

## Textbook Alignment to the Utah Core – World Civilizations

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

Name of Company and Individual Conducting Alignment: Inside Edge Publishing, 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): World Civilizations Core Curriculum

Title: World History ISBN#: 0785464069

Publisher: Pearson

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: N/A %

**STANDARD I: Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.**

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

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

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> ✓
<b>Objective 1.1: Speculate about the factors that led to civilized society.</b>			
a. Investigate hunters and gatherers.	SE: 15-17		
b. Explore man’s domestication of plants and animals.	SE: 17		
c. Examine the role of irrigation in early agriculture.	SE: 94		
<b>Objective 1.2: Assess the impact of geography on the locations of early civilizations.</b>			
a. Examine why early civilizations developed in river environments.	SE: 27, 64-65, 67-68, 91, 103		
b. Evaluate the diffusion of civilizations.	SE: 35-36, 40, 55, 67, 69, 108-109		

<b>Objective 1.3: Examine the major characteristics of the early civilizations of Mesopotamia, Egypt, the Indus Valley, and the Yellow River.</b>				
a.	Analyze the social, political, and economic structure of ancient civilizations.	SE: 27-34, 67-84, 103-110		
b.	Investigate the technological advancements and writing systems that developed in early river valley cultures.	SE: 29-30, , 40, 70, 77, 80-81, 104, 107-108		
c.	Identify the factors that led to the rise of cities.	SE: 15, 17, 27, 48, 52, 94-95, 103, 106-107		
<b>STANDARD II: Students will comprehend the contributions of classical civilizations.</b>				
<b>Percentage of coverage in the student and teacher edition for Standard II: 100 %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the ancillary material for Standard II: N/A %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)</b>	<b>Coverage in Ancillary Material(titles, pg #'s, etc.)</b>	<b>Not covered in TE, SE or ancillaries ✓</b>
<b>Objective 2.1: Investigate the purpose and influence of religions and philosophies on classical civilizations of Greece, Rome, China, and India.</b>				
a.	Examine the essential elements of the belief systems of Greek mythology, Judaism, Christianity, Confucianism, Buddhism, Hinduism, and Islam.	SE: 36-38, 97, 100-101, 132, 142, 108-109, 117-179, 273-275		
b.	Examine the diffusion of Buddhism, Judaism, Christianity, and Islam.	SE: 20, 38, 101, 178, 227-231, 255-256 , 266, 278, 737-741		
c.	Compare and contrast the major philosophies of the Greeks and Chinese.	SE: 109, 134-135		
<b>Objective 2.2: Analyze the development of classical political systems.</b>				
a.	Contrast the evolution of Athenian democracy and Spartan rule.	SE: 124-127		
b.	Examine the consequences of Persian and Macedonian expansion.	SE: 128-131, 137		
c.	Contrast Zhou feudalism, the Greek city-state, and the caste system of India.	SE: 98-99, 122-127		
d.	Compare the development of the Roman and Han empires.	SE: 108-109, 149, 151-162, 169, 171-176		
<b>Objective 2.3: Investigate the importance of the expansion of trade.</b>				
a.	Identify routes of early colonization; e.g., Phoenician, Greek, Hellenistic, Korean/Japanese.	SE: 35-36, 108, 119-121, 137-139		
b.	Examine the technological improvements in transportation over time.	SE: 30, 35, 40, 104, 108, 399, 524-528, 722		

c.	Assess the importance of the Mediterranean and East Asian trade routes.	SE: 108, 179, 301, 305, 399-405		
<b>Objective 2.4: Evaluate the significance of classical sculpture, architecture, and performing arts.</b>				
a.	Examine the importance and influence of Greco-Roman art and architecture.	SE: 132-133, 164, 183-185		
b.	Assess the development of Indian and Chinese architecture and art.	SE: 94-95, 104		
c.	Investigate the importance and influence of the performing arts on classical civilizations.	SE: 133, 164		
<b>Objective 2.5: Analyze the social organization of classical cultures.</b>				
a.	Describe the role of slavery in Greece and Rome.	SE: 126, 152, 157, 164		
b.	Compare the role of the family in Imperial Rome and Confucian China.	SE: 112, 164		
c.	Explain the caste system of India.	SE: 98-99		
d.	Compare the treatment of women in China, Athens, Sparta, India, and Rome.	SE: 112, 127, 164, 188		
<b>STANDARD III: Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <b>100</b> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <b>N/A</b> %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1: Appraise the major characteristics of interregional contact that linked the people of Africa, Asia and Europe.</b>				
a.	Describe the impact the Silk Road had on trade across Europe and Asia.	SE: 108, 301		
b.	Discuss the importance of cross-Saharan migrations.	SE: 282-287		
c.	Examine the consequences of the Crusades.	SE: 229-230		
d.	Analyze the impact of Mongol invasion on Europe and Asia.	SE: 298-300, 305		
e.	Examine the influence of Chinese culture on Southeast Asia, Korea, and Japan.	SE: 308, 310		
<b>Objective 3.2: Assess the influence of advancing technologies on the development of societies.</b>				
a.	Identify the significant technological developments in Tang China.	SE: 301		
b.	Investigate key technologies that diffused to Europe from Asia; e.g., gunpowder, printing.	SE: 108-109, 301-304, 399		

