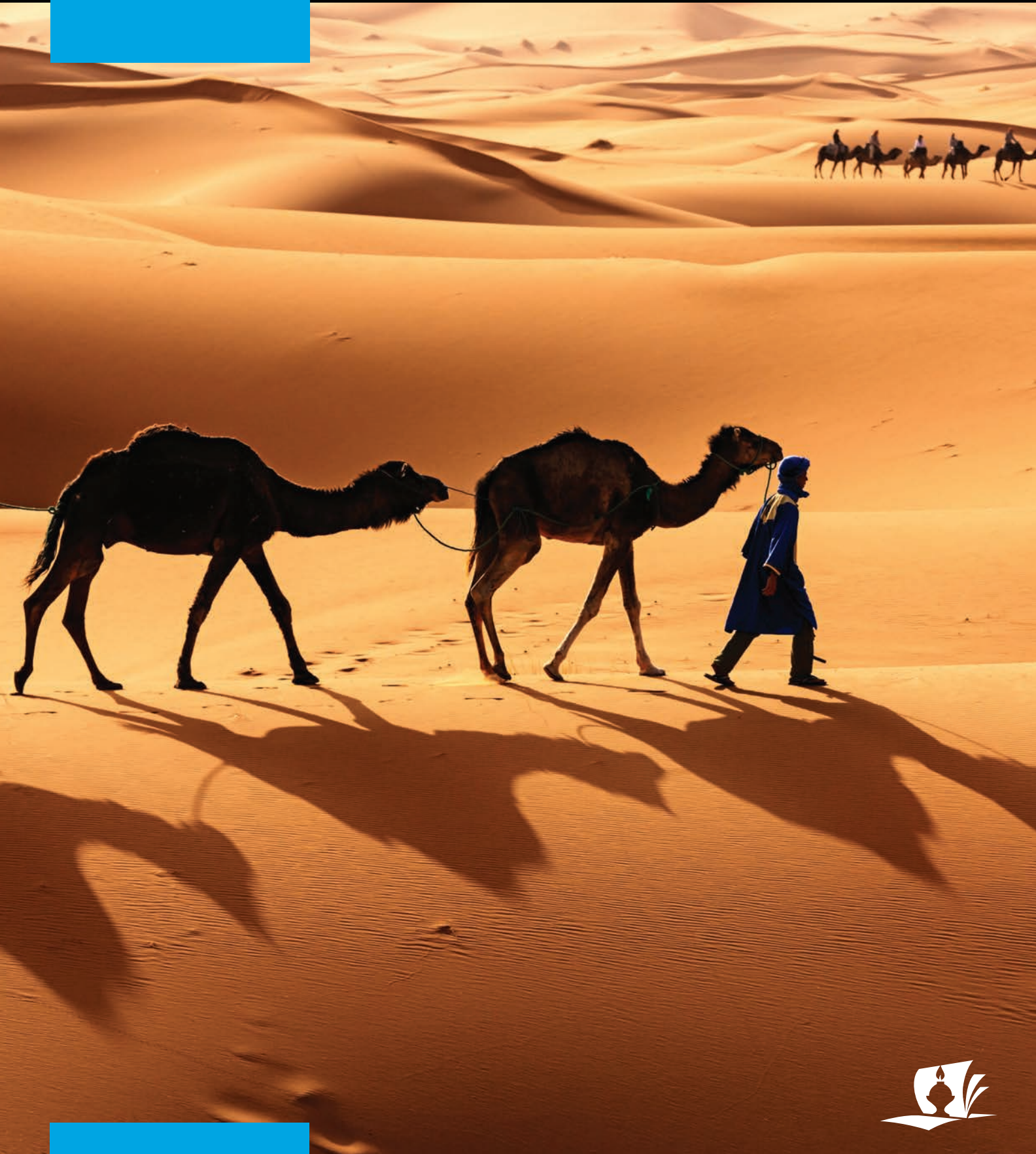




SECONDARY SUBJECT OVERVIEW

# Heritage Studies





# Vision

To equip students to engage their culture as discerning citizens and to apply a biblical worldview to history, government, geography, and economics.

## Goals for Students

- To improve social studies skills including reading, researching, analyzing primary sources, mapping, and creating timelines
- To develop an understanding of the interrelationship of various social studies disciplines
- To guide students in evaluating historical events, government and economic structures, and world cultures by developing biblical approaches to justice, power, freedom, individualism, equality, and other core values
- To equip students to create biblical solutions to real-world economic, environmental, political, and social problems

# Contents

<b>Program Approach</b>	<b>3</b>
<b>The Materials</b>	<b>6</b>
<b>The Features</b>	<b>8</b>
Teacher Edition	8
Student Edition	10
Student Activities	12
<b>Teacher Tools Online</b>	<b>14</b>

