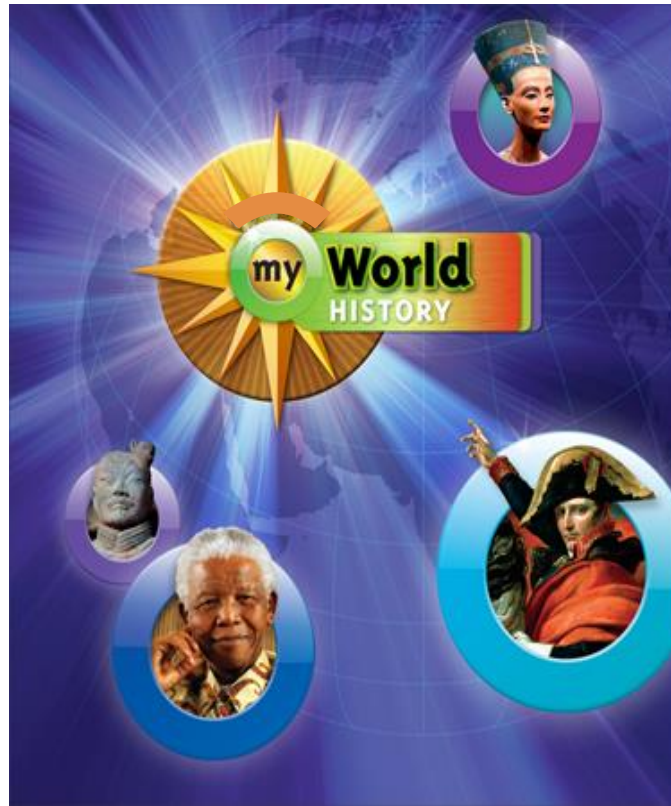


A Correlation of



Survey Edition

To the

**Idaho Content Standards
Social Studies
World History and Civilization
Grades 6-9**

**A Correlation of myWorld History, Survey Edition to the
Idaho Content Standards for Social Studies, Grades 6-9**

Idaho Content Standards Grades 6-9 – World History and Civilization	Savvas myWorld History, Survey Edition
Standard 1: History	
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.	SE: Archeologist, 2, 3, 8–9, 58, 59–62; Anthropology, 9, 55–58; Geologist, 59, 815; Historians, 4, 6–7, 346, 471 PG: Core Concepts: Archeology and Other Sources, T8; Origins: Archeological Mysteries Conference, T5–T7; Spread the News, T10–T11 (archeological find and news article); Enrichment: Carbon Dating, T12; Digging for Clues, T44; Archeologists for a Day, T45
6-9.WHC.1.6.2 Describe the characteristics of early hunter-gatherer communities.	SE: Hunter-Gatherer Societies, 64–67; Early Agriculture, 82–89; Cities and Civilizations, 90–97; Arctic Cultures, 612 PG: Origins: Get Your News, T16–T17; What Do I Need? T22–T23
6-9.WHC.1.6.3 Analyze the characteristics of early civilizations.	SE: The Fertile Crescent, 106–109, 110–117, 118–123, 124–131, 132–137, 138–139; Ancient Egypt and Nubia, 140–143, 144–151, 152–157, 158–163, 164–165; Civilizations of Early India, 196–199, 200–205, 206–211, 212–219, 220–227, 228–229; Ancient China, 250–253, 254–257, 258–261, 262–267, 268–269; The Ancient Greeks, 296–299, 300–305, 306–311, 312–317, 318–321, 322–323 PG: Origins: The Road to Civilization, T29–T31; When I Grow Up! T34–T35
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.	
6-9.WHC.1.7.1 Explain how man adapted the environment for civilization to develop.	SE: Searching for Artifacts, 59; The Development of Tools, 64–65; Adapting to Varied Environments, 70–72; Early Agriculture, 82–89; Cities and Civilizations, 90–97 PG: Origins: When I Grow Up! T34–T35; The Ancient Near East: Water in the Desert, T35–T37; Farm Fresh Lyrics, T40–T41

