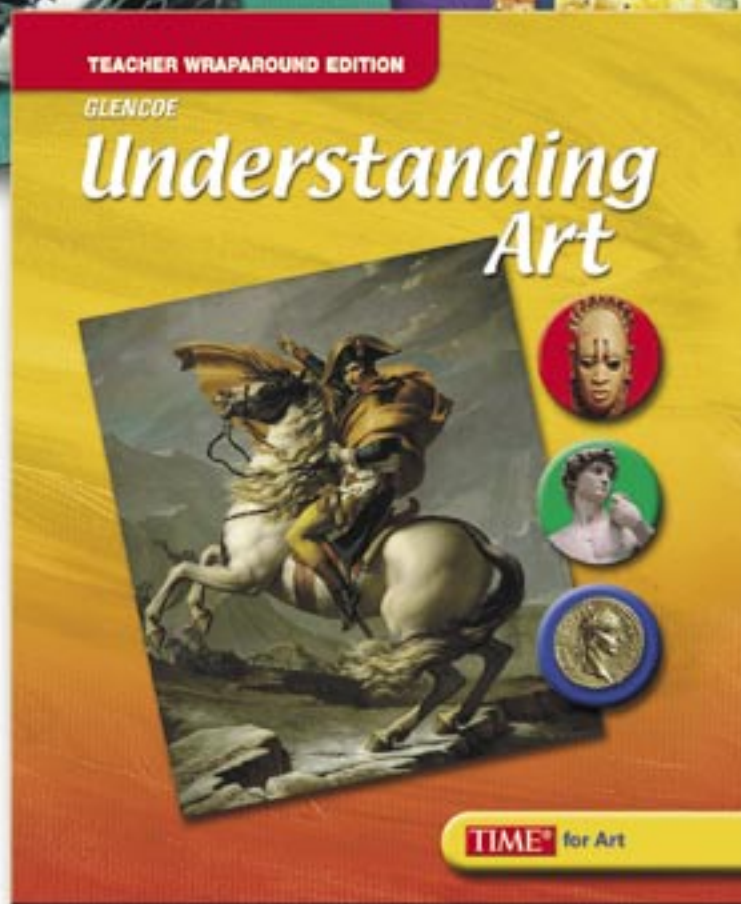
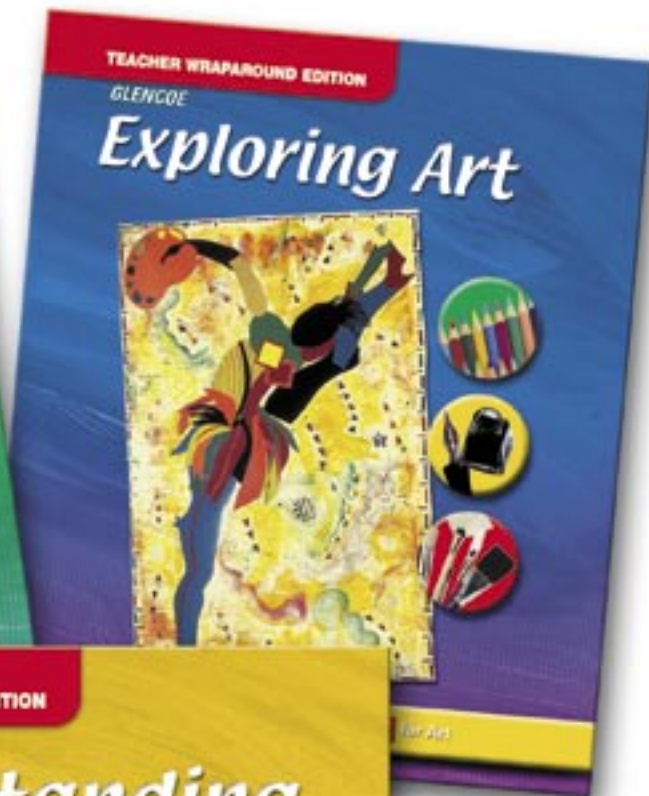
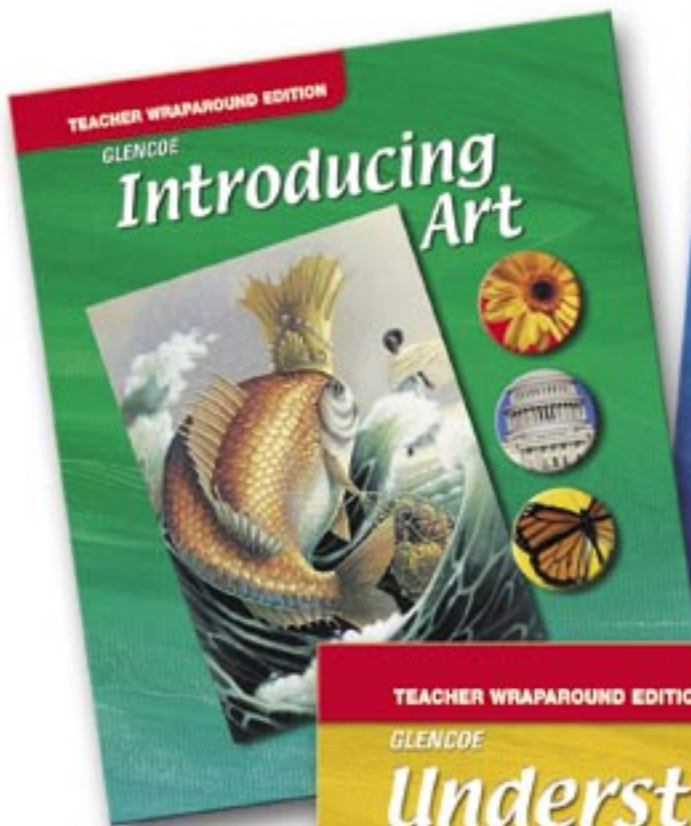


Teacher Standards Guide



for Understanding Art



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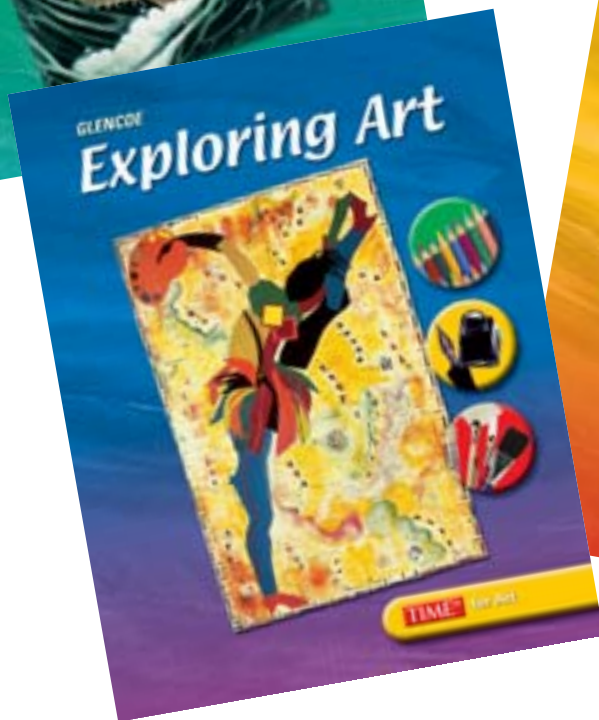
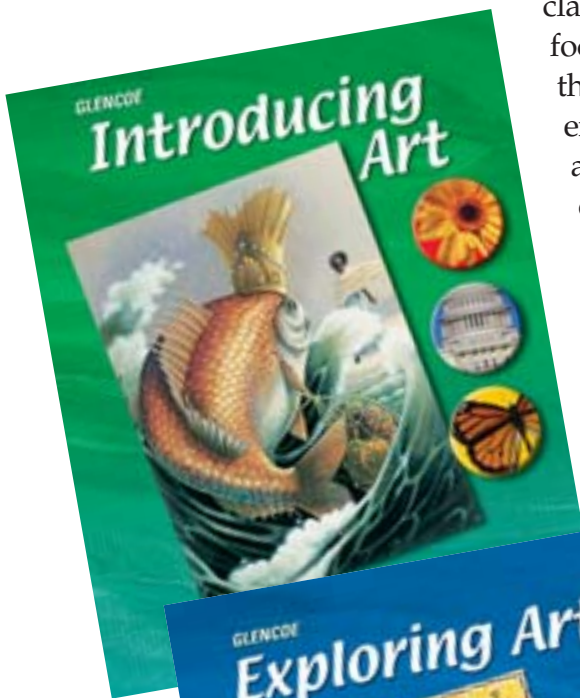
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Glencoe

