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Program Title: Discovering Our Past

Components: Medieval and Early Modern Times (Student Edition); Medieval and Early Modern Times (Teacher Edition). This program also includes printed ancillary materials and technology components.

Grade Level(s): Grade 7

**Standards Map – Basic Comprehensive Program
Grade Seven – History Social Science
World History and Geography: Medieval and Early Modern Times**

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

Grade	Standard #	Text of Standard	PUBLISHER CITATIONS		IMAP/CRP USE ONLY			
			Primary Citations	Supporting Citations	Meets Standard		IMAP/CRP Notes	
					Y	N		
7	7.1	Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.	Student Edition: Chapter 1 covers this standard, 132–69 causes of expansion, 137–38 effects of expansion, 137–38 , influence of Rome, 139–69 causes of disintegration, 145–51, 154–55, 166–67 effects of disintegration, 151, 152–53 Byzantine Empire, 157–65	Student Edition: Unit 1 Introduction, 128–29, 130–31 Unit 1 Review, 242–43 California Standards Handbook, 569 Chapter 1 Assessment, 168–69 Teacher Edition: 128B, 128–29, 130–31, 132B, 132–33, 242–43, 137				

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					Y	N	
7	7.1.1	Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).	<u>Student Edition:</u> early strengths, 137–38 lasting contributions, 138–43, 152–53 citizenship, 137, 145–46, 146, 152–53 rights under Roman law, 152–53 art and architecture, 140–41, 153 engineering, 140–141, 153 philosophy, 142–43, 153 Christianity, 148, 149, 152–53 internal weaknesses, 145–51, 154–55 autonomous military powers, 149–51 corruption, 145–46, 154–55, 166–67 slavery, 145–46, 147, 154 lack of education, 145–46 distribution of news, 146	<u>Teacher Edition:</u> 136–37, 139, 140, 141, 142, 143, 144, 145, 146, 147, 152, 153, 154–55, 161, 166–67, 169			
7	7.1.2	Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.	<u>Student Edition:</u> empire at height, 137–38 factors threatening its territory, 145, 149–51	<u>Teacher Edition:</u> 138, 144, 149, 150, 151, 154–55			

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7	7.1.3	Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.	<u>Student Edition:</u> Constantinople, 147, 157 Byzantine Empire, 157–65 consequences of two religions and church state–relations, 161–62	<u>Teacher Edition:</u> 148, 156, 157, 158, 159, 160, 162, 163, 164, 165, 167			
7	7.2	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.	<u>Student Edition</u> Chapter 2 covers this standard, 170–201 geography of Islamic civilizations, 175–76 politics of Islamic civilizations, 177–78, 182–83, 185–87 economy of Islamic civilizations, 184, 191–93 religion of Islamic civilizations, 176–80, 185, 192–93, 196, 198–99 society of Islamic civilizations, 191–93, 193–97	<u>Student Edition:</u> Unit 1 Introduction, 128–29, 130–31 Unit 1 Review, 242–43 California Standards Handbook, 570–71 Chapter 2 Assessment, 200–01 <u>Teacher Edition:</u> 128B, 128–29, 130–31, 170B, 170–71, 175, 242–43			
7	7.2.1	Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.	<u>Student Edition:</u> features and climate of Arabian peninsula, 175–76 relationship to other areas, 175–76, 185–86 nomadic and sedentary, 175–76	<u>Teacher Edition:</u> 174, 175, 176,			

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					Y	N	
7	7.2.2	Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.	Student Edition: origins, 176–77 life of Muhammad, 176–78 teachings, 176–80 connection with Judaism and Christianity, 179–80, 184	Teacher Edition: 176, 177, 178, 179, 180,			
7	7.2.3	Explain the significance of the Qur’an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims’ daily life.	Student Edition: Quran and its influences, 179–80, 199, 225 Sunna and its influences, 180 general influences on beliefs, practices, law, and daily life, 177, 179–80, 183–84, 185–86, 188, 192–93, 193, 196–97	Teacher Edition: 174, 180, 193			
7	7.2.4	Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.	Student Edition: conquest, 182–84, 187 treaties, 177 cultural blending, 184, 186, 187–88, 189, 191–97, 227 acceptance of Islam, 182–84, 186, 187–88, 189, 224–27 spread of Arabic language, 191, 227	Teacher Edition: 181, 182, 183, 184, 185, 186, 187, 188, 189, 201			
7	7.2.5	Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes	Student Edition: growth of cities, 175, 176–77, 186, 192	Teacher Edition: 184, 190, 191, 192			

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		(e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.	trade routes, 175–77, 182–84, 186–89, 191–93 products and inventions, 189, 191–94 spices, textiles, steel, crops, 191 paper, 189 role of merchants, 184, 189, 191–93				
7	7.2.6	Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.	Student Edition: science, 194, 195 geography, 194, 195 mathematics, 194 philosophy, 184, 193–94 medicine, 194 art, 196–97, 225 literature, 184, 193–94, 195, 196, 198–99	Teacher Edition: 170, 171, 177, 184, 190, 193, 194, 195, 196, 197, 198, 199			
7	7.3	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.	Student Edition: Chapter 4 covers this standard, 248–91 China’s geography, 254–57, 268–73, 282, 284–86 China’s politics, 253–56, 258–59, 268–71, 272–73, 282–83, 287 China’s economics, 254–55, 261–64, 273, 282–83, 284–87 China’s religion, 256–57, 258–59,	Student Edition: Unit 2 Introduction, 244–45, 246–47 Unit 2 Review, 374–75 California Standards Handbook, 573–74 Chapter 4 Assessment, 290–91 Teacher Edition: 244B, 244–45, 246–47, 248B, 248–49, 264, 265, 268, 269, 270, 272,			