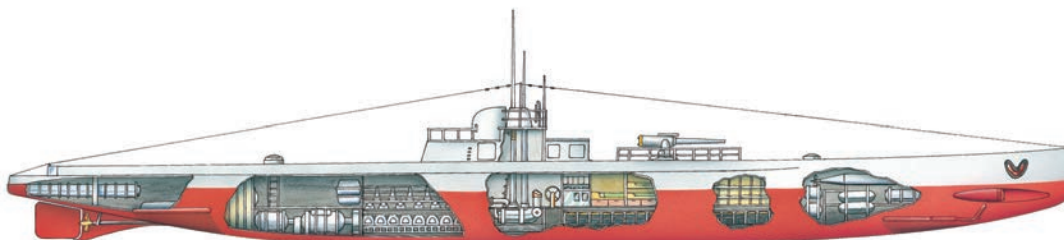


# Program Approach

The BJU Press secondary heritage studies program helps students to develop a historical, cultural, political, economic, and geographic context for how they live. Students will come to view their culture, their history, and their world from a biblical perspective. Biblically informed citizens and leaders are well equipped to engage with their culture and propose ethical solutions to real-world problems. To that end, we offer resources for teachers to take their classes beyond their immediate context to actively engage their culture. The study of our world and how we have come to be here should require students to engage with the material and consider how they might respond in a similar situation. Teachers can use discussions, activities, and visuals to immerse their students in the material and help them to think about the past, not as a series of things that happened, but as the choices people have made that God has used to shape our history, our government, our economy, and our culture. As students better understand how the past has impacted our world today, they will have a better perspective as they make decisions for the future.

## Improving Social Studies Skills

As students advance to secondary heritage studies, they are ready to apply their social studies skills to a more detailed and complex exploration of history, civics, government, and economics. Each textbook uses guiding questions and regular section reviews to remind students to read for information by directing their attention to key details. They will need to use visual analysis skills as they interact with maps, graphs, timelines, pictures, and more. Teachers may choose from a variety of optional activities in the teacher editions that require students to apply their skills by researching a topic or interacting with primary and secondary sources to learn more about it. Additionally, textboxes and selections in the student activities also encourage students to interact



with primary and secondary sources. These activities focus on analysis, and students will need to read carefully as they look for evidence of opinion, bias, and other cues that will help them evaluate assumptions within historical documents. Students will have opportunities to practice using and reading maps. They will also learn to analyze and create timelines, using chronology to understand cause-effect relationships and to represent information in a broader context. As they build on the foundations of their social studies skills, we want to encourage them to go beyond being just history, economics, or geography students. We want them to learn to be student historians, student economists, and student geographers.

## Understanding the Interrelationship of Disciplines

The social studies fields are not individual, unrelated islands. To truly understand the events of history, the cultural shape of our world, the structure of governments, and the economic system we live under, we must also study the people that made decisions. We must learn about their culture, the religious beliefs that guided them, the economy they depended on, and the geography that constrained them. In the BJU Press secondary heritage studies program, teachers have opportunities to highlight the interrelationship of social studies disciplines and to encourage their students to explore the implications of different fields. Students will study economic data when it gives insight into a culture's development, and they'll study religious history when it helps them understand the shape of a government. We strive to eliminate the boundaries between disciplines when it's natural, logical, and appropriate to do so. As students develop a deeper understanding of each field, they will be able to recognize cause-effect relationships and note how solutions to problems may not be as effective over time.

## Evaluating Themes in Events, Structures, and Cultures

The events of history, the structures that form society, and the cultures of our world should all reveal God's providence in shaping our world as it is today. How we understand God's intentions for our world guides our response to the situations we will face. To help students recognize God's hand at work, each course focuses on a series of worldview themes, including justice, aesthetics, power, and the four American core values—freedom, individualism, equality, and growth. Each theme helps students to develop new perspectives on concepts many take for granted. As they explore a biblical



worldview approach to these themes, they will be able to evaluate the intentions behind many of the political movements of the past as well as current and even future movements.

In particular, the four American core values help promote ethical citizenship in America. These values have left an enduring mark on American history, but without a biblical understanding of each one, students can easily believe what society says, rather than what God says. Freedom becomes a belief that people can do whatever they want. Individualism becomes a selfish pursuit of success and personal identity without concern for others. Equality encourages people to abandon authority. And growth leads to unjust wars, slavery, and other kinds of expansion at the expense of others. By helping students to recognize God's intentions for each value, we can place the foundations of our nation in a clearer context and help students to respond ethically to issues that may compromise these values. As citizens, they can make decisions that support their freedom to love God and love others and that support their ability to bear individual responsibility, to act as image bearers of God, and to develop and grow in such a way that pleases God.