Providing Standards-Based Education for California Visual Arts Programs

GLENCOE'S middle school visual arts program is structured around the belief that students learn best in a classroom that is engaging, meaningful, and focused on art as a core curriculum subject; one that is built on their everyday experiences and enriches their learning in all areas. This program aligns with visual arts content standards, is organized for both student and teacher, includes comprehensive assessment techniques, provides universal access to the arts, and offers support for the art teacher through a variety of instructional materials.





Alignment with Visual Arts Content Standards

Glencoe’s middle school art program is balanced in opportunities for students to learn, practice, and master content in each of the five unifying ideas of visual literacy—artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications. The *Understanding Art* program focuses on the content and skills required by the visual arts at grade eight, as described in the *Visual and Performing Arts Content Standards for California Public Schools*.

Students perceive and respond to works of art using the vocabulary of the visual arts. They create original works of art using a variety of media to communicate ideas and express emotions. Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists. They use the elements of art and principles of design to analyze artworks. Students learn about art-related careers and apply the skills and knowledge they have learned in the arts across subject areas and to real-world problems.



Raif-Finn Hestoft/Index Stock



Program Organization

Through informative narrative lessons and studio production activities, students develop the skills for looking at, interpreting, and creating works of art. In addition, they are provided opportunities to understand the meaning and components of visual culture in their environment.

Throughout the program, key concepts and main ideas are presented in accessible, easy-to-understand language. Students study works of art representing a variety of historical periods, cultures, art movements, and styles. Students also explore the development of the visual arts in past and present cultures throughout the world. Hands-on lessons guide students in creating original works of art using a variety of art media, tools, and techniques. Examples of fine art and exemplary student work provide background information and

motivation for creative expression. Student objectives, supplies, and step-by-step instructions are explained in a clear and straightforward way.

Assessment

Glencoe's middle school art program incorporates multiple tools for assessment. Aligned within the curriculum are entry-level, progress monitoring, and summative assessment opportunities. Students create artworks, conduct independent and group research, participate in class discussions, answer open-ended and multiple-choice review questions, reflect on completed projects, write critically and analytically, and develop portfolios of original works and writings.



Tom Stewart/CORBIS



Universal Access

Glencoe’s middle school art program incorporates differentiated instruction resources specifically designed to help students of every learning style and ability level succeed in the visual arts. Universal Access strategies are placed throughout the Teacher Wraparound Edition to aid in adapting content for students with special learning needs (e.g., at-risk, gifted, and physically or mentally challenged).

A number of literacy strategies are incorporated into the student text to aid the development of English learners and reluctant readers and writers. Strategies help students monitor comprehension of content before, during, and after they have read a chapter. Writing prompts and activities are incorporated at every stage of the curriculum.



Frank Siteman/Getty Images

Instructional Planning and Support

Several different types of teacher classroom resources are included throughout the Glencoe middle school art program. The Teacher Wraparound Edition provides complete lesson plans, teaching suggestions, and supplemental information. A number of strategies for pacing lessons are included in the text. The Fine Art Transparencies and Fine Art Prints packages include additional full-color images and instructional and student materials and activities. A CD-ROM of the Teacher Wraparound Edition of *Understanding Art* includes various strategies to aid in the planning and development of your curriculum. An Online Learning Center and a new, interactive DVD-ROM titled *Art Interactions* extend the boundaries of the text, providing searchable image galleries, interactive student activities, prepared slideshows, and professional development materials for teachers.

Correlation of *Understanding Art © 2007* to the California Standards for the Visual and Performing Arts

Visual Arts Content Standards, Grade 8

Grade-Level Content Standards	Primary Citations	Supporting Citations
Component Strand 1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts		
Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.		
<i>Develop Perceptual Skills and Visual Arts Vocabulary</i>		
1.1 Use artistic terms when describing the intent and content of works of art.	SE: 19, 25, 27, 37, 43, 49, 57, 58, 61, 67, 86–87, 105, 111, 129, 140–141, 151, 159, 165, 217, 281, 287, 293, 309 TWE: 28, 89, 107, 126, 232, 262 TRB: 122, 123, 126–127, 128, 131–132, 133	SE: 14–17, 20–23, 24, 26, 31, 33, 38, 41, 42, 48, 50, 53, 69, 73, 82, 83, 85, 89, 99, 101, 103, 106, 125, 127, 144, 149, 157, 163, 173, 177, 188, 189, 201, 220, 222, 238, 252, 255, 262, 276, 278, 283, 286, 290, 297, 304 TWE: 82, 137, 161, 185, 187, 201, 219, 255, 257, 259, 272, 277, 290, 293 TRB: 130, 145, 147, 162, 164, 178, 184, 195, 215, 230, 248, 274, 284, 293, 297, 300, 314, 324, 342, 361, 372, 377 TR: 1–4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 49–52, 53–56, 73–76, 85–88, 101–104, 105–108, 109–112, 113–116, 117–120, 121–124, 125–128, 133–136 P: 1–4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, 69–72, 73–76, 77–80
<i>Analyze Art Elements and Principles of Design</i>		
1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their own works of art.	SE: 53, 73, 93, 105, 141, 181, 183, 205, 287 TRB: 130, 146–147, 164, 195, 230, 324	SE: 67, 87, 111, 123, 129, 165, 217, 269 TWE: 183, 251 TRB: 132, 147, 297, 300, 314 TR: 25–28, 93–96, 133–136
1.3 Analyze the use of the elements of art and the principles of design as they relate to meaning in video, film, or electronic media.	SE: 37, 303, 309 TWE: 327, 330, 331 TRB: 130, 145, 147, 182, 262, 324	TWE: 34 TR: 133–136 P: 73–76

SE: Student Edition **TWE:** Teacher Wraparound Edition **TRB:** Teacher Resource Binder
TR: Fine Art Transparencies **P:** Fine Art Prints **DVD:** Art Interactions DVD-ROM