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			272–73, 286 China's society, 255, 256–57, 258–59, 261, 262–64, 264–66, 272–73, 283, 286, 288–89	282, 283, 289			
7	7.3.1	Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.	<u>Student Edition:</u> reunification, 253–55 spread of Buddhism, 256–57	<u>Teacher Edition:</u> 252, 253, 255			
7	7.3.2	Describe agricultural, technological, and commercial developments during the Tang and Sung periods.	<u>Student Edition:</u> agricultural developments, 261, 289 technological developments, 262–66 commercial developments, 261–62, 265–66, 288	<u>Teacher Edition:</u> 254, 255, 256, 257, 260, 261, 262, 263, 266, 288			
7	7.3.3	Analyze the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods.	<u>Student Edition:</u> influences during the Song period, 258–59 influences during the Mongol period, 272–73	<u>Teacher Edition:</u> 252, 258, 259,			
7	7.3.4	Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.	<u>Student Edition:</u> overland trade, 270, 272–73, 387–88 maritime trade, 284–86, 289	<u>Student Edition:</u> Mongols and the Silk Road, 365 <u>Teacher Edition:</u> 267, 272, 281, 283, 289			

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7	7.3.5	Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.	Student Edition: tea, 261, 273 paper, 263–64 woodblock printing, 263 compass, 264 gunpowder, 264, 270	Teacher Edition: 263, 266, 283, 284, 285, 286, 287			
7	7.3.6	Describe the development of the imperial state and the scholar-official class.	Student Edition: imperial state, 255–56, 258–59, 270, 272–73, 282–83 scholar class, 257, 258–59, 272–73, 282–83	Teacher Edition: 258, 259, 272			
7	7.4	Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.	Student Edition: Chapter 3 covers this standard, 202–41 Africa’s geography, 207–08, 209 Africa’s politics, 210–14, 225–25, 227–29, 232, 239 Africa’s economy, 208–14, 225, 227 Africa’s religion, 223, 224–27 Africa’s society, 223, 227–29, 232–37	Student Edition: Unit 1 Introduction, 128–29, 130–31 Unit 1 Review, 242–43 California Standards Handbook, 574–75 Chapter 3 Assessment, 240–41 Teacher Edition: 128B, 128–29, 130–31, 202B, 202–03, 242–43			
7	7.4.1	Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.	Student Edition: Niger River, 208, 210, 212 vegetation zones, 207–14 trade, 209–14, 232, 233–34 Ghana, 210, 227–	Teacher Edition: 206, 207, 208, 209, 210, 212, 214, 219, 225, 228, 238, 239			

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			28, 238 Mali, 210–11, 224–25, 226, 228–29, 239				
7	7.4.2	Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.	Student Edition: family, 231 labor specialization, 228–29, 235–38 commerce, 209–11 development of states and cities in West Africa, 209–11	Teacher Edition: 209, 210, 230, 231, 233, 234, 236, 237			
7	7.4.3	Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.	Student Edition: trans-Saharan trade, 209–11 changing religious and cultural characteristics, 223, 224–29, 232, 233–37, 238–39 traditional religions, 223 influence of Islam, 223–27 government and society, 227–29 slavery, 232–34 spread of culture, 235–37	Teacher Edition: 206, 209, 210, 211, 214, 219, 222, 223, 224, 225, 226, 227, 229, 235			
7	7.4.4	Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.	Student Edition: Arabic writers, 224–25, 227, 228–29, 238–39 Arabic language, 227 sharing ideas, 214,	Teacher Edition: 227			

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			227 Arabic traders, 213–14				
7	7.4.5	Describe the importance of written and oral traditions in the transmission of African history and culture.	Student Edition: Bantu language, 209 storytellers, 211, 216–20, 237 written history, 212–13 Arab historians, 224–25 libraries at Timbuktu, 225, 238–39 oral history, 211, 216–20, 235–237	Teacher Edition: 212, 217			
7	7.5	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.	Student Edition: Chapter 5 covers this standard, 292– 319 Japans’ geography, 297, 298 Japan’s politics, 298, 299, 300, 303–04, 304–08 Japan’s economy, 297, 298, 299, 303, 304–05, 314–15 Japan’s religion, 298, 299–300, 301, 303–04, 310–11 Japan’s society, 304–06, 307–08, 310–312, 314–15, 316–17	Student Edition: Unit 2 Introduction, 244–45, 246–47, Unit 2 Review, 374–75 California Standards Handbook, 576–77 Chapter 5 Assessment, 318– 19 Teacher Edition: 244B, 244–45, 246–47, 292B, 292–93, 294–95, 374–75			

