

Textbook Alignment to the Utah Core – World History

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes No

Name of Company and Individual Conducting Alignment:
McHugh & Associates, Inc.

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Social Studies, Sixth Grade World History Core Curriculum

Title: myWorld Geography, Eastern Hemisphere © 2011 ISBN#: 0-13-251962-3

Publisher: Pearson Publishing as Prentice Hall

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0 %

STANDARD I: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0 %

| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
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| Objective 1: Explain why physical geography affected the development of early civilizations. | | | | |
| a. | Identify the major physical features of the regions where ancient civilizations flourished. | SE: 340-341, 346-349, 372-373, 390-391, 404-407, 410-413, 422-423, 444-447, 464, 478-483, 486-489, 514-519, 556-558, 586-591, 597, 630-633, 664-666, 696-697, 698-700, 736-737 | | |
| b. | Describe how these features influenced the success or decline of the civilizations. | SE: 340-341, 346-349, 372-373, 390-391, 404-407, 410-413, 422-423, 464, 478-483, 486-489, 514-519, 556-558, 586-591, 630-633, 664-666, 698-700 | | |
| c. | Compare maps of these ancient civilizations to current political maps and make inferences about the continuing affects of physical geography on cultural development. | SE: 124, 128, 134, 270-271, 322, 340, 426, 432, 445, 515, 516, 538, 557, 574, 588, 601, 612, 618, 652, 686, 699, 718, 724 | | |
| Objective 2: Evaluate how religion has played a central role in human history from ancient times to today. | | | | |
| a. | Explore the importance of religion in the cultural expression of ancient civilizations (<i>e.g.</i> customs, artistic expression, creation stories, architecture of sacred spaces). | SE: 92-93, 353, 381, 446-447, 454-455, 476-477, 479-482, 500, 512-513, 534 | | |
| b. | Identify key tenets of the major world religions (<i>i.e.</i> Buddhism, Christianity, Hinduism, Islam, Judaism). | SE: 92-93, 446-447, 454-455, 479-482, 500, 513, 585, 587-589, 632-633, 636-637, 705 | | |

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| c. | Analyze how religious ideas influence current issues. | SE: 92-93, 442-443, 446-447, 454-455, 476-477, 479-482, 500, 512-513, 534 | | |
| Objective 3: Explain how modern governments can trace some of their attributes to the systems of power, authority, and governance established in ancient civilizations. | | | | |
| a. | Identify forms of government within these civilizations. | SE: 104-105, 106-107, 139, 140-141, 405, 515 | | |
| b. | Compare those forms to existing systems of governance in today's world. | SE: 104-105, 106-107, 108-109, 302-305, 383, 418-419, 460-463, 490-491, 522, 526, 534, 603, 604-605, 608, 634-635, 650, 674-675, 680-681, 706, 744 | | |
| Objective 4: Analyze how the earliest civilizations created technologies and systems to meet community and personal needs. | | | | |
| a. | Identify innovations in manmade structures over time (e.g. irrigation, roads, building materials) and their influence on meeting needs. | SE: 97, 98-99, 148, 581 | | |
| b. | Examine the evolution and importance of writing. | SE: 98, 148, 157, 405, 412-413, 444, 446, 665 | | |
| c. | Identify cultural expressions that reflect these systems (e.g. architecture, artistic expression, medicine, philosophy, drama, literature). | SE: 84-85, 86-87, 90-91, 94-95, 96-97, 100-101, 353, 378, 458, 487-489, 586-587, 596, 702-703, 704-705 | | |
| d. | Compare social classes, vocations, and gender roles within ancient civilizations. | SE: 144-145, 161, 162-163, 587, 643 | | |

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| Sixth Grade Standard II: Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times. | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0</u>% | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) |
| Objective 1: Explain how physical geography affects economic and cultural expansion. | | | Not covered in TE, SE or ancillaries ✓ |
| a. | Identify natural resources and physical features that affected expansion. | SE: 188-193, 584-585, 693-695 | |
| b. | Describe the development of international trade via the desert, sea, and land and the resultant cultural exchanges between Asia, the Middle East, and Europe (<i>e.g.</i> the Silk Road) | SE: 164-168, 448, 556-557, 560-561, 584-585, 589, 591, 696-697, 698-700, 704-705 | |
| Objective 2: Explore the importance of religion in the Middle Ages and the Renaissance and its relevance to modern times. | | | |
| a. | Explain the influence of religion on cultural expression (<i>e.g.</i> the arts, architecture, government, education, family structure). | SE: 159-160, 182-185, 270-273, 585, 586-591, 696-697, 705 | |
| b. | Compare relations between the Muslim, Christian, and Jewish faiths during the Middle Ages, Renaissance, and the modern world (<i>e.g.</i> Crusades, periods of peaceful coexistence, periods of conflict). | SE: 164-168, 182-185 | |
| Objective 3: Examine how systems of governance began steps toward self-rule during the Middle Ages and the Renaissance. | | | |
| a. | Examine relationships between significant events and ideas and their influence on systems of government (<i>e.g.</i> the rise of the merchant class, the Magna Carta, the impact of the Black Death, Germanic tribes, feudalism, manors, city-states). | SE: 167-171, 172 | |
| b. | Compare individual rights of people in the United States | SE: 112-113, 168-170, 172, 196- | |

