



World History JOURNEY ACROSS TIME

The Early Ages

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STANDARDS

PAGE REFERENCES

World History (WH:1)

The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.

The knowledge incorporated within the phrase "World History and Contemporary Issues" may be presented under a variety of course titles. Whatever the course, the most effective study will focus on important concepts, broad themes, major issues, and significant movements, rather than a lengthy and fragmented list of people, places, events and other facts. For students to fully participate in historical thinking and be prepared for life as decision-making citizens, they must be able to draw upon ideas, issues and events from the full range of human experience?

STANDARDS	PAGE REFERENCES
<p>SS:WH:1: Political Foundations and Developments Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>	
<p>Grades 5-6</p>	
<p>SS:WH:6:1.1: Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change)</p>	<p>Student Edition: 14-15, 17-18, 19-20, 23, 28, 43-44 <i>Comparing Mesopotamia to Egypt</i> 44 <i>Section Review</i> 23 #3, 46 #3 Teacher Wraparound Edition: CTA 19</p>
<p>SS:WH:6:1.2: Explore the use and abuse of power. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: 45-46, 48, 280-281, 282-283 <i>Biography</i> 22, 212 <i>Four Chinese Dynasties</i> 247 <i>You Decide...</i> 24-25 Teacher Wraparound Edition: CY 246; ETC 24, 282; TT 280</p>
<p>World History (WH:2)</p>	
<p>SS:WH:2: Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>	
<p>SS:WH:6:2.1: Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, F: Global Transformation)</p>	<p>Student Edition: 213, 246-247, 447-449, 612 <i>National Geographic</i> 121, 246, 448 <i>Reading Check</i> 247 <i>Section Review</i> 248 #4 Teacher Wraparound Edition: CAT 447; CTA 447</p>
<p>SS:WH:6:2.2: Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society)</p>	<p>Student Edition: 215-216, 418-420 <i>History Markers</i> 215 <i>National Geographic</i> 419 <i>Section Review</i> 216 #3, #6, 422 #3 Teacher Wraparound Edition: CTA 419; ETC 421; ICA 120, 420</p>

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SS:WH:6:2.3: Describe major migrations, e.g., the first humans from Africa to the rest of the world, the Huns into China and Europe, or the Bantu across Africa. (Themes: C: People, Places and Environment, I: Patterns of Social and Political Interaction)	Student Edition: 81, 82, 322, 469, 472-473, 573 <i>National Geographic</i> 469, 573 Teacher Wraparound Edition: ETC 474; MAA 472
SS:WH:6:2.4: Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)	Student Edition: 95, 100-101, 134-137, 447, 664, 669 <i>Biography</i> 466, 471 <i>Primary Source</i> 135 Teacher Wraparound Edition: DI 95
World History (WH:3)	
SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.	
SS:WH:6:3.1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)	Student Edition: 81-85, 94-98, 133, 344-347, 361-364, 374-375 <i>Biography</i> 346, 349, 376 <i>Linking Past & Present</i> 362 <i>Major Jewish Holy Days</i> 96 <i>National Geographic</i> 380 <i>Primary Source</i> 348 Teacher Wraparound Edition: ICA 97
SS:WH:6:3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	Student Edition: 20-21, 97-98, 128-129, 334, 516, 550 <i>Biography</i> 517 <i>Linking Past & Present</i> 21 <i>The Way It Was</i> 98 Teacher Wraparound Edition: CY 21; ICA 20

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<p>World History (WH:4)</p>	
<p>SS:WH:4: Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	
<p>SS:WH:6:4.1: Analyze the impact of the agricultural revolution on humans using examples, e.g., the role of women, specialization of labor, or population density. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)</p>	<p>Student Edition: 13-15, 17-18, 41-42, 45-46 <i>Section Review 15 #3</i> <i>The Way It Was 42-43</i> Teacher Wraparound Edition: ETC 43; ICA 42; R 15; WA 43</p>
<p>SS:WH:6:4.2: Understand the tension over land use between settled farmers and nomadic herders using examples, e.g., ancient Mesopotamia, Asian steppe lands, or 20th Century Africa. (Themes: A: Conflict and Cooperation, C: People, Places and Environment, I: Patterns of Social and Political Interaction)</p>	<p>The following references may be used in classroom discussion to meet this objective. Student Edition: 13, 14, 15, 19, 39 <i>Comparing the Neolithic and Paleolithic Ages 14</i> Teacher Wraparound Edition: CAT 18; WA 43</p>
<p>SS:WH:6:4.3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops. (Themes: G: Science, Technology, and Society)</p>	<p>Student Edition: 15, 21, 41, 230, 245, 525-526 <i>Comparing Mesopotamia to Egypt 44</i> <i>Section Review 23 #6, 231 #5</i> <i>The Way It Was 234-235</i></p>
<p>SS:WH:6:4.4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet. (Themes: G: Science, Technology, and Society, J: Human Expression and Communication)</p>	<p>Student Edition: 20-21, 28, 42, 228 <i>Comparing Mesopotamia to Egypt 44</i> <i>History Makers 228</i> <i>Linking Past & Present 21, 61</i> <i>Reading Check 21</i> <i>Section Review 23 #3, #5</i> Teacher Wraparound Edition: CY 21; ICA 20</p>

