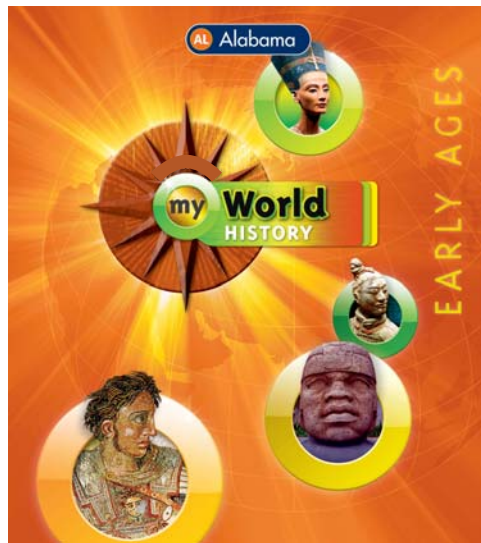


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To the

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| Eighth Grade World History to 1500 | |
| 1. Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people. Examples: cave paintings, Ice Man, Lucy, fossils, pottery | SE/PG: Archeology and Other Sources, 8–9; Mary Leakey: Exploring the Stone Age, 55–57; Studying the Distant Past, 58–63; Hunter-Gatherer Societies, 64–67; Developing Complex Cultures: The Evidence of Art, 72; Closer Look: The Caves of Altamira, 73; Think Critically, 75; Chapter Assessment, 76–77; Primary Source: Digging for Clues, 100–101 PG: Origins: Archeological Spread the News, T10–T11; Mysteries Conference, T5–T7; Enrichment: Carbon Dating, T12; Digging for Clues, T44; Archeologists for a Day, T45 |
| 1.a Identifying the founding of Rome as the basis of the calendar established by Julius Caesar, which was used in early Western civilization for over a thousand years. | SE/PG: Roman Calendar, 5; A New Calendar, 719–720 |
| 1.b Identifying the birth of Christ as the basis of the Gregorian calendar used in the United States since its beginning and in most countries of the world today, signified by B.C. and A.D. | SE/PG: Gregorian Calendar, 5, 720 |
| 1.c Using vocabulary terms other than B.C. and A.D. to describe time Examples: B.C.E., C.E. | SE/PG: Measuring Time, 4–5 |
| 1.d Identifying terms used to describe characteristics of early societies and family structures. Examples: monogamous, polygamous, nomadic | SE/PG: Wandering Bands, 66; Later Stone Age Peoples, 66–67 |

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|---|---|
| <p>2. Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.</p> | <p>SE/PG: Beginning of Civilization, 79–81; Early Agriculture, 82–89; Cities and Civilizations, 90–97; Chapter Assessment, 98–99 PG: Origins: The Road to Civilization, T29–T31; When I Grow Up! T34–T35</p> |
| <p>2.a Comparing significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River valleys. Examples: natural environment, urban development, social hierarchy, written language, ethical and religious belief system, government and military institutions, economic systems</p> | <p>SE/PG: Cities and Civilizations, 90–97; The Civilization of Sumer, 110–117; The First Empires, 118–123; The Assyrian and Persian Empires, 124–131; Egypt Under the Pharaohs, 144–151; Art, Architecture, and Learning in Egypt, 152–157; Egypt and Nubia, 158–163; Indus Valley Civilization, 200–205; India’s Vedic Age, 206–211; Settling Along the Huang River, 254–257; China Under the Zhou Dynasty, 258–261; Religions and Beliefs of Ancient China, 262–267</p> |
| <p>2.b Identifying on a map locations of cultural hearths of early civilizations Examples: Mesopotamia, Nile Valley.</p> | <p>SE/PG: Map: The Fertile Crescent, 112; The Nile River Valley, 145; The Indian Subcontinent, 201; China: Physical Geography, 255</p> |
| <p>3. Compare the development of early world religions, philosophies, and their key tenets. Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods</p> | <p>SE/PG: 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 PG: Ancient Rome: Comparing Religions, T52–T53</p> |