**A Correlation of myWorld History, Survey Edition to the
Idaho Content Standards for Social Studies, Grades 6-9**

<p align="center">Idaho Content Standards Grades 6-9 – World History and Civilization</p>	<p align="center">Savvas myWorld History, Survey Edition</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.</p>	<p>SE: Science and Technology, 48–49; What are the consequences of technology, 54, 63, 67, 75, 77, 106, 117, 123, 131, 137, 139, 512, 523, 529, 533, 541, 543, 888, 897, 905, 913, 919, 921; Technology, 64; China, 261, 534–536; Egypt, 157; Indus Valley Civilizations, 202, 203; Irrigation, 112; Japan, 551; Sailing, 767–769; Sumer, 112, 113, 117</p> <p>PG: Core Concepts: Science and Technology, T44; Disappearing Technology, T45; Origins: The Road to Civilization, T29–T31; African and Asian Civilizations: Trade With Other Lands, T35–T37; Enrichment: The Technology of Irrigation, T60; The Rise of Europe: Enrichment: Make the Front Page, T5–T7; The Impact of the Printing Press, T24; Around the World in 1,000 Days, T59–T61; A Memorable Map, T64–T65</p>
<p align="center">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.</p>	<p>SE: The Caves of Altamira, 73; Art of Egypt, 92, 155; Pictographs, 115–116; Cuneiform, 115; Assyrian Writing Systems, 125; Hanging Gardens of Babylon, 130; Arts of Mesopotamia, 131; Art, Architecture, and Learning in Egypt, 152–157; Nubian Art and Architecture, 162–163; Phoenicians, 136–137; Hieroglyphics, 152–153; Indus Valley Achievements, 203; Gupta Period: Mathematics and Science, 245–247; Writing, Metalworking, 257; Han Society and Achievements, 282–287; Uncovering Ancient Alexandria, 350; Hellenistic Learning, 351; Roman Architecture, 392; Muslim Art, 473; Roman Empire, 396–397; Philosophy and Medicine, 470; Mathematics and Science, 472; Maya Achievements, 587, 589; Maya Learning, 588; Aztec Achievements, 594–595; Aztec Art, 594–595</p>

**A Correlation of myWorld History, Survey Edition to the
Idaho Content Standards for Social Studies, Grades 6-9**

Idaho Content Standards Grades 6-9 – World History and Civilization	Savvas myWorld History, Survey Edition
(Continued) 6-9.WHC.1.8.1 Find examples of how writing, art, architecture, mathematics, and science have evolved in western civilization over time.	(Continued) PG: Ancient Greece: Greek Art Mural, T52–T53; Enrichment: The Enduring Greek Theater, T54; Identity Challenge, T58–T59; The Ancient Near East: Enrichment: The Behistun Cuneiform Discovery, T12; Enrichment: The City of Babylon, T24
6-9.WHC.1.8.2 Identify the origins and characteristics of different social classes.	SE: The Rise of the Caste System, 209–211; The Rise of City-States, 300–305; Social Classes in Greece, 306–308; Social Classes in Rome, 371–372, 376–378; The Development of European Feudalism, 640–645 PG: Ancient India and China: Caste Tableau, T16–T17; Ancient Greece: Ask the Oracle, T5–T7; Taking Sides, T16–T17; Europe in the Middle Ages: A Knight’s Journal, T5–T7; Early Intermediate Content: Feudal Hierarchy Pyramid, T21
6-9.WHC.1.8.3 Describe how the structure of family changes in relation to socioeconomic conditions.	SE: Social Classes and Society: Aztec civilization, 593–594; China, 260–261, 282–283, 527; Egypt, 149; Greece, 306, 307–308; Incan empire, 606–607; Islam and, 462; Japan, 557–559, 565; Maya civilization, 585; Middle Ages, 641–645; Mongol empire, 527; Roman republic, 371–372, 376–378; West Africa, 504–506 PG: Ancient India and China: Caste Tableau, T16–T17; Europe in the Middle Ages: A Knight’s Journal, T5–T7; Early Intermediate Content: Feudal Hierarchy Pyramid, T21
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.	SE: Religion, 44–45; also see: How are religion and culture connected, 166, 175, 181, 187, 189, 230, 241, 247, 249, 446, 453, 459, 467, 475, 477, 678, 687, 693, 699, 701 PG: Core Concepts: Religion, T40; Religion Research, T41