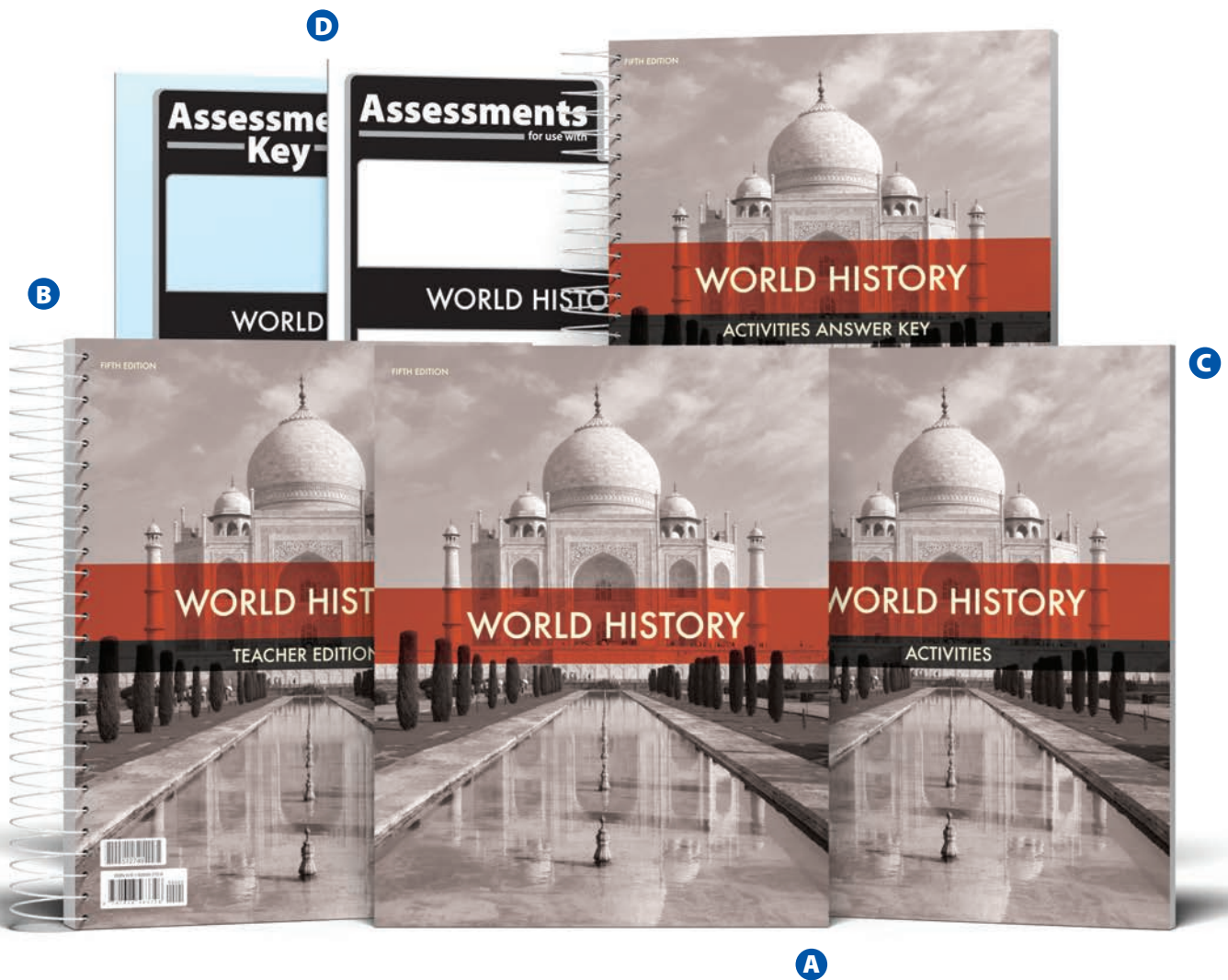
## **Equipping Students to Create Biblical Solutions**

The ultimate goal of any heritage studies course should be to help students make informed decisions in the future based on their knowledge of the past and their understanding of the present. As Winston Churchill said, "Those who fail to learn from history are condemned to repeat it." Students will need to learn how to apply biblical principles to decision making. Equipped with a thorough understanding of cause-effect relationships, knowledge of the past, and the ability to evaluate assumptions and draw reasonable inferences, students will be ready to apply what they have learned from worldview shaping themes to current events, and they will be able to prepare biblical solutions to real-world problems. Options for holding mock trials or mock debates will give students opportunities to practice developing and applying solutions to real-world problems in a useful and memorable way.

Many of the real-world problems that students will focus on will relate to world religions, missions, and the relationship between church and government. As Christian citizens, students will need to consider how freedom of religion should extend to other world religions. How should they respond when other religions begin to influence new laws that affect them? What are reasonable boundaries that governments can draw that protect the rights of churches? Our materials will encourage students to consider these and other issues from a biblical worldview.

# The Materials

Below are the standard heritage studies materials provided for each secondary grade. Some grades may include additional pieces. For a comprehensive list, contact your Precept sales representative at [preceptmarketing.com/locator](http://preceptmarketing.com/locator).



## **A. Student Edition (eTextbooks available, see page 14)**

Each student edition uses a combination of well-researched content, photos, illustrations, graphs, maps, and timelines to explore United States and world history, cultures, government, and economics. Guiding questions help students focus on key learning objectives as they work through the material. Textboxes give students opportunities to dive deeper and interact with additional source material. Section and chapter reviews help them practice recall and apply critical-thinking skills to accomplish learning objectives. Critical-thinking questions in section and chapter reviews help them to form biblical positions on issues and become ethical citizens.

## **B. Teacher Edition**

Each teacher edition provides additional teaching resources for expansion as well as optional activities, discussion guides, and research projects. Each teacher edition includes detailed answers to section and chapter reviews with guides for assessing students' answers to subjective questions. Additional resources for larger projects are available in the appendices.

