

Title of Material: Scott Foresman Social Studies, c. 2008, The World, Grade 6

Author: Kracht, et al

Publisher: Pearson Education, Inc., publishing as Scott Foresman

ISBN #: SE: 9780328239788; TE: 9780328259373

Reviewer: _____

Correlation to Standards: _____

Social Studies/ World History and Civilization--possible 36 (Objectives)
(Number of Yes checks divided by 36 = percentage)

Recommend Approval ____ yes ____ no

Highly Recommend ____ Recommend ____

Recommend w/ Reservations _____

Core _____

Intervention _____

Resource Only _____

Idaho Content Standards for Social Studies

Grade 6-9 World History and Civilization



Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

Standard 1: History

Students in World History and Civilization explain the rise of human civilization, trace how natural resources and technological advances have shaped human civilization, build an understanding of the cultural and social development of human civilization, and identify the role of religion in the development of human civilization.

Goal	Objective - The student will:	YES	NO
Goal 1.6: Explain the rise of human civilization.	6-9.WHC.1.6.1 Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development. (462.01a)	Indicate Page No. SE/TE: Studying Prehistory, 11; Prehistoric Cave Art, 13; The Ice Age, 12; Stone Age Healers, 17; Early Farming, 20 Social Studies Plus! A Rare Find, 14; Future Archaeologist, 15	
	6-9.WHC.1.6.2 Describe the characteristics of early hunter-gatherer communities. (462.01b)	Indicate Page No. SE/TE: Early Gatherers and Hunters, 10–17 Social Studies Plus! The Skills of a Hunter-Gatherer, 12; An Exhibition of Early Tools, 13	
	6-9.WHC.1.6.3 Analyze the characteristics of early civilizations.	Indicate Page No. SE/TE: Early Civilizations, 32–63; Ancient Egypt and Nubia, 78–97; Ancient China, 98–119; Ancient India and Persia, 120–147; The Olmec and	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

	continued	the Maya, 168–173; The Aztecs, 174–181; The Inca, 196–203 Social Studies Plus! Creating a New “Ancient” Civilization, 26–27	
<p>Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.</p>	<p>6-9.WHC.1.7.1 Explain how man adapted the environment for civilization to develop. (462.04a)</p>	<p>Indicate Page No. SE/TE: The Fertile Crescent, 34–39; The Lifeline of the Nile, 78–81; The Geography of China, 100–103; The Geography of South Asia, 122–125; Geography of Mesopotamia, 162–165; The Southwestern Builders, 212–215 Social Studies Plus! Early Technological Advancement Award, 13; O Mighty Nile, 36</p>	
	<p>6-9.WHC.1.7.2 Identify the technological advances developed by Ancient, Greco Roman, Middle Ages, Early-Modern, and Modern European societies and civilizations. (462.04b)</p>	<p>Indicate Page No. SE/TE: Papyrus, 80; Egyptian Records, 86; Pyramid Building, 87; Technology, 89; Inventions, 112; Olmec Accomplishments, 170; Time and Numbers, 172; Inca Roads, The Inca</p>	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

	continued	<p>Legacy, 201; Discovery and Invention, 270–271; Roman Arts, 292; Revolution in Science, 434; Renaissance Inventions, 435; Industrial Revolution, 474–477; The Second Industrial Revolution, 478–481; Technology, 668</p> <p>Social Studies Plus! Early Technological Advancement Award, 13; When Heroes Made Inventions, 43; Bronze: Research and Summarize, 43; Inventions and Discoveries, 91; Water Clock, 113; Arabic Inventions, 115; Galileo, 142–145; Pages from Leonardo’s Notebook, 146; Printing Press, 148; Catalog of New Inventions, 153</p>	
<p>Goal 1.8: Build an understanding of the cultural and social development</p>	<p>6-9.WHC.1.8.1 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time. (462.05b)</p>	<p>Indicate Page No.</p> <p>SE/TE: Writing, 43; Egyptian Writing, 86; Pyramid Building, 87; Olmec Accomplishments,</p>	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

	<p>continued</p>	<p>170; Time and Numbers, 172; Revolution in Science, 434; Renaissance Inventions, 435 Social Studies Plus! The Development of Culture, 15; A Hieroglyphic Alphabet, 39; Numbering Systems, 47; Research and a Report, 49; Water Clock, 113; Arabic Inventions, 115; Chinese Calligraphy, 119</p>	
--	------------------	---	--