**A Correlation of myWorld History, Survey Edition to the
Idaho Content Standards for Social Studies, Grades 6-9**

<p align="center">Idaho Content Standards Grades 6-9 – World History and Civilization</p>	<p align="center">Savvas myWorld History, Survey Edition</p>
<p>6-9.WHC.1.9.2 Explain how religion shaped the development of western civilization.</p>	<p>SE: Religion, 44–45; Polytheism and Monotheism, 190–191; Judaism, 170–175, 176–181, 182–187, 351, 403, 405, 453, 456, 461, 462; Christianity, 387–389, 402–407, 408–413, 436–439, 501, 502, 506–507, 631–633, 634–639; Islam, 447–449, 452–457, 459, 460–464, 466–467, 468–475, 478–479, 485–487, 495–499, 503, 506–507, 826; Buddhism, 220–227, 230, 238, 239, 281, 244, 527, 538–539, 540, 541, 551–553, 565–569; Hinduism, 196, 212–219, 222, 225, 238, 239, 244; Confucius, 265; Daoism, 266–267; Greek Religion, 338, 339; Roman Religion, 378, 379</p>
<p>6-9.WHC.1.9.3 Discuss how religion influenced social behavior and created social order.</p>	<p>SE: Religion, 44–45; also see: How are religion and culture connected, 166, 175, 181, 187, 189, 230, 241, 247, 249, 446, 453, 459, 467, 475, 477, 678, 687, 693, 699, 701 PG: Core Concepts: Religion, T40; Religion Research, T41</p>
<p>6-9.WHC.1.9.4 Describe why different religious beliefs were sources of conflict.</p>	<p>SE: The Jewish People, 182–187; Muslim Empires, 460–467; The Spread of Christianity in Europe, 634–639; Popes and Rulers, 652–657; Religious Crusades, 664–671; Christians and Muslims in Spain, 672–675; Inquisition, 670, 675, 748–749, 749, 753; Conflict in the Middle East, 980–981 PG: Europe in the Middle Ages: Graphic Novel-Crusade, T46; Crusade Diary, T46–T47; Enrichment: Joan of Arc, In Her Own Words, T78; Crusade Timelines, T81</p>

**A Correlation of myWorld History, Survey Edition to the
Idaho Content Standards for Social Studies, Grades 6-9**

Idaho Content Standards Grades 6-9 – World History and Civilization	Savvas myWorld History, Survey Edition
Standard 2: Geography	
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.	<p>SE: Understanding Maps, 12–13; Historical Maps, 14–15; Mapmaking, 139, 165; Maps, 10, 11, 38, 42, 44, 50, 62, 69, 85, 92, 98, 112, 183, 185, 188, 201, 204, 207, 218, 226, 236, 243, 248, 255, 259, 279, 301, 310, 319, 330, 332, 336, 365, 381, 391, 403, 406, 418, 433, 438, 451, 452, 461, 469, 489, 492, 496, 501, 510, 518, 520, 525, 528, 532, 543, 549, 570, 583, 584, 591, 603, 609, 629, 630, 632, 636, 641, 653, 659, 667, 674, 685, 696, 713, 714, 734, 751, 764, 766, 771, 777</p> <p>PG: Core Concepts: From Here to There!, T13; Ancient India and China: Challenge: Create a pop-up map, T8; The Rise of Europe: A Memorable Map, T64–T65</p>
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.	<p>SE/PG: Cultural Diffusion and Change, 46–47; Why do people move, 386, 395, 401, 407, 413, 419, 421, 792, 801, 807, 815, 821, 823; Chart Cultural Change, 574–575; Migrations to the Americas, 582</p> <p>PG: Core Concepts: Cultural Diffusion and Change, T42; Track That Trait, T43; Ancient India and China: Extra Support: Trace Aryans and Native Americans migration on maps, T14</p>

