



**WORLD HISTORY
AND GEOGRAPHY**

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STANDARDS	PAGE REFERENCES
<p align="center">World History and Geography to 1500 A.D. (C.E.)</p> <p>These standards will enable students to explore the historical development of people, places, and patterns of life from ancient times until 1500 A.D. (C.E.) in terms of the impact on Western civilization. The study of history rests on knowledge of dates, names, places, events, and ideas. Historical understanding, however, requires students to engage in historical thinking, raise questions, and marshal evidence in support of their answers. Students engaged in historical thinking draw upon chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and decision making. These skills are developed through the study of significant historical substance from the era or society being studied.</p>	
<p>Skills</p>	
<p>WHI.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <p>a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in world history;</p>	<p>Student Edition:</p> <p><i>Applying the Skill</i> 18, 612, 636, 664</p> <p><i>Assessment 22</i> #23-24, 126 #23, 174 #20-21, 302 #18-20</p> <p><i>DBQ: Analyzing Historical Documents</i> 19, 123, 171, 243, 299, 665</p> <p><i>Primary Sources</i> 19, 123, 171, 243, 298-299, 665</p> <p><i>Skillbuilder</i> 18, 612, 636, 664</p> <p><i>Thinking Like a Historian</i> 11, 186, 883</p> <p>Teacher Edition:</p> <p>CTS 92; OTO 42; TS 18, 119, 165</p>

STANDARDS	PAGE REFERENCES
b) using geographic information to determine patterns and trends to understand world history;	<p>Student Edition: 12, 14, 26, 36-38, 40-41 <i>Assessment</i> 21 #13, 51 #11, 52 #22-23 <i>Lesson Review</i> 17 #3, 39 #2-3</p> <p>Teacher Edition: CTS 36, 40; E 14, 36; OTO 5, 27; RS 40; WS 26</p>
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world history;	<p>Student Edition: 54-55 <i>Assessment</i> 72 #25, 104 #21-22 <i>Chart</i> 42, 229 <i>Charts/Graphs</i> 109 <i>Critical Thinking</i> 78, 109, 119, 141</p> <p>Teacher Edition: CTS 78; OTO 60, 132, 233, 263; VS 55, 106, 109, 133</p>
d) evaluating sources for accuracy, credibility, bias, and propaganda;	<p>Student Edition: <i>Assessment</i> 125 #17 <i>DBQ: Analyzing Historical Documents</i> 339 #6 <i>Skillbuilder</i> 142, 272, 468, 612, 636 <i>Thinking Like a Historian</i> 11, 186, 687, 883</p> <p>Teacher Edition: CBK 272; CR 272; CTS 258, 288, 636; TS 139, 142; WS 142, 272; WS1 612</p>
e) comparing and contrasting historical, cultural, economic, and political perspectives in world history;	<p>Student Edition: <i>Analyzing Primary Sources</i> 168, 287 <i>Assessment</i> 52 #24, 72 #27, 341 #16 <i>DBQ: Analyzing Historical Documents</i> 299 #1 <i>Lesson Review</i> 84 #6, 259 #5, 291 #2, 317 #2 <i>Skillbuilder</i> 122</p> <p>Teacher Edition: CR 242, 332; CTS 168, 192, 309; RS 283, 295, 330; TS 78; V 195; VS 83; WS 197, 243</p>
f) explaining how indirect cause-and-effect relationships impacted people, places, and events in world history;	<p>Student Edition: <i>Assessment</i> 201 #1, #7, 245 #13-14, 246 #18, 275 #12, 321 #12 <i>Lesson Review</i> 310 #2, 317 #7 <i>Skillbuilder</i> 772 <i>Thinking Like a Historian</i> 611, 836</p> <p>Teacher Edition: CR 186; CTS 81, 242, 259, 264, 266, 269, 280, 293, 315; HO 24</p>