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7	7.5.1	Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.	Student Edition: proximity to and general influences of China and Korea, 298, 299, 303, 304, 306, 314 intellectual influences, 299 linguistic influences, 312 religious influences, 300, 301 (Shinto prepares students for later discussion of religious changes), 303–04, 310–12 philosophical influences, 299, 310 general influences on Japan, 299, 300	Teacher Edition: 296, 297, 319			
7	7.5.2	Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.	Student Edition: Shotoku, 244, 246, 299, 300, 303 society and family, 299, 314–15	Teacher Edition: 296, 299, 300,			
7	7.5.3	Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of <i>shogun</i> , <i>daimyo</i> , and <i>samurai</i> and the lasting influence of the warrior code in the twentieth century.	Student Edition: rise of lord-vassal system, 304–06, 307–08 shogun, 305–08 daimyo, 307–08, 314 samurai, 305–08 warrior code, 305, 306	Teacher Edition: 302, 305, 306, 307, 308			

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7	7.5.4	Trace the development of distinctive forms of Japanese Buddhism.	Student Edition: Shinto (which is impacted by Buddhism) 301 Buddhism spreads to Japan, 303–04 Pure Land Buddhism, 310 Zen Buddhism, 310 Buddhist art, 310–12	Teacher Edition: 303, 310, 311, 315			
7	7.5.5	Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's <i>Tale of Genji</i> .	Student Edition: art and architecture, 310–12 poems and plays, 312, 316–17 Murasaki Shikibu's <i>Tale of Genji</i> 312, 313, 317	Teacher Edition: 312, 313			
7	7.5.6	Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.	Student Edition: military society, 304–06, 307–08 samurai, 305–08	Teacher Edition: 305, 307			
7	7.6	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.	Student Edition: Chapter 6 covers this standard, 320–73 geography of Medieval Europe, 325–26, 328, 330–31, 336–38, 339–40, 340–41 politics in Medieval Europe, 326–31, 332–33, 335–36, 341–43, 344–45, 346–49, 350–51, 367–369, 371	Student Edition: Unit 2 Introduction, 244–45, 246–47, Unit 2 Review, 374–75 California Standards Handbook, 578–79 Chapter 6 Assessment, 372–73 Teacher Edition: 244B, 244–45, 246–47, 320–21,			

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			economy in Medieval Europe, 325–26, 336–38, 340–43, 344–45, 354, 365–66 religion in Medieval Europe, 327, 328, 331–33, 350, 351, 352–354, 356–59, 360–63 society in Medieval Europe, 326, 328, 329, 331–32, 335–39, 343, 354, 356–63, 365–66, 370–71	322–23, 325, 330, 346, 351, 359, 363, 367, 368, 370			
7	7.6.1	Study the geography of the Europe and the Eurasian land mass, including its location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.	Student Edition: geography, 325–26, 328, 330–31, 336–38, 339–40, 340–41	Teacher Edition: 325, 325, 328, 330, 340			
7	7.6.2	Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.	Student Edition: spread of Christianity, 331–33 role of church and monasteries, 331–33	Teacher Edition: 332			
7	7.6.3	Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.	Student Edition: development, 335–38, 344–35 role in economy, 336–38, 338–40, 344–35 geography on, 335, 344–35 role of manors, 336–38, 344–35 trade and cities,	Teacher Edition: 327, 328, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344–45, 373, 374–375			

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			340–43, 344–35 role of vassals and knights, 335–36, 344–35 life in feudal Europe, 338–40, 344–35				
7	7.6.4	Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).	Student Edition: Franks and the church, 326–27 Charlemagne, 327–329, 330 Holy Roman Empire, 331 Gregory VII and Henry IV, 332–33	Teacher Edition: 327, 328, 329, 332, 333			
7	7.6.5	Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).	Student Edition: medieval England, 347–49, 370–71 Henry II and the Common Law, 348–49 Magna Carta, 349, 371 parliament, habeas corpus, jury system, 348–49	Teacher Edition: 346, 347, 348, 349, 351, 371			
7	7.6.6	Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.	Student Edition: causes and course of Crusades, 352–54 effects, 352–54, 358–59, 395	Teacher Edition: 320E, 352, 353, 354, 358, 359			
7	7.6.7	Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.	Student Edition: spread, 365 effects, 365–66, 371	Teacher Edition: 364, 365, 366, 369, 371			

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7	7.6.8	Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas’s synthesis of classical philosophy with Christian theology, and the concept of “natural law”).	Student Edition: universities, 361 political role of clergy, 328, 331–33, 350, 358–59 spiritual role of clergy, 331–33, 356–59, 360–63 new religious orders, 356–57 preservation of Latin and religious texts, 332 St. Thomas Aquinas, 361, 362 natural law, 361	Teacher Edition: 327, 331, 333, 340, 355, 356, 357, 358, 360, 361, 362			
7	7.6.9	Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.	Student Edition: Muslims in Spain, 367, 369 Reconquista, 369 rise of Spain and Portugal, 369				
7	7.7	Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.	Student Edition: Chapter 9 covers this standard, 446–81 Meso-American and Andean geography, 452–53, 454–55, 457, 460, 462 Meso-American and Andean politics, 458, 459, 460–61, 462, 463, 464 Meso-American and Andean	Student Edition: Unit 3 Introduction, 376–77, 378–79 Unit 3 Review, 546–47 California Standards Handbook, 580–81 Chapter 9 Assessment, 480–81 Teacher Edition: 376B, 376–77, 378–79, 446B, 446–47, 448–49,			

