



# Human Heritage

## *A World History*

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STANDARDS	PAGE REFERENCES
<b>Strand 2: World History</b>	
<b>Concept 1: Research Skills for History</b>	
<p><b>PO 1.</b> Construct charts, graphs, and narratives using historical data.</p>	<p><b>Student Edition:</b> Each unit and chapter begins with a timeline (e.g. 2-3, 4, 32, 52-53). A list of charts and graphs appear on pages T6-T7.</p> <p><b>Teacher Wraparound Edition:</b> UP 2, 52, 98, 148, 206, 262, 314, 364, 430, 484, 542, 602</p>
<p><b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.</p>	<p><b>Student Edition:</b> Each unit and chapter begins with a timeline (e.g. 2-3, 4, 32, 52-53). A list of charts and graphs appear on pages T6-T7.</p> <p><b>Teacher Wraparound Edition:</b> GC 2, 52, 98, 148, 206, 262, 314, 364, 430, 484, 542, 602; M 63</p>
<p><b>PO 3.</b> Construct timelines of the historical era being studied (e.g., presidents/world leaders, key events, people).</p>	<p><b>Student Edition:</b> Each unit and chapter begins with a timeline (e.g. 2-3, 4, 32, 52-53).</p> <p><b>Teacher Wraparound Edition:</b> C 171; UP 52, 430</p>

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<p><b>PO 4.</b> Formulate questions that can be answered by historical study and research.</p>	<p><b>Student Edition:</b>  <i>Critical Thinking Skills</i> 29, 60, 111, 170, 242, 321, 461, 571  <b>Teacher Wraparound Edition:</b>  T 29, 60, 111, 170, 242, 321, 461, 571</p>
<p><b>PO 5.</b> Describe the difference between primary and secondary sources.</p>	<p><b>Student Edition:</b>  672-673  <b>Teacher Wraparound Edition:</b>  T22-T23</p>
<p><b>PO 6.</b> Determine the credibility and bias of primary and secondary sources.</p>	<p><b>Student Edition:</b>  672-673; 674-697  <b>Teacher Wraparound Edition:</b>  T22-T23  TN 672-673</p>
<p><b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.</p>	<p><b>Student Edition:</b>  <i>Critical Thinking Skills</i> 29  <i>Linking Across Time</i> 199, 221  <i>Then &amp; Now</i> 198, 199  <b>Teacher Wraparound Edition:</b>  LPP 210, 214, 224; T 29</p>
<p><b>PO 8.</b> Describe how archaeological research adds to our understanding of the past.</p>	<p><b>Student Edition:</b>  25-30  <i>Section Assessment</i> 30 #1-#4  <b>Teacher Wraparound Edition:</b>  EC 26-27; DL 27; DYK 28; H 27; MC 26; MP 25; SO 28</p>
<p><b>Concept 2: Early Civilizations</b>  <b>(Note: Early civilizations were introduced in Grades 1[Egypt], 2 [Asia], 3 [Greece and Rome], 4 [North and South America].)</b></p>	
<p><b>PO 1.</b> Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.</p>	<p><b>Student Edition:</b>  33-40, 41-46  <i>Fun Facts</i> 39, 40, 43  <i>Then &amp; Now</i> 41  <b>Teacher Wraparound Edition:</b>  C 38; CT 36; DL 34; DYK 38, 40, 42; EC 42, 43; GH 35; MA 33; SO 39</p>