STANDARDS	PAGE REFERENCES
g) analyzing multiple connections across time and place;	<p>Student Edition: <i>Assessment</i> 430 #19, 530 #27-28 <i>Connections to Today</i> 87, 216, 263, 291 <i>DBQ: Analyzing Historical Documents</i> 49, 69 #3, 199 #3, 243 #2, 299, 427 #5 <i>Lesson Review</i> 291 #6</p> <p>Teacher Edition: BK 143; CTS 143, 353; WS 243</p>
h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;	<p>A decision-making model can be introduced in the classroom and applied to the following historical questions and scenarios.</p> <p>Student Edition: <i>Assessment</i> 893 #16 <i>DBQ: Analyzing Historical Documents</i> 559 #6, 805 #6 <i>Lesson Review</i> 749 #5, 762 #5, 771 #5, 803 #6, 884 #6</p> <p>Teacher Edition: CTS 883; WS 887</p>
i) identifying the rights and responsibilities of citizens and ethical use of materials and intellectual property; and	<p>This standard can be covered through classroom discussion and/or the use of adjunct materials.</p>
j) investigating and researching to develop products orally and in writing	<p>Student Edition: <i>Applying the Skill</i> 68, 318, 664, 890 <i>Assessment</i> 22 #25, 52 #20, 72 #23, 103 #11, 125 #17, 146 #18, 174 #22-23 <i>Skillbuilder</i> 318</p> <p>Teacher Edition: HO 2, 24; PBL 54, 128, 148, 176; TS 57, 74, 78, 119, 140; VS 114; WS 79, 90</p>
Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)	
<p>WHI.2 The student will apply social science skills to understand the period from the Paleolithic Era to the agricultural revolution by</p> <p>a) explaining the impact of geographic environment on hunter-gatherer societies;</p>	<p>Student Edition: 6-8 <i>Assessment</i> 21 #6, #8 <i>Geography Connection</i> 5 <i>Lesson Review</i> 8 #5</p> <p>Teacher Edition: CTS 7, 8; HO 2; OTO 5; RS 31</p>

STANDARDS	PAGE REFERENCES
b) describing characteristics of hunter-gatherer societies, including their use of tools and fire;	Student Edition: 7-8 <i>Assessment 21 #12-13</i> <i>Lesson Review 8 #2, #5</i> Teacher Edition: CR 8; CTS 7; HO 2
c) analyzing how technological and social developments gave rise to sedentary communities; and	Student Edition: 9-13, 14-17 <i>Assessment 21, 22 #21, #25</i> <i>Skillbuilder 18</i> Teacher Edition: CTS 9, 11, 12, 14; E 9; OTO 9; RS 12; TS 17; WS 11, 16
d) analyzing how archaeological discoveries are changing current understanding of early societies.	Student Edition: 4-5, 8 <i>Assessment 21 #18, 22 #23-24, 72 #24-25</i> <i>Connections to Today 5</i> <i>Critical Thinking 33, 39, 47, 141</i> <i>Skillbuilder 18</i> Teacher Edition: CBK 6; CR 18; E 1; MC 5; OTO 11, 46; TS 6, 18
WHI.3 The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by a) locating these civilizations in time and place and describing their major geographic features;	Student Edition: 14, 26-27, 36-37, 40-41 <i>Assessment 21 #6, 22 #21, 51 #11, 52 #22-23</i> <i>Geography Connection 15, 16, 27, 32, 37</i> <i>Lesson Review 17 #3, 39 #2-3</i> <i>Place and Time 24-25</i> Teacher Edition: CTS 14, 36; E 14, 36; OTO 16, 27, 41; VS 15, 41
b) describing the development of social, political, and economic patterns, including slavery;	Student Edition: 12-13, 16-17, 27-30, 31-35, 37-39, 41-44 <i>Assessment 21 #7-9, 52 #20-21</i> <i>Lesson Review 17 #2, 30 #5-6, 35 #4, 39 #3-6</i> Teacher Edition: CR 17; CTS 12, 27, 33; OTO 12, 31; RS 28; WS 16

