



IDAHO
Social Studies Standards –
History of Human Civilization – Middle Grades
***World History Journey Across Time: The Early Ages* © 2005**

STANDARDS	PAGE REFERENCES
462. HISTORY OF HUMAN CIVILIZATION.	
01. Understand the processes that gave rise to the earliest human communities.	
a. Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.	SE: 9-11 <i>Archaeological Dig</i> 9 <i>Reading Check</i> 11 <i>Biography</i> 12 <i>Section Review</i> 15 #1, 15 #7 TWE: MAA 9 RC 11 HMY 11 CC 13 ETC 14
b. Infer from archaeological evidence the characteristics of early hunter-gatherer communities.	SE: <i>Main Idea</i> 9 <i>Primary Source</i> 10 <i>Document-Based Question</i> 10 <i>The Way It Was</i> 11 <i>Connecting to the Past</i> 11 TWE: T 9 PS 10 WA 10 CTA 11 WIW 11
c. Understand the relationship between civilization and a city-state.	SE: 17, 19 <i>Building Your Vocabulary</i> 16 <i>Main Idea</i> 17, 23 <i>Section Review</i> 23 #1 <i>Critical Thinking</i> 32 #13 TWE: E 15 CTA 19 CT 32 #13
02. Understand how human communities populated the major regions of the world and adapted to a variety of environments.	
a. Identify the various regions of the world that had early communities.	SE: 1, 39-40 <i>Places to Locate</i> 2-3 <i>Primary Source</i> 10 <i>Main Idea</i> 17, 39 <i>National Geographic</i> 17, 39 <i>Section Review</i> 23 #4 TWE: PS 10

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b. Compare life of early civilizations of the Eastern and Western hemispheres and how they responded to their local environments.	SE: 10, 13-15 <i>National Geographic</i> 13 <i>Using Geography Skills</i> 13, 17 <i>Reading Focus</i> 17 <i>Reading Summary</i> 23 <i>Section Review</i> 23 #3 TWE: UGS 13, 17
03. Understand that the practice of agriculture influenced the patterns of human settlement.	
a. Describe how and why humans domesticated wild grains, as well as cattle, sheep, goats, and pigs.	SE: 13, 14 <i>National Geographic</i> 13 <i>Using Geography Skills</i> 13 <i>Comparing the Neolithic and Paleolithic Ages</i> 14 <i>Reading Summary</i> 15 <i>Section Review</i> 15 #2 <i>Critical Thinking</i> 32 #12 TWE: UGS 13 CT 32 #12
b. Identify areas of the world where early farming communities appeared and explain the factors that would have supported farming in these areas.	SE: 13 <i>Main Idea</i> 13 <i>Reading Focus</i> 13 <i>National Geographic</i> 13 <i>Using Geography Skills</i> 13 <i>Understanding Charts</i> 14 <i>Reading Check</i> 15 TWE: UGS 13 UC 14 RC 15 R 15 C 15
04. Understand how natural resources and technological advances have shaped the relationships between different societies.	
a. Explain how man adapted the environment for civilization to develop.	SE: 18 <i>National Geographic</i> 13 <i>Using Geography Skills</i> 13 <i>Section Review</i> 15 #2, 15 #3, 15 #6 <i>Reading Check</i> 20 TWE: UGS 13 R 15 RC 20
b. Identify the technological advances developed by various early societies.	SE: 11 <i>The Way It Was</i> 11 <i>Connecting to the Past</i> 11 <i>Reading Summary</i> 23 <i>Section Review</i> 23 #6 <i>The Assyrians at War</i> 27 <i>Main Idea</i> 29 TWE: WA 10 WIW 11 C 23