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| 3.a Identifying cultural contributions of early world religions and philosophies. Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods, Phoenicians | SE/PG: 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 |
| 4. Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science. | SE/PG: Ancient Greek Beliefs and Arts, 338–343; Ancient Greek Learning, 344–351 PG: Ancient Greece: Greek Art Mural, T52–T53; Enrichment: The Enduring Greek Theater, T54 |
| 5. Describe the role of Alexander the Great in the Hellenistic world. Examples: serving as political and military leader, encouraging cultural interaction, allowing religious diversity | SE/PG: Alexander’s Empire, 334–337; Uncovering Ancient Alexandria, 350; Hellenistic Learning, 351 PG: Ancient Greece: Greek Art Mural, T52–T53; Enrichment: The Enduring Greek Theater, T54; Identity Challenge, T58–T59 |
| 5.a Defining boundaries of Alexander the Great’s empire and its economic impact. | SE/PG: Map of Empire of Alexander the Great, 336; Alexander’s Conquests, 336–337 |
| 5.b Identifying reasons for the separation of Alexander the Great’s empire into successor kingdoms. | SE/PG: Alexander’s Death and Separation of Empire, 337 |
| 5.c Evaluating major contributions of Hellenistic art, philosophy, science, and political thought. | SE/PG: Ancient Greek Learning, 344–351 PG: Ancient Greece: Greek Art Mural, T52–T53; Enrichment: The Enduring Greek Theater, T54 |
| 6. Trace the expansion of the Roman Republic and its transformation into an empire, including key geographic, political, and economic elements. Examples: expansion—illustrating the spread of Roman influence with charts, graphs, timelines, or maps; transformation—noting reforms of Augustus, listing effects of Pax Romana | SE/PG: The Roman Republic, 360–363; The Rise of the Roman Republic, 364–369; The Government of the Republic, 370–375; Roman Society, 376–379; The Republic’s Growth and Crisis, 380–383; Chapter Assessment, 384–385 |
| 6.a Interpreting spatial distributions and patterns of the Roman Republic using geographic tools and technologies. | SE/PG: Maps: Italy: Physical, 365; The Growth of Roman Power, 381 |

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| <p>7. Describe the widespread impact of the Roman Empire. Example: spread of Roman law and political theory, citizenship and slavery, architecture and engineering, religions, sculpture and paintings, literature, and the Latin language</p> | <p>SE/PG: The Roman Empire and Christianity, 386–389; The Roman Empire, 390–395; Roman Culture and Its Legacy, 396–401; Origins of Christianity, 402–407; Beliefs of Christianity, 408–413; Decline of the Roman Empire, 414–419; Chapter Assessment, 420–421</p> |
| <p>7.a Tracing important aspects of the diffusion of Christianity, including its relationship to Judaism, missionary impulse, organizational development, transition from persecution to acceptance in the Roman Empire, and church doctrine.</p> | <p>SE/PG: Origins of Christianity, 402–407; Beliefs of Christianity, 408–413</p> |
| <p>7.b Explaining the role of economics, societal changes, Christianity, political and military problems, external factors, and the size and diversity of the Roman Empire in its decline and fall.</p> | <p>SE/PG: Decline of the Roman Empire, 414–419 PG: Ancient Rome: A Moving Experience, T35–T37</p> |
| <p>8. Describe the development of a classical civilization in India and China. Examples: India—religions, arts and literature, philosophies, empires, caste system; China—religions, politics, centrality of the family, Zhou and Han Dynasties, inventions, economic impact of the Silk Road and European trade, dynastic transitions</p> | <p>SE/PG: Civilizations of Early India, 196–199; Indus Valley Civilization, 200–205; India’s Vedic Age, 206–211; Hinduism, 212–219; Buddhism, 220–227; Chapter Assessment, 228–229; India’s Empires, 230–233; The Maurya Empire, 234–241; The Gupta Empire, 242–247; Chapter Assessment, 248–249; Ancient China, 250–253; Settling Along the Huang River, 254–257; China Under the Zhou Dynasty, 258–261; Religions and Beliefs of Ancient China, 262–267; Chapter Assessment, 268–269; The Chinese Empire, 270–273; Shi Huangdi Unites China, 274–277; Expansion Under the Han Dynasty, 278–281; Han Society and Achievements, 282–287; Chapter Assessment, 288–289</p> |
| <p>8.a Identifying the effect of the monsoons on India.</p> | <p>SE/PG: Monsoons, 201</p> |
| <p>8.b Identifying landforms and climate regions of China. Example: marking landforms and climate regions of China on a map</p> | <p>SE/PG: Geography of China, 254–255; Map: China – Physical Geography, 255</p> |