STANDARDS	PAGE REFERENCES
c) explaining the development and interactions of religious traditions;	<p>Student Edition: 15-16, 27, 33, 34, 42-43 <i>Assessment</i> 21 #8, 51 #12 <i>Lesson Review</i> 17 #4, 44 #6</p> <p>Teacher Edition: CTS 15; RS 13, 34</p>
d) describing the origins, beliefs, traditions, customs, and spread of Judaism; and	<p>Student Edition: 33-34 <i>Assessment</i> 51 #12 <i>Lesson Review</i> 35 #5</p> <p>Teacher Edition: CR 35; RS 34; VS 33; WS 34</p>
e) explaining the development of language and writing.	<p>Student Edition: 8, 13, 17, 30, 33, 38-39, 44 <i>Analyzing Primary Sources</i> 29 <i>Assessment</i> 21 #14, 51 #4 <i>Primary Sources</i> 19</p> <p>Teacher Edition: BK 19; CBK 30; CTS 12, 19, 29; RS 17, 39</p>
Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)	
<p>WHI.4 The student will apply social science skills to understand the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by</p> <p>a) locating Persia in time and place, including Zoroastrianism and the development of an imperial bureaucracy;</p>	<p>Student Edition: 64-67 <i>Assessment</i> 71 #12, #14, 72 #27 <i>Geography Connection</i> 65 <i>Time and Place</i> 54-55</p> <p>Teacher Edition: OTO 65; RS 67</p>
b) locating India in time and place, including its origins, early development, and the debate over the Aryan migrations;	<p>Student Edition: 38-39, 108-111, 116-121 <i>Assessment</i> 125 #7-11 <i>Charts/Graphs</i> 109 <i>Time and Place</i> 106-107</p> <p>Teacher Edition: CBK 108; CR 121; CTS 118; E 116; HO 106; OTO 117; VS 117</p>

STANDARDS	PAGE REFERENCES
<p>c) describing the origins, beliefs, traditions, customs, and spread of Hinduism;</p>	<p>Student Edition: 105, 109-111, 118-119 <i>Assessment</i> 125 #16-18, 126 #23-24</p> <p>Teacher Edition: CR 111, 121; CTS 111, 118; E 108; OTO 108; TS 110; WS 110, 115</p>
<p>d) describing the origins, beliefs, traditions, customs, and spread of Buddhism;</p>	<p>Student Edition: 105, 112-115, 118-119 <i>Assessment</i> 125 #11, 126 #25</p> <p>Teacher Edition: CBK 113; CTS 114, 118; E 112; OTO 112-113, 114; WS 115</p>
<p>e) locating China in time and place, including the development of an empire and the construction of the Great Wall; and</p>	<p>Student Edition: 135-137, 138-141 <i>Assessment</i> 145 #10, 146 #18-22 <i>Place and Time</i> 128-129</p> <p>Teacher Edition: CR 137, 141; E 134; MC 135; OTO 134-135, 136, 138-139; RS 137</p>
<p>f) describing the impact of Confucianism, Taoism, and Buddhism</p>	<p>Student Edition: 112-115, 119, 130-133, 137, 139-140 <i>Assessment</i> 145 #1-3 <i>Lesson Review</i> 141 #3 <i>The Story Matters...</i> 127</p> <p>Teacher Edition: CBK 113, 131; CR 133; CTS 130; E 130; HO 128</p>
<p>WHI.5 The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by</p> <p>a) locating Greek civilizations in time and place and describing their major geographic features;</p>	<p>Student Edition: 76-77 <i>Assessment</i> 103 #1, 104 #21-22 <i>Geography Connection</i> 77, 83, 86, 89 <i>Lesson Review</i> 79 #3 <i>Place and Time</i> 74-75</p> <p>Teacher Edition: CTS 76, 77; E 76; OTO 77, 81; VS 75, 77</p>