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<p><b>PO 2.</b> Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China:</p> <ul style="list-style-type: none"> <li>a. farming methods</li> <li>b. domestication of animals</li> <li>c. division of labor</li> <li>d. geographic factors</li> </ul> <p>Connect with: Strand 4 Concept 2, 4, 6 Strand 5 Concept 1</p>	<p><b>Student Edition:</b> 55-57, 67-68, 83-84, 86-87, 88 <i>Why It's Important</i> 55, 67, 83 <i>Linking Across Time</i> 70 <i>Map Study</i> 84, 89</p> <p><b>Teacher Wraparound Edition:</b> B 55; CL 56, 85; CT 71, 73, 84; DL 56; MA 83; RS 55, 83</p>
<p><b>PO 3.</b> Describe the importance of the following river valleys in the development of ancient civilizations:</p> <ul style="list-style-type: none"> <li>a. Tigris and Euphrates – Mesopotamia</li> <li>b. Nile – Egypt</li> <li>c. Huang He – China</li> <li>d. Indus – India</li> </ul> <p>Connect with: Strand 4 Concept 1, 2, 4, 5</p>	<p><b>Student Edition:</b> 56, 67-68, 83-84, 88 <i>Section Assessment</i> 59 #2, 68 #1-#5, 87 #2</p> <p><b>Teacher Wraparound Edition:</b> EC 88; GES 68; GH 59</p>
<p><b>PO 4.</b> Compare the forms of government of the following ancient civilizations:</p> <ul style="list-style-type: none"> <li>a. Mesopotamia – laws of Hammurabi</li> <li>b. Egypt – theocracy</li> <li>c. China – dynasty</li> </ul> <p>Connect with: Strand 3 Concept 3, 5</p>	<p><b>Student Edition:</b> 59, 61-62, 70-71, 88-89 <i>Reading Check</i> 61, 70, 88 <i>People in History</i> 90</p> <p><b>Teacher Wraparound Edition:</b> DYK 74; LPP 63; MP 70, 91</p>
<p><b>PO 5.</b> Describe the religious traditions that helped shape the culture of the following ancient civilizations:</p> <ul style="list-style-type: none"> <li>a. Sumeria, India – polytheism</li> <li>b. Egypt – belief in an afterlife</li> <li>c. China – ancestor worship</li> <li>d. Middle East – monotheism</li> </ul>	<p><b>Student Edition:</b> 57-58, 72-73, 74-76, 88-91 <i>Reading Check</i> 57 #2, 59, 73, 89</p> <p><b>Teacher Wraparound Edition:</b> CL 56; CT 76; DL 56</p>

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<p><b>PO 6.</b> Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:</p> <ul style="list-style-type: none"> <li>a. Mesopotamia – laws of Hammurabi</li> <li>b. Egypt – mummification, hieroglyphs, papyrus</li> <li>c. China – silk, gunpowder/fireworks, compass</li> <li>d. Central and South America – astronomy, agriculture</li> </ul> <p>Connect with: Strand 5 Concept 2</p>	<p><b>Student Edition:</b> 61-64, 71-72, 78-80, 258-259, 360-361 <i>People in History</i> 61 <i>Section Assessment</i> 64 #1-#4, 80 #1-#5 <i>Chapter Summary and Study Guide</i> 64 #7-#8, 80 #14 <i>Fun Facts</i> 71 <i>Linking Across Time</i> 91</p> <p><b>Teacher Wraparound Edition:</b> C 64, 80; E 80; EC 90; MC 441</p>
<p><b>PO 7.</b> Describe the development of the following types of government and citizenship in ancient Greece and Rome:</p> <ul style="list-style-type: none"> <li>a. democracy</li> <li>b. republics/empires</li> </ul> <p>Connect with: Strand 3 Concept 5</p>	<p><b>Student Edition:</b> 163-164, 169-171, 219-220, 229-230; 235-236</p> <p><b>Teacher Wraparound Edition:</b> DYK 220; LA 220; LPP 174; MC 187, 220</p>
<p><b>PO 8.</b> Describe scientific and cultural advancements in ancient civilizations (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy).</p> <p>Connect with: Strand 4 Concept 2, 4, 5 Strand 5 Concept 2</p>	<p><b>Student Edition:</b> 179-185, 185-190, 235-236 <i>Fun Facts</i> 182, 186 <i>Then &amp; Now</i> 183 <i>Linking Across Time</i> 184 <i>People in History</i> 188</p> <p><b>Teacher Wraparound Edition:</b> CL 183; DYK 183; EC 180, 184, 189; LA 181; LPP 237; MC 183, 188; MSN 239; S 189; SO 186, 187, 188</p>
<p><b>PO 9.</b> Identify the roles and contributions of individuals in the following ancient civilizations:</p> <ul style="list-style-type: none"> <li>a. Greece (e.g., Sophocles, Euripides, Pericles, Homer)</li> <li>b. Alexander the Great</li> <li>c. Rome (e.g., Julius Caesar, Augustus)</li> <li>d. China (e.g., Qin Shi Huan Di, Confucius)</li> <li>e. Egypt (e.g., Hatshepsut, Ramses, Cleopatra)</li> </ul> <p>Connect with: Strand 3 Concept 5</p>	<p><b>Student Edition:</b> 169-170, 183-190, 195-198, 228-230, 233-234 <i>People in History</i> 77, 90, 174, 188, 229 <i>People to Know</i> 163, 179 <i>Fun Facts</i> 186</p> <p><b>Teacher Wraparound Edition:</b> A 197; CL 197; CT 186; DYK 74, 183, 184, 185, 186; EC 189; GH 196; MC 183, 198; S 189; SO 186, 187, 188</p>