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| 9. Describe the rise of the Byzantine Empire, its institutions, and its legacy, including the influence of the Emperors Constantine and Justinian, and the effect of the Byzantine Empire upon art, religion, architecture, and law. | SE/PG: The Byzantine Empire, 428–431; Survival of the Eastern Empire, 432–435; The Division of the Christian Church, 436–439; Byzantine Civilization, 440–443; Chapter Assessment, 444–445 |
| 9.a Identifying factors leading to the establishment of the Eastern Orthodox Church. | SE/PG: The Division of the Christian Church, 436–439 PG: The Byzantine Empire and Islamic Civilization: Put the Pieces Together, T5–T7; Can We Talk? T16–T17; Enrichment: Nicene Creed, T18 |
| 10. Trace the development of the early Russian state and the expansion of its trade systems. Examples: rise of Kiev and Muscovy, conversion to Orthodox Christianity, movement of peoples of Central Asia, Mongol conquest, rise of czars | SE/PG: The Empire's Influence, 442; Early Russia, 443 |
| 11. Describe early Islamic civilizations, including the development of religious, social, and political systems. | SE/PG: Islamic Civilization, 446–449; Origins of Islam, 450–453; Beliefs of Islam, 454–459; Muslim Empires, 460–467; Muslim Achievements, 468–475; Chapter Assessment, 476–477; Primary Source, 478–481 |
| 11.a Tracing the spread of Islamic ideas through invasion and conquest throughout the Middle East, northern Africa, and western Europe. | SE/PG: Muslim Empires, 460–467; Muslim Achievements, 468–475 |
| 12. Describe China's influence on culture, politics, and economics in Japan, Korea, and Southeast Asia. Examples: culture—describing the influence on art, architecture, language, and religion; politics—describing changes in civil service; economics—introducing patterns of trade | SE/PG: Tang and Song China, 516–523; The Mongol Empire, 524–529; The Ming Dynasty, 530–533; Chinese Society, 534–541; The Rise of Japan, 548–553; The Rise of the Samurai, 554–561; Japanese Culture and Society, 562–569 |
| 13. Compare the African civilizations of Ghana, Mali, and Songhai to include their geography, religions, slave trade, economic systems, empires, and cultures. | SE/PG: Early African Civilizations, 484–487; A Trading Empire, 488–493; Muslim Empires of West Africa, 494–499; Society and Culture, 504–509; Chapter Assessment, 510–511 PG: African and Asian Civilizations: African Museum, T5–T7 |

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| 13.a Tracing the spread of language, religion, and customs from one African civilization to another. | SE/PG: Muslim Empires of West Africa, 494–499; Society and Culture, 504–509 |
| 13.b Illustrating the impact of trade among Ghana, Mali, and Songhai. Examples: using map symbols, interpreting distribution maps, creating a timeline | SE/PG: Trans-Saharan Trade, 491–493; Muslim Empires of West Africa, 494–499 |
| 14. Describe key aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayans, Aztecs, Incas, and North American tribes. Examples: pyramids, wars among pre-Columbian people, religious rituals, irrigation, Iroquois Confederacy | SE/PG: Mesoamerican Civilizations, 578–581; The Maya, 582–589; The Aztecs, 590–595; Assessment, 596–597; Early North and South America, 598–601; The Incas, 602–607; North American Cultures, 608–615; Chapter Assessment, 616–617; Primary Source, 618–621 PG: Civilizations of the Americas: The myWorld Journal of History, T5–T7; Where in the Americas? T23–T25 |
| 14.a Locating on a map sites of pre-Columbian cultures. Examples: Mayan, Inca, Inuit, Creek, Cherokee | SE/PG: Map: The Olmec and Maya Civilizations, 584; The Aztecs, 591; The Incan Empire, 603; Early North Americans, 609 |
| 15. Describe military and governmental events that shaped Europe in the early Middle Ages (600-1000). Examples: invasions, military leaders | SE/PG: A New Civilization in Europe, 624–627; Europe in the Early Middle Ages, 628–633; The Spread of Christianity in Europe, 634–639; The Development of European Feudalism, 640–645; Chapter Assessment, 646–647 |
| 15.a Describing the role of the early medieval church. | SE/PG: Charlemagne and Leo, 625-627; The Spread of Christianity in Europe, 634–639 PG: Europe in the Middle Ages: Medieval Monastery, T16–T17; Enrichment: Life in a Monastery, T18; Enrichment: Centers of Civilization, T66 |
| 15.b Describing the impact of new agricultural methods on manorialism and feudalism. | SE/PG: The Development of European Feudalism, 640–645 |