## **C. Activities**

Each student activities manual provides opportunities for review of key skills and information as well as interaction with primary and secondary sources. Additional projects invite students to interact with major documents and practice mapping skills. An answer key is available as a separate book.

## **D. Assessments**

Each assessments packet includes one test per chapter and offers summative assessments for key concepts. Tests can be adjusted in accordance with teaching emphasis and direction, and questions offer opportunities to apply higher-order thinking skills. Types of test questions include true-false, fill-in-the-blank, matching, short answer, and essay. An answer key is available for separate purchase. Additional assessment options are available through ExamView.

▶ *See pages 14–15 for technology solutions.*

# The Features

## Structured Lesson Plan Sequence

### WORLD HISTORY, 5TH EDITION LESSON PLAN OVERVIEW

Lesson	Teacher Edition	Student Edition	Student Activities	Content Objectives and Biblical Worldview
<b>Chapter 1: Foundations of World History</b>				
1	2–8	2–8	1	<b>The Study of World History</b> Outline reasons for studying world history Summarize the process used by historians to analyze various sources Analyze various sources based on authorship, purpose, and intended audience Explain how making moral judgments and discerning divine providence are part of the historian's craft
2	8–10	8–10		<b>Evolutionary Prehistory?</b> Summarize evolutionary prehistory Evaluate evolutionary prehistory from a biblical worldview
3	10–18	10–18	2	<b>The Beginnings of World History</b> Identify the features and themes of civilizations Relate the Creation Mandate to culture and the development of civilizations Analyze how the Fall affects the development of civilizations Create a flow chart of history from the Fall to the coming of Christ that visualizes how Genesis 3:15 is the thesis statement for human history
4	19	19	3	<b>Review</b>
5				<b>Test</b>
<b>Chapter 2: Early Civilizations</b>				
6	20–29	20–29	1–2	<b>The Fertile Crescent</b> List the major cultural achievements of the civilizations of the Fertile Crescent Categorize the achievements of these civilizations by the key features of civilizations Evaluate the themes of justice, power, citizenship, and the environment in these civilizations Assess the importance of the Hebrew civilization for the development of world history
7	30–34	30–34		<b>Egypt</b> Explain how Egypt's geography shaped the development of its civilization Trace the history of Egypt through the Old, Middle, and New Kingdoms Analyze the culture of Egypt by the features of a civilization Evaluate the Egyptian view of the afterlife and <i>maat</i>
8	34–39	34–39		<b>Near Eastern Empires</b> Trace the rise and fall of the Assyrian, Chaldean, and Persian Empires Evaluate justice and power in each of these empires Explain how God used these empires to advance His own purposes
9	40–46	40–46	3–4	<b>Asian Civilizations</b> Explain the effect of geography on early development in India and China Outline the early history of Indian and Chinese civilizations Assess the impact of Hinduism and Buddhism on Indian culture Evaluate views of justice, power, and citizenship in two major Chinese ethical systems
10	47	47	5	<b>Review</b>
11				<b>Test</b>
<b>Chapter 3: The Greek Civilization</b>				
12	50–53	50–53	1	<b>The Early Greek World</b> Identify the notable features of the Minoan and Mycenaean civilizations Evaluate the historical and cultural value of Homer's writings Assess the influence of Greek mythology on Greek culture
13	54–57	54–57		<b>Greek City-States</b> Contrast city-states and nation-states Compare and contrast the government and culture of Sparta and Athens Evaluate the four basic types of Greek government Propose a system of government based on the strengths and weaknesses of the four types of Greek government
14	57–60	57–60		<b>The Fateful Century</b> Explain the importance of the Persian Wars and the Battle of Salamis Bay Identify the importance of the Peloponnesian War and the Athenian civilization Assess the impact of the Hellenistic civilization

Suggestions for biblical worldview shaping

Daily lesson plan overview provided



## Teacher Edition

The Constitution's framers deliberately made Congress the first branch of government, addressing it in Article I. History reveals why they mentioned the representative assemblies first. The American War for Independence occurred largely because many colonists viewed King George III as a tyrant; consequently, the founders proposed a legislative body to counterbalance executive power and give the people a substantial voice in the national government.

Representative governments date back to the Greeks and Romans. In the late Middle Ages, the English Parliament developed as wealthy noblemen insisted on advising monarchs. When Britain established its colonial empire, American colonists enjoyed a measure of self-government through their colonial assemblies, as illustrated by the House of Burgesses in Virginia. During the War for Independence, the Continental Congress, a representative assembly, guided the American government.

Not surprisingly, when the colonists finally gained their independence, the national government under the Articles of Confederation featured a dominant assembly. And in 1789, when the new central government began, Congress was still expected to control America's affairs. Congressional power peaked in the late nineteenth century. The Reconstruction Congress overrode Andrew Johnson's postwar plans and determined its own procedure for returning the defeated Southern states to the Union. In the era of big business that followed the end of Reconstruction in 1876, Congress cooperated with business and industry leaders. This resulted in a period of unprecedented growth and prosperity. The presidents of that era (from Ulysses S. Grant to William McKinley) are remembered less than presidents from other periods largely because Congress was so dominant.

