

## NEW CURRICULUM TEXTBOOK CORRELATION

### Social Studies 8

**Core Competencies:** Communication, Thinking, Personal & Social

**Big Ideas:**

1. Contacts and conflicts between peoples stimulated significant cultural, social, political change
2. Human and environmental factors shape changes in population and living standards.
3. Exploration, expansion, and colonization had varying consequences for different groups.
4. Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

Learning Standards: Content	Sample Topics & Corresponding <i>Pathways</i> Chapters	
<b>Social, political, and economic systems and structures, including those of at least one indigenous civilization</b>	Feudal societal structures and rights	Chapters 1-12
	Reformation and Counter-Reformation in Europe	Chapter 11
	Diffusion of religions throughout the world	Religions and Civilizations pp xii-xvii; Chapters 1-12
	Collapse of empires	Chapters 2, 6, 10
	Labour management	Chapters 1-12
	Gender relations	Chapters 1-12

Learning Standards: Content	Sample Topics & Corresponding <i>Pathways</i> Chapters	
<b>Scientific and technological innovations</b>	Arab world, Ibn Battuta, Islamic Golden Age	Chapters 3, 5
	Zheng He and Cartography	Chapter 12
	European navigation tools and locations	Chapter 10
	Cartography and navigation	Chapters 10-12
	Agriculture	Chapters 1-12
<b>Philosophical and cultural shifts</b>	<b>Sample Topics &amp; Corresponding <i>Pathways</i> Chapters</b>	
	Printing Press	Chapter 6
	Reformation and Counter-Reformation	Chapter 11
	Enlightenment	Chapters 9-11 (as Humanism)
	Literary and artistic shifts	Chapter 3,4,6,9, 12
<b>Interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</b>	<b>Sample Topics &amp; Corresponding <i>Pathways</i> Chapters</b>	
	Silk Road, Indian Ocean Trade	Chapters 1,3,4,7,8,12
	Crusades	Chapter 5
	Cultural diffusion	Chapters 3-4, 6, 8, 10-12
	Linguistic changes	Chapters 1,3-5, 8
	Environmental effects	Chapters 1-12
	Columbian exchange	Chapters 3-4, 8, 10-11
	Imperialism	Chapter 2, 11, 12
	Renaissance	Chapter 9
	Mesoamerica	Chapter 10

Learning Standards: Content	Sample Topics & Corresponding <i>Pathways</i> Chapters	
Exploration, expansion, and colonization	Contact and conflict	Chapters 1-12
	The Americas	Chapters 10-11
	State formation and collapse	Chapters 1-12
Changes in population and living standards	Sample Topics & Corresponding <i>Pathways</i> Chapters	
	Forced and unforced migration	Chapters 1-12
	Diseases and health	Chapter 6
	Urbanization and the effect of expanding communities	Chapters 1-12
	Environmental impact	Chapters 1-12

## CURRICULUM CORRELATION – NEW BC CURRICULUM

### Unit 1: Awakening Civilizations

UNIT QUESTION: **How do civilizations form and grow?**

Curricular Competency	Chapter One	Chapter Two	Chapter Three	Chapter Four
	<b>The Civilization of Early China</b>	<b>Europe's Early Middle Ages</b>	<b>Islamic Civilization</b>	<b>The Civilization of India</b>
<b>Students are expected to be able to do the following:</b>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>• exploration, expansion, and colonization</li> <li>• interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</li> <li>• changes in population and living standards</li> <li>• social, political, and economic systems and structures, including those of at least one indigenous civilization</li> </ul>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>• interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</li> <li>• changes in population and living standards</li> <li>• philosophical and cultural shifts</li> </ul>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>• interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</li> <li>• exploration, expansion, and colonization</li> <li>• changes in population and living standards</li> <li>• social, political, and economic systems and structures, including those of at least one indigenous civilization</li> <li>• scientific and technological innovations</li> </ul>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>• interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</li> <li>• changes in population and living standards</li> <li>• social, political, and economic systems and structures, including those of at least one indigenous civilization</li> <li>• scientific and technological innovations</li> </ul>