Correlation to CA Visual Arts Content Standards, Grade 8

Grade-Level Content Standards	Primary Citations	Supporting Citations
Component Strand 2.0 Creative Expression: Creating, Performing, and Participating in the Visual Arts		
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.		
<i>Skills, Processes, Materials, and Tools</i>		
2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, computer graphics software).	SE: 36, 37, 53, 73, 92–93, 111, 165, 259, 265, 287, 308–309 TRB: 130, 144–145, 147, 182, 262, 324, 358, 376–377	TWE: 36, 37, 53, 195, 287, 318, 321, 327 TR: 65–68, 73–76, 85–88, 133–136 P: 25–28
2.2 Design and create maquettes for three-dimensional sculptures.	SE: 145 TWE: 290 TRB: 162, 371 DVD: Activity 11	TWE: 304, 320 TR: 21–24
<i>Communication and Expression Through Original Works of Art</i>		
2.3 Create an original work of art, using film, photography, computer graphics, or video.	SE: 36–37, 53, 73, 111, 165, 259, 265, 287, 308–309 TWE: 35 TRB: 130, 144–145, 147, 182, 262, 324, 358, 376–377	SE: 293 TWE: 36, 37, 52, 53, 128, 306, 321, 327 TR: 85–88, 133–136
2.4 Design and create an expressive figurative sculpture.	SE: 104–105, 176–177, 182–183, 204–205 TWE: 132 TRB: 146–147, 181–182, 229–230	TWE: 102, 300, 320 TRB: 230
2.5 Select a medium to use to communicate a theme in a series of works of art.	SE: 53, 271 TRB: 195, 299–300, 342, 357–358	TWE: 32, 125, 158, 174, 183, 281, 314 P: 1–4, 65–68
2.6 Design and create both additive and subtractive sculptures.	SE: 145, 204–205 TWE: 39, 132 TRB: 181–182, 230, 340–341	TWE: 63, 102, 119, 120, 180, 220, 330 TR: 21–24, 41–44, 49–52
2.7 Design a work of public art appropriate to and reflecting a location.	SE: 145 TWE: 290 TRB: 371 DVD: Activity 11	TWE: 69, 304, 306, 330

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Correlation to CA Visual Arts Content Standards, Grade 8

Grade-Level Content Standards	Primary Citations	Supporting Citations
Component Strand 3.0 Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts		
Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.		
<i>Role and Development of the Visual Arts</i>		
3.1 Examine and describe or report on the role of a work of art created to make a social comment or protest social conditions.	SE: 6, 301 TWE: 238, 295 TRB: 107, 147, 359, 362	SE: 84, 115, 141, 295 TWE: 40, 175, 237, 296 TR: 29–32, 33–36, 37–40, 45–48 P: 13–16, 21–24, 29–32, 49–52
3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.	SE: 79, 115, 151, 193, 225, 227 TWE: 88, 90, 102, 174, 180, 202, 212, 220, 231, 242, 291, 294 TRB: 204, 252, 272, 274, 276, 281–282, 316, 332, 349	SE: 78, 143, 169, 227 TWE: 6, 38, 55, 62, 77, 84, 186, 250, 271 TRB: 184, 191, 193, 213, 256, 271, 275, 335, 365, 373, 379 TR: 21–24, 29–32, 33–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 65–68, 69–72, 73–76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, 105–108, 109–112, 113–116, 117–120, 121–124, 125–128, 129–132 P: 77–80
<i>Diversity of the Visual Arts</i>		
3.3 Identify major works of art created by women and describe the impact of those works on society at that time.	SE: 150, 232–233, 272 TWE: 215, 239 TRB: 128, 233, 320, 344	SE: 6, 10, 44 TWE: 6, 10, 44, 125, 150, 256, 267, 272
3.4 Discuss the contributions of various immigrant cultures on the art of a particular society.	SE: 59, 273, 300 TRB: 346 DVD: Activity 12	TR: 5–8, 29–32, 113–116, 117–120 P: 69–72, 77–80
Component Strand 4.0 Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts		
Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.		
<i>Derive Meaning</i>		
4.1 Define their own points of view and investigate the effects on their interpretation of art from cultures other than their own.	SE: 11, 81, 133 TWE: 50, 101, 179	TWE: 14, 90 TRB: 159, 160 TR: 53–56, 57–60

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Correlation to CA Visual Arts Content Standards, Grade 8

Grade-Level Content Standards	Primary Citations	Supporting Citations
4.2 Develop a theory about the artist's intent in a series of works of art, using reasoned statements to support personal opinions.	SE: 175, 239 TWE: 305 DVD: Activity 13	TWE: 90 TR: 29–32, 61–64, 125–128, 133–136 P: 77–80
4.3 Construct an interpretation of a work of art based on the form and content of the work.	SE: 29, 47, 53, 87, 123, 129, 133, 141, 159, 165, 177, 183, 199, 235, 241, 253, 259, 265, 281, 287, 293, 309 TWE: 55, 89, 101, 255 TRB: 160	SE: 46, 49, 50–51, 67, 73, 93, 105, 111, 147, 205, 217, 223 TWE: 5, 6, 22, 50, 64, 69, 72, 79, 94, 107, 113, 126, 137, 143, 161, 167, 179, 185, 187, 196, 201, 219, 238, 249, 262, 283 TRB: 159 TR: 1–4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, 73–76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, 101–104, 105–108, 109–112, 113–116, 117–120, 121–124, 125–128, 129–132, 133–136 P: 1–4, 5–8, 9–12, 17–20, 21–24, 25–28, 29–32, 33–36, 37–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, 65–68, 69–72, 73–76
4.4 Develop and apply a set of criteria as individuals or in groups to assess and critique works of art.	SE: 19, 25, 157, 175, 187, 197, 239, 251 TWE: 161, 187, 196, 262, 283, 296 TRB: 160	SE: 48–51, 93, 141, 181, 263, 269, 281 TWE: 50, 64, 69, 89, 101, 120, 126, 219, 238, 255, 270, 289 TRB: 159 TR: 21–24, 25–28, 29–32, 37–40, 61–64, 113–116, 117–120, 121–124, 125–128, 133–136
4.5 Present a reasoned argument about the artistic value of a work of art and respond to the arguments put forward by others within a classroom setting.	SE: 55, 57, 67, 309 TWE: 120 TRB: 170, 232, 282	SE: 138 TWE: 259, 289 TRB: 266 TR: 25–28, 29–32, 61–64, 113–116, 117–120, 121–124, 125–128, 133–136
4.6 Select a grouping of their own works of art that reflects growth over time and describe the progression.	SE: 43, 105, 159, 235, 308–309 TRB: 377	TWE: 5, 308

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Correlation to CA Visual Arts Content Standards, Grade 8

Grade-Level Content Standards	Primary Citations	Supporting Citations
Component Strand 5.0 Connections, Relationships, Applications: Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers		
Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.		
<i>Connections and Applications</i>		
5.1 Select a favorite artist and some of his or her works of art and create a music video that expresses personal ideas and views about the artist.	SE: 59 TRB: 376–377 DVD: Activity 14	TWE: 270, 331
5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.	SE: 285 TWE: 285 TRB: 147, 361–362 DVD: Activity 15	TWE: 285
<i>Visual Literacy</i>		
5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.	SE: 37, 310, 311 TRB: 375, 377 DVD: Activity 14	SE: 45 TWE: 7, 59, 268 TR: 133–136
<i>Careers and Career-Related Skills</i>		
5.4 Work collaboratively with a community artist to create a work of art, such as a mural, and write a report about the skills needed to become a professional artist.	TWE: 285, 290 DVD: Activity 11	TWE: 9, 49, 332, 333 TRB: 114, 115–116, 150 P: 73–76

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California Visual Arts Content Standards Correlations, Grade 8 by Chapter