The twentieth century, however, was a different story. For several reasons, the White House became more dominant in American political life. Theodore Roosevelt expanded the role of the presidency in the national government. He did so through his outgoing personality, the news media, the influence of the office as a "bully pulpit," his initiative in proposing legislation (e.g., the Pure Food and Drug Act), and his aggressive "big-stick" foreign policy. Later, the size of the executive branch bureaucracy increased during both the New Deal of the 1930s and the Great Society of the 1960s. Likewise, during the Cold War, the White House received greater power in foreign policy to stop Communist advances. Despite this increased executive authority, Congress—the main source of legislation—remains a force that presidents cannot ignore (though some modern presidents have tried to bypass Congress by issuing executive orders). This chapter introduces and discusses the structure and workings of the US Congress.

### Congress and the President

One of Andrew Johnson's main political opponents was Radical Republican Thaddeus Stevens, a congressman from Pennsylvania. He told the president, "This is . . . a Government of the people, and . . . Congress is the people."



## Section I Objectives

1. Describe Congress's bicameral structure.
2. Explain how the House and Senate officials lead their respective chambers.
3. Evaluate controversial issues related to members of Congress.
4. Summarize the procedures regulating congressional sessions.

Section objectives simplify lesson planning.

### House of Burgesses

One forerunner of the US Congress was the Virginia General Assembly, instituted in 1619, which included the governor, six councilors, and twenty-two burgesses. It eventually became known as the House of Burgesses. (*Burgess* was an English term for a middle-class person or townsman.) Voting was limited to male property owners, who were usually required to own twenty-five to fifty acres or a lot and a house in town. The sheriff conducted elections, and voters announced their choices orally in the presence of the candidates, who typically courted voters with free liquor or invitations to balls and dinners.

Additional background information provides more detailed explanations.

## I. Framework

### Bicameral Structure

The Great Compromise at the Constitutional Convention led to the creation of a **bicameral**, or two-house, Congress. Big states, such as Virginia, advocated representation based on population; and small states, such as New Jersey, naturally feared the overwhelming power of large states. The Great Compromise resolved the matter. The creation of the House of Representatives, in which representation is based on population, pleased large states; and the creation of the Senate, which is composed of two

### Guiding Questions

1. What is bicameral structure and how does it affect Congress?
2. How do the House and Senate officials lead their respective chambers?
3. What are some of the controversial issues relating to members of Congress?
4. What are some procedures used during a congressional session?

THE STRUCTURE OF CONGRESS • 167



### Government Comparisons

Direct the students to research and write a report on representative governments in ancient Athens and Rome; their similarities and differences. Use the following questions to guide their research: How similar to or different from the US Congress? Did the Athenians and Romans have wealthy citizens? How did they choose their representatives? How did the "representative" system of Athens differ from the Roman system?

Icons indicate additional research opportunities, writing activities, and more.

**Research** Direct the students to review newspapers, magazines, and online resources to find examples of how the last two or three

American presidents dominated Congress or had an advantage over Congress. The students should examine presidential influence on both domestic and foreign policies.



### Sweden's Unicameral Parliament

Since 1971, Sweden's parliament, the Riksdag, has been unicameral. What are the advantages and disadvantages of a unicameral legislative branch?

THE STRUCTURE OF CONGRESS • 167

## Student Edition

### Chapter 4

Guiding questions highlight lesson objectives for students.

#### Guiding Questions

1. What was the significance of the Mongol Empire on world history?
2. How did the Mongol rule in China impact this country?
3. What forms of religion did the Mongols practice?
4. What led to the end of Mongol domination?

#### Section Review Questions

1. Japan borrowed its written language from what country?
  2. Yoritomo was the first Japanese leader to receive what title?
  3. Vietnam developed from what two kingdoms?
  4. What modern country developed from Angkor?
- ★ Certain characteristics of Zen Buddhism easily applied to the samurai military class in Japan. Explain what those characteristics were and how they applied.
  - ★ How is the Christian view of nature different from the Confucian view (see Rom. 1:19–23)?

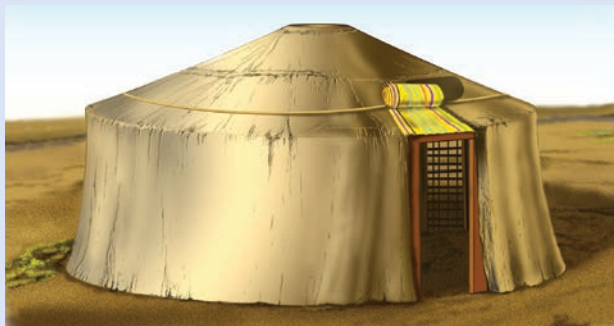
Section reviews include critical-thinking questions.

### III. Rise of the Mongol Empire

The Mongols were nomads who lived in tribes on the Mongolian plateau north of China. As nomads, the Mongols traveled across the plains of Mongolia in search of grazing land for their large herds of horses. Their lifestyle demanded homes that could be moved with them. The Mongols built **yurts** to provide shelter and a place to live. The yurts were designed so that they could be packed up and transported when the Mongols moved.