Curricular Competency	Chapter One	Chapter Two	Chapter Three	Chapter Four
<b>Students are expected to be able to do the following:</b>	<b>The Civilization of Early China</b>	<b>Europe's Early Middle Ages</b>	<b>Islamic Civilization</b>	<b>The Civilization of India</b>
<b>Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b>	Fast Forward, p. 15, question 1; Thinking It Through, p. 16, question 2; Thinking It Through, p. 36, question 2	The Laws of the Franks, p. 48; Exploring Sources, p. 48; How did Charlemagne gain power? pp. 49-51; Building Your Skills: Using Different Graphs for Different Purposes, pp. 52-53; Looking Back, p. 71, question 1-4	Exploring Sources, p. 81, 88; Comparing Viewpoints, p. 91; Thinking It Through, p. 92, question 3; Building Your Skills, pp. 93-95; quote from the Koran, p. 96; Fast Forward, p. 106; Looking Back, question 4	Building Your Skills, pp. 124-125; Thinking It Through, p. 126, question 3; Fast Forward, p. 131; Looking Back, question 2; Unit 1 activity, p.141; Looking Back, questions 2, 3, 4; Unit 1 activity, p. 141
<b>Assess the significance of people, places, events, and developments at particular times and places</b>	Life in Shang Times, p. 12; How can people live together in harmony? pp. 17-22; Taxes and Public Works, pp. 24-25; A New Dynasty, pp. 30-31; Women Gain Freedoms, p. 34; Improvements in Education, p. 35	What conditions led to a civilization in the Mediterranean? pp. 40-42; The Exchange of Ideas, pp. 41-42; The Roman Peace, p. 42; What are the legacies of ancient Rome? pp. 42-43; Thinking It Through, p. 44, questions 3 and 4; Charlemagne's Renaissance, p. 51; Connecting p. 55; What does economic collapse do to society? pp. 54-57	What makes an area a cradle of civilization? pp. 74-79; Social Structures, p. 79; How can a religion change people's lives? pp. 87-92; Life in the Country, p.87; What was life like in the city? pp. 89-90; The Shrinking Status of Women, p. 92; How can religion lead to tolerance? pp. 96-101; Everyday Life in Cordoba, p. 100; How can religion lead to intolerance? pp. 102-106	Did the geography of India affect diversity? pp. 110-112; What makes a golden age? pp. 121-126; How can religion increase diversity? pp. 127-133; How should a society meet the challenges of diversity? pp. 134-139

Curricular Competency	Chapter One	Chapter Two	Chapter Three	Chapter Four
Students are expected to be able to do the following:	<b>The Civilization of Early China</b>	<b>Europe's Early Middle Ages</b>	<b>Islamic Civilization</b>	<b>The Civilization of India</b>
<b>Determine what is significant in an account, narrative, map, and text</b>	Building Your Skills, pp. 8-9; Shang Arts and Culture, pp. 12-13; Figure 1-7; Fast Forward, p. 15; Figures 1-14, 1-15; ZOOM IN, pp. 32-33; Comparing Viewpoints, p. 47; Connecting, p. 55; Figure 1-30; Exploring Sources, p. 31; Looking Back, questions 1 and 4	Why do empires rise and fall? pp. 40-44; Building Your Skills: Using Different Graphs for Different Purposes, pp. 52-53; Figure 2-5; Thinking It Through, p. 51, questions 2 and 3; Thinking It Through, p. 57, question 2; What is the relationship between religion and civilization? pp. 63-70; Looking Back, question 1-4	Figures 3-4, 3-15; Exploring Sources, p. 91; Building Your Skills, question 4; Fast Forward, p. 101; Looking Back, question 1	Why did Ashoka rule with compassion? p. 120; Building Your Skills, pp. 124-125; Fast Forward, p. 131; Looking Back, question 2; The Progressive Akbar, p. 136; Three Mughal Rulers, pp. 136-137; Unit 1 activity, p. 141
<b>Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions</b> <b>Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change</b>	How do we know when a civilization has begun? pp. 11-16; Fast Forward, p. 15; Comparing Viewpoints, p. 20; Exploring Sources, p. 21; Figure 1-9; Exploring Sources, p. 26; ZOOM IN, pp. 32-33; Improvements in Education, p. 35; Advances in the Arts, p. 36	Quote from Saint Jerome, p. 43; Comparing Viewpoints, p. 47; Thinking It Through, p. 51, question 4; Connecting p.55; Exploring Sources, pp. 57, 64, 65; Figure 2-4; Fast Forward, p. 66, question 1; quote from Tertullian, p. 67; How did Irish monks preserve civilization? p. 70	Exploring Sources, pp. 81, 88; Comparing Viewpoints, p. 91; Building Your Skills, pp. 93-95; quote from the Koran, p. 96	Quote from the Rig-Veda, p. 116; Exploring Sources, p. 117; Connecting, pp. 118-119; quote from Ashoka's First Pillar, p. 120; Thinking It Through, p. 126; Figure 4-23; How did European control inspire unity? p. 138; Comparing Viewpoints, p. 139; Unit 1 activity, p. 141