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| 16. Describe major cultural changes in Western Europe in the High Middle Ages (1000-1350). Examples: the Church, scholasticism, Crusades | SE/PG: Conflicts and Crusades, 648–651; Popes and Rulers, 652–657; Kings, Nobles, and the Magna Carta, 658–663; Religious Crusades, 664–671; Christians and Muslims in Spain, 672–675; Chapter Assessment, 676–677, A Changing Medieval World, 678–681; Revival of Trade and Towns, 682–687; An Age of Faith, 688–693; Breakdown of Medieval Society, 694–699; Chapter Assessment, 700–701; Primary Source, 702–705 |
| 16.a Describing changing roles of church and governmental leadership. | SE/PG: Kings, Nobles, and the Magna Carta, 658–663; Religious Crusades, 664–671; Christians and Muslims in Spain, 672–675; An Age of Faith, 688–693 |
| 16.b Comparing political developments in France, England, and the Holy Roman Empire, including the signing of the Magna Carta. | SE/PG: Popes and Rulers, 652–657; Kings, Nobles, and the Magna Carta, 658–663 PG: Europe in the Middle Ages: Filming in the Middle Ages, T29–T31; Who Triumphed? T34–T35; Which Had More Impact? T40–T41; Basic-Rights Skit, T40; Enrichment: Magna’s Carta Lasting Legacy, T42 |
| 16.c Describing the growth of trade and towns resulting in the rise of the middle class. | SE/PG: Revival of Trade and Towns, 682–687 |
| 17. Explain how events and conditions fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance. Examples: Crusades, Hundred Years’ War, Black Death, rise of middle class, commercial prosperity | SE/PG: Religious Crusades, 664–671; Revival of Trade and Towns, 682–687; Breakdown of Medieval Society, 694–699; Chapter Assessment, 700–701; Primary Source, 702–705; The Origins of the Renaissance, 712–715 PG: The Rise of Europe: Make the Front Page, T5–T7; Enrichment: The Impact of the Printing Press, T24; Draw in 3D, T28–T29; Enrichment: Michelangelo, T30 |
| 17.a Identifying changes in the arts, architecture, literature, and science in the late Middle Ages. | SE/PG: Monasteries and Convents, 634–636; The Medieval Church, 638–639; Effects of the Crusades, 670–671; Muslim Spain, 673; A Multicultural Society, 673; Trade and Industry Grow, 684–685; Dancing, 687; Medieval Religion and Culture, 690–691; The Growth of Learning, 692–693 |

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| Reading Standards for Literacy in History/Social Studies Grade 6-8 | |
| Key Ideas and Details | |
| RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources. | <p>SE/PG: Historical Sources, 6–7; Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787; Writing Task: Comparing Documents, 323, 479, 619, 677, 701; also see: Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785</p> <p>PG: Primary Source Lesson Plan and Teacher’s Edition Primary Sources: Core Concepts, 4, 22, 47; Unit 1: Origins, T44, 63; Unit 2: The Ancient Near East, T88, 108, 126, 136, 175, 187, 192; Unit 3: Ancient India and China, T98, 205, 210, 211, 215, 218, 232, 237, 290; Unit 4: Ancient Greece, T62, 299, 302, 314, 320, 333, 337, 347, 356; Unit 5: Ancient Rome, T68, 363, 411, 422; Unit 6: The Byzantine Empire and Islamic Civilization, T56, 439, 464, 466, 475; Unit 7: African and Asian Civilizations, T86, 496, 498, 515, 527, 546, 559, 569, 575; Unit 8: Civilizations of the Americas, T38, 595, 610, 613; Unit 9: Europe in the Middle Ages, T80, 627, 631, 643, 654, 662, 668, 674, 681, 699, 702; Unit 10: The Rise of Europe, T80, 732, 742, 764, 779, 786, 788. In addition, the teacher’s edition <i>Guide on the Side</i> lists learning strategies and questions on nearly every page of each of the unit books.</p> |

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| <p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> | <p>SE/PG: Main Idea and Details, 101, 375, 379, 383, 395, 401, 407, 413, 419, 443, 459, 493, 570, 573; Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787; also see: Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785 PG: Primary Source Lesson Plan: Unit 1: Origins, T44; Unit 2: The Ancient Near East, T88; Unit 3: Ancient India and China, T98; Unit 4: Ancient Greece, T62; Unit 5: Ancient Rome, T68; Unit 6: The Byzantine Empire and Islamic Civilization, T56; Unit 7: African and Asian Civilizations, T86; Unit 8: Civilizations of the Americas, T38; Unit 9: Europe in the Middle Ages, T80; Unit 10: The Rise of Europe, T80. In addition, the teacher’s edition <i>Guide on the Side</i> lists learning strategies and questions on nearly every page of each of the unit books.</p> |
| <p>RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> | <p>SE/PG: Studying the Distant Past, 58–63; History of Domestication, 83; Digging for Clues, 100–101; Be Good: Leading by Example, 264; Athenian Democracy, 316; The Right Way to Govern, 290–291; Trade, 522</p> |