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			economics, 458, 459, 461–62, 462–64, 476–77 Meso-American and Andean religion, 458, 462, 464, 474, 477 Meso-American and Andean society, 458, 459, 462–62, 464	450, 451, 452, 546–47			
7	7.7.1	Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.	Student Edition: locations, landforms, climates of Mexico, Central America and South America, 451–52, 453–54, 454–55, 457, 460, 462 effects on economy, trade, and development of urban society in Mayan societies, 454, 457–58, 459 effects on economy, trade, and development of urban society in Aztec society, 454, 460–62 effects on economy, trade, and development of urban society in Incan society, 455, 462, 463, 464	Student Edition: Aztec society and accomplishments, 494 Incan society and accomplishments, 494 Teacher Edition: 450, 453, 454, 455, 456, 457, 460			

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7	7.7.2	Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.	Student Edition: class structures, 457, 458, 459, 460–62 family life, 458, 459, 461–62, warfare, 458, 459 religious beliefs and practices, 458, 459, 462, 464, 479 slavery, 458, 461	Teacher Edition: 456, 459, 460, 461, 462, 463, 479, 481			
7	7.7.3	Explain how and where each empire arose and how the Aztec and Inca empires were defeated by the Spanish.	Student Edition: rise of Maya, 454, 457 rise of Aztec, 454, 460 rise of Inca, 455, 462 defeat of Aztec, 471–75, 478 defeat of Inca, 476–77, 479	Student Edition: defeat of Aztec and Inca, 494 Teacher Edition: 456, 470, 471, 472, 473, 476, 477, 478, 494			
7	7.7.4	Describe the artistic and oral traditions and architecture in the three civilizations.	Student Edition: in Mayan civilization, 458, 459, 479 in Aztec civilization, 460, 461–62 in Inca civilization, 462, 463, 464	Student Edition: in Aztec civilization, 464 Teacher Edition: 457, 459, 473			
7	7.7.5	Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.	Student Edition: Mayan calendar and astronomy, 458 Mayan use of calendar with agriculture, 458 Aztec calendar and agriculture, 462	Student Edition: Mayan calendar, 462 Aztec and Inca achievements, 494 Teacher Edition: 458, 464, 478, 494, 506			

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7	7.8	Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	<u>Student Edition:</u> Chapter 7 covers this standard, 380–417 origins, 385–91 humanism, 395–97 accomplishments in literature, 397–400 accomplishments in art, 396, 409–11, 415 diffusion, 398–99, 412–13	<u>Student Edition:</u> Unit 3 Introduction, 376–77, 378–79 Unit 3 Review, 546–47 California Standards Handbook, 582–83 Chapter 7 Assessment, 416–17 <u>Teacher Edition:</u> 376B, 376–77, 378–79, 380B, 380–81, 382–83, 546–47			
7	7.8.1	Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).	<u>Student Edition:</u> interest in Greek and Roman subjects, 385–86, 395, 397 humanism, 395–97	<u>Student Edition:</u> revival of Greek and Roman studies and rise of humanism, 423, 516–17 <u>Teacher Edition:</u> 385, 394, 395, 397			
7	7.8.2	Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.	<u>Student Edition:</u> Florence, 386–89, 392–93 Venice, 389, 390–91 growth and importance of trading cities, 385–86, 387–89, 390–91, 392–93	<u>Teacher Edition:</u> 384, 386, 387, 389, 390, 391, 392–93			

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7	7.8.3	Understand the effects of the reopening of the ancient “Silk Road” between Europe and China, including Marco Polo’s travels and the location of his routes.	Student Edition: Silk Road, 270, 272, 387–88 Marco Polo, 272, 388 location of routes, 388	Student Edition: Silk Road, 255 Marco Polo, 251 Teacher Edition: 387, 388, 389			
7	7.8.4	Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).	Student Edition: growth and effects of disseminating information, 397–400 paper, 398–99 translation of Bible, 423–424	Teacher Edition: 394, 398, 399			
7	7.8.5	Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).	Student Edition: literature, 397–400 arts, 395, 409–13, 414–15 science, 397 , mathematics, 397 , cartography, 397, 399 , engineering, 386 (see cathedral), 397 understanding anatomy, 395, 397, 520 understanding astronomy, 397 , Dante Alighieri, 398 Leonardo da Vinci, 396, 397, 410–11 Michelangelo di Buonarroti Simoni, 410–11, 415 Johann Gutenberg, 398–99 William	Teacher Edition: 396, 397, 398, 399, 400, 401–06, 408, 409, 410, 411, 412, 413, 414, 415, 416, 496			