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<p><b>PO 10.</b> Describe the transition from the Roman Empire to the Byzantine Empire:</p> <ol style="list-style-type: none"> <li>“decline and fall” of the Roman Empire</li> <li>empire split in eastern and western regions</li> <li>capital moved to Byzantium/Constantinople</li> <li>Germanic invasions</li> </ol> <p>Connect with: Strand 4 Concept 2</p>	<p><b>Student Edition:</b> 240-244, 317-319 <i>People in History</i> 243, 318 <i>Section Assessment</i> 244 #3-#5, 319 #2, #5 <i>Why It's Important</i> 317</p> <p><b>Teacher Wraparound Edition:</b> CT 319; GH 243; MC 243</p>
<p><b>Concept 3: World in Transition</b> <b>(Note: The Middle Ages were introduced in Grade 4.)</b></p>	
<p><b>PO 1.</b> Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of major religions (i.e., Hinduism, Buddhism, Judaism, Christianity, and Islam).</p> <p>Connect with: Strand 4 Concept 2, 4</p>	<p><b>Student Edition:</b> 107-114, 247-250, 252-256, 310-311, 331-336 <i>Reading Check</i> 107, 248, 250, 252, 253 #1, 335 <i>People in History</i> 110, 332 <i>Section Assessment</i> 114 #3-#5, 250 #5, 336 #1-#5 <i>Then &amp; Now</i> 334</p> <p><b>Teacher Wraparound Edition:</b> C 311; CT 253; DYK 251, 311; EC 109, 333; GH 109; MC 250, 334, 335, 336; MP 107, 249; SO 310</p>
<p><b>PO 2.</b> Describe the development of the medieval kingdoms of Africa (i.e., Ghana, Mali, Songhai):</p> <ol style="list-style-type: none"> <li>Islamic influences</li> <li>mining of gold and salt</li> <li>centers of commerce</li> </ol> <p>Connect with: Strand 5 Concept 1</p>	<p><b>Student Edition:</b> 132-134 <i>People in History</i> 133 <i>Section Assessment</i> 134 #1-#5</p> <p><b>Teacher Wraparound Edition:</b> CLA 132; DL 133; DYK 132; E 134; LPP 132, 134; MC 133; SO 133</p>
<p><b>PO 3.</b> Describe the culture and way of life of the Arab Empire:</p> <ol style="list-style-type: none"> <li>Muslim religion – Mohammad, Mecca</li> <li>extensive trade and banking network</li> <li>interest in science – medicine, astronomy</li> <li>translation and preservation of Greek and Roman literature</li> </ol> <p>Connect with: Strand 5 Concept 1</p>	<p><b>Student Edition:</b> 331-336, 336-342, 342-344 <i>Section Assessment</i> 336 #1-#5, 342 #1-#5, 344 #1-#5 <i>Map Study</i> 337</p> <p><b>Teacher Wraparound Edition:</b> C 311; CLA 339; CT 338; DYK 311, 339; EC 333; LPP 337; MC 334, 335, 336; MP 340; SO 310; ST 342</p>

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<p><b>PO 4.</b> Describe the Catholic church’s role in the following activities during the Middle Ages:</p> <ul style="list-style-type: none"> <li>a. Crusades</li> <li>b. Inquisition</li> <li>c. education</li> <li>d. government</li> <li>e. spread of Christianity</li> </ul>	<p><b>Student Edition:</b> 381-383, 386-388, 388-396</p> <p><b>Teacher Wraparound Edition:</b> CLA 387; CT 384; D 382; DYK 389; EC 382, 392; LPP 383; MP 395</p>
<p><b>PO 5.</b> Describe the transition from feudalism to nationalism at the end of the Middle Ages.</p>	<p><b>Student Edition:</b> 411-416, 419-423</p> <p><i>Reading Check</i> 411 <i>Why It’s Important</i> 411</p> <p><b>Teacher Wraparound Edition:</b> C 424; CL 414; D 416; EC 418; MC 416, 417, 418; PD 412</p>
<p><b>PO 6.</b> Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15th and 16th centuries.</p> <p>Connect with: Strand 4 Concept 2, 4 Strand 5 Concept 1</p>	<p><b>Student Edition:</b> 317, 399-403, 469-478, 480-481</p> <p><i>Map Study</i> 400 <i>Section Assessment</i> 401 #1-#5 <i>Taking Another Look</i> 481 #1</p> <p><b>Teacher Wraparound Edition:</b> C 470, 476; CCT 469; DYK 468, 477; G 318; LPP 481; MSN 468</p>
<p><b>PO 7.</b> Describe how trade routes led to the exchange of ideas (e.g., spread of religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15th and 16th centuries.</p> <p>Connect with: Strand 3 Concept 1 Strand 4 Concept 4, 5 Strand 5 Concept 1</p>	<p><b>Student Edition:</b> 399-403</p> <p><i>Then &amp; Now</i> 470, 473</p> <p><b>Teacher Wraparound Edition:</b> CL 474; D 400; DYK 401; EC 400; MSN 402; MP 470</p>