STANDARDS	PAGE REFERENCES
<p>b) describing the social and religious structure of ancient Greece;</p>	<p>Student Edition: 77-78, 80-81, 87-88, 90-91, 93-94 <i>Assessment</i> 103 #7, 104 #23-24 <i>Lesson Review</i> 79 #4, 89 #2 <i>The Story Matters...</i> 73 Teacher Edition: CR 75, 89; CTS 74, 88; MC 73; OTO 80; RS 80, 90</p>
<p>c) describing the cultural development of Athens and Sparta, with emphasis on the significance of citizenship and the development of democracy;</p>	<p>Student Edition: 80-81, 82-84, 87-88, 90-94 <i>Assessment</i> 103 #11-12 <i>Lesson Review</i> 84 #5-6, 89 #4-6 <i>The Story Matters...</i> 73 Teacher Edition: CR 75, 84; CTS 74, 84, 88; E 80; OTO 80; PBL 74; VS 89</p>
<p>d) evaluating the political and economic development of Greece, with emphasis on the Persian and Peloponnesian wars;</p>	<p>Student Edition: 80-84, 85-89 <i>Assessment</i> 103 #11 <i>Lesson Review</i> 79 #3-4, 89 #3-6 Teacher Edition: CR 75, 89; CTS 76, 89; E 76, 85; OTO 86-87; VS 89; WS 88</p>
<p>e) evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great; and</p>	<p>Student Edition: 95-99 <i>Assessment</i> 103 #14-16, 104 #19-20 <i>Lesson Review</i> 99 Teacher Edition: CR 99; OTO 96, 97, 98; RS 97</p>
<p>f) citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle.</p>	<p>Student Edition: 74, 91-94, 98-99 <i>Assessment</i> 103 #14-16, 104 #24 Teacher Edition: CR 94; CTS 92, 94; HO 74; OTO 83, 90-91, 92-93; TS 93 98; VS 91, 93; WS 91</p>

STANDARDS	PAGE REFERENCES
<p>WHI.6 The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>a) locating Roman civilizations in time and place and describing their major geographic features;</p>	<p>Student Edition: 150-151 <i>Geography Connection</i> 155 <i>Lesson Review</i> 156 #3 <i>Place and Time</i> 148-149</p> <p>Teacher Edition: OTO 149, 151, 155, 164; RS 150; VS 148, 149, 155</p>
<p>b) describing the social and religious structure of ancient Rome;</p>	<p>Student Edition: 151, 152-153, 165, 167-170 <i>Assessment</i> 173 #10-11 <i>Lesson Review</i> 156 #1, 162 #3, 170 #5-7</p> <p>Teacher Edition: CTS 151, 153, 158, 167, 168; HO 148; OTO 167; RS 158, 165; WS 169</p>
<p>c) describing the social structure and cultural development of the Roman Republic;</p>	<p>Student Edition: 152-154, 157-158, 165-170 <i>Assessment</i> 173 #10 <i>Lesson Review</i> 156 #1, 162 #3, 170 #4-6</p> <p>Teacher Edition: CTS 152, 153, 158, 167, 168; OTO 167; RS 151, 158, 165; VS 151, 157; WS 169</p>
<p>d) describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar;</p>	<p>Student Edition: 159-161 <i>Lesson Review</i> 162 #4-6</p> <p>Teacher Edition: CTS 160; E 157; OTO 159; RS 160</p>
<p>e) describing and evaluating the political structure of the Roman Empire under the rule of Augustus Caesar;</p>	<p>Student Edition: 161-162 <i>Lesson Review</i> 162 #1</p>
<p>f) assessing the economic structure of Rome, Rome's imperial conquests, and the Pax Romana; and</p>	<p>Student Edition: 157-162, 163-165, 167-170, 184 <i>Assessment</i> 173 #8</p> <p>Teacher Edition: CTS 158, 169, 184; OTO 163, 164; RS 165; TS 164; WS 169</p>