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

Goal	Objective - The student will:	YES	NO
Goal 1.8: Build an understanding of the cultural and social development	6-9.WHC.1.8.2 Identify the origins and characteristics of different social classes.	Indicate Page No. SE/TE: Class System, 42, 131, 362; Code of Hammurabi, 50; Slavery, 55, 255, 285, 441, 448, 449, 469; Egyptian Social Life, 89; Caste, 139; Plebeians, 283, 284; Feudalism, 401–402	
	6-9.WHC.1.8.3 Describe how the structure of family changes in relation to socioeconomic conditions.	Indicate Page No. SE/TE: Greek women, 243; Women in Sparta, 256; Daily Life, 284; Medieval Women, 405; Terrible Conditions, 476; Women and population growth (under immigration), 656	
Goal 1.9: Identify the role of religion in the development of human civilization.	6-9.WHC.1.9.1 Explain the relationship between religion and the peoples understanding of the natural world. (462.07c)	Indicate Page No. SE/TE: Prehistoric Art, 28–29; Religion and Government, 42; Taker of Life, 81; Hinduism, 136; Gods and Goddesses, 138 Social Studies Plus! Prince Rama and Sita, 32–33	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

	<p>6-9.WHC.1.9.2 Explain how religion shaped the development of western civilization. (462.07a)</p>	<p>Indicate Page No. SE/TE: Religions, 54–57, 294–297, 302, 321, 328, 330–339, 381, 401, 407 Social Studies Plus! Polytheism vs. Monotheism, 21; Buddhism and Hinduism, 49; Compare and Contrast: Hinduism and Buddhism, 121</p>	
	<p>6-9.WHC.1.9.3 Discuss how religion influenced social behavior and created social order. (462.07b)</p>	<p>Indicate Page No. SE/TE: Religion and Government, 42; Judaism, 54–57; Legacy of Thought, 114–117; Hinduism: Way of Life, 139, 349; Buddhism, 141–143; Christianity, 294–297, 302, 328, 381, 382, 401, 407; Islam, 321, 330–339, 407; The Glorious Church, 328; The Message of Islam, 332–333; The Islamic World, 334–339; Medieval Europe, 390–391; The Church, 400 Social Studies Plus! Sargon’s Story, 18; The Gods of the Sumerians, 20; Polytheism vs. Monotheism, 21; A New God or</p>	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

	continued	Goddess, 49	
	6-9.WHC.1.9.4 Describe why different religious beliefs were sources of conflict.	Indicate Page No. SE/TE: The Hebrews, 55; Israel and Judah, 56; Toward Acceptance, 296; Christianity Divides, 302; Islamic Culture Spreads, 335; The Crusades, 407–408; The Need for Church Reform, 436–437; India Divides, 612; The Middle East, 614–619 Social Studies Plus! Polytheism vs. Monotheism, 21	

Standard 2: Geography

Students in World History and Civilization analyze the spatial organizations of people, places, and environment on the earth's surface, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments over time.

Goal	Objective - The student will:	YES	NO
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	6-9.WHC.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models.	Indicate Page No. SE/TE: Map Handbook, H12–H24; Map Adventure, 38, 94, 200, 261, 337, 440, 577, 662; Chart and Graph Skills, 24, 104, 340, 490, 524, 562, 634; Maps and	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

	continued	Map Skills, H10–H24, 15, 21, 35, 49, 57, 58, 79, 93, 101, 109, 110, 124, 130, 132, 138, 142, 163, 170, 175 187, 198, 210, 214, 220, 247, 263, 267, 277, 286, 290, 296, 300, 303, 323, 327, 332, 347, 348, 352, 357, 362, 371, 373, 377, 383, 393, 397, 407, 409, 410, 431, 436, 441, 446, 448, 457, 460, 469, 488, 494, 499, 501, 502, 522, 529, 531, 535, 546, 549, 552, 553, 569, 574, 583, 586, 608, 610, 616, 617, 622, 632, 637, 638, 639, 645; Atlas, R2–R19	
Goal	Objective - The student will:	YES	NO
Goal 2.3: Trace the migration and settlement of human populations on the earth’s surface.	6-9.WHC.2.3.1 Identify main reasons for major migrations of people. (463.03a)	Indicate Page No. SE/TE: Migration, 12, 14–16, 130, 251, 347, 372, 615, 656	
	6-9.WHC.2.3.2 Explain how climate affects human migration and settlement. (463.03b)	Indicate Page No. SE/TE: Migration, 12, 14–16, 130, 251, 347, 372, 615, 656; also see: Climate and Geography, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 246–251, 322–325, 370–373, 392–395	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