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			Shakespeare, 400, 401–06				
7	7.9	Students analyze the historical developments of the Reformation.	Student Edition: Chapter 8 covers this standard, 418–45	Student Edition: Unit 3 Introduction, 376–77, 378–79 Unit 3 Review, 546–47 California Standards Handbook, 584–85 Chapter 8 Assessment, 444–45 Teacher Edition: 418B, 418–19, 420–21, 546–47			
7	7.9.1	List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).	Student Edition: causes for turmoil in and weakening of Catholic church, 423–26, 427, 428–29, 431–32, 432–34, 442–43 tax policies, 428–29 indulgences, 423–25, 427, 442	Teacher Edition: 423, 429, 442, 443			
7	7.9.2	Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).	Student Edition: theological ideas, 423–26, 427, 431–32, 442–43 political ideas, 428–29, 431–32, 432–33 economic ideas, 423–24, 425, 426, 428–29 Desiderius	Teacher Edition: 422, 423, 424, 425, 426, 427, 428, 430, 431, 433, 442, 443			

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			Erasmus, 423 Martin Luther, 424–26, 427, 442 John Calvin, 431–32, 443 William Tyndale, 424				
7	7.9.3	Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.	Student Edition: Protestants' practices of self-government, 431–32, 434 influence on development of democratic principles and federalism, 431–32, 434	Teacher Edition: 422, 432			
7	7.9.4	Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.	Student Edition: Catholic and Protestant areas, 428–29, 432–34, 436–41 religions in New World, 441	Teacher Edition: 434, 445			
7	7.9.5	Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).	Student Edition: Counter-Reformation, 436–41 Loyola and Jesuits, 436, 443 Council of Trent, 436	Teacher Edition: 435, 436, 441, 443			
7	7.9.6	Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.	Student Edition: missionaries, 440–41 diffusion of Christianity, 440–	Student Edition: Christian missionaries in China, 286–87			

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					Y	N	
			41 missions on a map, 440				
7	7.9.7	Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).	Student Edition: golden age of cooperation, 439–40 creativity in art, literature, and science, 439–40 Inquisition and expulsion of Jews, 440	Teacher Edition: 439, 440, 445			
7	7.10	Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.	Student Edition: Chapter 11, Sections 1 and 2 cover this standard, 514–23, 525–28, 544–45 historical developments of Scientific Revolution, 515–20, 521, 522–23 its lasting effects, 517–20, 522–23, 524–25	Student Edition: Unit 3 Introduction, 376–77, 378–79 effects of Scientific Revolution, 541 Unit 3 Review, 546–47 California Standards Handbook, 586 Chapter 11 Assessment, 544–45 Teacher Edition: 469, 510B, 510–11, 512–13, 515, 546–47			
7	7.10.1	Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).	Student Edition: Greek rationalism, 515 Jewish, Christian, and Muslim science, 515–16, Renaissance humanism, 516	Teacher Edition: 514, 515, 516, 517			

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					Y	N	
			knowledge from exploration, 516–17 understanding that scientific knowledge comes through mathematics and experimentation, 517–18				
7	7.10.2	Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).	Student Edition: New scientific ideas, 517–20 Copernicus, 518 Galileo, 518, 519 Kepler, 518–19 Newton, 519–20, 521 new inventions, 518–23 telescope, 518, 519 microscope, 518, 522 thermometer, 519 barometer, 519	Teacher Edition: 514, 518, 519, 520, 521, 522			
7	7.10.3	Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.	Student Edition: scientific method, 522 Bacon, 522 Descartes, 522 influence of rationalism on democratic ideas, 525–28 coexistence of science and religion, 522–23	Teacher Edition: 514, 522, 523, 525			

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					Y	N	
7	7.11	Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).	<p><u>Student Edition:</u> Chapters 10 and 11 cover this standard, 482–509, 511–13, 524–45 politic changes, 488, 489, 490, 494–95, 496, 497–99, 525–26, 527, 528–30, 532–34, 534–39, 539–40 economic changes, 487–88, 489–92, 494, 495, 497–99, 500–01, 503–05, 541 Age of Exploration, see Chapter 10, 482–509 Enlightenment, 525–30, 532–41 Age of Reason, 515–20, 521, 522–23 Effects of the Enlightenment, 539–41</p>	<p><u>Student Edition:</u> Unit 3 Introduction, 376–77, 378–79 Causes of the Age of Exploration, 516 effects of Age of Exploration, 516–17, 541 modern influence of Enlightenment, 540–541 Unit 3 Review, 546–47 California Standards Handbook, 587–88 Chapter 10 Assessment, 508–09 Chapter 11 Assessment, 544–45</p> <p><u>Teacher Edition:</u> 407, 469, 482B, 482–83, 484–85, 493, 494, 495, 496, 510B, 510–11, 512–13, 531, 532, 533, 546–47</p>			
7	7.11.1	Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.	<p><u>Student Edition:</u> voyages of discovery, 487–92 location of routes, 489–92 (see maps 490–91) influence of cartography, 488 Columbus changes worldview, 490</p>	<p><u>Teacher Edition:</u> 486, 487, 489, 490, 491, 492, 493, 506, 507, 510E</p>			