These tribes often fought among themselves over grazing lands. However, two factors led these tribes to combine and become a great empire. First, the climate cooled over a vast region. This cooling included Mongolia and resulted in less food for the vast herds of Mongol horses. The Mongols began to look for better grazing lands in northern China. The second factor was the birth of a gifted

#### Yurts



The Mongols were called the “People of the Felt Tents” because they lived in round tents called yurts. The round shape kept the yurt standing in the strong winds of the open plains. The Mongols made their yurts with frames of light wood covered with layers of heavy felt. The Mongols used the fur and wool of their animals to make the heavy felt,

which they waterproofed by greasing. The outer layer of felt on the yurt was whitened with a coat of lime. This helped to reflect the hot summer sun and keep the tents cool inside.

The doorway of the yurt was draped with heavy felt. The women painted or embroidered designs of birds, animals, vines, and trees across the felt. These designs made each tent unique.

Regardless of their size, all the yurts were portable. When it was time to move, the Mongols rolled up the smaller tents and transported them on carts. The larger yurts (up to thirty feet in diameter) were not taken apart but were put directly on carts. Sometimes as many as twenty oxen were used to pull these carts.

Textboxes offer opportunities for expansion and exploration.

## Student Edition

### III. Southeast Asia

This region lay between India and China and had contact with both cultures. India's interaction with Southeast Asia was limited to trade and the spread of religions, including Hinduism and Buddhism. China maintained extensive trade with this region but also exerted military force during the expansive periods of Chinese dynasties. Many ideas and skills spread to Southeast Asia from China, including a written language, metallurgy, and ceramic production.

#### Vietnam Geography

Vietnam is located on the eastern Indochina Peninsula and has a coastline that stretches over 2,100 miles. At some points Vietnam narrows to 31 miles wide; the widest point spreads to 370 miles in the north. Most of the land is hilly and densely forested, with level land composing around 20 percent, mountains 40 percent, and tropical forests covering 40 percent.

The north region has a humid, subtropical climate with highlands and the Red River delta. Central Vietnam has a monsoon climate and large annual rainfall. The southern region of Vietnam has a tropical savanna climate with coastal lowlands, mountains, and large forests. The geography and climates contributed to a variety of cultural developments.

#### Guiding Questions

1. How did geography shape Southeast Asian cultures?
2. How did India and China influence Southeast Asian cultural development?

(top) Women working in a rice field  
(middle) Karst landscape in Halong Bay  
(bottom) Vietnamese farmers rowing across a flooded rice field in Mekong delta, Vietnam  
(background) Terraced rice field landscape of Mu Cang Chai in Yenbai, Northern Vietnam



## Student Activities

### WORLD HISTORY

### CHAPTER 15 ACTIVITY 4

Name \_\_\_\_\_

#### Eyewitness Account of a Whitefield Meeting

Answer the questions at the end after reading the following excerpt from the writings of Nathan Cole, who worked in Connecticut as a farmer and a carpenter.

Now it pleased God to send Mr. Whitefield into this land; and my hearing of his preaching at Philadelphia, like one of the old apostles, and many thousands flocking to the Gospel, and great numbers were converted to Christ, I felt the Spirit of conviction; I longed to see and hear him and wished he would come this way. He came to New York and the Jerseys and great multitudes flocking after him for their souls which brought on my concern more and more, hoping soon to hear him. I heard he was at Long Island, then at Boston, and next at Northampton. The morning about 8 or 9 of the clock there came a messenger and said Mr. Whitefield was at Hartford and Wethersfield yesterday and is to preach at Middletown this morning. I was in my field at work. I dropped my tool that I had in my hand and my wife, telling her to make ready quickly to go and hear Mr. Whitefield preach at Middletown, then ran to my pasture for my horse with all my might, fearing that I should be too late. Having my horse, I with my wife soon mounted the horse and went forward as fast as I thought the horse could bear; and when my horse got much out of breath, I would get down and put my wife on the saddle and bid her ride as fast as she could and not stop or slack for me except I bade her, and so I would run until I was much out of breath and then mount my horse again, and so I did several times to favour my horse. We improved every moment to get along as if we were fleeing for our lives, all the while fearing we should be too late to hear the sermon, for we had twelve miles to ride double in little more than an hour and we went round by the upper housen parish. And when we came within about half a mile or a mile of the road that comes down from Hartford, Wethersfield, and Stepney to Middletown, on high land I saw before me a cloud of fog arising. I first thought it came from the great river, but as I came nearer the road I heard a noise of horses' feet coming down the road, and this cloud was a cloud of dust made by the horses' feet. It arose some rods into the air over the tops of hills and trees; and when I came within about 20 rods of the road, I could see men and horses slipping along in the cloud like shadows, and as I drew nearer it seemed like a steady stream of horses and their riders, scarcely a horse more than his length behind another, all of a lather and foam with sweat, their breath rolling out of their nostrils every jump. Every horse seemed to go with all his might to carry his rider to hear news from heaven for the saving of souls. It made me tremble to see the sight, how the world was in a struggle. I found a vacancy between two horses to slip in mine and my wife said "[Oh,] our clothes will be all spoiled, see how they look," for they were so covered with dust that they looked almost all of a colour, coats, hats, shirts, and horse. We went down in the stream but heard no man speak a word all the way for 3 miles but every one pressing forward in great haste; and when we got to Middletown old meeting house, there was a great multitude, it was said to be 3 or 4,000 of people, assembled together. We dismounted and shook off our dust, and the ministers were then coming to the meeting house. I turned and looked towards the Great River and saw the ferry boats running swift backward and forward bringing over loads of people, and the oars rowed nimble and quick. Everything, men, horses, and boats seemed to be struggling for life. The land and banks over the river looked black with people and horses; all along the 12 miles I saw no man at work in his field, but all seemed to be gone. When I saw Mr. Whitefield come upon the scaffold, he looked almost angelical; a young, slim, slender youth, before some thousands of people with a bold undaunted countenance. [Whitefield was then in his midtwenties.] And my hearing how God was with him everywhere as he came along, it solemnized my mind and put me into a trembling fear before he began to preach; for he looked as if he was clothed with authority from the Great God, and a sweet solemn solemnity sat upon his