	<p>6-9.WHC.2.3.3 Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions. (463.03c)</p>	<p>Indicate Page No. SE/TE: Early Americans, 12; A Migration Path, 14; Early Farmers, 18–23; Developing Cultures, 26–29; Regions, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667</p>	
	<p>6-9.WHC.2.3.4 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology. (463.03d)</p>	<p>Indicate Page No. SE/TE: Trade and transportation, 38, 39, 58, 59, 89, 94, 99, 110, 112, 169, 220, 248, 324, 335, 336, 338, 362, 363, 369, 375, 378, 381, 385, 391, 408, 411, 431, 439, 445, 449</p>	
<p>Goal 2.4: Analyze the human and physical characteristics of different places and regions.</p>	<p>6-9.WHC.2.4.1 Explain the impact of waterways on civilizations. (463.02b)</p>	<p>Indicate Page No. SE/TE: The Fertile Crescent, 34–39; The Lifeline of the Nile, 78–81; The Geography of China, 100–103; The Geography of South Asia, 122–125; Geography of Mesopotamia, 162–165; Mountains and Rivers, 372</p>	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

<p>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.</p>	<p>6-9.WHC.2.5.1 Explain how the resources of an area can be the source of conflict between competing groups. (463.04a)</p>	<p>Indicate Page No. SE/TE: The Greeks Fight Against Each Other, 263–264; Ghana, 375; Songhai, 378; Kilwa, 383; Great Zimbabwe, 384; Invaders, 397; Conquering the Americas, 441; The Slave Trade, 448–449; Revolutions in the Americas, 456–462; Expanding Empires, 486–489; Imperialism in East Asia, 492–496</p>	
	<p>6-9.WHC.2.5.2 Illustrate how the population growth rate impacts a nation's resources. (463.04b)</p>	<p>Indicate Page No. SE/TE: Great Zimbabwe, 384; Growing Cities Have Many Problems, 476–477; Population Growth and Change, 654–657; also see: Population Graph, 340–341, 343, 476, 624, 655, 656</p>	
	<p>6-9.WHC.2.5.3 Explain how rapid growth of cities can lead to economic, social, and political problems. (463.04c)</p>	<p>Indicate Page No. SE/TE: Growing Cities Have Many Problems, 476–477; Population Growth and Change, 654–659</p>	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

Goal	Objective - The student will:	YES	NO
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	6-9.WHC.2.5.4 Describe how the conservation of resources is necessary to maintain a healthy environment. (463.04d)	Indicate Page No. SE/TE: Earth's Environment, 660–663; Energy, 664–667; The Garden We Planted Together, 674–675	

Standard 3: Economics

Students in World History and Civilization explain basic economic concepts and identify different influences on economic systems.

Goal	Objective - The student will:	YES	NO
Goal 3.1: Explain basic economic concepts.	6-9.WHC.3.1.1 Explain how historically people have relied on their natural resources to meet their needs. (465.01b)	Indicate Page No. SE/TE: Resource Usage, 10–17, 18–25, 34–39, 78–83, 100–105, 122–127, 162–167, 186–189, 208–211, 228–229, 246–251, 276–281, 322–325, 370–373, 392–395, 660–663, 664–667	
	6-9.WHC.3.1.2 List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people. (465.01c)	Indicate Page No. SE/TE: Migration, 130, 251, 347, 372, 615, 656	
	6-9.WHC.3.1.3 Analyze the role of money as a means of exchange. (465.02a)	Indicate Page No. SE/TE: Barter, 59; Money and trade, 632	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

	6-9.WHC.3.1.4 Describe alternative means of exchange. (465.02b)	Indicate Page No. SE/TE: Different forms of exchange on pages 38, 59, 169, 269, 336, 348, 351, 371, 375, 394, 399, 403, 411, 494, 543, 611, 632	
Goal 3.2: Identify different influences on economic systems.	6-9.WHC.3.2.1 Analyze the impact of economic growth on European society. (465.03a)	Indicate Page No. SE/TE: Guilds, 404; The Awakening, 431; The Industrial Revolution, 474–477; The Second Industrial Revolution, 478–481	
Goal	Objective - The student will:	YES	NO
Goal 3.2: Identify different influences on economic systems.	6-9.WHC.3.2.2 Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems.	Indicate Page No. SE/TE: Economic Concepts, 38, 59, 89, 169, 269, 282–287, 336, 348, 351, 371, 374, 375, 376–378, 394, 399, 403, 411, 474–477, 478–481, 494, 543, 537, 544, 611, 621, 628–629, 630–633	
	6-9.WHC.3.2.3 Identify influential economic thinkers and the impact of their philosophies.	Indicate Page No. SE/TE: Capitalism and Reformers, 480; The Socialists, 481 Social Studies Plus! Open Door Policy, 160; March 1917: Revolution in Moscow, 168; Sent	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

	continued	to Work in the Fields: The Chinese Cultural Revolution, 169	
	6-9.WHC.3.2.4 Identify important economic organizations that have influenced economic growth.	Indicate Page No. SE/TE: Guilds, 404; ASEAN, EU, 632; NAFTA, 633 Social Studies Plus! Open Door Policy, 160; New Money, 208; Board Game: Common Market, 208; NAFTA: Yes or No? 210; Seattle and the WTO, 210	

