under self-rule. °</p> | <p>Student Edition: 706, 830, 832, 988, 1018 <i>Infographics</i> 846 <i>People in History</i> 706, 988 <i>Turning Point</i> 833</p> <p>Teacher Wraparound Edition: EC 988; DI 832</p> |

| STANDARDS | PAGE REFERENCES |
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| <p>° Describe regional and political conflicts, e.g., Korea and Vietnam.</p> | <p>Student Edition: 907, 1017 <i>National Geographic</i> 1016</p> <p>Teacher Wraparound Edition: DI 907; SP 1016</p> |
| <p>° Summarize the end of the end of the Cold War and the collapse of the Soviet Union.</p> | <p>Student Edition: 930 <i>National Geographic</i> 931 <i>Reading Check</i> 932 <i>Turning Point</i> 933</p> <p>Teacher Wraparound Edition: C 935; DI 932</p> |
| <p>SS/H 12.2.11 WD HIST:1000 C.E. TO THE PRESENT, skills</p> | |
| <p>Demonstrate historical research and geographical skills.</p> | |
| <p>By the end of twelfth grade, students will demonstrate historical research and geographical skills.</p> | |
| <p>° Identify, analyze, and interpret primary and secondary sources and artifacts.</p> | <p>Student Edition: <i>Analyzing Primary Sources</i> 58-59, 386-387, 594-595, 622-623, 862-863, 1004-1005 <i>Skills Handbook</i> R18, R31</p> <p>Teacher Wraparound Edition: CT R31; DI R31</p> |
| <p>° Validate sources as to their authenticity, authority, credibility, and possible bias.</p> | <p>Student Edition: <i>Skills Handbook</i> R16, R22</p> <p>Teacher Wraparound Edition: CT R22; DI R16; WS R22</p> |
| <p>° Construct various time lines of key events, periods, and personalities since the 11th century.</p> | <p>Student Edition: <i>Skills Handbook</i> R29</p> <p>Teacher Wraparound Edition: DI R29; HCP 467</p> |
| <p>° Identify and analyze major shifts in national political boundaries in Europe since 1815.</p> | <p>Student Edition: <i>National Geographic</i> 625, 669, 931, 791, 797, 886</p> <p>Teacher Wraparound Edition: SP 625, 669</p> |

| STANDARDS | PAGE REFERENCES |
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| <p>° Identify the distribution of major religious cultures in the contemporary world.</p> | <p>Student Edition: 1018-1019 <i>National Geographic</i> 875, 1019</p> <p>Teacher Wraparound Edition: SP 1019</p> |
| <p>° Apply geography to interpret the past by using maps of time, place events to put together the shifts in boundaries and culture/religious groups through time.</p> | <p>Student Edition: <i>Egyptian Kingdoms</i> 38-39 <i>Skills Handbook</i> R29</p> <p>Teacher Wraparound Edition: DI R29; HCP 467</p> |