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g) evaluating the fall of the Western Roman Empire and the Germanic invasions.	<p>Student Edition: 183-186, 190-193 <i>Assessment 201 #11</i> <i>Geography Connection</i> 191 <i>Lesson Review</i> 186</p> <p>Teacher Edition: CTS 190; E 183; OTO 183</p>
<p>WHI.7 The student will apply social science skills to understand the development of Christianity by</p> <p>a) describing the origins, beliefs, traditions, customs, and spread of Christianity in time and place;</p>	<p>Student Edition: 178-182, 187-189, 191, 197 <i>Applying the Skill</i> 198 <i>Assessment 201 #11-13</i> <i>Place and Time</i> 176-177</p> <p>Teacher Edition: CBK 177; CR 182; CTS 176, 179, 180, 182, 187; OTO 177, 178-179, 180, 187, 196; VS 177, 179, 181, 182</p>
b) explaining the unifying role of the Church in Europe after the collapse of Rome; and	<p>Student Edition: 181-182, 187-189, 191, 193 <i>Lesson Review</i> 189 #5</p> <p>Teacher Edition: CR 189; CTS 182, 187, 189; E 187; OTO 187; RS 191</p>
c) sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.	<p>Student Edition: 200 <i>Applying the Skill</i> 198 <i>Assessment 201 #11</i> <i>Step Into the Time</i> 176-177</p> <p>Teacher Edition: OTO 178; VS 177, 182</p>
Postclassical Civilizations, 300 to 1000 A.D. (C.E.)	
<p>WHI.8 The student will apply social science skills to understand the Byzantine Empire and Eastern Europe from about 300 to 1000 A.D. (C.E.) by</p> <p>a) explaining the influence of geography on the establishment of Constantinople as the capital of the Eastern Roman Empire and describing the Byzantine Empire in time and place;</p>	<p>Student Edition: 195 <i>Assessment 201 #11</i> <i>Geography Connection</i> 185, 191, 196 <i>Lesson Review</i> 197 #2</p> <p>Teacher Edition: OTO 185, 191, 192; RS 195; TS 196</p>

STANDARDS	PAGE REFERENCES
<p>b) describing Justinian and his contributions, including the codification of Roman law, and the expansion of the Byzantine Empire and economy;</p>	<p>Student Edition: 194-196 <i>Assessment</i> 201 #9, 202 #17-18 <i>DBQ: Analyzing Historical Documents</i> 199 <i>Lesson Review</i> 197 #2-4 Teacher Edition: BK 199; CTS 194; OTO 194</p>
<p>c) characterizing the role Byzantine art and architecture played in the preservation of Greek and Roman traditions;</p>	<p>Student Edition: 193, 195-196 <i>Lesson Review</i> 197 #4 Teacher Edition: CR 193; CTS 195; OTO 194; RS 218</p>
<p>d) explaining the disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church; and</p>	<p>Student Edition: 197 <i>Assessment</i> 201 #11, 202 #23 <i>Lesson Review</i> 197 #1 Teacher Edition: CBK 197; OTO 196; WS 197</p>
<p>e) analyzing and explaining the influence of Byzantine culture on Eastern Europe.</p>	<p>Student Edition: 195-196 <i>Lesson Review</i> 197 #4 Teacher Edition: OTO 194; TS 196</p>
<p>WHI.9 The student will apply social science skills to understand the Islamic civilization from about 600 to 1000 A.D. (C.E.) by</p> <p>a) describing the origin, location, beliefs, traditions, customs, and spread of Islam, with emphasis on the Sunni-Shi'a division and the Battle of Tours;</p>	<p>Student Edition: 206-209, 210-214, 217 <i>Assessment</i> 223 #10-12 <i>Lesson Review</i> 219 #4 Teacher Edition: CR 205; CTS1 213; HO 204; OTO 206, 211; RS1 212; VS 205, 211; WS 212</p>
<p>b) assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade; and</p>	<p>Student Edition: 207, 211-213, 215-216 <i>Assessment</i> 224 #20-21 <i>Geography Connection</i> 211 <i>Lesson Review</i> 209 #3 Teacher Edition: CR 205; CTS 215; OTO 211, 216; RS 206; VS 205, 211, 216</p>