Curricular Competency	Chapter One	Chapter Two	Chapter Three	Chapter Four
Students are expected to be able to do the following:	<b>The Civilization of Early China</b>	<b>Europe's Early Middle Ages</b>	<b>Islamic Civilization</b>	<b>The Civilization of India</b>
<b>Determine what factors led to particular decisions, actions, and events, and assess their short-and long-term consequences</b>	How can geography influence civilization? pp. 6-10; Building Your Skills, pp. 8-9; How do we know when a civilization has begun? pp. 11-16; How can central government advance a civilization? pp. 23-28; Figure 1-24; How can freedoms advance a civilization? pp. 29-36	Why do empires rise and fall? pp. 40-44; Figure 2-5; What happened after the fall of Rome? pp. 45-46; Who were the Franks? pp. 46-48; Thinking It Through, p. 51, questions 1-4; Figure 2-4; Who were the Anglo-Saxons? pp. 54-55; Thinking It Through, p. 57, question 2; What is the relationship between religion and civilization? pp. 63-70; Fast Forward, p. 66, question 1; How did Irish monks preserve civilization? p. 70	Water and Agriculture, p. 77; Political Developments, p. 85; The Extension of Empire, p. 86; What was life like in the city? pp. 89-90; How did Spain fare under Umayyad rule? pp. 97-101; Figure 3-21; Improvements to Farming, p. 100	Did the geography of India affect diversity? pp. 110-112; In what ways can a society be diverse? pp. 113-120; The Caste System, p. 116; Exploring Sources, p. 117; What makes a golden age? pp. 121-126; Was the Gupta Empire golden for everyone? p. 126; Figure 4-23; How can religion increase diversity? pp. 127-133; How should a society meet the challenges of diversity? pp. 134-139; How should a society meet the challenges of diversity? pp. 134-139; Figure 4-23; How did European control inspire unity? p. 138; Comparing Viewpoints, p. 139

Curricular Competency	Chapter One	Chapter Two	Chapter Three	Chapter Four
Students are expected to be able to do the following:	<b>The Civilization of Early China</b>	<b>Europe's Early Middle Ages</b>	<b>Islamic Civilization</b>	<b>The Civilization of India</b>
<b>Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places</b>	Story of Yang Yirong, p. 5; Shang Arts and Culture, pp. 12-13; Religion and Civilization feature, p. 13; How can people live together in harmony? pp. 17-22; Comparing Viewpoints, p. 20; Exploring Sources, p. 21, 26, 31	Quote from Saint Jerome, p. 43; Comparing Viewpoints, p. 47; Thinking It Through, p. 51, question 4; Connecting p. 55; Exploring Sources, pp. 57, 64, 65; Figure 2-4; Fast Forward, p. 66, question 1; quote from Tertullian, p. 67	Exploring Sources, pp. 81, 88; What were the beginnings of Islam? p. 81; ZOOM IN, pp. 82-83; What is a spiritual community? p. 84; How did Islam spread? pp. 84-86; How can a religion change people's lives? pp. 87-92; Comparing Viewpoints, p. 91; Thinking It Through, p. 92, questions 2 and 3; Looking Back, question 3; Fast Forward, page 106; Building Your Skills, pp. 93-95; quote from the Koran, p. 96; ZOOM IN, p. 105	The Caste System, p. 116; Exploring Sources, p. 117; Was the Gupta Empire golden for everyone? p. 126; Figure 4-23; In what ways can a society be diverse? pp. 113-120; What makes a golden age? pp. 121-126; How can religion increase diversity? pp. 127-133; How should a society meet the challenges of diversity? pp. 134-139