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					Y	N	
7	7.11.2	Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.	<u>Student Edition:</u> exchange of goods between Europe and Asia, 487–88, 497–99 exchange of plants, animals, technology, culture, and ideas between Europe and Asia, Africa, and the Americas, 500–01, 503–05, 506–07 economic and social impact of the exchange, 500–01, 503–05	<u>Student Edition:</u> the Enlightenment and capitalism, 541 <u>Teacher Edition:</u> 487, 488, 497, 500–01, 502, 503, 504, 505, 509			
7	7.11.3	Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.	<u>Student Edition:</u> colonies and trade, 494–95 origins of capitalism, 497–99 mercantilism, 497 cottage industry, 498–99 elements of market economy: supply and demand, 497–98 investment, 498 entrepreneurs, 498 joint-stock companies, 497–98 capitalism, 499 changing trading and marketing patterns, 497–99, 503–05 trade route locations on a map, 498, 504	<u>Student Edition:</u> rise of capitalism, 541 <u>Teacher Edition:</u> 497, 498, 499, 500–01, 541			

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					Y	N	
			influence of explorers and map makers, 488, 489–92, 494–95, 497–99, 500–01, 506–07				
7	7.11.4	Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.	Student Edition: influence of Renaissance, Reformation, and Scientific Revolution, 525 influence of Greeks, Romans, and Christianity, 525	Teacher Edition: 525			
7	7.11.5	Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).	Student Edition: influence of Enlightenment thinkers, 525–26, 527, 528–30, 542–43 John Locke, 526, 527 Charles-Louis Montesquieu, 528 American founders, 534–39 rights in America, 539–40 human rights throughout the world, 540–41	Student Edition: democratic thought influenced by French Revolution and the Declaration of the Rights of Man and the Citizen, 538–39, 540 Teacher Edition: 525, 526, 527, 528, 529, 533, 536, 538, 540, 541, 542, 543, 545			
7	7.11.6	Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.	Student Edition: influence of Magna Carta, 526, 537 English Bill of Rights, 526, 537 American	Student Edition: influence of Magna Carta, 348, 349 Teacher Edition: 529, 536, 537			

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			Declaration of Independence, 536, 537				

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					Y	N	
Historical and Social Sciences Analysis Skills The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed <i>only in conjunction with the content standards in grades six through eight</i> . <i>In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills:</i>							
		CHRONOLOGICAL AND SPATIAL THINKING					
7	(1)	Students explain how major events are related to one another in time.	<u>Student Edition:</u> Measuring Time, 108–09 Organizing Time, 110–11 Links Across Time, 126–127 Reading a Time Line, 553	<u>Student Edition:</u> Ch. 2 Assessment, #29, 201 Ch. 2 Analyzing Primary Sources, #8, 371 Ch. 8 Sec. 2 Review, #3, 434 <u>Teacher Edition:</u> 126, 127, 160, 186, 307, 320E, 327, 379, 492, 510E			
7	(2)	Students construct various time lines of key events, people, and periods of the historical era they are studying.	<u>Student Edition:</u> Measuring Time, 108–09 Organizing Time, 110–11 Reading a Time Line, 553	<u>Student Edition:</u> Ch. 2 Assessment, #29, 201 Ch. 3 Assessment, #28, 241 Ch. 4 Sec. 3 Review, #3, 273 Ch. 5 Sec. 1 Review, #3, 301 Ch. 8 Sec. 2 Review, #3, 434 Ch. 9 Sec. 3 Review, #3, 477 Ch. 10 Sec. 2 Review, #3, 499 <u>Teacher Edition:</u> 111, 145, 150, 221, 320E, 377, 475, 553			

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					Y	N	
7	(3)	Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.	<p><u>Student Edition:</u> How Do I Study Geography?, 92–93 How Do I Use Maps and Globes?, 94 Understanding Latitude and Longitude, 95 From Globes to Maps, 96 Common Map Projections, 97 Parts of Maps, 98 Types of Maps, 99–100 History and Geography, 112–15 What Is a Historical Atlas?, 116–117</p> <p>All in-text maps and map activities help students master this standard. For examples see: Physical features: Reference Atlas, 60–90 Geographic Dictionary, 104–05 138, 150, 158, 176, 182, 185, 188, 200, 207, 209, 211, 240, 253, 255, 268–69, 282, 284, 290, 297, 318, 325, 326, 328, 330, 350, 353, 365, 366, 367, 385, 388,</p>	<p><u>Student Edition:</u> Ch. 1 Sec. 3 Review, #5, #7, 165 Ch. 1 Assessment, #18, #19, #20, 168 Ch. 2 Sec. 1 Review, #7, 180 Ch. 2 Sec. 2 Review, #5, 189 Ch. 2 Sec. 3 Review, #5, 197 Ch. 2 Assessment, #19, #20, #21, #28, 200–01 Ch. 3 Sec. 1 Review, #5, 214 Ch. 3 Assessment, #19, #20, #21, #28, 240–241 Ch. 4 Assessment, #20, #21, #22, 290 Ch. 5 Sec. 1 Review, #4, 301 Ch. 5 Assessment, #17, #18, #19, 318 Ch. 6 Assessment, #20, #21, #22, 372 Ch. 7 Sec. 3 Review, #6, 413 Ch. 7 Assessment, #17, #18, #19, 416 Ch. 8 Assessment, #14, #15, #16, 444 Ch. 9 Sec. 1 Review, #5, 455 Ch. 9 Assessment, #16, #17, #18, #20 480–481 Ch. 10 Assessment, #15, #16, #17, 508</p>			