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| | today with the rights of selected groups in the Middle Ages and the Renaissance (<i>e.g.</i> serfs, nobility, merchant class). | 199 | | |
| Objective 4: Explain the importance of the Renaissance as a rebirth of cultural and intellectual pursuits. | | | | |
| a. | Investigate how technological and scientific developments of the time promoted literacy and the exchange of ideas that continue to this day (<i>e.g.</i> moveable type, telescope, microscope). | SE: 194-196 | | |
| b. | Identify leading Renaissance artists and thinkers and their contributions to visual arts, writing, music, and architecture (<i>e.g.</i> Machiavelli, Michelangelo, Leonardo da Vinci, Palestrina, Shakespeare, Tallis). | SE: 178-185, 218 | | |
| Sixth Grade Standard III: Students will understand how revolutions have had an impact on the modern world. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ <u>100</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 1: Understand processes of revolution. | | | | |
| a. | Examine social, religious, and economic issues that may lead to revolution. | SE: 196-197, 212, 218, 647-649 | | |
| b. | Identify and compare how revolutions develop in multiple areas of human life (<i>e.g.</i> scientific, agricultural, industrial, political, medical). | SE: 194-199, 218, 647-619 | | |
| Objective 2: Analyze the impact of selected revolutions. | | | | |
| a. | Identify representative people from selected revolutions (<i>e.g.</i> Napoleon, Martin Luther, James Watt, Isaac Newton, Madame Curie, Anton Van Leeuwenhoek). | SE: 194-199, 218, 647-619 | | |
| b. | Examine the outcomes of selected revolutions (<i>e.g.</i> the Scientific and Industrial revolutions, the Reformation, the French Revolution). | SE: 195, 196, 197, 199, 218, 649 | | |

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| Sixth Grade Standard IV: Students will understand current global issues and their rights and responsibilities in the interconnected world. | | | | |
| Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ <u>100</u> % | | Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ <u>0</u> % | | |
| OBJECTIVES & INDICATORS | | Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.) | Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.) | <i>Not covered in TE, SE or ancillaries</i> ✓ |
| Objective 1. Analyze how major world events of the 20 th century affect the world today. | | | | |
| a. | Identify key events, ideas, and leaders of the 20 th century (e.g. World War I, World War II, the Cold War, the Korean and Vietnamese conflicts, dynamic Asian economies). | SE: 200-205, 206-207, 382-383, 391, 494-496, 498-499, 500-501, 528-529, 593, 601, 668, 700-701 | | |
| b. | Describe the impact of these events on the world today. | SE: 200-205, 206-207, 382-383, 391, 494-496, 498-499, 500-501, 528-529, 593, 601, 668-669, 700-701 | | |
| Objective 2: Explore current global issues facing the modern world and identify potential solutions. | | | | |
| a. | Investigate pressing issues facing the world today (<i>e.g.</i> environmental, pollution, political turmoil, hunger, poverty, genocide, famine, natural disasters, child labor). | SE: 47, 50-51, 52-53, 54-55, 200-205, 206-207, 369, 382-383, 391, 400-401, 494-496, 498-499, 500-501, 528-529, 564, 593, 599, 601, 645, 663, 668, 700-701, 710-713 | | |
| b. | Identify potential solutions to pressing issues. | SE: 54, 70, 82, 114, 214-215, 218, 318, 422, 534, 608, 714, 756-757 | | |
| c. | Identify individuals and groups making positive changes in the world today and support these choices with evidence. | SE: 47, 70, 82, 103, 114, 219, 256-257, 284-285, 422-423, 534-535, 575-577, 609 | | |

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| Objective 3: Determine human rights and responsibilities in the world. | | | | |
| a. | Identify rights considered essential for all humans (<i>e.g.</i> health care, education, safety, freedom from fear, freedom of expression). | SE: 113, 284-285, 535, 608, 757 | | |
| b. | Propose steps individual students can take to protect these rights (<i>e.g.</i> support for sister schools, energy and resource conservation, letter writing, career choices, fundraising efforts). | SE: 285, 535, 609 | | |