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| RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | SE/PG: Section Opener: Key Terms, 58, 64, 68, 82, 90, 110, 118, 124, 132, 144, 152, 158, 164, 170, 176, 182, 200, 206, 212, 220, 234, 242, 254, 258, 262, 274, 278, 282, 300, 306, 312, 318, 328, 334, 338, 344, 364, 370, 376, 380, 390, 396, 402, 408, 414, 432, 436, 440, 450, 454, 460, 468, 488, 494, 500, 504, 516, 524, 530, 534, 548, 554, 562, 582, 590, 602, 608, 628, 634, 640, 652, 658, 664, 672, 682, 688, 694, 712, 716, 722, 728, 740, 746, 750, 762, 770, 776; Section Assessment: Key Terms, 117, 123, 131, 137, 151, 157, 163, 175, 181, 187, 205, 211, 219, 227, 241, 247, 257, 261, 267, 277, 281, 287, 305, 311, 317, 321, 333, 337, 343, 351, 369, 375, 379, 383, 395, 401, 407, 413, 419, 435, 439, 443, 453, 459, 467, 475, 493, 499, 503, 509, 523, 529, 533, 541, 553, 561, 569, 589, 595, 607, 615, 633, 639, 645, 657, 663, 671, 675, 687, 693, 699, 715, 721, 727, 733, 745, 749, 755, 769, 775, 783; Chapter Assessment: Key Terms, 76, 98, 138, 164, 188, 228, 248, 268, 288, 322, 352, 384, 420, 444, 476, 510, 542, 570, 596, 616, 646, 676, 700, 734, 756, 784 PG: Academic Vocabulary Unit 1: Origins, 59, 65, 69, 83, 91; Unit 2: The Ancient Near East, 111, 119, 125, 133, 145, 153, 159, 165, 171, 177, 183; Unit 3: Ancient India and China, 201, 207, 213, 221, 235, 243, 255, 259, 263, 275, 279, 283; Unit 4: Ancient Greece, 301, 307, 313, 319, 329, 335, 339, 345; Unit 5: Ancient Rome, 365, 371, 377, 381, 391, 397, 403, 409, 415; Unit 6: The Byzantine Empire and Islamic Civilization, 433, 437, 441, 451, 455, 461, 469; Unit 7: African and Asian Civilizations, 489, 495, 501, 505, 517, 525, 531, 535, 549, 555, 563; Unit 8: Civilizations of the Americas, 583, 591, 603, 609; Europe in Middle Ages, 629, 635, 641, 653, 659, 665, 673, 683, 689, 695; The Rise of Europe, 713, 717, 723, 729, 741, 747, 751, 763, 771, 777 |

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| <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> | <p>SE/PG: Cause and Effect, 16, 38, 98, 101, 131, 164, 185, 219, 247, 248, 268, 277, 287, 288, 322, 384, 395, 407, 419, 420, 444, 475, 476, 523, 553, 561, 595, 596, 612, 618, 687, 693, 699, 700, 733, 734, 755, 783, 784; Compare and Contrast, 38, 76, 123, 151, 164, 191, 205, 211, 227, 228, 247, 257, 261, 268, 277, 281, 305, 317, 322, 352, 369, 375, 383, 384, 401, 420, 423, 439, 444, 453, 467, 476, 479, 503, 509, 510, 542, 570, 573, 612, 645, 727, 734, 745, 756, 769, 784; Sequence, 50, 444, 476, 510, 646, 755, 880; Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775</p> |
| <p>RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> | <p>SE/PG: Identify Bias, 499, 529, 533, 702, 703, 756, 775; also see: Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775; 21st Century Learning: Analyze Media Content, 39, 511; Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787; Writing Task: Comparing Documents, 323, 479, 619, 677, 701</p> |

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| Integration of Knowledge and Ideas | |
| RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | <p>SE/PG: Maps, 10, 11, 12, 13, 14, 15, 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; Charts, Graphs, and Diagrams, 29, 30, 39, 47, 49, 51, 60, 66, 83, 88, 93, 94, 111, 128, 130, 136, 149, 155, 174, 179, 186, 186, 209, 217, 223, 224, 226, 228, 236, 246, 247, 255, 256, 260, 280, 316, 317, 321, 339, 341, 349, 368, 375, 395, 397, 412, 412, 437, 439, 458, 458, 459, 495, 496, 523, 527, 539, 555, 557, 587, 588, 588, 592, 596, 615, 642, 645, 655, 656, 661, 663, 692, 698, 732, 733, 745, 747, 757, 773, 777, 779, 785</p> <p>PG: myworldhistory.com: Core Concepts (Visual Glossary), T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 8: Civilizations of the Americas, T4, T24; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58</p> |

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| <p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> | <p>SE/PG: Identify Bias, 499, 529, 533, 702, 703, 756, 775; also see: 21st Century Learning: Analyze Media Content, 39, 511, Evaluate Web Sites, 353, 701–702; Analyze Primary and Secondary Sources, 76, 100, 190, 248, 291, 354, 384, 413, 444, 476, 703, 784, 786 PG: Primary Source Lesson Plan: Unit 1: Origins, T44; Unit 2: The Ancient Near East, T88; Unit 3: Ancient India and China, T98; Unit 4: Ancient Greece, T62; Unit 5: Ancient Rome, T68; Unit 6: The Byzantine Empire and Islamic Civilization, T56; Unit 7: African and Asian Civilizations, T86; Unit 8: Civilizations of the Americas, T38; Unit 9: Europe in the Middle Ages, T80; Unit 10: The Rise of Europe, T80</p> |
| <p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p> | <p>SE/PG: Historical Sources, 6–7; Writing Task: Comparing Documents, 323, 479, 619, 677, 701; also see: Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787 PG: Primary Source Lesson Plan: Unit 1: Origins, T44; Unit 2: The Ancient Near East, T88; Unit 3: Ancient India and China, T98; Unit 4: Ancient Greece, T62; Unit 5: Ancient Rome, T68; Unit 6: The Byzantine Empire and Islamic Civilization, T56; Unit 7: African and Asian Civilizations, T86; Unit 8: Civilizations of the Americas, T38; Unit 9: Europe in the Middle Ages, T80; Unit 10: The Rise of Europe, T80</p> |