Curricular Competency	Chapter One	Chapter Two	Chapter Three	Chapter Four
Students are expected to be able to do the following:	<b>The Civilization of Early China</b>	<b>Europe's Early Middle Ages</b>	<b>Islamic Civilization</b>	<b>The Civilization of India</b>
<b>Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past</b>	How do we know when a civilization has begun? pp. 11-16; Fast Forward, p. 15; Comparing Viewpoints, p. 20; Exploring Sources, p. 21; How can central government advance a civilization? pp. 23-28; Exploring Sources, p. 26; How can freedoms advance a civilization? pp. 29-36; ZOOM IN, pp. 32-33; Improvements in Education, p. 35; Advances in the Arts, p. 36	What are the legacies of ancient Rome? p. 42-43; What happened after the fall of Rome? pp. 45-46; Who were the Franks? pp. 46-48; Who were the Anglo-Saxons? pp. 54-55; Exploring Sources, p. 57; What is the relationship between religion and civilization? pp. 63-70; How did Irish monks preserve civilization? p. 70	What were the beginnings of Islam? p. 81; ZOOM IN, pp. 82-83; What is a spiritual community? p. 84; How did Islam spread? pp. 84-86; Developments, p. 85; The Extension of Empire, p. 86; How can a religion change people's lives? pp. 87-92; Expansion of Islamic Science and Technology, pp. 89-90; Improvements to Farming, p. 100; How can religion lead to intolerance? pp. 102-106; ZOOM IN, 105	In what ways can a society be diverse? pp. 113-120; The Caste System, p. 116; Exploring Sources, p. 117; Why did Ashoka rule with compassion? p. 120; Was the Gupta Empire golden for everyone? p. 126; Figure 4-23; What makes a golden age? pp. 121-126; How can religion increase diversity? pp. 127-133; How should a society meet the challenges of diversity? pp. 134-139; The Progressive Akbar, p. 136; Three Mughal Rulers, pp. 136-137

## CURRICULUM CORRELATION – NEW BC CURRICULUM

### Unit 2: The Medieval World

UNIT QUESTION: **How do civilizations respond to challenges?**

Curricular Competency	Chapter Five	Chapter Six	Chapter Seven	Chapter Eight
	<b>Europe's High Middle Ages</b>	<b>Europe's Late Middle Ages</b>	<b>Medieval Japan</b>	<b>Africa: Trade &amp; Civilization</b>
<b>Students are expected to be able to do the following:</b>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</li> <li>changes in population and living standards</li> <li>philosophical and cultural shifts</li> </ul>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</li> <li>changes in population and living standards</li> <li>philosophical and cultural shifts</li> <li>scientific and technological innovations</li> </ul>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</li> <li>changes in population and living standards</li> <li>philosophical and cultural shifts</li> <li>scientific and technological innovations</li> <li>social, political, and economic systems and structures, including those of at least one indigenous civilization</li> </ul>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</li> <li>changes in population and living standards</li> <li>philosophical and cultural shifts</li> <li>scientific and technological innovations</li> <li>social, political, and economic systems and structures, including those of at least one indigenous civilization</li> </ul>

<b>Curricular Competency</b>	<b>Chapter Five</b>	<b>Chapter Six</b>	<b>Chapter Seven</b>	<b>Chapter Eight</b>
<b>Students are expected to be able to do the following:</b>	<b>Europe's High Middle Ages</b>	<b>Europe's Late Middle Ages</b>	<b>Medieval Japan</b>	<b>Africa: Trade &amp; Civilization</b>
<b>Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b>	Fast Forward, p. 154, 161; Building Your Skills: Conducting Sound Research, p. 155; Fast Forward, question 1, p. 149; Fast Forward, question 1, p. 154; Thinking It Through, question 2, p. 159; Religion and Civilization question, p. 171	Building Your Skills, pp. 180-181; Thinking It Through, question 2, p. 184; Fast Forward, p. 196; Thinking It Through, question 3, p. 201	Fast Forward, p. 218; How did rice affect the development of Japan? pp. 217-218; How Written Japanese Was Born, p. 219; Building Your Skills, pp. 212-213; Figure 7-2; Looking Back, question 1	Fast Forward, p. 245; Thinking It Through, question 2, p. 246; Thinking It Through, question 2, p. 260
<b>Assess the significance of people, places, events, and developments at particular times and places</b>	How did feudalism shape medieval society? pp. 146-154; In what ways did religion affect medieval society? pp. 156-159; What led to changes in the medieval worldview? pp. 166-172	How did the growth of trade change feudal society in Europe? pp. 176-184; How did the technologies of war affect society in the Middle Ages? pp. 185-194; What were the causes of social upheaval? pp. 195-201; Why were cathedrals built? p. 203	How did Japan's geography influence its early development? pp. 208-216; How did early China influence Japanese civilization? pp. 217-222	What is the geography of Africa? pp. 240-246; How did the environment shape African societies and cultures? pp. 248-254; What led to the rise of powerful kingdoms in West Africa? pp. 254-260; How did trade develop the East African city states? 261-269