	Primary Citations	Supporting Citations
Chapter 1—Art Across the World		TR: 1.1, 3.4, 4.3 P: 1.1, 3.1, 4.3
Lesson 1 pp. 2–7	SE: 3.1 TWE: 3.2	SE: 3.3 TWE: 3.3, 4.3, 5.3
Lesson 2 pp. 8–9	TWE: 5.4 TRB: 3.1	SE: 3.3 TWE: 3.3, 5.4 TRB: 5.4
Chapter Review pp. 10–11	SE: 4.1	
Chapter 2—The Language of Art	TRB: 1.1	TR: 1.1, 4.3 P: 1.1, 3.4, 4.3
Lesson 1 pp. 12–17	TRB: 1.1	SE: 1.1 TWE: 4.1
Lesson 2 pp. 18–19	SE: 1.1, 4.4 TRB: 1.1, 3.3	TRB: 1.1
Lesson 3 pp. 20–23	TRB: 1.1, 1.2	SE: 1.1, 4.3 TRB: 1.1, 1.3, 2.1, 2.3
Lesson 4 pp. 24–25	SE: 1.1, 4.4	SE: 1.1 TRB: 1.1
Chapter Review pp. 26–27	SE: 1.1	
Chapter 3—The Media of Art		TR: 1.1, 2.2, 2.6, 3.2, 4.3, 4.4 P: 1.1, 2.5, 4.3
Lesson 1 pp. 28–33	SE: 1.2, 4.3 TWE: 1.1	SE: 1.1 TWE: 2.5
Lesson 2 pp. 34–35	TWE: 1.3, 2.3 TRB: 1.3, 2.1, 2.3	
Lesson 3 pp. 36–37	SE: 1.1, 1.3, 2.1, 2.3, 5.3	TWE: 2.1, 2.3
Lesson 4 pp. 38–41	TWE: 2.6 TRB: 1.2, 2.4, 3.1	SE: 1.1 TWE: 3.1 TRB: 1.1, 1.2, 1.3, 2.1, 2.3, 5.2
Lesson 5 pp. 41–43	SE: 1.1, 4.6	SE: 1.1
Chapter Review pp. 44–45	SE: 1.3	SE: 3.3, 5.3 TWE: 3.3

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Secondary Citations
Chapter 4—Art Criticism, Aesthetics, and Art History		TR: 1.1, 1.2, 3.1, 3.2, 3.4, 4.2, 4.3, 4.4, 4.5 P: 1.1, 4.3
Lesson 1 pp. 46–51	SE: 1.2, 4.3 TWE: 4.1 TRB: 1.1, 4.3, 4.4	SE: 1.1, 1.2, 4.3, 4.4 TWE: 4.3, 5.4 TRB: 2.2, 4.1, 4.3, 4.4
Lesson 2 pp. 52–53	SE: 1.2, 2.1, 2.3, 2.5, 4.3	SE: 1.1 TWE: 2.1, 2.3
Lesson 3 pp. 54–55	SE: 4.5 TWE: 4.3 TRB: 1.1, 1.2	SE: 1.1 TWE: 3.2
Lesson 4 pp. 56–57	SE: 1.1, 4.5, 5.1	
Chapter Review pp. 58–59	SE: 1.1, 3.4, 4.5	TWE: 5.3
Chapter 5—Art of Earliest Times		TR: 1.1, 3.1, 3.2, 4.3, 4.4
Lesson 1 pp. 60–65	SE: 1.1	TWE: 2.6, 3.2, 4.3
Lesson 2 pp. 66–67	SE: 1.2, 4.5	SE: 1.1, 1.2, 4.3
Lesson 3 pp. 68–71	TWE: 4.4	TWE: 2.7, 4.3 TRB: 1.1
Lesson 4 pp. 72–73	SE: 1.1, 1.2, 2.1, 2.3	SE: 4.3 TWE: 4.3
Lesson 5 pp. 74–77	TWE: 3.2 TRB: 1.2, 2.4, 2.6	TWE: 3.2 TRB: 1.1, 1.3, 2.1, 2.3, 3.2
Connecting Art & Social Studies pp. 78–79	SE: 3.2	SE: 3.2 TWE: 4.3
Chapter Review pp. 80–81	SE: 4.1	
Chapter 6—Art of East Asia		TRB: 3.2 TR: 2.6, 3.1, 3.2, 4.3 P: 1.1, 2.1, 4.3
Lesson 1 pp. 82–85	TWE: 1.1, 4.3 TRB: 1.2	SE: 1.1, 3.1 TWE: 3.2 TRB: 1.1, 2.5
Lesson 2 pp. 86–87	SE: 1.1, 4.3	SE: 1.2
Lesson 3 pp. 88–93	TWE: 1.1, 3.2, 4.3	SE: 1.1 TWE: 4.1, 4.2
Lesson 4 pp. 92–93	SE: 1.2, 2.1	SE: 4.3, 4.4
Connecting Art & Social Studies pp. 94–95		TWE: 4.3
Chapter Review pp. 96–97		TRB: 3.2

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Secondary Citations
Chapter 7—Pre-Columbian Art of Latin America		TR: 1.1, 2.6, 3.2, 4.1, 4.3 P: 1.1, 2.5, 4.3
Lesson 1 pp. 98–103	TWE: 3.2, 4.1, 4.3, 4.4	SE: 1.1, 2.4 TWE: 2.6 TRB: 3.2
Lesson 2 pp. 104–105	SE: 1.1, 1.2, 2.4, 4.6	SE: 4.3
Lesson 3 pp. 106–109	TWE: 1.1	SE: 1.1 TWE: 4.3 TRB: 1.1
Lesson 4 pp. 110–111	SE: 1.1, 1.2, 2.1, 2.3	SE: 1.2, 4.3
Connecting Art & Mathematics pp. 112–113		TWE: 4.3
Chapter Review pp. 114–115	SE: 3.2	SE: 3.1
Chapter 8—Native Art of North America		TR: 3.2, 4.1, 4.2, 4.3, 4.4 P: 1.1, 4.3
Lesson 1 pp. 116–121	TWE: 4.5	TWE: 2.6
Lesson 2 pp. 122–123	SE: 4.3	SE: 1.2
Lesson 3 pp. 124–127	TWE: 1.1, 2.5 TRB: 1.2, 2.3, 3.3, 4.5	SE: 1.1 TWE: 3.3, 4.3 TRB: 1.1, 2.3, 2.6
Lesson 4 pp. 128–129	SE: 1.1, 2.3, 4.3	SE: 1.2 TWE: 2.3
Connecting Art & Social Studies pp. 130–131		
Chapter Review pp. 132–133	SE: 4.1, 4.3 TWE: 2.4, 2.6	
Chapter 9—Art of Greece and Rome		TR: 2.1, 3.2, 4.3 P: 1.1, 3.1
Lesson 1 pp. 134–139	TWE: 1.1	SE: 4.5 TWE: 4.3
Lesson 2 pp. 140–141	SE: 1.1, 1.2, 4.3	SE: 1.1, 3.1, 4.4
Lesson 3 pp. 142–145	SE: 1.3, 2.1, 2.2, 2.3, 2.6, 2.7	SE: 3.2 TWE: 4.3 TRB: 1.1
Lesson 4 pp. 146–147		SE: 4.3
Connecting Art & Reading pp. 148–149		SE: 1.1
Chapter Review pp. 150–151	SE: 1.1, 3.2, 3.3	TWE: 3.3 TRB: 3.2