*(continued on next page)*

Activities require students to interact with primary sources and use map skills.

## Student Activities

### WORLD HISTORY

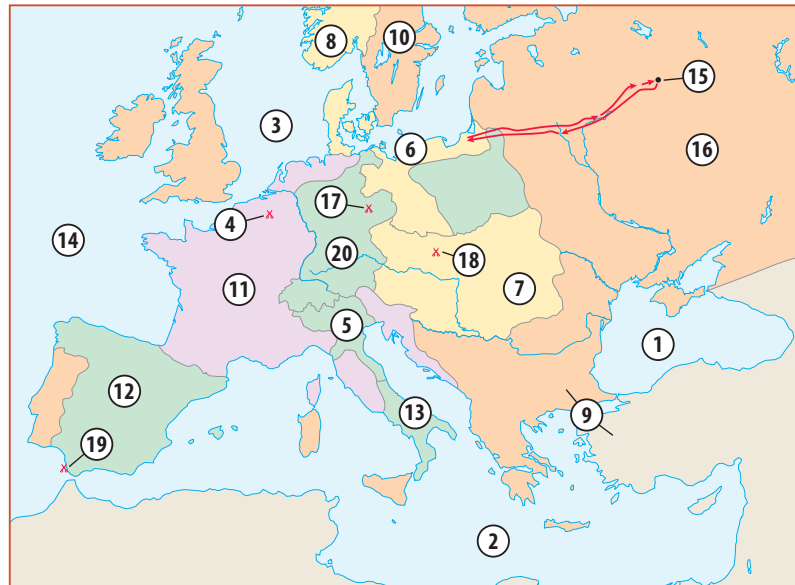
### CHAPTER 16 | ACTIVITY 4

Name \_\_\_\_\_

#### Napoleon's Empire

Locate each term on the map and place the corresponding number in the appropriate blank.

- |                                  |                      |
|----------------------------------|----------------------|
| _____ Atlantic Ocean             | _____ Moscow         |
| _____ Austerlitz                 | _____ North Sea      |
| _____ Austrian Empire            | _____ Norway         |
| _____ Black Sea                  | _____ Ottoman Empire |
| _____ Confederation of the Rhine | _____ Prussia        |
| _____ French Empire              | _____ Russian Empire |
| _____ Kingdom of Italy           | _____ Spain          |
| _____ Kingdom of Naples          | _____ Sweden         |
| _____ Leipzig                    | _____ Trafalgar      |
| _____ Mediterranean Sea          | _____ Waterloo       |



© 2019 BJU Press. Reproduction prohibited.