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| Range of Reading and Level of Text Complexity | |
| RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | <p>This objective is met throughout Savvas <i>myWorld History</i>, including:</p> <p>SE: Chapter assessment, 76–77, 98–99, 138–139, 164–165, 188–189, 228–229, 248–249, 268–269, 288–289, 322–323, 352–353, 384–385, 420–421, 444–445, 476–477, 510–511, 542–543, 570–571, 596–597, 616–617, 646–647, 676–677, 700–701, 734–735, 756–757, 784–785; Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785; Analyze Primary and Secondary Sources, 100–101, 190–191, 290–291, 354–355, 422–423, 478–479, 572–573, 618–619, 702–703, 786–787</p> <p>PG: myWorld Activity: Unit 1: Origins, T10, T16, T22, T34, T40; Unit 2: The Ancient Near East, T10, T16, T22, T28, T40, T46, T52, T72, T78, T84; Unit 3: Ancient India and China, T10, T16, T22, T28, T40, T46, T58, T64, T70, T82, T88, T94; Unit 4: Ancient Greece, T10, T16, T22, T28, T40, T46, T52, T58; Unit 5: Ancient Rome, T10, T16, T22, T28, T40, T46, T52, T58, T64; Unit 6: The Byzantine Empire and Islamic Civilization, T10, T16, T22, T40, T46, T52; Unit 7: African and Asian Civilizations, T10, T16, T22, T28, T40, T46, T52, T58, T70, T76, T82; Unit 8: Civilizations of the Americas, T10, T16, T28, T34; Unit 9: Europe in the Middle Ages, T10, T16, T22, T34, T40, T46, T52, T64, T70, T76; Unit 10: The Rise of Europe, T10, T16, T22, T28, T40, T46, T52, T64, T70, T76</p> |

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| <p>(Continued) RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> | <p>(Continued) myWorld Chapter Activity: Unit 1: Origins, T5, T29; Unit 2: The Ancient Near East, T5, T35, T67; Unit 3: Ancient India and China, T5, T35, T53, T77; Unit 4: Ancient Greece, T5, T35; Unit 5: Ancient Rome, T5, T35; Unit 6: The Byzantine Empire and Islamic Civilization, T5, T28; Unit 7: African and Asian Civilizations, T5, T35, T65; Unit 8: Civilizations of the Americas, T5, T25; Unit 9: Europe in the Middle Ages, T5, T29, T59; Unit 10: The Rise of Europe, T5, T35, T59 Primary Source Lesson Plan: Unit 1: Origins, T44; Unit 2: The Ancient Near East, T88; Unit 3: Ancient India and China, T98; Unit 4: Ancient Greece, T62; Unit 5: Ancient Rome, T68; Unit 6: The Byzantine Empire and Islamic Civilization, T56; Unit 7: African and Asian Civilizations, T86; Unit 8: Civilizations of the Americas, T38; Unit 9: Europe in the Middle Ages, T80; Unit 10: The Rise of Europe, T80</p> |

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| Writing Standards for Literacy in History/Social Studies Grades 6-8 | |
| Text Types and Purposes | |
| <p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> | <p>SE/PG: Writing Task: Paragraph Justifying Your Reasoning, 51, Opinion Piece, 77, Persuasive Letter, 445, Promotional Brochure, 511; also see: Essential Question: Advertisements 269, Commercial, 543</p> |

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| <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>SE/PG: Writing Task: Explanation, 17, 139, 165, 189, 191, 229, 269, 289, 291, 353, 355, 385, 421, 423, 479, 543, 617, 647, 735, Essay, 39, Summary, 477, 785; Essential Question: Article, 165, Outline a Documentary, 249, Historical Journal, 597; 21st Century Learning: Illustrated Informational Brochure, 51, Make a Plan, 99, 785, Report, 193, 511</p> |
| WHST.3. (See note; not applicable as a separate requirement) | |
| Production and Distribution of Writing | |
| <p>WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p>SE/PG: Writing Task, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785; also see: Journal Activity, 17, 39, 51; Student Journal (Essential Question), 117, 123, 131, 137, 151, 157, 163, 175, 181, 187, 205, 211, 219, 227, 241, 247, 257, 261, 267, 277, 281, 287, 305, 311, 317, 321, 333, 337, 343, 351, 369, 375, 379, 383, 395, 401, 407, 413, 419, 435, 439, 443, 453, 459, 467, 475, 493, 499, 503, 509, 523, 529, 533, 541, 553, 561, 569, 589, 595, 607, 615, 633, 639, 645, 657, 663, 671, 675, 687, 693, 699, 715, 721, 727, 733, 745, 749, 755, 769, 775, 783</p> |