STANDARDS	PAGE REFERENCES
<p>c) explaining the cultural and scientific contributions and achievements of Islamic civilization.</p>	<p>Student Edition: 218-219 <i>Assessment 224 #24</i> <i>Lesson Review 219 #5-7</i> <i>Primary Sources 221</i></p> <p>Teacher Edition: BK 221; E 215; OTO 215, 218; RS 218, 219; TS 219; WS 218</p>
<p>WHI.10 The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by</p> <p>a) locating and describing the societies of Western Europe during the Middle Ages in time and place;</p>	<p>Student Edition: 229-231, 233-236 <i>Assessment 246 #24</i> <i>Chart 229</i> <i>Lesson Review 231 #5</i> <i>Place and Time 226-227</i></p> <p>Teacher Edition: CR 231; WS 231</p>
<p>b) describing the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne;</p>	<p>Student Edition: 190-193 <i>Lesson Review 192 #2-5</i></p> <p>Teacher Edition: CR 193; CTS 191, 192, 193; OTO 192; RS 191</p>
<p>c) explaining the social, religious, and cultural development of the Magyars and Anglo-Saxons;</p>	<p>Student Edition: 190-193, 225, 237, 241 <i>Assessment 245 #12</i> <i>Place and Time 226-227</i></p> <p>Teacher Edition: CBK 227; CTS 176; OTO 190, 229, 240-241</p>
<p>d) describing the social, religious, and cultural patterns of the Vikings; and</p>	<p>The following references provide an introduction to the Vikings.</p> <p>Student Edition: 225, 228-229 <i>Assessment 245 #1</i> <i>Place and Time 226</i></p> <p>Teacher Edition: CTS2 228; OTO 229; VS 227</p>

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<p>e) evaluating and explaining the development of feudalism and the manor system.</p>	<p>Student Edition: 229-231, 233-234 <i>Assessment</i> 245 #10, 246 #24 <i>Chart</i> 229 <i>Lesson Review</i> 231 #3-6, 236 #4 Teacher Edition: CR 231; CTS 230; OTO 228; PBL 226; RS 229; TS 233; VS 229; WS 231</p>
Regional Interactions, 1000 to 1500 A.D. (C.E.)	
<p>WHI.11 The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by</p> <p>a) locating and explaining major global and regional trade routes;</p>	<p>Student Edition: 253-254, 263 <i>Assessment</i> 275 #2 <i>Place and Time</i> 249 Teacher Edition: CBK 248, 249; CTS 249, 253; HO 248; OTO 251, 253; TS 262</p>
<p>b) explaining technological advances and transfers, networks of economic interdependence, and cultural interactions;</p>	<p>Student Edition: 253-254, 257-259, 261 <i>Lesson Review</i> 264 #6-7 <i>Place and Time</i> 249 Teacher Edition: CBK 249; CR 264; CTS 249, 253, 264; CTS2 257; HO 248; OTO 252</p>
<p>c) explaining the impact of Shinto and Buddhist traditions and the influence of Chinese culture on the region; and</p>	<p>Student Edition: 257, 263-264 <i>Lesson Review</i> 264 #6-7 Teacher Edition: CR 264; CTS 249, 264; CTS2 257; HO 248; OTO 257; TS 262; WS 263</p>
<p>d) evaluating the impact of the Mongol Empire throughout Asia.</p>	<p>Student Edition: 242, 255-259, 264 <i>Assessment</i> 275 #3, #12, #15 Teacher Edition: HO 248; OTO 255; RS 264</p>

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<p>WHI.12 The student will apply social science skills to understand the civilizations and empires of Africa, with emphasis on the African kingdoms of Axum and Zimbabwe and the West African civilizations of Ghana, Mali, and Songhai, by</p> <p>a) locating early civilizations and kingdoms in time and place and describing major geographic features;</p>	<p>Student Edition: 306-307 <i>Assessment</i> 321 #9, 322 #18-20 <i>Geography Connection</i> 312 <i>Lesson Review</i> 310 #2-3, 317 #3-7 <i>Place and Time</i> 304-305</p> <p>Teacher Edition: CBK 304, 306; CR 310; CTS 315; E 306; OTO 307, 312, 315, 316; RS 306, 307; TS 307; VS 307</p>
<p>b) explaining the development of social, political, economic, religious, and cultural patterns in each region; and</p>	<p>Student Edition: 307-310, 311-317 <i>Assessment</i> 321-322</p> <p>Teacher Edition: CR 310, 317; CTS 308, 315; E 311; OTO 308-309, 311, 312, 315; RS 310, 316; RS1 312; WS 308, 309</p>
<p>c) evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.</p>	<p>Student Edition: 309, 312-316, 394-395 <i>Assessment</i> 322 #21 <i>Lesson Review</i> 317 #7 <i>Place and Time</i> 305</p> <p>Teacher Edition: OTO 212; RS 316; VS 305; WS 309</p>
<p>WHI.13 The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by</p> <p>a) locating early civilizations in time and place and describing major geographic features;</p>	<p>Student Edition: 326-328, 336-337 <i>Assessment</i> 341 #4-5, 342 #25 <i>Geography Connection</i> 327, 334 <i>Lesson Review</i> 332 #7, 337 #6 <i>Photo</i> 335, 336 <i>Place and Time</i> 325</p> <p>Teacher Edition: E 326, 333; OTO 327, 328, 333, 336; RS 334; VS 324, 334</p>
<p>b) explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas; and</p>	<p>Student Edition: 326-332, 333-337 <i>Assessment</i> 341 #8-13 <i>DBQ: Identifying Evidence</i> 324 <i>Primary Sources</i> 338-339</p> <p>Teacher Edition: CTS 336; MC 336; OTO 330-331, 334-335; RS 327, 329; VS 331; WS 335</p>