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Chapter 10—Art of India and Islam		TR: 1.1, 2.1, 3.2, 4.3 P: 1.1, 4.3
Lesson 1 pp. 152–157	SE: 4.4	SE: 1.1 TRB: 1.1
Lesson 2 pp. 158–159	SE: 1.1, 4.3, 4.6	TWE: 2.5
Lesson 3 pp. 160–163	TWE: 1.1, 4.3, 4.4	SE: 1.1 TRB: 1.3, 2.1, 2.3, 4.5
Lesson 4 pp. 164–165	SE: 1.1, 2.1, 2.3, 4.3	SE: 1.2
Connecting Art & Reading pp. 166–167		TWE: 4.3
Chapter Review pp. 168–169		SE: 3.2
Chapter 11—Art of Africa and Oceania		TRB: 3.2 TR: 1.1, 2.1, 2.3, 3.2, 4.3 P: 1.1, 3.1, 4.3
Lesson 1 pp. 170–175	SE: 1.1, 4.2, 4.4 TWE: 3.2 TRB: 3.2	SE: 1.1 TWE: 2.5, 3.1 TRB: 1.1, 3.2
Lesson 2 pp. 176–177	SE: 2.4, 4.3	SE: 1.1
Lesson 3 pp. 178–181	SE: 1.2 TWE: 3.2, 4.1 TRB: 3.2	SE: 4.4 TWE: 2.6, 4.3
Lesson 4 pp. 182–183	SE: 1.2, 2.4, 4.3	TWE: 1.2, 2.5
Lesson 5 pp. 184–187	SE: 4.4 TWE: 4.3, 4.4 TRB: 4.5	TWE: 3.2, 4.3 TRB: 3.2
Connecting Art & Mathematics pp. 188–189		SE: 1.1 TRB: 1.1
Chapter Review pp. 190–191		
Chapter 12—Art of the Middle Ages		TR: 1.2, 3.2, 4.3
Lesson 1 pp. 192–197	SE: 3.2, 4.4 TWE: 3.2, 4.4	TWE: 2.1, 4.3 TRB: 1.1
Lesson 2 pp. 198–199	SE: 4.3	TRB: 1.1, 1.2
Lesson 3 pp. 200–203	TWE: 1.1, 3.2	SE: 1.1 TWE: 4.3 TRB: 1.1, 1.2, 2.5
Lesson 4 pp. 204–205	SE: 1.2, 2.4, 2.6, 4.3	SE: 4.3
Connecting Art & Social Studies pp. 206–207		
Chapter Review pp. 208–209		

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Chapter 13—Art of the Renaissance		TR: 1.1, 3.2, 4.3 P: 1.1, 3.1, 4.3
Lesson 1 pp. 210–215	TWE: 3.2, 3.3	
Lesson 2 pp. 216–217	SE: 1.1	SE: 1.2, 4.3
Lesson 3 pp. 218–221	TWE: 3.2, 4.3, 4.4	SE: 1.1 TWE: 1.1, 2.6 TRB: 1.1, 1.2
Lesson 4 pp. 222–223		SE: 1.1, 4.3
Connecting Art & Social Studies pp. 224–225	SE: 3.2	
Chapter Review pp. 226–227	SE: 3.2 TRB: 3.2	SE: 3.2
Chapter 14—Art of the 17th and 18th Centuries		TR: 1.1, 3.2, 4.3 P: 1.1, 3.1, 4.3
Lesson 1 pp. 228–233	SE: 3.3 TWE: 1.1, 3.2, 3.3 TRB: 1.2, 3.3	TRB: 1.1, 1.3, 2.1, 2.3
Lesson 2 pp. 234–235	SE: 4.3, 4.6	
Lesson 3 pp. 236–239	SE: 4.2, 4.4 TWE: 3.1, 3.3	SE: 1.1, 3.1 TWE: 4.3, 5.2
Lesson 4 pp. 240–241	SE: 4.3 TRB: 2.3	
Connecting Art & Writing pp. 242–243	TWE: 3.2	
Chapter Review pp. 244–245	TRB: 3.2	
Chapter 15—Art of the 19th Century		TRB: 3.2 TR: 1.1, 3.2, 3.4, 4.3, 4.4, 4.5 P: 1.1, 2.1, 3.1, 4.3
Lesson 1 pp. 246–251	SE: 4.4	TWE: 1.2, 3.2, 4.3
Lesson 2 pp. 252–253	SE: 4.3 TRB: 3.2	SE: 1.1
Lesson 3 pp. 254–257	TWE: 4.3, 4.4	SE: 1.1 TWE: 1.1, 3.3
Lesson 4 pp. 258–259	SE: 2.1, 2.3, 4.3	SE: 1.1 TWE: 1.1
Lesson 5 pp. 260–263	TWE: 1.1, 4.4 TRB: 2.6	SE: 1.1 TWE: 4.3, 4.4 TRB: 1.1, 2.5
Lesson 6 pp. 264–265	SE: 2.1, 2.3, 4.3	

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CA Visual Arts Standards, Correlation by Chapter

	Primary Citations	Supporting Citations
Lesson 7 pp. 266–269	TRB: 3.4	SE: 1.2, 4.4 TWE: 3.3, 5.3 TRB: 3.3
Connecting Art & Social Studies pp. 270–271	SE: 2.5, 4.2	TWE: 3.2, 5.1
Chapter Review pp. 272–273	SE: 3.3, 3.4	TWE: 1.1, 3.3
Chapter 16—Art of the 20th Century		TR: 1.1, 3.2, 4.2, 4.3, 4.4, 4.5 P: 1.1, 4.3
Lesson 1 pp. 274–279		SE: 1.1 TWE: 1.1
Lesson 2 pp. 280–281	SE: 1.1, 4.3	SE: 4.4
Lesson 3 pp. 282–285	SE: 5.2 TWE: 4.4, 5.2, 5.4 TRB: 2.5, 3.1	SE: 1.1 TWE: 2.5, 4.3 TRB: 2.1, 2.3
Lesson 4 pp. 286–287	SE: 1.1, 1.2, 2.1, 2.3, 4.3	TWE: 1.1, 2.1
Lesson 5 pp. 288–291	TWE: 2.2, 2.7, 3.2, 4.4, 5.4	SE: 1.1 TWE: 1.1
Lesson 6 pp. 292–293	SE: 1.1, 4.3	SE: 2.3 TWE: 1.1
Lesson 7 pp. 294–297	TWE: 3.1, 3.2, 4.4 TRB: 5.1	SE: 1.1, 3.1 TRB: 1.1, 3.1
Connecting Art & Writing pp. 298–299		
Chapter Review pp. 300–301	SE: 1.3, 3.1, 3.4	TRB: 3.2
Chapter 17—Art of Today		TR: 1.1, 1.2, 1.3, 2.1, 2.3, 3.2, 4.2, 4.3, 4.4, 4.5, 5.3 P: 1.1, 1.3, 3.2, 3.4, 4.2, 4.3, 5.4
Lesson 1 pp. 302–305	SE: 1.3 TWE: 4.2 TRB: 2.2, 5.3	SE: 1.1 TWE: 2.2, 2.7 TRB: 1.1, 3.3
Lesson 2 pp. 306–307	TWE: 2.3 TRB: 4.6, 5.1, 5.3	TWE: 2.7
Lesson 3 pp. 308–309	SE: 1.1, 1.3, 2.1, 2.3, 4.3, 4.5, 4.6 TRB: 2.1	TRB: 1.1, 4.6
Chapter Review pp. 310–311	SE: 5.3	TRB: 3.2
Handbook		
Technique Tips pp. 314–324		TWE: 2.1, 2.2, 2.3, 2.4, 2.5, 4.2
Digital Media Guide pp. 325–331		TWE: 1.3, 2.1, 2.3, 2.6, 2.7, 5.1
Career Spotlights pp. 332–337		TWE: 5.4
Artsource pp. 338–367	TWE: 3.4	

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English-Language Arts Content Standards, Grade 8

Grade-Level Content Standards	Citations
<i>Reading</i>	
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	
<i>Vocabulary and Concept Development</i>	
1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	SE: 226 TWE: 226 TRB: 217, 243, 307, 356
1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	SE: 344, 187, 190, 275 TWE: 69, 107, 119, 161, 165, 169, 185, 187, 191, 195, 205, 216, 231, 252, 261, 275, 279, 289, 303, 311 TRB: 225, 246, 325, 330
1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	SE: 3, 11, 13, 17, 23, 25, 27, 29, 41, 45, 47, 51, 54, 59, 65, 71, 77, 81, 85, 91, 97, 107, 115, 117, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 191, 208, 209, 211, 215, 227, 245, 273, 275, 279, 301, 307, 311, 343 TWE: 3, 4, 11, 13, 21, 29, 31, 35, 47, 49, 51, 54, 59, 63, 65, 71, 77, 81, 85, 89, 91, 97, 101, 104, 107, 110, 119, 121, 127, 133, 137, 139, 143, 145, 151, 155, 161, 165, 169, 173, 179, 185, 191, 195, 203, 209, 211, 216, 231, 243, 260, 261, 275, 277, 289, 303, 311 TRB: 117, 135, 153, 168, 169-170, 187-188, 203, 219, 237, 238, 251-252, 267-268, 285-286, 301-302, 315, 325, 330, 331, 347, 348, 365, 378 P: 11, 18, 19