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| <p>WHST.6-8.5.With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> | <p>SE/PG: Writing Task, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785; also see: Journal Activity, 17, 39, 51; Student Journal (Essential Question), 117, 123, 131, 137, 151, 157, 163, 175, 181, 187, 205, 211, 219, 227, 241, 247, 257, 261, 267, 277, 281, 287, 305, 311, 317, 321, 333, 337, 343, 351, 369, 375, 379, 383, 395, 401, 407, 413, 419, 435, 439, 443, 453, 459, 467, 475, 493, 499, 503, 509, 523, 529, 533, 541, 553, 561, 569, 589, 595, 607, 615, 633, 639, 645, 657, 663, 671, 675, 687, 693, 699, 715, 721, 727, 733, 745, 749, 755, 769, 775, 783</p> <p>PG: Writing Activities exist throughout the Teacher’s Edition on the myWorld Chapter Activity pages and the myWorld Activity pages.</p> <p>myWorld Activity: Unit 1: Origins, T10, T16, T22, T34, T40; Unit 2: The Ancient Near East, T10, T16, T22, T28, T40, T46, T52, T72, T78, T84; Unit 3: Ancient India and China, T10, T16, T22, T28, T40, T46, T58, T64, T70, T82, T88, T94; Unit 4: Ancient Greece, T10, T16, T22, T28, T40, T46, T52, T58; Unit 5: Ancient Rome, T10, T16, T22, T28, T40, T46, T52, T58, T64; Unit 6: The Byzantine Empire and Islamic Civilization, T10, T16, T22, T40, T46, T52, T58; Unit 7: African and Asian Civilizations, T10, T16, T22, T28, T40, T46, T52, T58, T70, T76, T82; Unit 8: Civilizations of the Americas, T10, T16, T28, T34; Unit 9: Europe in the Middle Ages, T10, T16, T22, T34, T40, T46, T52, T64, T70, T76; Unit 10: The Rise of Europe, T10, T16, T22, T28, T40, T46, T52, T64, T70, T76</p> |

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| <p>(Continued) WHST.6-8.5.With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> | <p>(Continued) PG: myWorld Chapter Activity: Unit 1: Origins, T5, T29; Unit 2: The Ancient Near East, T5, T35, T67; Unit 3: Ancient India and China, T5, T35, T53, T77; Unit 4: Ancient Greece, T5, T35; Unit 5: Ancient Rome, T5, T35; Unit 6: The Byzantine Empire and Islamic Civilization, T5, T28; Unit 7: African and Asian Civilizations, T5, T35, T65; Unit 8: Civilizations of the Americas, T5, T25; Unit 9: Europe in the Middle Ages, T5, T29, T59; Unit 10: The Rise of Europe, T5, T35, T59</p> |
| <p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> | <p>SE/PG: Twenty-first Century Learning, 99, 102–103, 139, 165, 189, 192–193, 229, 249, 269, 289, 292–293, 323, 353, 356–357, 385, 421, 424–425, 445, 477, 480–481, 511, 543, 571, 574–575, 597, 617, 620–621, 647, 677, 701, 704–705, 735, 757, 785, 788–789 PG: Explore myworldhistory.com: Core Concepts, T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 8: Civilizations of the Americas, T4, T24; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58</p> |

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| Research to Build and Present Knowledge | |
| <p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> | <p>SE/PG: Twenty-first Century Learning, 99, 102–103, 139, 165, 189, 192–193, 229, 249, 269, 289, 292–293, 323, 353, 356–357, 385, 421, 424–425, 445, 477, 480–481, 511, 543, 571, 574–575, 597, 617, 620–621, 647, 677, 701, 704–705, 735, 757, 785, 788–789</p> <p>PG: myworldhistory.com: Core Concepts, T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 8: Civilizations of the Americas, T4, T24; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58</p> <p>myWorld Chapter Activity: Unit 1: Origins, T5, T29; Unit 2: The Ancient Near East, T5, T35, T67; Unit 3: Ancient India and China, T5, T35, T53, T77; Unit 4: Ancient Greece, T5, T35; Unit 5: Ancient Rome, T5, T35; Unit 6: The Byzantine Empire and Islamic Civilization, T5, T28; Unit 7: African and Asian Civilizations, T5, T35, T65; Unit 8: Civilizations of the Americas, T5, T25; Unit 9: Europe in the Middle Ages, T5, T29, T59; Unit 10: The Rise of Europe, T5, T35, T59</p> |