STANDARDS	PAGE REFERENCES
05. Understand the political, social, and cultural causes and consequences of movements of populations.	
a. Identify the factors that contributed to population movement.	SE: 120, 198-199, 274-276, 658-664 <i>National Geographic</i> 198, 269 <i>Using Geography Skills</i> 269 <i>Main Idea</i> 287 TWE: WW 258 UGS 269 C 276
b. Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.	SE: 20-21, 390-394 <i>Main Idea</i> 20 <i>Reading Focus</i> 20 <i>Reading Check</i> 21 <i>Linking Past & Present</i> 21 <i>Primary Source</i> 391 TWE: ICA 20 RC 21 CY 21
c. Identify some of the major languages of the world today and identify which languages are related to one another.	SE: 81, 214, 292, 304, 326, 381, 388 <i>History Makers</i> 199 TWE: ETC 199, 292 HM 199
d. Describe the role of government in population movements of early civilizations.	SE: 17-18, 19 <i>Main Idea</i> 27 <i>Reading Focus</i> 27 TWE: CTA 19 NOTE: Teachers may use these references in a classroom setting to discuss the fact that the government role in migrations of early civilizations often was related to war and empire building.
06. Understand how empire building and trade contributed to increasingly complex relations among peoples.	
a. Identify major trade routes and assess the economic and cultural significance of these points of connection between populations.	SE: 120, 246-247 <i>A Woman Ruler</i> 62 <i>Reading Check</i> 62 <i>Biography</i> 63 <i>Main Idea</i> 121 <i>National Geographic</i> 121 <i>Using Geography Skills</i> 247 TWE: WA 43 IA 44 RC 62, 120
b. Discuss how empires used conquest and forced labor to expand and develop.	SE: 23, 27-28, 43-44, 60 <i>Biography</i> 22 <i>Reading Check</i> 23 <i>Main Idea</i> 27, 61 TWE: RC 23 MAA 27

STANDARDS	PAGE REFERENCES
c. Explain the importance and levels of social classes.	SE: 199-201, 381 <i>Main Idea</i> 199 <i>Reading Focus</i> 199 <i>Early India's Social System</i> 200 <i>Reading Check</i> 201 TWE: T 17 MAA 200 RC 201 E 201
07. Understand the development and role of religion in early civilizations.	
a. Explain how religion influenced government, culture, and technological development.	SE: 48, 49, 208 <i>Reading Strategy</i> 47 <i>Primary Source</i> 83 <i>Then and Now</i> 321 <i>Main Idea</i> 343 TWE: AG 47 CTA 50, 83 T 81
b. Discuss how religion established a code of conduct for the people.	SE: 82-83, 204 <i>Reading Focus</i> 203 <i>Reading Check</i> 204 <i>Primary Source</i> 206 <i>Section Review</i> 208 #5 TWE: RC 204 CTA 205 CAT 205 PS 206
c. Explain the relationship between religion and the people's understanding of the natural world.	SE: 49, 50, 204, 205 <i>Main Idea</i> 49 TWE: F 47 TT 49 RS 204 MAA 345
463. GEOGRAPHY.	
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	
a. Locate places on maps using latitude and longitude systems and compass directions.	SE: <i>Understanding Latitude and Longitude</i> GH5 <i>Geography Skills</i> 33 TWE: DYK GH4 DI GH5 T GH5 CC GH5, GH6 ETC GH5, GH9 UD GH8

STANDARDS	PAGE REFERENCES
b. Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.	SE: <i>How Do I Use Maps and Globes?</i> GH4 <i>From Globes to Maps</i> GH6 <i>Parts of Maps</i> GH8 <i>National Geographic</i> 13, 39 <i>Using Geography Skills</i> 39 TWE: T GH6 C GH15 UGS 39 MM 661
02. Understand physical characteristics of different places and regions.	
a. Compare and contrast physical features on the planet.	SE: R4-R5, R7, R10-R11, R12-R13, R15, R18-R19, R21, R24-R25, R26 TWE: T GH14
b. Explain the impact of waterways on civilizations.	SE: 17-18 <i>Main Idea</i> 17 <i>Reading Focus</i> 17 <i>National Geographic</i> 17 <i>Using Geography Skills</i> 17 <i>Reading Check</i> 20 TWE: RS GH15 UGS 17 TT 18 G 19 RC 20
c. Identify characteristics of significant civilizations in world history.	SE: 23 <i>Reading Check</i> 23, 40 <i>Main Idea</i> 39 TWE: T 17, 22 CAT 18 RC 23, 40 C 23
03. Understand the migration and settlement of human populations on the earth's surface.	
a. Identify main reasons for major migrations of people.	SE: 39, 120, 121, 274-276, 658-664 <i>Reading Check</i> 120 <i>Main Idea</i> 287 TWE: RC 120 WW 258 C 276
b. Explain how climate affects human migration and settlement.	SE: 198 <i>Main Idea</i> 39 <i>Reading Check</i> 40 <i>National Geographic</i> 198, 269 <i>Using Geography Skills</i> 198, 269 TWE: RC 40 UGS 198, 269 C 201