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Correlation to CA English-Language Arts Content Standards, Grade 8

Grade-Level Content Standards	Citations
2.0 Reading Comprehension (Focus on Informational Materials)	
<p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).</p>	
<i>Structural Features of Informational Materials</i>	
<p>2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p>	<p>SE: 79 TWE: 51, 168, 204 TRB: 158, 159 P: 13, 15 DVD: Activity 5</p>
<p>2.2 Analyze text that uses proposition and support patterns.</p>	<p>SE: 132, 213 TWE: 173, 192 TRB: 242</p>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
<p>2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.</p>	<p>SE: 237, 311 TWE: 13, 39, 136, 150, 167, 207, 214, 288 TRB: 166, 277–278, 307, 355, 356 TR: 94</p>
<p>2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.</p>	<p>TWE: 16, 51, 61, 115, 133, 190, 201, 207, 212, 255</p>
<p>2.5 Understand and explain the use of a complex mechanical device by following technical directions.</p>	<p>SE: 217, 309, 310 TWE: 16, 29, 34, 36, 53, 129, 140, 217, 310, 325, 326, 327, 328, 329, 330, 331, 337 TRB: 211, 345 DVD: Activity 1</p>
<p>2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p>	<p>SE: 57, 678, 129, 131, 272, 300, 350 TWE: 26, 39, 41, 53, 54, 57, 58, 65, 70, 71, 72, 76, 79, 80, 90, 91, 95, 99, 100, 102, 113, 121, 127, 131, 138, 147, 149, 155, 163, 167, 168, 177, 179, 185, 186, 189, 195, 197, 202, 203, 207, 214, 215, 217, 223, 231, 235, 239, 243, 249, 250, 257, 263, 267, 269, 271, 272, 279, 284, 287, 288, 289, 290, 295, 299, 307, 333 TRB: 183, 196, 282, 355 TR: 6, 34, 38, 42, 62, 70 P: 1, 8, 13, 14, 18, 20 DVD: Activities 4, 8, 9, 14</p>

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Correlation to CA English-Language Arts Content Standards, Grade 8

Grade-Level Content Standards	Citations
<i>Expository Critique</i>	
2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	SE: 29, 61, 83, 153, 171, 193, 247, 303, 311, 346 TWE: 16, 37, 64, 122, 145, 174, 188, 192, 236, 255 TRB: 242 TR: 70, 74
3.0 Literary Response and Analysis	
Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.	
<i>Structural Features of Literature</i>	
3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	SE: 243, 298, 299 TWE: 15, 27, 96, 115, 166, 179, 243, 259, 288, 298 TR: 42, 118, 130, 134 P: 7
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	SE: 169
3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	SE: 208 TWE: 167 TRB: 277–278 DVD: Activity 3
3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	SE: 115, 226, 227, 341 TWE: 39, 41, 54, 55, 127, 177, 195, 202, 214, 220, 223, 224, 225, 288 TRB: 185, 277–278, 363 P: 16
3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	SE: 284 TWE: 41, 126, 167, 220, 225, 288 TRB: 246, 257, 277–278 P: 16, 20 DVD: Activity 13

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Correlation to CA English-Language Arts Content Standards, Grade 8

Grade-Level Content Standards	Citations
3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work.	SE: 97, 149, 243, 299, 340, 346 TWE: 15, 149, 192, 243, 288, 298 TRB: 134, 257, 263, 330
<i>Literary Criticism</i>	
3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	SE: 150, 167, 169, 211, 243, 298, 299 TWE: 55, 149, 177, 198, 202, 211, 214, 220, 225, 243, 288, 298, 299 TRB: 165, 257, 277–278, 294 P: 1 DVD: Activity 12
<h1 style="color: #0056b3;">Writing</h1>	
1.0 Writing Strategies	
Students write clear, coherent, and focused essays. The writing exhibits students’ awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	
<i>Organization and Focus</i>	
1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	SE: 29, 37, 44, 53, 83, 99, 123, 135, 151, 171, 209, 229, 273, 275, 291 TWE: 26, 44, 55, 85, 89, 103, 114, 181, 207, 225, 289 TRB: 128, 154, 192, 204, 213, 233, 282, 316, 325, 332, 338, 349, 366, 370, 375, 379 TR: 70, 110; Transparencies 1, 2, 5, 7, 8, 9, 10, 11, 12, 13, 14, 27, 28, 29, 30, 31 P: 13, 19 DVD: Activities 8, 10, 15
1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing technique.	SE: 45, 59, 87, 93 TWE: 26, 55, 58, 114, 225 TRB: 170, 370, 379 TR: Transparency 1 DVD: Activity 10
1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	SE: 19, 43, 111, 115, 159 TWE: 26, 55, 225, 258, 289 TRB: 170, 332, 249, 370, 379 TR: 28 DVD: Activities 8, 10, 31

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Correlation to CA English-Language Arts Content Standards, Grade 8

Grade-Level Content Standards	Citations
<i>Research and Technology</i>	
1.4 Plan and conduct multiple-step information searches by using computer networks and modems.	<p>SE: 80, 105, 132, 167, 168, 183, 205, 223, 241, 259, 272, 293, 300, 353</p> <p>TWE: 80, 81, 99, 105, 127, 131, 140, 147, 149, 155, 163, 168, 195, 207, 209, 214, 235, 249, 250, 257, 267, 268, 272, 284, 288, 290, 295, 300, 337</p> <p>TRB: 109, 183, 196, 201, 225, 282, 320, 344, 355</p> <p>TR: 6, 10, 14, 22, 26, 34, 38, 42, 46, 54, 58, 70, 74, 78, 82, 86, 90, 98, 102, 106, 110, 114, 122, 126, 130, 134</p> <p>P: 2, 3, 8, 13, 14, 18</p> <p>DVD: Activities 9, 14</p>
1.5 Achieve an effective balance between researched information and original ideas.	<p>SE: 93, 123, 167, 168, 190, 209, 226, 287, 300</p> <p>TWE: 44, 55, 81, 114, 167, 181, 190, 209, 225, 226, 256, 289, 300</p> <p>TRB: 200, 245, 266, 325, 349, 355, 374, 379</p> <p>TR: 98, 110</p> <p>P: 2, 13</p> <p>DVD: Activities 2, 8, 9, 15</p>
<i>Evaluation and Revision</i>	
1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and idea.	<p>SE: 190, 202, 226, 310</p> <p>TWE: 26, 58, 85, 114, 190, 250, 310</p> <p>TR: 2</p> <p>P: 14</p> <p>DVD: Activity 10</p>
2.0 Writing Applications (Genres and Their Characteristic)	
<p>Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p>	
<p>Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:</p>	
2.1 Write biographies, autobiographies, short stories, or narratives: <ul style="list-style-type: none"> a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, or the writer's attitude about, the subject. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). 	<p>SE: 80, 153, 207, 209, 226, 244, 245, 247, 253, 291, 316, 342, 343, 345, 347, 349, 350</p> <p>TWE: 16, 46, 55, 80, 98, 105, 134, 181, 209, 244, 250, 253, 259, 288, 293</p> <p>TRB: 232, 320, 327, 355</p> <p>TR: 10, 14, 18, 20, 98; Transparencies 1, 2, 3, 5, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34</p> <p>P: 8, 10, 13, 14, 16, 18</p> <p>DVD: Activities 10, 13</p>

