

**ETC Press** This correlation list shows how *Timeline of Communication* is aligned to the Social Studies Standards.

**World History and Geography: Ancient Civilizations**

**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.

**6.2** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

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

**6.6** Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

**6.7** Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

**World History and Geography: Medieval and Early Modern Times**

**7.1** Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

**7.3** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.

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

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).

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).

**7.10** Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

**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).

**World History, Culture, and Geography: The Modern World**

**10.3** Students analyze the effects of the Industrial Revolution in England, France, Germany Japan, and the United States.

Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

**10.11** Students analyze the integration of countries into the world economy and information, technological, and communications revolutions (e.g., television, satellites, computers).

**United States History and Geography: Continuity and Change in the Twentieth Century**

**11.7** Students analyze America’s participation in World War II.

Describe major developments in aviation, weaponry, communication, and medicine and the war’s impact on the location of American industry and use of resources.

**11.8** Students analyze the economic boom and social transformation of post–World War II America.

Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

**Historical and Social Sciences Analysis Skills**

**1** Chronological and Spatial Thinking

**2** Historical Research, Evidence, and Point of View

**3** Historical Interpretation