**A Correlation of myWorld History, Survey Edition to the
Idaho Content Standards for Social Studies, Grades 6-9**

<p align="center">Idaho Content Standards Grades 6-9 – World History and Civilization</p>	<p align="center">Savvas myWorld History, Survey Edition</p>
<p>6-9.WHC.2.3.2 Explain how climate affects human migration and settlement.</p>	<p>SE: Geography's Five Themes, 10–11; Climate: Africa, 488, 489; Europe, 629; Indian Subcontinent, 201; Japan, 548; Mediterranean, 301; Mesoamerica, 583; Stone Age, 70; Ice Age, 70, 71, 74, 75, 82–83; Flooding, 145; Earthquakes, 549; Monsoons, 201</p> <p>PG: Civilizations of the Americas: The myWorld Journal of History, T5–T7; Where in the Americas? T23–T25; The Ancient Near East: Water in the Desert, T35–T37; Farm Fresh Lyrics, T40–T41; Ancient India and China: A Trip Through India, T5–T7; African and Asian Civilizations: A Trading Empire, T10–T11; Enrichment: Navigable Rivers in Africa, T12</p>
<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.</p>	<p>SE: Adapting to Varied Environments, 70–71; The Importance of Resources, 93; Nile River Valley, 92, 93, 95; Geography of Mesopotamia, 111; Geography of Ancient Egypt, 144–145; The Indian Subcontinent, 200–201; Geography of China, 254–255; Geography of the Greek World, 300–301; also see: How much does geography affect people's lives, 140, 151, 157, 163, 165, 196, 205, 211, 219, 227, 229, 250, 257, 261, 267, 269, 598, 607, 615, 617</p> <p>PG: Civilizations of the Americas: The myWorld Journal of History, T5–T7; Where in the Americas? T23–T25; The Ancient Near East: Water in the Desert, T35–T37; Farm Fresh Lyrics, T40–T41; Ancient India and China: A Trip Through India, T5–T7; African and Asian Civilizations: A Trading Empire, T10–T11; Enrichment: Navigable Rivers in Africa, T12</p>

**A Correlation of myWorld History, Survey Edition to the
Idaho Content Standards for Social Studies, Grades 6-9**

Idaho Content Standards Grades 6-9 – World History and Civilization	Savvas myWorld History, Survey Edition
6-9.WHC.2.3.4 Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.	SE: Great Royal Road, 129; A Phoenician Trade Ship, 134; Transportation in Qin Dynasty, 275; Silk Road, 280–281; Roman Roads, 392, 393, 406; Trans-Saharan Trade, 491–492; Improve Ships Set Sail, 763 PG: African and Asian Civilizations: Trade With Other Lands, T35–T37; Ancient India and China: The Empire Game, T77–T79
Goal 2.4: Analyze the human and physical characteristics of different places and regions.	
6-9.WHC.2.4.1 Explain the impact of waterways on civilizations.	SE: Uruk, 91; Nile River Valley, 92, 93, 95; Trade in Sumer, 113; The Nile River Valley, 144–145; Trade in Ancient Egypt, 158–159; Indian Subcontinent, 200–201; Settling Along the Huang River, 254–257; Geography of the Greek World, 300–301; The Geography of Italy, 364; Geograpy of Japan, 548–549; Vikings, 641; The Voyages of Discovery, 762–769; Planting the First Colonies, 808–810; Colonial Economies, 813 PG: Ancient India and China: Clues to Ancient China, T53–T55; African and Asian Civilizations: Enrichment: Navigable Rivers in Africa, T12
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time	
6-9.WHC.2.5.1 Explain how the resources of an area can be the source of conflict between competing groups.	SE: The Assyrian and Persian Empires, 124–131; India’s Vedic Age, 206–211; The Maurya Empire, 234–241; The Gupta Empire, 242–247; China Under the Zhou Dynasty, 258–261; Shi Huangdi Unites China, 274–277; The Rise of City-States, 300–305; War in Ancient Greece, 328–333; Alexander’s Empire, 334–337; The Rise of the Roman Republic, 364–369; The Roman Empire, 390–395; Decline of the Roman Empire, 414–419; Muslim Empires, 468–475; East African Civilizations, 500–503; The Rise of the Samurai, 554–561; The Aztecs, 590–595; Religious Crusades, 664–671