Standard 4: Civics and Government

Students in World History and Civilization build an understanding of the evolution of democracy.

Goal	Objective - The student will:	YES	NO
Goal 4.4: Build an understanding of the evolution of democracy.	6-9.WHC.4.4.1 Describe the role of government in population movements throughout western civilization. (462.05d)	Indicate Page No. SE/TE: Conquering the Americas, 441; Expanding Empires, 486–489 Social Studies Plus! Hammurabi Reflects on His Place in History, 20; A Debate in the Assembly, 85; A Debate About Rebuilding Athens, 85; Julius Caesar’s Last Day, 86; The Five Principles of	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

	continued	Roman Law, 99; Citizenship, 100; A Justinian Code for Today, 114; Journal Entry: The Storming of the Bastille, 155	
	6-9.WHC.4.4.2 Analyze the various political influences which shaped western civilization including the City-State, Monarchy, Republic, Nation-State, and Democracy.	Indicate Page No. SE/TE: City–States, 38, 252–257; Monarchy, 47, 51, 399, 402, 467; Feudalism, 401–402; Theocracy, 169; Republic, 283; Communism, 531, 578; Empire, 266–269, 288–293, 346–349, 350–355; Democracy, 245, 255, 257, 283, 284, 398, 447, 457–458, 459, 460, 462, 466–469, 471, 472–473, 588–589, 606–612, 621–623 Social Studies Plus! A Debate in the Assembly, 85; A Debate About Rebuilding Athens, 85; The Five Principles of Roman Law, 99; Citizenship, 100; All Men Are Created Equal? 154	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

	<p>6-9.WHC.4.4.3 Analyze and evaluate the global expansion of liberty and democracy through revolution and reform movements in challenging authoritarian or despotic regimes. (464.02a)</p>	<p>Indicate Page No. SE/TE: Revolutions in the Americas, 456–462; The French Revolution, 466–470; Independence, 606–612; Communism Crumbles, 622–623 Social Studies Plus! African Leaders Discuss Independence, 196</p>	
--	---	---	--

Standard 5: Global Perspectives

Students in World History and Civilization build an understanding of multiple perspectives and global interdependence.

Goal	Objective - The student will:	YES	NO
<p>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</p>	<p>6-9.WHC.5.1.1 Explain common reasons and consequences for the breakdown of order among nation-states, such as conflicts about national interests, ethnicity, and religion; competition for resources and territory; the absence of effective means to enforce international law.</p>	<p>Indicate Page No. SE/TE: Conflicts of Identity, 636–641; Political Conflicts and Challenges, 644–649 Social Studies Plus! On the Eve of the Great War, 174; Cause and Effect, 176; Axis Invasion, 180; League of Nations, 175; Two Sides of a Conflict: Vietnam, 186</p>	
	<p>6-9.WHC.5.1.2 Explain the global consequences of major conflicts in the 20th century, such as World War I; World War II, including the Holocaust; and the Cold War.</p>	<p>Indicate Page No. SE/TE: The Great War, 526–532; After the War, 534–537; World War II, 548–</p>	

Compatibility with the Idaho Content Standards: Grade 6-9 World History and Civilization

	continued	554; The Aftermath, 558–561; Cold War, 566–567, 568–572, 582–587 Social Studies Plus! On the Eve of the Great War, 174; Cause and Effect, 176; Axis Invasion, 180; League of Nations, 175	
	6-9.WHC.5.1.3 Evaluate why peoples unite for political, economic, and humanitarian reasons.	Indicate Page No. SE/TE: League of Nations, 536, 560; United Nations, 560, 583, 615, 639; NATO, 570, 637; American Trading Blocs, 633; Conflicts of Identity, 636–641; The World Responds, 646; Working Together, 648–649 Social Studies Plus! League of Nations, 175; Universal Declaration of Rights, 181; United Nations, 194–195; PeopleWho Work For Peace, 209; NAFTA: Yes or No? 210	