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Correlation to CA English-Language Arts Content Standards, Grade 8

Grade-Level Content Standards	Citations
<p>2.2 Write responses to literature:</p> <ul style="list-style-type: none"> a. Exhibit careful reading and insight in their interpretations. b. Connect the student’s own responses to the writer’s techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or to personal knowledge. 	<p>SE: 167, 169 TWE: 12, 58, 60, 126, 167, 192, 202, 288, 302 TRB: 246, 307 TR: 34, 70, 118 P: 2</p>
<p>2.3 Write research reports:</p> <ul style="list-style-type: none"> a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and display information on charts, maps, and graphs. 	<p>SE: 95, 99, 191, 115, 126, 199, 245, 300, 311 TWE: 163, 202, 207, 215, 250, 267, 287, 300, 311, 333 TR: 30, 70, 110 P: 2, 6</p>
<p>2.4 Write persuasive compositions:</p> <ul style="list-style-type: none"> a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. 	<p>SE: 3, 13, 47, 61, 117, 193, 199, 211, 227, 247, 273, 287, 303 TWE: 12, 77, 116, 227, 228, 246, 289, 301 TRB: 332 TR: 26, Transparency 12 P: 9 DVD: Activity 10</p>
<p>2.5 Write documents related to career development, including simple business letters and job applications:</p> <ul style="list-style-type: none"> a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). 	<p>SE: 273, 287, 291, 301 TWE: 5, 9, 25, 57, 186, 204, 257, 273, 289, 333, 336 TRB: 115 TR: 6, 8, 32, 134 DVD: Activity 11</p>

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Correlation to CA English-Language Arts Content Standards, Grade 8

Grade-Level Content Standards	Citations
2.6 Write technical documents: <ul style="list-style-type: none"> a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b. Include all the factors and variables that need to be considered. c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension. 	TWE: 57, 267, 310

Written and Oral English Language Conventions

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skill.

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure

1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	SE: 226, 227 TWE: 181, 228 TRB: 316, 325 TR: 2; Transparency 2 P: 10, 14 DVD: Activity 10
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Grammar

1.4 Edit written manuscripts to ensure that correct grammar is used.	SE: 190, 226 TWE: 2, 12, 28, 45, 46, 58, 60, 82, 98, 114, 116, 134, 170, 192, 228, 246, 250, 267, 288, 300, 302 TRB: 316, 349 P: 14
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Punctuation and Capitalization

1.5 Use correct punctuation and capitalization.	SE: 190, 226 TWE: 2, 12, 28, 45, 46, 58, 60, 82, 98, 114, 116, 134, 170, 192, 228, 246, 250, 267, 288, 300, 302 TRB: 316, 349 P: 14
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Correlation to CA English-Language Arts Content Standards, Grade 8

Grade-Level Content Standards (Grade 8)	Citations
<i>Spelling</i>	
1.6 Use correct spelling conventions.	SE: 190, 226 TWE: 2, 12, 28, 45, 46, 58, 60, 82, 98, 114, 116, 134, 170, 192, 228, 246, 250, 267, 288, 300, 302 P: 14
<h3 style="color: #0056b3;"><i>Listening and Speaking</i></h3>	
1.0 Listening and Speaking Strategies	
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.	
<i>Comprehension</i>	
1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	TWE: 108, 177, 179, 224 TR: 34
1.2 Paraphrase a speaker’s purpose and point of view and ask relevant questions concerning the speaker’s content, delivery, and purpose.	TWE: 220, 258, 285
<i>Organization and Delivery of Oral Communication</i>	
1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.	SE: 151 TWE: 76, 83, 238, 255, 259, 269 TRB: 362 DVD: Activity 14
1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.	SE: 202, 348 TWE: 202 TRB: 362 P: 10
1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.	TWE: 177

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Grade-Level Content Standards (Grade 8)	Citations
<p>1.7 Use audience feedback (e.g., verbal and nonverbal cues):</p> <ul style="list-style-type: none"> a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning. 	<p>SE: 202 TWE: 202, 241, 314 TRB: 362</p>
<i>Analysis and Evaluation of Oral and Media Communications</i>	
<p>1.9 Use appropriate grammar, word choice, enunciation, and pace during formal presentations. Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.</p>	<p>SE: 132, 159, 271, 306, 307, 311 TWE: 102, 158, 162, 175, 177, 179, 183, 196, 212, 219, 271, 282, 290, 306, 310, 311 TRB: 170, 232, 338, 344, 346, 362, 363, 375 TR: 62, 122 P: 14, 18 DVD: Activities 4, 5</p>
2.0 Speaking Applications (Genres and Their Characteristics)	
<p>Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and speaking Standard 1.0.</p>	
<p>Using the speaking strategies of grade eight outlined in Listening and speaking Standard 1.0, students:</p>	
<p>2.1 Use appropriate grammar, word choice, enunciation, and pace during formal presentations. Deliver narrative presentations (e.g., biographical, autobiographical):</p> <ul style="list-style-type: none"> a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). 	<p>SE: 227 TWE: 48, 102, 162, 181, 203 TR: 18</p>
<p>2.2 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or personal knowledge. 	<p>TWE: 151, 177, 203, 224 TR: 82, 94</p>

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Correlation to CA English-Language Arts Content Standards, Grade 8

Grade-Level Content Standards	Citations
<p>2.3 Deliver research presentations:</p> <ul style="list-style-type: none"> a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and graphs. 	<p>SE: 300 TWE: 102, 163, 177, 189, 203, 207, 215, 217, 220, 241, 249, 250, 256, 268, 269, 279, 295, 300 TRB: 282, 306, 358 TR: 26, 30, 54, 78, 82, 86, 102, 108, 122, 130 P: 16 DVD: Activity 9</p>
<p>2.4 Deliver persuasive presentations:</p> <ul style="list-style-type: none"> a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone. 	<p>TWE: 151, 238, 255 TRB: 170, 282 P: 9</p>
<p>2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.</p>	<p>SE: 299, 346, 352 TWE: 15, 25, 139, 148, 166, 224 TR: 2, 118, 134</p>

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History-Social Science Content Standards, Grade 6

Grade-Level Content Standards	Citations
<i>World History and Geography: Ancient Civilizations</i>	
<p>Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.</p>	
<p>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p>	
<p>1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.</p>	<p>SE: 65</p>
<p>2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.</p>	<p>SE: 65, 67, 77 TWE: 77</p>
<p>3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.</p>	<p>TRB: 174–175</p>
<p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p>	
<p>1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.</p>	<p>SE: 77 TWE: 68, 76 TR: 34</p>

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Correlation to CA History-Social Science Content Standards, Grade 6

Grade-Level Content Standards	Citations
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.	TWE: 75, 76
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	SE: 71, 77, 78, 79, 80, 81 TWE: 76, 78, 79
4. Know the significance of Hammurabi’s Code.	TRB: 185
5. Discuss the main features of Egyptian art and architecture.	SE: 69, 70, 78, 79, 80, 81 TWE: 70, 71, 72, 78 TR: 38–40
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.	TWE: 75 TR: 38
7. Understand the significance of Queen Hatshepsut and Ramses the Great.	SE: 70, 71 TWE: 70
9. Trace the evolution of language and its written forms.	SE: 71, 160 TWE: 71 TRB: 177, 179–180, 226, 236 TR: 74

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.	SE: 136, 151 TWE: 151
2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from <i>Pericles’ Funeral Oration</i>).	TWE: 137

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Correlation to CA History-Social Science Content Standards, Grade 6