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World History (WH:5)	
SS:WH:5: Social/Cultural Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.	
SS:WH:6:5.1: Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change)	Student Edition: 19, 20, 71-72, 263-265, 306-310 <i>The Way It Was</i> 306 Teacher Wraparound Edition: CTA 19, 265; HM 264, 308; ICA 306; TT 18
SS:WH:6:5.2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)	Student Edition: 97-98, 128-129, 307, 334, 516, 530, 550 <i>Linking Past & Present</i> 21 <i>The Way It Was</i> 98 Teacher Wraparound Edition: CY 21, 450
SS:WH:6:5.3: Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states, e.g., the Ancient Persia, the Ottoman Empire, or Nigeria. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, J: Human Expression and Communication)	The following references may be used in classroom discussion to meet this objective. Student Edition: 132-133, 134-137, 264-265, 266-267, 273, 292, 309-310, 354, 385-386 Teacher Wraparound Edition: ETC 136
SS:WH:6:5.4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theatre. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)	Student Edition: 160-161, 304 <i>Linking Past & Present</i> 128, 160 <i>The Roman Colosseum</i> 305 <i>The Way It Was</i> 306 Teacher Wraparound Edition: ETC 129, 160; ICA 306; TT 160
SS:WH:6:5.5: Describe the types of families that various societies have created, e.g., the extended, matrilineal, or nuclear. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)	Student Edition: 46, 128-129, 143, 234-235, 307-308, 469-470 <i>Section Review</i> 239 #1 <i>The Way It Was</i> 143 Teacher Wraparound Edition: CAT 234; WA 236

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SS:WH:1: Political Foundations and Developments

Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.

Grades 7-8

SS:WH:8:1.1: Explore how leaders have attempted to achieve political legitimacy using methods and rationales, e.g., the Divine Right of Kings, military power, or popular elections. (Themes: E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)

Student Edition:

48, 62, 64, 87, 129-130

Biography 22, 63, 66

Primary Source 71

You Decide... 24-25

Teacher Wraparound Edition:

ICA 64, 128

SS:WH:8:1.2: Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East. (Themes: E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction, J: Human Expression and Communication)

Student Edition:

84-85, 100-102, 354, 363-364, 380-381, 382-383, 384-386

Biography 237

National Geographic 380

Teacher Wraparound Edition:

CTA 354; ICA 383

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<p>SS:WH:8:1.3: Explore the use and abuse of power that results in mass murder and genocide, e.g., Carthage by Rome, the conquest of Aztecs, or the Holocaust. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 274-276, 595-597 <i>National Geographic</i> 274 <i>Primary Source</i> 597 <i>Section Review</i> 276 #3</p> <p>Teacher Wraparound Edition: CY 275; E 276; EM 274; HM 274; R 276</p>
<p>World History (WH:2)</p>	
<p>SS:WH:2: Contacts, Exchanges & International Relations Students will demonstrate their understanding of the interactions of peoples and governments over time.</p>	
<p>SS:WH:8:2.1: Analyze the demographic impact of diseases and their treatment, e.g., the bubonic plague, small pox in the Western Hemisphere, or AIDS. (Themes: F: Global Transformation)</p>	<p>Student Edition: 554-555, 596, 597, 599, 669 <i>Biography</i> 598 <i>National Geographic</i> 554, 555, 668 <i>Primary Source</i> 391 <i>Section Review</i> 600 #5</p> <p>Teacher Wraparound Edition: DI 555</p>
<p>World History (WH:3)</p>	
<p>SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>	
<p>SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 20-21, 160-161, 304, 393-394 <i>Linking Past & Present</i> 160 <i>World Literature</i> 53-58, 164-167, 454-459</p> <p>Teacher Wraparound Edition: DI 304, ETC 160; ICA 143; TT 160</p>

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<p>SS:WH:8:3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian. (Themes: E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)</p>	<p>The following references may be used in classroom discussion to meet this objective.</p> <p>Student Edition: 29-30, 50-52, 162-163, 183, 393-394, 549-550, 586 <i>The Parthenon</i> 162 <i>The Roman Colosseum</i> 305</p> <p>Teacher Wraparound Edition: CTA 29; ETC 549</p>
<p>World History (WH:4)</p>	
<p>SS:WH:4: Economic Systems & Technology Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>	
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