**A Correlation of myWorld History, Survey Edition to the
Idaho Content Standards for Social Studies, Grades 6-9**

Idaho Content Standards Grades 6-9 – World History and Civilization	Savvas myWorld History, Survey Edition
6-9.WHC.2.5.2 Illustrate how the population growth rate impacts a nation's resources.)	SE: Populating the Earth, 68–75; Changes in World Population, 996–997; also see: Population, 186, 187, 218, 226, 227, 412, 451, 458, 459, 497, 683, 698, 781, 785 PG: The Modern World: Enrichment: Population of Imperial Powers and Their Colonies, T24
6-9.WHC.2.5.3 Explain how rapid growth of cities can lead to economic, social, and political problems	SE: Cities and Civilizations, 90–97; Urbanization and urban planning, 309, 520, 996
6-9.WHC.2.5.4 Describe how the conservation of resources is necessary to maintain a healthy environment.	SE: Human-Environment Interaction, 11; Modifying the Environment, 83; Protecting the Environment, 994-995
Standard 3: Economics	
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.	SE: Adapting to Varied Environments, 70–71; The Importance of Resources, 93; Nile River Valley, 92, 93, 95; Geography of Mesopotamia, 111; Geography of Ancient Egypt, 144–145; The Indian Subcontinent, 200–201; Geography of China, 254–255; Geography of the Greek World, 300–301; The Geography of Italy, 364; Location of Constantinople, 432; Trade and Trade Routes, 469; The African Landscape, 488–490; Geography of Japan, 548–549; Geography of Mesoamerica, 583; Mexico: Building a City, 590–591; Geography Shapes Life, 602–603; The Eastern Woodlands, 610; The Great Plains, 611; The North and Northwest, 612; The West and Southwest, 613; The Geography of Europe, 628
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.	SE: Immigration, 917; also see: Why do people move, 386, 395, 401, 407, 413, 419, 421, 792, 801, 807, 815, 821, 823; Chart Cultural Change, 574–575; Migrations to the Americas, 582

**A Correlation of myWorld History, Survey Edition to the
Idaho Content Standards for Social Studies, Grades 6-9**

Idaho Content Standards Grades 6-9 – World History and Civilization	Savvas myWorld History, Survey Edition
9-12.USH.2.3.1.3 Analyze the role of money as a means of exchange.	SE: Currency: in China, 261, 275, 522; in Greece, 310–311, 331; in Persian empire, 129; in Roman empire, 394–395, 415; in Roman republic, 364; also see: Economic Basics, 28–29; Economic Process, 30–31; Economic Systems, 32–33; Trade, 34–35; PG: The Rise of Europe: Money from Medici, T10–T11
6-9.WHC.3.1.4 Describe alternative means of exchange	SE: Barter, 30, 113, 310, 808
Goal 3.2: Identify different influences on economic systems.	
6-9.WHC.3.2.1 Analyze the impact of economic growth on European society.	SE: The Development of European Feudalism, 640–645; Chapter Assessment, 646–647 PG: Europe in the Middle Ages: Medieval Debate, T22
6-9.WHC.3.2.2 Trace the evolution of hunting-gathering, agrarian, industrial and technological economic systems.	SE: Economic Basics, 28–29; Economic Process, 30–31; Economic Systems, 32–33; Trade, 34–35; Money Management, 36–37; Economics and Economy, 275, 285, 309–311, 394–395, 522, 565, 594, 607, 699, 712–715, 755, 780–783, 813, 831, 833, 835, 867, 903, 935–937, 954, 986–989, 1029, 1030 PG: Core Concepts: Economic Basics, T26 Economics Systems, T31; Debate and Defend, T31
6-9.WHC.3.2.3 Identify influential economic thinkers and the impact of their philosophies.	SE: For supporting material please see: Economic Basics, 28–29; Economic Process, 30–31; Economic Systems, 32–33; Economic Thinkers, 903-905; Two Ideologies, 954 PG: Core Concepts: Economic Basics, T26 Economics Systems, T31; Debate and Defend, T31
6-9.WHC.3.2.4 Identify important economic organizations that have influenced economic growth.	SE: Two Alliances, 955; The New Global Economy, 987-989