Grade-Level Content Standards	Citations
<p>4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s <i>Iliad</i> and <i>Odyssey</i>, and from <i>Aesop’s Fables</i>.</p>	<p>SE: 148–149, 150, 151 TWE: 148–149, 150, 151 TRB: 246 DVD: Activities 2, 3</p>
<p>5. Outline the founding, expansion, and political organization of the Persian Empire.</p>	<p>TR: 73, 74</p>
<p>6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.</p>	<p>TR: 60–68</p>
<p>7. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).</p>	<p>SE: 148, 149, 150, 151 TWE: 148, 149, 150, 151 TRB: 246</p>
<p>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p>	
<p>3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.</p>	<p>SE: 154 TWE: 91, 156, 157, 169 TR: 78–80</p>
<p>5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.</p>	<p>SE: 84, 88, 89, 156, 157, 169 TWE: 90, 91, 157 TR: 78–80</p>
<p>7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the <i>Bhagavad Gita</i>; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).</p>	<p>SE: 84 TWE: 84, 231 TRB: 257, 258</p>
<p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p>	
<p>1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.</p>	<p>SE: 74 TWE: 95</p>

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Correlation to CA History-Social Science Content Standards, Grade 6

Grade-Level Content Standards	Citations
<p>6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.</p>	<p>TRB: 192–193</p>
<p>7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.</p>	<p>SE: 94, 95 TWE: 94</p>
<p>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p>	
<p>8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.</p>	<p>SE: 142, 143, 144, 145, 146 TWE: 142, 143, 144, 145, 146 TRB: 246, 249, 250, 252 TR: 70–72 P: 4</p>

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History-Social Science Content Standards, Grade 7

Grade-Level Content Standards	Citations
<h3><i>World History and Geography: Medieval and Early Modern Times</i></h3> <p>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.</p>	
<h3>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</h3>	
<p>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).</p>	<p>SE: 142, 143 TWE: 142, 143</p>
<p>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.</p>	<p>TR: 93–96</p>

Correlation to CA History-Social Science Content Standards, Grade 7

Grade-Level Content Standards	Citations
7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.	
<p>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.</p>	<p>SE: 160, 163, 169 TWE: 160</p>
<p>2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.</p>	<p>SE: 160, 163, 165 TWE: 161, 162 TR: 70–74</p>
<p>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.</p>	<p>TR: 75–76</p>
<p>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.</p>	<p>SE: 166, 167, 168, 169 TWE: 163 P: 2</p>
7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.	
<p>1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.</p>	<p>TRB: 192–193</p>
<p>2. Describe agricultural, technological, and commercial developments during the Tang and Sung periods.</p>	<p>TRB: 192–193, 196 TR: 42</p>
<p>5. Trace the historic influence of such discoveries as tea, the manufacture of paper, wood-block printing, the compass, and gunpowder.</p>	<p>SE: 33, 90–93, 97 TWE: 33, 93 TRB: 194</p>

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Correlation to CA History-Social Science Content Standards, Grade 7

Grade-Level Content Standards	Citations
7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.	
<p>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.</p>	<p>TRB: 192–193</p>
<p>5. Describe the importance of written and oral traditions in the transmission of African history and culture.</p>	<p>SE: 5, 172, 173, 174, 175, 178, 181, 188, 189, 190, 191 TWE: 177, 178, 188, 189, 190 TRB: 272, 273, 274, 275, 277, 278, 281</p>
7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.	
<p>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.</p>	<p>TRB: 204 TR: 46</p>
<p>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.</p>	<p>TWE: 91 TR: 46</p>
<p>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>.</p>	<p>SE: 88, 89, 90, 91, 92 TWE: 88, 90, 91, 92</p>

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Correlation to CA History-Social Science Content Standards, Grade 7

Grade-Level Content Standards	Citations
7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.	
<p>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.</p>	<p>SE: 200, 201, 209 TWE: 192 TR: 90–94</p>
<p>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.</p>	<p>SE: 194, 207, 209 TWE: 200, 206</p>
<p>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.</p>	<p>TRB: 291</p>
<p>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”).</p>	<p>SE: 196, 200, 201, 206, 207, 208, 209, 227 TWE: 206, 207</p>
7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.	
<p>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.</p>	<p>TRB: 208–209</p>
<p>2. Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.</p>	<p>TR: 50–52 P: 1</p>

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Correlation to CA History-Social Science Content Standards, Grade 7

Grade-Level Content Standards	Citations
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.	TRB: 212
4. Describe the artistic and oral traditions and architecture in the three civilizations.	SE: 10, 100, 101, 102, 103, 105, 106, 107, 108, 109, 112, 113, 114, 115 TWE: 100, 101, 102, 103, 106, 107, 109, 112, 113, 114, 115, 202 P: 1
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.	SE: 113 TWE: 113 TRB: 210–211 P: 1

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

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).	SE: 212, 213, 218, 219, 221, 226, 227 TWE: 212, 213, 219, 221, 226, 227
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.	SE: 212 TWE: 214
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.	SE: 95 TWE: 220
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).	SE: 196, 197 TWE: 198, 199 TRB: 296–297
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).	SE: 212, 213, 214, 215, 216, 221, 224, 225 TWE: 214, 215, 216, 217, 224, 225, 230 TRB: 305, 309, 310, 311, 316, 319, 320, 321, 322, 325

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Correlation to CA History-Social Science Content Standards, Grade 7

Grade-Level Content Standards	Citations
7.9 Students analyze the historical developments of the Reformation.	
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).	SE: 229, 230, 233 TWE: 230, 231, 234
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.	TWE: 234
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.	SE: 236, 237, 238 TRB: 332
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).	SE: 230, 245 TWE: 233, 234, 237 TRB: 332
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.	SE: 236, 238 TWE: 237, 238
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).	SE: 238, 242, 243, 244, 245 TWE: 237, 238, 244
7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.	
1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).	TRB: 306

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Correlation to CA History-Social Science Content Standards, Grade 7

Grade-Level Content Standards	Citations
<p>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).</p>	<p>TWE: 230, 290 TRB: 165–166, 310, 336</p>
<p>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>	
<p>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.</p>	<p>TRB: 345</p>
<p>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.</p>	<p>SE: 248, 249, 250, 252, 253, 257 TWE: 248, 249 TR: 102</p>
<p>5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).</p>	<p>TWE: 290</p>

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History-Social Science Content Standards, Grade 8

Grade-Level Content Standards	Citations
<h3><i>United States History and Geography: Growth and Conflict</i></h3> <p>Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.</p>	
<h4>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</h4>	
<p>1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.</p>	<p>TR: 106</p>
<p>3. Analyze how the American Revolution affected other nations, especially France.</p>	<p>TRB: 329</p>
<h4>8.4 Students analyze the aspirations and ideals of the people of the new nation.</h4>	
<p>4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).</p>	<p>SE: 282, 283, 284, 285 TWE: 284, 285, 287 TRB: 343–344, 346</p>
<h4>8.5 Students analyze U.S. foreign policy in the early Republic.</h4>	
<p>2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.</p>	<p>SE: 285 TWE: 284, 285</p>

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Correlation to CA History-Social Science Content Standards, Grade 8

Grade-Level Content Standards	Citations
<p>3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.</p>	<p>TR: 60</p>
<p>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.</p>	
<p>1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).</p>	<p>TRB: 345</p>
<p>3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).</p>	<p>TRB: 346 DVD: Activity 12</p>
<p>4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.</p>	<p>TR: 10</p>
<p>7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).</p>	<p>TR: 10, 113–116 P: 9, 13</p>
<p>8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.</p>	
<p>1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.</p>	<p>P: 9</p>

Correlation to CA History-Social Science Content Standards, Grade 8

Grade-Level Content Standards (Grade 8)	Citations
8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	
2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.	TRB: 346 TR: 57–60, 61–64
3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).	TRB: 343
8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.	
6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.	TWE: 295
8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.	
2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.	TWE: 295
8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	
5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).	TR: 18

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