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c. Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.	SE: 38-40, 41-42, 43-44, 116-123 <i>Main Idea</i> 41 <i>Primary Source</i> 41, 75 TWE: PS 41, 75 C 46 T 117
d. Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.	SE: 292-294, 418-420 <i>Section Review</i> 294 #2, 294 #5 <i>Get Ready to Read!</i> 416 <i>Main Idea</i> 417, 418 <i>Reading Check</i> 420 TWE: SRA 294 F 416 MAA 417 RC 420
04. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.	
a. Explain how the resources of an area can be the source of conflict between competing groups.	SE: 27, 274-276, 448 <i>Reading Summary</i> 276 <i>Section Review</i> 276 #4 TWE: CAT 18, 41 MAA 27 RS 27 HMY 274
b. Illustrate how the population growth rate impacts a nation's resources.	SE: 15, 121, 143, 279 NOTE: Teachers may use these references in a classroom setting to discuss the objective.
c. Explain how rapid growth of cities can lead to economic, social, and political problems.	SE: 278 <i>Section Review</i> 283 #3, 283 #6 TWE: SRA 283 NOTE: Teachers may use these references in a classroom setting to discuss the objective.
d. Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.	SE: <i>Practicing the Skill</i> 713 TWE: T 39 PSA 713 NOTE: Teachers may use these references in a classroom setting to discuss the objective.
464. GOVERNMENT/CIVICS.	
01. Acquire critical thinking and analytical skills.	
a. Research, condense, and restate information for a specific purpose.	SE: <i>Read to Write</i> 33 #21, 297 #23, 337 #21, 337 #22, 367 #25 <i>Using Technology</i> 33, 367 <i>Linking Past and Present</i> 367 TWE: BQ 33 RS 278
b. Utilize primary and secondary sources of information to gather facts.	SE: <i>Primary Source</i> 10, 41, 297 <i>Document-Based Question</i> 10, 297 TWE: PS 10, 41, 297 CTA 41 RPS 661

STANDARDS	PAGE REFERENCES
c. Distinguish between fact and opinion.	SE: <i>How Does a Historian Work?</i> TOOLS 4- TOOLS 5 <i>Thinking Like a Historian</i> TOOLS 5 #2 <i>Section Review</i> 283 #7 <i>Recognizing Point of View</i> 713 <i>Distinguishing Fact From Opinion</i> 714 TWE: RS 94 SRA 283 #7 T 713, 714 PSA 713, 714
02. Understand the evolution of democracy.	
a. Describe the development of government.	SE: 273, 325-326 <i>You Decide...</i> 24-25 <i>Section Review</i> 30 <i>History Makers</i> 273 <i>Chapter Preview</i> 441 TWE: CTA 19 F 24 HM 273 E 326
b. Recognize that as a society becomes more complex so does its government.	SE: 287, 330 <i>Reading Summary</i> 276 <i>Section Review</i> 283 #2, 326 #3 <i>Reading Check</i> 326 TWE: ETC 24 GRR 26 TDL 273 SRA 283, 326 RC 326
03. Understand the relationship among civic life, politics, and government.	
a. Distinguish among the characteristics of city-states and feudal states.	SE: 19, 23, 523-526 <i>Main Idea</i> 523 TWE: F 522 RS 523 WCE 523 MAA 523 CAT 524, 525
b. Contrast monarchies, democratic, and dictatorial types of government.	SE: 126, 129-130, 139, 226 <i>Reading Check</i> 130 <i>Section Review</i> 130 #3, 130 #7 <i>Comparing Governments</i> 140 TWE: E 130 RC 130 TN 141 CTA 227

STANDARDS	PAGE REFERENCES
c. Give examples of citizen participation in political systems around the world.	SE: 139, 140 <i>Reading Focus</i> 139 <i>Comparing Governments</i> 140 <i>Understanding Charts</i> 140 <i>Primary Source</i> 145 TWE: MAA 139 UC 140 T 141 CY 200
04. Understand the foundations and principles of the American political system.	
a. Explain how democratic governments allow for individual, political, and social choices.	SE: 126, 129-130 <i>Comparing Governments</i> 140 <i>Understanding Charts</i> 140 <i>Reading Check</i> 140 <i>Primary Source</i> 145 <i>Document-Based Question</i> 145 TWE: UC 140 RC 140 PS 145 NOTE: Teachers may use these references, based on democratic forms of government throughout world history, to facilitate classroom discussion in regard to the same topic in the modern U.S.
b. Discuss how the policies and actions of governments promote the public good.	SE: 291 <i>The Way It Was</i> 291 <i>The "Good Emperors" of the Pax Romana</i> 292 <i>Section Review</i> 294 #3, 294 #7 <i>Review Main Ideas</i> 296 #8 TWE: CAT 291 ICA 291 EHW 292 CLA 293 NOTE: Teachers may use these references, based on policies and actions of governments meant to promote the public good throughout world history, to facilitate classroom discussion in regard to the same topic in the modern U.S.