Curricular Competency	Chapter Five	Chapter Six	Chapter Seven	Chapter Eight
Students are expected to be able to do the following:	<b>Europe's High Middle Ages</b>	<b>Europe's Late Middle Ages</b>	<b>Medieval Japan</b>	<b>Africa: Trade &amp; Civilization</b>
<b>Determine what is significant in an account, narrative, map, and text</b>	Figure 5-17, p.167; Figure 5-18, 168; Zoom In, p.170	Figure 6-2, p.177; Figure 6-12, p.191; Figure 6-13, p.192; Figure 6-15	How did Japan's geography influence its early development? pp. 208-216; Building Your Skills, pp. 212-213	Exploring Sources, p. 246
<b>Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions</b> <b>Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change</b>	Feudal ceremony, p. 148; Fast Forward, p. 149; Fast Forward, question 1, p. 149; Fast Forward, question 1, p. 154; Exploring Sources, pp. 153, 157; Building Your Skills: Conducting Sound Research, p. 155; Thinking It Through, question 2, p. 159; King John and the Magna Carta, pp. 164-165; What did medieval people know about the world? p. 166; Exploring Sources, p. 167; speech by Pope Urban II, p. 169	Building Your Skills, pp. 180-181; Comparing Viewpoints, p. 184; Thinking It Through, question 2, p. 184; Exploring Sources, pp. 187, 193, 201; ZOOM IN, pp. 188-189; Thinking It Through, question 3, p. 194; Fast Forward, p. 196; Thinking It Through, question 3, p. 201	Exploring Sources, pp. 211, 221, 224, 235; Comparing Viewpoints, pp. 216, 228; quote on p. 230	Fast Forward, p. 245; Thinking It Through, question 2, p. 246; Comparing Viewpoints, p. 260; Thinking It Through, question 3, page 260; Exploring Sources, pp. 263, 268; Looking Back, question 3, p. 270; Unit 2 activity, p. 271

Curricular Competency	Chapter Five	Chapter Six	Chapter Seven	Chapter Eight
<b>Students are expected to be able to do the following:</b>	<b>Europe's High Middle Ages</b>	<b>Europe's Late Middle Ages</b>	<b>Medieval Japan</b>	<b>Africa: Trade &amp; Civilization</b>
<b>Determine what factors led to particular decisions, actions, and events, and assess their short-and long-term consequences</b>	The Manor Village, p. 150; Exploring Sources, p. 151; How were medieval courts organized? p. 162; Exploring Sources, p. 167; Figure 5-18; Looking Back, question 1; How did increased contact with Asia change Europe? p. 172	How did the growth of trade change feudal society in Europe? pp. 176-184; How did the technologies of war affect society in the Middle Ages? pp. 185-194; What were the causes of social upheaval? pp. 195-201	How did Japan's geography influence its early development? pp. 208-216; How did early China influence Japanese civilization? pp. 217-222	What systems of religion and belief developed in Africa? pp. 252; Fast Forward, p. 253; Trade in Slaves, p. 256; Fast Forward, p. 266
<b>Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places</b>	In what ways did religion affect medieval society? pp. 156-159; What led to changes in the medieval worldview? pp. 166-172	How were attitudes toward the Catholic Church changing? pp. 202-204; Why were cathedrals built? p. 203	How did Japanese culture develop during the Yamato period? pp. 219-222; The Religion of the Samurai, p. 231	What systems of religion and belief developed in Africa? pp. 252; Fast Forward, p. 253; Trade in Slaves, p. 256; Fast Forward, p. 266; Exploring Sources, p. 268
<b>Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past</b>	How did the Church affect people's lives? pp. 157-158; What were the sources of law and power? pp. 160-165	Joan of Arc Rallies the French, p. 193; What were the causes and effects of the Peasants' Revolts? pp. 200-201; What were the responses to religious unrest? p. 204	How did feudalism develop in Japan? pp. 223-233; How did Japan respond to early contact with Europeans? pp. 234-236	What led to the rise of powerful kingdoms in West Africa? pp. 254-260; What were the great trading systems of West Africa? pp. 257-260; How did trade centres develop in East Africa? pp. 263-269

## CURRICULUM CORRELATION – NEW BC CURRICULUM

### Unit 3: Civilizations, Contact, and Change

UNIT QUESTION: How do contact and trade influence civilization?