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<b>Concept 4: Renaissance and Reformation</b>	
<p><b>PO 1.</b> Describe how the Renaissance was a time of renewal and advancement in Europe:</p> <ul style="list-style-type: none"> <li>a. rebirth of Greek and Roman ideas</li> <li>b. new ideas and products as a result of trade</li> <li>c. the arts</li> <li>d. science</li> </ul> <p>Connect with: Strand 3 Concept 5, Strand 4 Concept 2, 4, 5 Strand 5 Concept 1, 2</p>	<p><b>Student Edition:</b> 433-446 <i>Reading Check</i> 433, 441 <i>Then &amp; Now</i> 435, 439 <i>Fun Facts</i> 437, 441</p> <p><b>Teacher Wraparound Edition:</b> A 434; C 446; CL 438, 445; DL 466; LPP 436; MSN 439</p>
<p><b>PO 2.</b> Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation:</p> <ul style="list-style-type: none"> <li>a. Leonardo da Vinci</li> <li>b. Michelangelo</li> <li>c. Gutenberg</li> <li>d. Martin Luther</li> </ul> <p>Connect with: Strand 3 Concept 1 Strand 4 Concept 4</p>	<p><b>Student Edition:</b> 434-435, 441, 443, 445, 448-451 <i>People to Know</i> 433 <i>Section Assessment</i> 451 #2-#5</p> <p><b>Teacher Wraparound Edition:</b> A 443; B 433; CL 434; H 442; LA 435; MA 433; SO 435</p>
<b>Concept 5: Encounters and Exchange</b> <b>(Note: The growth of European nations was taught in Grade 5.)</b>	
<p><b>PO 1.</b> Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society:</p> <ul style="list-style-type: none"> <li>a. Scientific Revolution – Copernicus, Galileo, Newton</li> <li>b. natural rights – life, liberty, property</li> <li>c. governmental separation of powers vs. monarchy</li> <li>d. religious freedom</li> <li>e. Magna Carta</li> </ul> <p>Connect with: Strand 3 Concept 1, 4, 5 Science Strand 2 Concept 1</p>	<p><b>Student Edition:</b> 415, 507, 513, 514, 523-525 <i>Why It's Important</i> 503 <i>Section Assessment</i> 508 #5, 525 #1-#4</p> <p><b>Teacher Wraparound Edition:</b> CT 524; D 416; LPP 513; MC 517; R 508; S 524</p>

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<p><b>Concept 6: Age of Revolution</b> No performance objectives at this grade.</p>	
<p><b>Concept 7: Age of Imperialism</b> No performance objectives at this grade.</p>	
<p><b>Concept 8: World at War</b> No performance objectives at this grade.</p>	
<p><b>Concept 9: Contemporary World</b> No performance objectives at this grade.</p>	
<p><b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<p><b>Student Edition:</b> <i>Critical Thinking Skills</i> 29, 60, 111, 170, 242, 321, 461, 571, 390 <b>Teacher Wraparound Edition:</b> T 29, 60, 111, 170, 242, 321, 461, 571, 390</p>
<p><b>PO 2.</b> Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>	<p><b>Student Edition:</b> <i>Critical Thinking Skills</i> 29, 111, 571 <i>Linking Across Time</i> 550, 574, 583 <i>Then &amp; Now</i> 550, 574, 583 <b>Teacher Wraparound Edition:</b> LPP 630, 631, 652; T 29, 111, 571</p>