STANDARDS	PAGE REFERENCES
05. Understand the organization and formation of the American system of government.	
a. Show how governments make and enforce laws and provide a judicial system.	SE: 273 <i>You Decide... 24-25</i> <i>Then and Now 141</i> <i>Primary Source 145</i> <i>History Makers 273</i> <i>Building Citizenship 297</i> TWE: ETC 24 TN 141 HM 273 TDL 273 ICA 273 NOTE: Teachers may use these references, based on judicial systems of governments throughout world history, to facilitate classroom discussion in regard to the same topic in the modern U.S.
b. Explain that governments are funded through taxation.	SE: 28, 48, 89-90, 94, 234, 448 <i>Reading Check 90</i> TWE: RC 90 CAT 90 T 289 NOTE: Teachers may use these references, based on taxation systems of governments throughout world history, to facilitate classroom discussion in regard to the same topic in the modern U.S.
06. Understand that all citizens of the United States have responsibilities and rights.	
a. Explain ways to resolve private and public conflicts based on principles of fairness and justice while at the same time respecting cultural customs.	NOTE: Teachers may use references of warfare and empire building from this text as counterexamples to foster classroom discussion of conflict resolution and respect.
b. Explain how negotiation and compromise can be effective ways of settling disputes and how the majority rule has to protect the minority rights.	NOTE: Teachers may use references of warfare and empire building from this text as counterexamples to foster classroom discussion of negotiation, compromise, and majority-rule protection of minority rights.
465. ECONOMICS.	
01. Understand basic economic concepts.	
a. Analyze the similarities of the needs and wants of people everywhere.	SE: 143, 278-279, 293 TWE: CC 692 NOTE: Teachers may use these references in a classroom setting to discuss the objective.
b. Explain how historically people have relied on their natural resources to meet their needs.	SE: 15, 121, 143, 293, 469, 573 TWE: CAT 18 WA 43 TT 692 CC 692

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b. List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.	SE: 121, 292-293, 692-694 <i>Reading Focus</i> 691 NOTE: Teachers may use these references in a classroom setting to discuss the objective.
02. Understand the concept of money.	
a. Analyze the role of money as a means of exchange.	SE: 294 <i>Focusing on the Main Ideas</i> 286 <i>Building Your Vocabulary</i> 286 <i>Main Idea</i> 290 <i>Reading Summary</i> 294 <i>Section Review 294 #5</i> <i>Primary Source</i> 320 TWE: E 294 SRA 294 PS 320
b. Describe alternative means of exchange.	SE: 332-333, 447, 448, 449 <i>Reading Focus</i> 447 <i>The Way It Was</i> 449 <i>Connecting to the Past</i> 449 TWE: S 448 TT 449 WIW 449 ETC 449
03. Understand there are many influences on economic systems.	
a. Compare and contrast the factors that promote economic growth.	SE: 143, 278-279, 292-293, 294, 295 <i>Reading Check</i> 121 <i>Reading Summary</i> 294 <i>Section Review 294 #5</i> TWE: WA 43 RC 121 SRA 294 #5
b. Identify factors that harm an economic system.	SE: 319 <i>The Decline of Rome</i> 318 <i>Document-Based Question</i> 320 <i>Section Review 326 #4</i> <i>Reading Review</i> 335 <i>Review Vocabulary</i> 336 TWE: WA 319 CAT 319 PS 320 SRA 326 #4

Codes Used for TWE Pages

AG	Answers to Graphic
BQ	Bonus Question
C	Close
CAT	Connecting Across Time
CC	Curriculum Connection
CLA	Cooperative Learning Activity
CT	Critical Thinking
CTA	Critical Thinking Activity
CY	Citizenship and You
DI	Differentiated Instruction
DYK	Did You Know?
E	Enrich
EHW	Exploring Hadrian's Wall
ETC	Extending the Content
F	Focus
G	Geography
GRR	Get Ready to Read!
HM	History Makers
HMY	History Mystery
IA	The Importance of Agriculture
ICA	Interdisciplinary Connections Activity
MAA	More About the Art
MM	Mental Mapping
PS	Primary Source
PSA	Practicing the Skill Answers
R	Reteach
RC	Reading Check
RPS	Reading Primary/Secondary Sources
RS	Reading Strategy
S	Science
SRA	Section Review Answers
T	Teach
TDL	The Development of Laws
TN	Then and Now
TT	Time Traveler
UC	Understanding Charts
UD	Understanding Direction
UGS	Using Geography Skills
WA	Writing Activity
WCE	Writing About Cause and Effect
WIW	The Way It Was
WW	When & Where?