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| <p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> | <p>SE/PG: Twenty-first Century Learning, 99, 102–103, 139, 165, 189, 192–193, 229, 249, 269, 289, 292–293, 323, 353, 356–357, 385, 421, 424–425, 445, 477, 480–481, 511, 543, 571, 574–575, 597, 617, 620–621, 647, 677, 701, 704–705, 735, 757, 785, 788–789; also see: Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787; Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785</p> <p>PG: myworldhistory.com: Core Concepts, T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 8: Civilizations of the Americas, T4, T24; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58</p> <p>myWorld Chapter Activity: Unit 1: Origins, T5, T29; Unit 2: The Ancient Near East, T5, T35, T67; Unit 3: Ancient India and China, T5, T35, T53, T77; Unit 4: Ancient Greece, T5, T35; Unit 5: Ancient Rome, T5, T35; Unit 6: The Byzantine Empire and Islamic Civilization, T5, T28; Unit 7: African and Asian Civilizations, T5, T35, T65; Unit 8: Civilizations of the Americas, T5, T25; Unit 9: Europe in the Middle Ages, T5, T29, T59; Unit 10: The Rise of Europe, T5, T35, T59</p> |

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| <p>WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> | <p>SE/PG: Document-Based Assessment Writing Task & 21st Century Learning, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785; also see: Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787; Student Journal (Essential Question), 117, 123, 131, 137, 151, 157, 163, 175, 181, 187, 205, 211, 219, 227, 241, 247, 257, 261, 267, 277, 281, 287, 305, 311, 317, 321, 333, 337, 343, 351, 369, 375, 379, 383, 395, 401, 407, 413, 419, 435, 439, 443, 453, 459, 467, 475, 493, 499, 503, 509, 523, 529, 533, 541, 553, 561, 569, 589, 595, 607, 615, 633, 639, 645, 657, 663, 671, 675, 687, 693, 699, 715, 721, 727, 733, 745, 749, 755, 769, 775, 783</p> |
| Range of Writing | |
| <p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>SE/PG: Writing Task, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785; also see: Journal Activity, 17, 39, 51; Student Journal (Essential Question), 117, 123, 131, 137, 151, 157, 163, 175, 181, 187, 205, 211, 219, 227, 241, 247, 257, 261, 267, 277, 281, 287, 305, 311, 317, 321, 333, 337, 343, 351, 369, 375, 379, 383, 395, 401, 407, 413, 419, 435, 439, 443, 453, 459, 467, 475, 493, 499, 503, 509, 523, 529, 533, 541, 553, 561, 569, 589, 595, 607, 615, 633, 639, 645, 657, 663, 671, 675, 687, 693, 699, 715, 721, 727, 733, 745, 749, 755, 769, 775, 783</p> <p>PG: Writing Activities exist throughout the Teacher’s Edition on the myWorld Chapter Activity pages and the myWorld Activity pages.</p> |

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| <p>(Continued) WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | <p>(Continued) PG: myWorld Activity: Unit 1: Origins, T10, T16, T22, T34, T40; Unit 2: The Ancient Near East, T10, T16, T22, T28, T40, T46, T52, T72, T78, T84; Unit 3: Ancient India and China, T10, T16, T22, T28, T40, T46, T58, T64, T70, T82, T88, T94; Unit 4: Ancient Greece, T10, T16, T22, T28, T40, T46, T52, T58; Unit 5: Ancient Rome, T10, T16, T22, T28, T40, T46, T52, T58, T64; Unit 6: The Byzantine Empire and Islamic Civilization, T10, T16, T22, T40, T46, T52, T58; Unit 7: African and Asian Civilizations, T10, T16, T22, T28, T40, T46, T52, T58, T70, T76, T82; Unit 8: Civilizations of the Americas, T10, T16, T28, T34; Unit 9: Europe in the Middle Ages, T10, T16, T22, T34, T40, T46, T52, T64, T70, T76; Unit 10: The Rise of Europe, T10, T16, T22, T28, T40, T46, T52, T64, T70, T76 myWorld Chapter Activity: Unit 1: Origins, T5, T29; Unit 2: The Ancient Near East, T5, T35, T67; Unit 3: Ancient India and China, T5, T35, T53, T77; Unit 4: Ancient Greece, T5, T35; Unit 5: Ancient Rome, T5, T35; Unit 6: The Byzantine Empire and Islamic Civilization, T5, T28; Unit 7: African and Asian Civilizations, T5, T35, T65; Unit 8: Civilizations of the Americas, T5, T25; Unit 9: Europe in the Middle Ages, T5, T29, T59; Unit 10: The Rise of Europe, T5, T35, T59</p> |