Curricular Competency	Chapter Nine	Chapter Ten	Chapter Eleven	Chapter Twelve
	<b>The European Renaissance</b>	<b>The Age of Exploration</b>	<b>Emergence of the Nation-State</b>	<b>China: A World Power</b>
<b>Students are expected to be able to do the following:</b>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>Interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</li> <li>changes in population and living standards</li> <li>philosophical and cultural shifts</li> <li>scientific and technological innovations</li> </ul>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>exploration, expansion, and colonization</li> <li>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</li> <li>changes in population and living standards</li> </ul>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>interactions and exchanges of resources, ideas, arts, and culture between and among different civilizations</li> <li>changes in population and living standards</li> <li>philosophical and cultural shifts</li> </ul>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>changes in population and living standards</li> <li>philosophical and cultural shifts</li> <li>scientific and technological innovations</li> <li>social, political, and economic systems and structures, including those of at least one indigenous civilization</li> </ul>

Curricular Competency (cont'd)	Chapter Nine	Chapter Ten	Chapter Eleven	Chapter Twelve
	<b>The European Renaissance</b>	<b>The Age of Exploration</b>	<b>Emergence of the Nation-State</b>	<b>China: A World Power</b>
<b>Students are expected to be able to do the following:</b>		<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>• philosophical and cultural shifts</li> <li>• scientific and technological innovations</li> <li>• social, political, and economic systems and structures, including those of at least one indigenous civilization</li> </ul>	<p>In this chapter, students are expected to know the following content:</p> <ul style="list-style-type: none"> <li>• scientific and technological innovations</li> <li>• social, political, and economic systems and structures, including those of at least one indigenous civilization</li> </ul>	

Curricular Competency	Chapter Nine	Chapter Ten	Chapter Eleven	Chapter Twelve
<b>Students are expected to be able to do the following:</b>	<b>The European Renaissance</b>	<b>The Age of Exploration</b>	<b>Emergence of the Nation-State</b>	<b>China: A World Power</b>
<b>Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions</b>	Fast Forward, pp. 302, 306; Thinking It Through, questions 2, 3, and 4, p. 306; Looking Back, questions 3 and 4 p.307	Fast Forward, question 2, p. 312; Building Your Skills, p. 317; Fast Forward, pp. 319, 335; Looking Back, questions 3 and 4, p.337	Thinking It Through, question 3, p. 353; Thinking It Through, question 4, p. 358; Fast Forward, p. 366; Looking Back, questions 3 and 4 p. 371	Thinking It Through, questions 2 and 3, p. 383; Thinking It Through, questions 3 and 4, p. 386; Fast Forward, p. 392; Thinking It Through, question 2, p. 394; Thinking It Through, questions 3 and 4, p. 401; Looking Back, question 3 page 401
<b>Assess the significance of people, places, events, and developments at particular times and places</b>	What role did Italy's geography play in the birth of the Renaissance?, pp. 276-278; ZOOM IN, pp. 282-283; Building Your Skills, pp. 286-287; Women Artists of the Renaissance, p. 299; How did printing technology help spread Renaissance ideas? p. 300; What was the Scientific Revolution? pp. 303-305	How did improved technology allow Europeans to explore the world? pp. 313-316; How did the physical landscape influence Aztec society? pp. 324-325	Technology, Literacy, and the Reformation, p. 346; Envisioning an Empire, p. 365; How did the nation-state affect people? pp. 367-370; Were cottage industries a solution? pp. 369-370	Connecting, p. 376; Exploring Sources, p. 378; How was the economy rebuilt? p. 389; ZOOM IN, p. 390; How did China interact with the rest of the world? p. 395