**A Correlation of myWorld History, Survey Edition to the
Idaho Content Standards for Social Studies, Grades 6-9**

Idaho Content Standards Grades 6-9 – World History and Civilization	Savvas myWorld History, Survey Edition
Standard 4: Civics and Government	
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.	SE: The Assyrian and Persian Empires, 124–131; India’s Vedic Age, 206–211; The Maurya Empire, 234–241; The Gupta Empire, 242–247; China Under the Zhou Dynasty, 258–261; Shi Huangdi Unites China, 274–277; The Rise of City-States, 300–305; War in Ancient Greece, 328–333; Alexander’s Empire, 334–337; The Rise of the Roman Republic, 364–369; The Roman Empire, 390–395; Decline of the Roman Empire, 414–419; Muslim Empires, 468–475; East African Civilizations, 500–503; The Rise of the Samurai, 554–561; The Aztecs, 590–595; Religious Crusades, 664–671
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.	SE: Foundations of Government, 20-21; Political Systems, 22-23; Political Structures, 24-25; The Rise of City-States, 300–305; Athenian Democracy at Work, 315-317; The Roman Example, 375; Impact of the Reformation, 754-755; Colonial Government, 811-813; Enlightenment Ideas in Government Today, 864; Setting Up the Government, 871-873; Primary Source, 882-883; Fighting for Human Rights: Democracy, 980 PG: The Early Modern World: Path to the Modern World, T65-T67; Front Page News, T70-T71; The Enlightenment Is..., T76-T77; Enrichment - Satire, T78; Revolutionary Ideas, T82-T83
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.	SE: Democracy, 22; Power of the People, 314-315; Athenian Democracy at Work, 315-317; The American Revolution, 868–873; The French Revolution, 874–879; Fighting for Human Rights: Democracy, 980 PG: The Early Modern World: Path to the Modern World, T65-T67; Front Page News, T70-T71; The Enlightenment Is..., T76-T77; Enrichment - Satire, T78; Revolutionary Ideas, T82-T83

**A Correlation of myWorld History, Survey Edition to the
Idaho Content Standards for Social Studies, Grades 6-9**

Idaho Content Standards Grades 6-9 – World History and Civilization	Savvas myWorld History, Survey Edition
Standard 5: Global Perspectives	
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	
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.	SE: The Assyrian and Persian Empires, 124–131; India’s Vedic Age, 206–211; The Maurya Empire, 234–241; The Gupta Empire, 242–247; China Under the Zhou Dynasty, 258–261; Shi Huangdi Unites China, 274–277; The Rise of City-States, 300–305; War in Ancient Greece, 328–333; Alexander’s Empire, 334–337; The Rise of the Roman Republic, 364–369; The Roman Empire, 390–395; Decline of the Roman Empire, 414–419; Muslim Empires, 468–475; East African Civilizations, 500–503; The Rise of the Samurai, 554–561; The Aztecs, 590–595; Religious Crusades, 664–671
6-9.WHC.5.1.2 Explain the global consequences of major conflicts in the 20 th century, such as World War I; World War II, including the Holocaust; and the Cold War.	SE: World War I, 926–931; World War II, 940–947; The Cold War, 954–961; New Nations, 962–969; Cooperation and Trade, 984–989; NATO, 955; NAFTA, 987; United Nations (UN), 947, 956–957, 984–985, 993, 996 PG: The Modern World: Letter Home, T40–T41; Propaganda Posters, T52–T53
6-9.WHC.5.1.3 Evaluate why peoples unite for political, economic, and humanitarian reasons.	SE: Cooperation and Trade, 984–989; NAFTA, 987; United Nations (UN), 947, 956–957, 984–985, 993, 996; Fighting for Human Rights: Democracy, 980

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.