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<p>c) evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence.</p>	<p>There was no European interaction with these societies during the time period 1000-1500 A.D.</p> <p>Student Edition: 387-389, 391-395, 396-399 <i>Place and Time</i> 382-383 <i>Primary Sources</i> 400-401</p> <p>Teacher Edition: CR 389; HO 382; OTO 385, 388, 396, 398</p>
<p>WHI.14 The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by</p> <p>a) describing the emergence of centralized monarchies (England, France, Spain, and Russia) and distinctive political developments in each;</p>	<p>Student Edition: 417-421 <i>Assessment</i> 429 #5-6, 430 #20, #24</p> <p>Teacher Edition: CBK 407; CR 421; CTS 419; HO 406; OTO 419; RS 419, 421; VS 420; WS 418</p>
<p>b) explaining conflicts across Europe and Asia, including the Crusades and the fall of Constantinople;</p>	<p>Student Edition: 285-288, 294-295, 408-412, 413-416 <i>Assessment</i> 301 #4, 302 #23-25 <i>Lesson Review</i> 297 #4-5</p> <p>Teacher Edition: CR 288; CTS 288; OTO 285, 286; RS 287; WS 288</p>
<p>c) explaining patterns of crisis and recovery related to the Black Death (bubonic plague); and</p>	<p>Student Edition: 292-293 <i>Assessment</i> 301 #7, #12 <i>Lesson Review</i> 297 #2-3</p> <p>Teacher Edition: CTS 293; E 292; OTO 292-293</p>
<p>d) evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.</p>	<p>Student Edition: 193, 194, 289, 290, 352-353, 355 <i>Assessment</i> 173 #19, 201 #8, 223 #14, #16, #18, 224 #23-24, 361 #12 <i>Lesson Review</i> 170 #4, 193 #5, 291 #2, #4</p> <p>Teacher Edition: CBK 356; CTS 346, 352; E 194</p>
<p>WHI.15 The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by</p> <p>a) determining the economic and cultural foundations of the Italian Renaissance;</p>	<p>Student Edition: 346-349, 350-351, 352-353, 354 <i>Assessment</i> 362 #20, #24 <i>Lesson Review</i> 351 #4-5, 357 #2-5 <i>Place and Time</i> 344</p> <p>Teacher Edition: CBK 344; CR 351; OTO 350; RS 344, 346, 348, 352</p>

STANDARDS	PAGE REFERENCES
<p>b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli’s theory of governing as described in <i>The Prince</i>;</p>	<p>Student Edition: 346-349 <i>Assessment</i> 361 #3 <i>Lesson Review</i> 351 #1-4 Teacher Edition: CBK 344; CTS 348; E 346; OTO 349; RS 347; VS 345; WS 349</p>
<p>c) citing the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch; and</p>	<p>Student Edition: 349, 352-353, 355-357 <i>Assessment</i> 361 #5-12, 362 #21 <i>Lesson Review</i> 351 #4, 357 #7 Teacher Edition: CBK 356; CTS 353; OTO 352-353, 355, 356; RS 355; TS 356; WS 349</p>
<p>d) comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers</p>	<p>The following references on the Northern Renaissance focus on painters. Student Edition: 352-357 <i>Lesson Review</i> 357 #6 Teacher Edition: OTO 355, 356; TS 356; VS 357</p>