Curricular Competency	Chapter Nine	Chapter Ten	Chapter Eleven	Chapter Twelve
<b>Students are expected to be able to do the following:</b>	<b>The European Renaissance</b>	<b>The Age of Exploration</b>	<b>Emergence of the Nation-State</b>	<b>China: A World Power</b>
<b>Determine what is significant in an account, narrative, map, and text</b>	What role did Italy's geography play in the birth of the Renaissance?, pp. 276-278; ZOOM IN, pp. 282-283; Building Your Skills, pp. 286-287; Women Artists of the Renaissance, p. 299	How was Aztec society organized? pp. 327-330; What were the effects of the Spanish conquest in the Americas? pp. 333-334; What caused discontent in the Spanish colonies? pp. 334-33	What were the foundations of the nation-state in England? pp. 354-358; How did Elizabeth I strengthen the nation-state? pp. 359-366; How did the nation-state affect people? pp. 367-371	Figures 12-2, 12-4, 12-15, 12-17, 12-24, 12-25, 12-26; Exploring Sources, p. 378; Fast Forward, p. 392; Looking Back, p. 402
<b>Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions</b> <b>Characterize different time periods in history, including periods of progress and decline, and identify key turning points that mark periods of change</b>	Exploring Sources, pp. 281, 293, 295; quote from Mirandola, p. 289; quote from Machiavelli, p. 290; Comparing Viewpoints, p. 291; quote from da Vinci, p. 303	Exploring Sources, pp. 320, 336; Comparing Viewpoints, p. 321; here did European explorers travel? pp. 318-322; How did the physical landscape influence Aztec society? pp. 324-325	Exploring Sources, pp. 345, 353, 360, 362, 368; Comparing Viewpoints, p. 356; Patterns and Change, p. 364	Exploring Sources, pp. 378, 382, 388, 396; China and the World, p. 386; Comparing Viewpoints, p. 40
<b>Determine what factors led to particular decisions, actions, and events, and assess their short-and long-term consequences</b>	What conditions led to the Renaissance starting in Italy? pp. 276-279; What were the contributions of the Northern Renaissance? pp. 300-305	What were the results of the encounters between the Spanish and the Aztecs? P.330-336; What were the effects of the Spanish conquest in the Americas? pp. 333-334	How did the Reformation change Europe? pp. 340-346; What was the Counter-Reformation? pp. 347-353; What were the foundations of the nation-state in England? pp. 354-358; How did Elizabeth I strengthen the nation-state? pp. 359-366	How did the Song Dynasty decline? p.383; What was China like under modern rule? pp. 384-386; To what extent did the Ming embrace the world? pp. 395-401

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<b>Students are expected to be able to do the following:</b>	<b>The European Renaissance</b>	<b>The Age of Exploration</b>	<b>Emergence of the Nation-State</b>	<b>China: A World Power</b>
<b>Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places</b>	Exploring Sources, pp. 281, 293, 295; What is humanism? pp. 288-293; quote from Mirandola, p. 289; quote from Machiavelli, p. 290; Comparing Viewpoints, p. 291; quote from da Vinci, p. 303	Exploring Sources, pp. 320, 336; Comparing Viewpoints, p. 321; What were the effects of the Spanish conquest in the Americas? pp. 333-334	Exploring Sources, pp. 345, 353, 360, 362, 368; Comparing Viewpoints, p. 356; Patterns and Change, p. 364	Exploring Sources, pp. 378, 382, 388, 396; China and the World, p. 386; Comparing Viewpoints, p. 40
<b>Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past</b>	Fast Forward, p. 285; Thinking It Through, question 3, p. 285; What role did Italy's history play in the birth of the Renaissance? p. 279; ZOOM IN, pp. 282-283; Comparing Viewpoints, question 3, p. 291; How did printing press technology help spread Renaissance ideas? p. 300	Fast Forward, question 2, p. 312; Fast Forward, p. 319; Exploring Sources p. 320; Comparing Viewpoints, question 3, p. 321; Fast Forward, question 2, p. 335; Looking Back, question 4	Thinking It Through, question 3, p. 353; Thinking It Through, question 4, p. 358; Fast Forward, p. 366	Fast Forward, p. 392; Thinking It Through, question 2, p. 394; How did the Song Dynasty begin? pp. 374-379; What was China like under foreign rule? pp. 384-386; How did China become Chinese again? pp. 387-389