# Teacher Tools Online®

TeacherToolsOnline.com

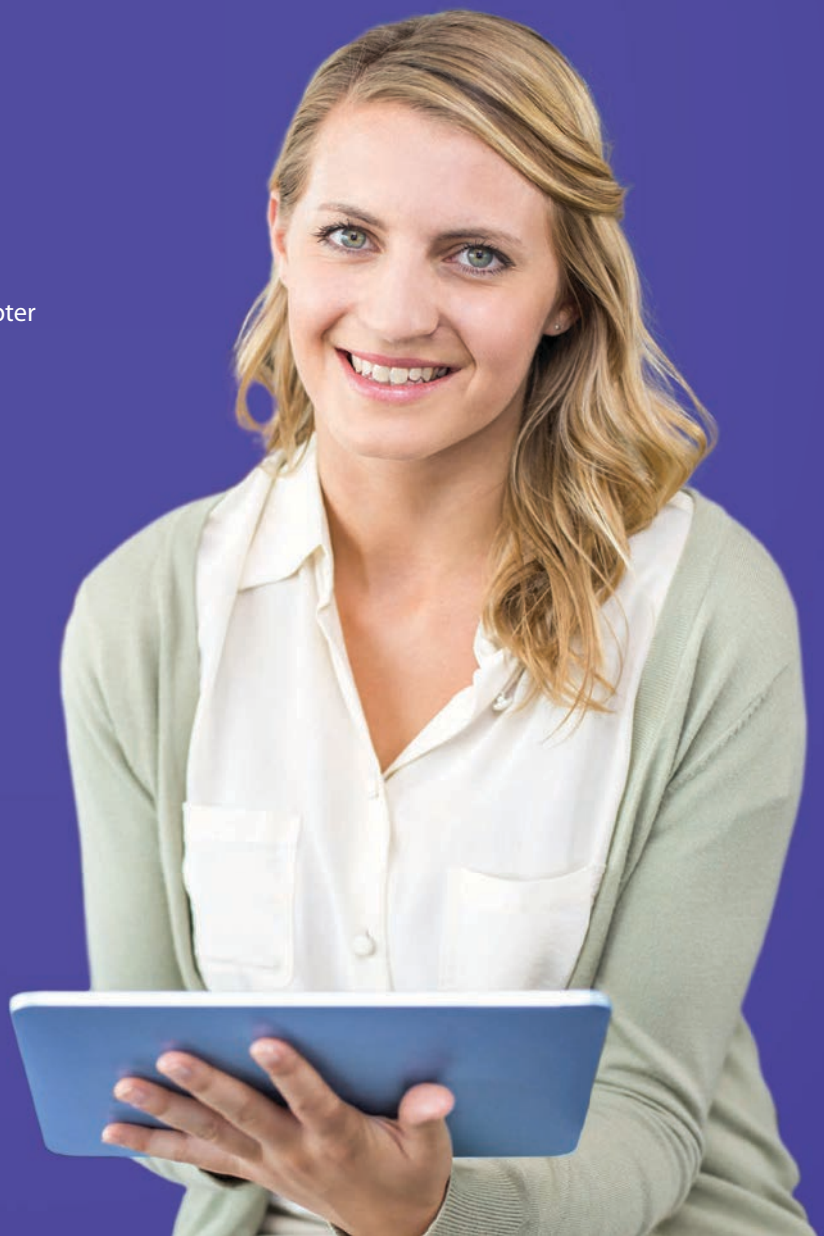
## *Encourage. Enable. Enhance.*

Teacher Tools Online is the premier resource for teachers using BJU Press materials. It encourages teachers in their efforts to expand their lessons, enables them to reach struggling students in new ways, and enhances their teaching strategies for greater depth. Teacher Tools Online provides teacher resources at the touch of a button, freeing up valuable time for teachers. Teachers will find educational articles, editable lesson plan overviews, PowerPoint presentations, an electronic assessments generator, and much more in the Teacher Tools Online database!

## *Tools for Today's Teachers*

- Bank of digital resources
- Designed to support BJU Press materials
- Simple to use
- Searchable by grade, subject, edition, and chapter
- Resources can be filtered by type

**TeacherToolsOnline.com gives you quick access to resources that work directly with your BJU Press textbooks.**

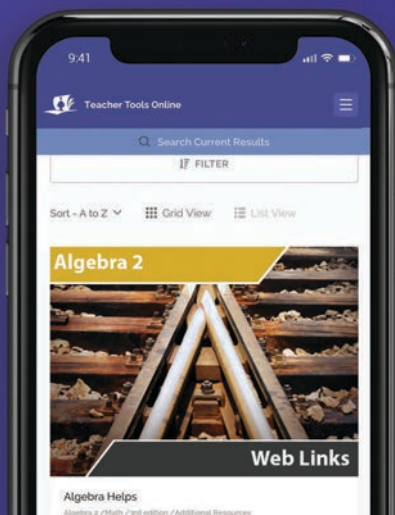


## Get Teacher Tools Online

- Purchase a one-time, transferrable license for each teacher needing access. Access may be transferred any time.
- Assign each teacher the needed subjects. Teachers may be given access to any available subject.

Included with Purchase:

- ✓ Education Articles
- ✓ Community
- ✓ PowerPoint Presentations
- ✓ Video Clips
- ✓ Artwork
- ✓ eTextbooks
- ✓ ExamView



## Available Resources



**PowerPoint**—Predesigned, editable presentations give you a quick starting point every day.



**Lesson Plan Overviews**—Editable Word documents with an overview of each day's objectives, content, and materials needed to plan ahead.



**Media**—BJU Press videos, external web links, and artwork help you customize lessons for different learners. Artwork includes maps, charts, and other images that enhance lessons.



ExamView®

**ExamView®**—Test-building software with a database of questions that lets you quickly create your own assessments and prevent cheating.



**eTexts**—Take lesson prep anywhere with VitalSource and PDF copies of your student and teacher editions. You can also make and share notes in VitalSource copies of the text.



**Curriculum Trak**—PDF versions of BJU Press curriculum maps help you prepare your own curriculum maps.



**Professional Development**—Get your CEUs with free professional development courses.



**ShopTalk Community**—Collaborate with other teachers within the ShopTalk Community.



To order an exam kit, contact your Precept sales representative at [preceptmarketing.com/locator.html](http://preceptmarketing.com/locator.html).

To learn more about BJU Press secondary heritage studies, visit [bjupress.com/go/heritage](http://bjupress.com/go/heritage).