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			451, 453, 454, 480, 490–91, 494, 498, 504, 533, 535 Cultural features: 182, 209, 211, 223, 234, 325, 330, 353, 359, 365, 366, 437, 440, 444, 451, 490, 498, 503, 504 Historical migration of people: 150, 182, 209, 234, 325, 330, 359, 451 Expansion and disintegration of empires: 138, 150, 158, 168, 182, 185, 188, 200, 209, 211, 268–69, 328, 330, 453, 454, 490–91, 533, 544 Growth of economic systems: 138, 211, 234, 240, 498, 503, 504, 508, 535	Ch. 11 Assessment, #16, #17, #18, 544 <u>Teacher Edition:</u> 114, 117, 138, 150, 158, 176, 182, 184, 186, 207, 208, 211, 224, 225, 234, 245, 255, 268, 272, 286, 325, 330, 341, 351, 353, 377, 379, 413, 450, 491, 520, 535			
		RESEARCH, EVIDENCE, AND POINT OF VIEW					
7	(1)	Students frame questions that can be answered by historical study and research.	<u>Student Edition:</u> How Does a Historian Work?, 118–19 Questioning, 382–83	<u>Student Edition:</u> Ch. 3 Analyzing Primary Sources, #7, 239 Ch. 4 Assessment, #19, 290 Ch. 6 Sec. 1 Review, #6, 333 Ch. 7 Sec. 1 Review, #7, 391 Ch. 7 Assessment, #24, 417 Ch. 8 Assessment,			

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				#18, 445 Ch. 10 Sec. 1 Review, #6, 492 Ch. 10 Assessment, #19, 509 <u>Teacher Edition:</u> 118, 151, 164, 175, 179, 255, 306, 322, 323, 342, 350, 395, 487, 519, 558			
7	(2)	Students distinguish fact from opinion in historical narratives and stories.	<u>Student Edition:</u> How Does a Historian Work?, 118–19 Distinguishing Fact From Opinion, 556	<u>Student Edition:</u> Ch. 2 Sec. 3 Review, #7, 197 Ch. 8 Assessment, #23, 445 <u>Teacher Edition:</u> 119, 371, 556			
7	(3)	Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.	<u>Student Edition:</u> How Does a Historian Work?, 118–19 Finding the Main Idea, 551 Analyzing Primary Source Documents, 558 Drawing Inferences and Conclusions, 565	<u>Student Edition:</u> Ch. 9 Sec. 2 Review, #6, 464 <u>Teacher Edition:</u> 119, 368			
7	(4)	Students assess the credibility of primary and secondary sources and draw sound conclusions from them.	<u>Student Edition:</u> How Does a Historian Work?, 120–21 Primary Source, 140, 146, 149, 159, 186, 194, 225, 228,	<u>Student Edition:</u> Ch. 1 Analyzing Primary Sources, #7, 167 Ch. 5 Sec. 3 Review, #6, 315 Ch. 5 Assessment,			

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			258, 272, 299, 306, 349, 357, 390, 431, 474, 476, 526, 529, 536, 540 Analyzing Primary Sources, 166–67, 198–99, 238–39, 288–89, 316–17, 370–71, 414–15, 442–43, 478–79, 506–07, 542–43 Analyzing Library and Research Resources, 557 Analyzing Primary Source Documents, 558 Interpreting Political Cartoons, 567	#23, 319 Ch. 7 Sec. 1 Review, #6, 391 Ch. 7 Analyzing Primary Sources, #7, 415 Ch. 8 Analyzing Primary Sources, #7, 443 Ch. 10 You Decide, #2, 501 Ch. 10 Analyzing Primary Sources, #6, 507 <u>Teacher Edition:</u> 121, 166, 167, 199, 212, 223, 235, 239, 288, 329, 352, 362, 370, 414, 438, 442, 478, 510E, 521, 537, 540, 543, 558			
7	(5)	Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author’s perspectives).	<u>Student Edition:</u> How Does a Historian Work?, 120–121 Analyzing Primary Sources, 166–67, 198–99, 238–39, 288–89, 316–17, 370–71, 414–15, 442–43, 478–79, 506–07, 542–43 You Decide, 154–55, 344–45, 392–93, 500–01 Recognizing Point of View, 555 Distinguishing Fact from Opinion, 556	<u>Student Edition:</u> Ch. 2 Sec. 1 Review, #4, 180 Ch. 2 Analyzing Primary Sources, #7, 199 Ch. 3 Assessment, #26, 241 Ch. 4 Assessment, #30, 291 Ch. 5 Analyzing Primary Sources, #8, 317 Ch. 5 Assessment, #25, 319 Ch. 6 You Decide, #1, 345 Ch. 8 Assessment, #21, 445			

