

This correlation list shows how *Timeline of World Religions* is aligned to the Social Studies Standards.

**United States History and Geography: Making a New Nation**

**5.4** Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

**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.

Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.

**6.3** Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

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

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

**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.

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).

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.

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

**7.4** Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

**7.5** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.



<b>7.6</b> Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.
<b>7.9</b> Students analyze the historical developments of the Reformation.
<b>Historical and Social Sciences Analysis Skills</b>
<b>9.1</b> Chronological and Spatial Thinking
<b>9.2</b> Historical Research, Evidence, and Point of View
<b>9.3</b> Historical Interpretation
<b>World History, Culture, and Geography: The Modern World</b>
<b>10.1</b> Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
<b>10.4</b> Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.