c.	Explain the consequences of the cannon and the longbow on European warfare and society.	SE: 304, 346		
d.	Analyze the impact of movable type printing on Europe.	SE: 339-340		
<b>Objective 3.3: Compare and contrast the founding and organization of Spanish and Portuguese colonial empires to northern European trading empires.</b>				
a.	Assess the expansion of Portugal and Spain on Africa, India, and Southwest Asia.	SE: 399-405		
b.	Examine the political and military conflict between the Spanish, Portuguese, and the peoples of the New World.	SE: 406-412		
c.	Assess the impact of the exchange of ideas and goods on the New and Old Worlds.	SE: 418-419, 422		
d.	Investigate French, Dutch, and English merchants' impact on European overseas expansion.	SE: 416, 435-436, 593, 596-97, 600-601		
<b>Objective 3.4: Investigate the rise and development of the modern European political system.</b>				
a.	Describe the political and economic importance of the growth of towns in northern Europe.	SE: 227, 236		
b.	Explain the political and economic consequences of the rise of national monarchies.	SE: 429-450		
c.	Examine the influence of mercantilism and commercial capitalism on France, England, and the Netherlands.	SE: 416, 435-436, 593, 596-97, 600-601		
<b>STANDARD IV: Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV:      100                      %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV:      N/A                      %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i>(titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1: Assess the importance of intellectual and cultural change on early modern society.</b>				
a.	Compare the “rebirth” of European culture during the Renaissance with the flowering Chinese culture of the Ming dynasty; i.e., literature, art, architecture, the humanities.	SE: 306, 331-345		
b.	Examine the key events and ideas of the Protestant Reformation, the Counter Reformation, and Neo-Confucianism.	SE: 350-351, 353-356, 358-361, 363-369		
c.	Analyze the significant ideas and philosophies of the scientific	SE: 374-375, 377-392, 463-		

	revolution and the Enlightenment.	478		
<b>d.</b>	Examine the roles and conditions of men, women, and children in European monarchies.	SE: 437, 440-441, 448, 469, 472, 478		
<b>Objective 4.2: Investigate the role of revolution in the establishment of governmental systems.</b>				
<b>a.</b>	Explain the political, economic, and social philosophies that lead to revolution	SE: 463-478, 485-487, 493-495		
<b>b.</b>	Compare and contrast major world revolutions; e.g., American, French, Russian, Chinese.	SE: 485-495, 632-634, 643-645, 656-658, 745-747		
<b>Objective 4.3: Analyze the economic transformation of production and distribution of goods in Europe.</b>				
<b>a.</b>	Compare and contrast capitalism and socialism.	SE: 557-563		
<b>b.</b>	Explain the significance of the agricultural revolution.	SE: 15, 221		
<b>c.</b>	Investigate the impact of the first and second Industrial Revolutions.	SE: 515-534, 593		
<b>Objective 4.4: Evaluate the impact of Western imperialism in Africa, Asia, and the Pacific.</b>				
<b>a.</b>	Examine the impact of Western imperialism on Africa.	SE: 600-604		
<b>b.</b>	Compare the reactions of China, India, and Japan to foreign domination.	SE: 596-599		
<b>STANDARD V: Students will understand the interaction of peoples in the global integration of the 20<sup>th</sup> century.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard V:</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V:</b>		
100 %		N/A %		
<b>OBJECTIVES &amp; INDICATORS</b>		<i>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</i>	<i>Coverage in Ancillary Material (titles, pg #'s, etc.)</i>	<i>Not covered in TE, SE or ancillaries ✓</i>
<b>Objective 5.1: Analyze the political and economic global issues in the first half of the 20<sup>th</sup> century.</b>				
<b>a.</b>	Investigate the impact of totalitarianism on Europe; i.e., Stalinism, Italian fascism, German National Socialism.	SE: 577-584, 647-655, 662		
<b>b.</b>	Examine the connections among WWI, the Great Depression, and WWII.	SE: 612-613, 615-628, 654-655, 659-660, 662, 666-667, 669-691, 696		
<b>c.</b>	Assess the consequences of global war on the world.	SE: 668-691, 696		
<b>Objective 5.2: Investigate the impact of the Cold War on integration.</b>				
<b>a.</b>	Explain the key elements of the Cold War.	SE: 704-705, 707-712		

<b>b.</b>	Examine the independence movements in the African and Asian colonial world.	SE: 731-744, 748-752		
<b>c.</b>	Determine the causes and effects of the collapse of the Soviet sphere.	SE: 713-724		
<b>Objective 5.3: Investigate the creation of international organizations and global integration.</b>				
<b>a.</b>	Assess the impact of economic and political organizations on global relations; e.g., World Trade Organization, United Nations, Olympics.	SE: 692-695		
<b>b.</b>	Examine the impact of advancements in worldwide communication/transportation; e.g., satellite communications, information technology/internet, mass transportation.	SE: 785-787, 790		
<b>c.</b>	Analyze the impact of military alliances; e.g., North Atlantic Treaty Organization, Warsaw Pact, United Nations Geneva Convention.	SE: 692-695, 705, 708		
<b>Objective 5.4: Evaluate the impact of terrorism on the world's political, economic, and social systems.</b>				
<b>a.</b>	Assess the base of terrorist networks and activities.	SE: 803-805		
<b>b.</b>	Examine the impact of terrorism on the lives of people.	SE: 766, 803-805		
<b>c.</b>	Analyze the responses of political and economic institutions to terrorism.	SE: 766, 803-805		