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				Ch. 9 Analyzing Primary Sources, #7, 479 Ch. 10 You Decide, #2, 501 Ch. 11 Sec. 3 Review, #7, 541 Ch. 11 Analyzing Primary Sources, #5, 543 <u>Teacher Edition:</u> 125, 148, 233, 264, 367, 403, 424, 458, 474, 498, 500, 532, 533			
HISTORICAL INTERPRETATION							
7	(1)	Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.	<u>Student Edition:</u> Making Sense of the Past, 122–23 Reading a Time Line, 553 Sequencing and Categorizing Information, 554	<u>Student Edition:</u> Ch. 1 Assessment, #28, 169 Ch. 4 Assessment, #24, 291 Ch. 10 Assessment, #25, 509 <u>Teacher Edition:</u> 116, 146, 152, 154, 162, 169, 177, 235, 282, 320E, 327, 501, 515			
7	(2)	Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.	<u>Student Edition:</u> Making Sense of the Past, 122–23 Making Connections, 250–51 Identifying Cause and Effect, 420–21	<u>Student Edition:</u> Ch. 1 Sec. 2 Review, #5, 153 Ch. 1 Sec. 3 Review, #4, #6, 165 Ch. 1 Assessment, #16, #17, #21, 168–			

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			Understanding Cause and Effect, 562	169 Ch. 2 Sec. 3 Review, #4, 197 Ch. 2 Assessment, #17, #25, 200–201 Ch. 3 Assessment, #16, 240 Ch. 4 Sec. 1 Review, #4, #5, 259 Ch. 4 Sec. 2 Review, #5, #7, 266 Ch. 4 Sec. 4 Review, #6, 287 Ch. 4 Analyzing Primary Sources, #6, 289 Ch. 5 Sec. 2 Review, #5, 308 Ch. 5 Sec. 3 Review, #4, 315 Ch. 5 Assessment, #16, 318 Ch. 6 Sec. 1 Review, #5, 333 Ch. 6 Sec. 2 Review, #5, 343 Ch. 6 Sec. 3 Review, #4, 354 Ch. 6 Sec. 4 Review, #5, 363 Ch. 6 Sec. 5 Review, #3, 369 Ch. 6 Assessment, #17, #24, #26, 372–73 Ch. 7 You Decide, #2, 393 Ch. 7 Sec. 2 Review, #4, 400 Ch. 7 Sec. 3			

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				Review, #4, 413 Ch. 7 Assessment, #14., #23, 416–17 Ch. 8 Sec. 1 Review, #4, #6, 429 Ch. 8 Sec. 2 Review, #7, 434 Ch. 8 Sec. 3 Review, #4, #6, 441 Ch. 8 Assessment, #20, 445 Ch. 9 Sec. 2 Review, #4, 464 Ch. 9 Sec. 3 Review, #4, 477 Ch. 9 Assessment, #14, 480 Ch. 10 Sec. 1 Review, #5, 492 Ch. 10 Sec. 2 Review, #4, 499 Ch. 10 Assessment, #13, 508 Ch. 11 Sec. 2, #5, #6, 530 Ch. 11 Sec. 3 Review, #4, 541 Ch. 11 Assessment, #14, 544 <u>Teacher Edition:</u> 123, 137, 138, 141, 143, 147, 148, 149, 153, 155, 157, 158, 160, 165, 177, 178, 183, 184, 189, 189, 194, 210, 212, 227, 231, 253, 259, 261,			

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7	(3)	Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.	Student Edition: Making Sense of the Past, 122–23 Making Connections, 250–51 Identifying Cause and Effect, 420–21 Understanding Cause and Effect, 562	Student Edition: Ch. 4 Sec. 3, #5, 273 Ch. 4 Assessment, #17, 290 Ch. 6 Sec. 3 Review, #4, #5, 354 Ch. 6 Assessment, #27, 373 Ch. 7 You Decide, #1, 393 Ch. 11 Assessment, #28, 545 Teacher Edition: 126, 331, 349, 361, 366, 399, 488, 516, 536, 545, 546			
7	(4)	Students recognize the role of chance, oversight, and error in history.	Student Edition: Making Sense of the Past, 124–25	Student Edition: Ch. 4 Assessment, #18, 290 Ch. 9 Assessment, #24, 481 Teacher Edition: 124, 510E			

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7	(5)	Students recognize that interpretations of history are subject to change as new information is uncovered.	<u>Student Edition:</u> Making Sense of the Past, 124–25	<u>Student Edition:</u> Ch. 7 Assessment, #25, 417 Ch. 9 Sec. 2 Review, #6, 464 Ch. 9 Assessment, #24, 481 <u>Teacher Edition:</u> 125			
7	(6)	Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.	<u>Student Edition:</u> Making Sense of the Past, 124–25 Recognizing Economic Indicators, 566	<u>Student Edition:</u> Ch. 1 Sec. 2 Review, #4, 153 Ch. 3 Sec. 1 Review, #4, 214 Ch. 6 Sec. 2 Review, #7, 343 Ch. 7 Sec. 1 Review, 391 Ch. 7 Assessment, #15, 416 Ch. 9 Assessment, #24, 481 Ch. 10 Sec. 2 Review, #6, 499 <u>Teacher Edition:</u> 125, 566			
Appendix							