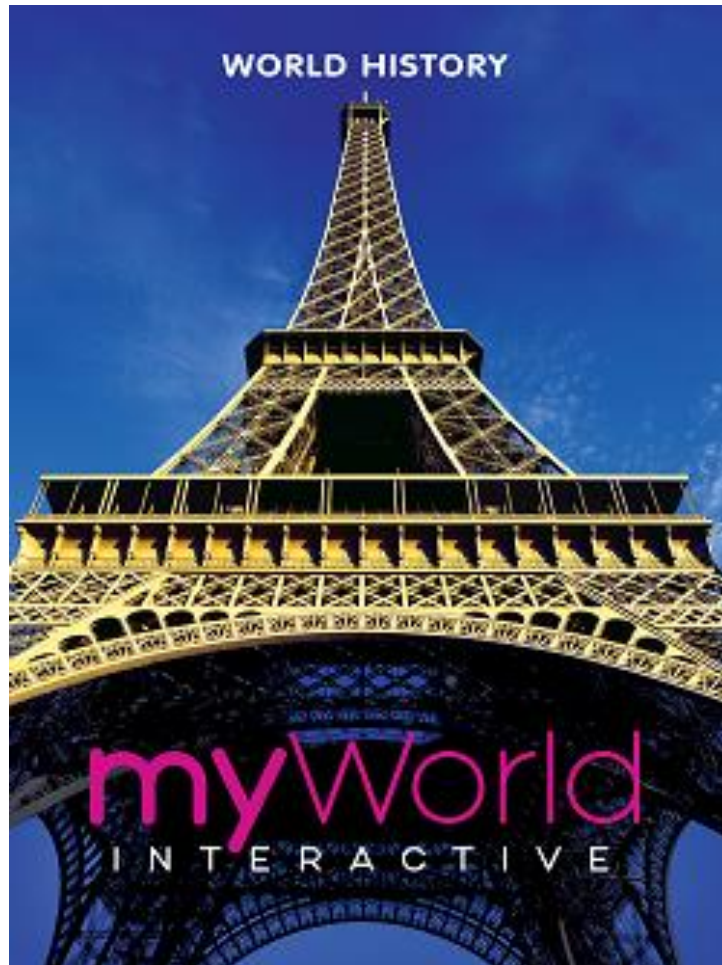


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To the

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| Social Studies - World History | |
| Core Code - 0905000090 | |
| WH Strand 1: PREHISTORY TO THE NEOLITHIC REVOLUTION | |
| (Ca. 150,000 B.C.E.–1,000 B.C.E.) | |
| <p>The advent of farming, sometimes referred to as the Neolithic Revolution, changed the world in profound ways. The transition from procuring to producing food altered the genetic structure of plants and animals. Some societies became sedentary. Inequalities between individuals and societies grew. Land ownership became more important. Specialization and trade became possible. Large-scale warfare became more common. Written records were needed. The changes that resulted from farming created a substantially different world, leading to the formation of the first civilizations and shaping world history.</p> | |
| <p>WH Standard 1.1: Students will analyze the differences and interactions between sedentary farmers, pastoralists, and hunter-gatherers.</p> | <p>SE/TE: Quest: Design a Village, 6; How Did Hunter-Gatherers Live?, 11–12; How Did Humans Adapt to Varied Environments?, 18–19; When Did People Start to Farm?, 24–26; Where Did Farming Begin and How Did It Spread?, 27–31</p> <p>Active Journal: Quest: Design a Village, 4–11</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 1: Unearthing Evidence of the Earliest Humans; Lesson 2: How Hunter Gatherers Lived; Lesson 3: Migrating and Adopting to New Environments; Lesson 4: The Birth of Farming</p> |

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| <p>WH Standard 1.2: Students will use geographic concepts to explain the factors that led to the development of civilization, and compare and contrast the environmental impact of civilizations, pastoralists, and hunter-gatherers.</p> | <p>SE/TE: Analysis Skill; Distinguish Cause and Effect, 53; also see: Quest: Design a Village, 6; How Did Hunter-Gatherers Live?, 11–12; How Did Humans Adapt to Varied Environments?, 18–19; When Did People Start to Farm?, 24–26; New Ways of Life, 27–32; The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51</p> <p>Active Journal: Quest: Design a Village, 4–11</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 1: Unearthing Evidence of the Earliest Humans; Lesson 2: How Hunter Gatherers Lived; Lesson 3: Migrating and Adopting to New Environments; Lesson 4: The Birth of Farming; Lesson 5: The Growth of Cities</p> |
| <p>WH Standard 1.3: Students will use artifacts and early written records to make inferences about the significance of technological development and diffusion, including writing, in Mesopotamia, Egypt, the Indus River civilization, and the Huang He (Yellow) River civilization.</p> | <p>SE/TE: Analysis Skills: Distinguish Cause and Effect, 53; Identify Physical and Cultural Features, 108; Distinguish Verifiable from Unverifiable Information, 114; Frame Questions, 121; Assess Credibility of a Source, 163; also see: Charts, Graphs, Tables, and Infographics: Cuneiform Stages of Development, 50; Development of the Alphabet, 69; Achievements of Mesopotamian Civilization and Empires, 92; Comparing Writing Systems, 119; Achievements of Egypt and Kush, 122</p> <p>Active Journal: Writing Workshop: Narrative Essay, 52–53; Research Paper, 100–101</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 4: The Alphabet Topic 3: Lesson 2: The Legacy of Ancient Egypt; Topic 4: Lesson 1: Indus Valley Achievements</p> |

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| <p>WH Standard 1.4: Students will compare life before and after the Neolithic Revolution and cite the most significant effects of that revolution on the development of civilization(s).</p> | <p>SE/TE: Analysis Skills: Distinguish Essential from Inessential Information, 14; Developing Complex Cultures, 21–26; Visual Review, 38; Critical Thinking and Writing, 39; also see: Quest: Design a Village, 6; How Did Hunter-Gatherers Live?, 11–12; How Did Humans Adapt to Varied Environments?, 18–19; When Did People Start to Farm?, 24–26; New Ways of Life, 27–32; The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51</p> <p>Active Journal: Quest: Design a Village, 4–11</p> <p><u>Digital Sources</u> Lesson Videos: Topic 1: Lesson 1: Unearthing Evidence of the Earliest Humans; Lesson 2: How Hunter Gatherers Lived; Lesson 3: Migrating and Adopting to New Environments; Lesson 4: The Birth of Farming</p> |

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| WH Strand 2: THE RISE OF CLASSICAL SOCIETIES | |
| (Ca. 1000 B.C.E.–900 C.E.) | |
| The classical civilizations of the Mediterranean (Egypt, ancient Israel, Greece, and Rome), Persia, China, India, and other regions have had a significant impact on global belief systems, legal systems, governments, culture, and social systems. Some developed vast empires, consolidating government power in revolutionary and influential structures. Emerging contacts between civilization centers began the diffusion of ideas and technologies. Classical civilizations rose and fell under remarkably similar circumstances, exhibiting global patterns. | |
| WH Standard 2.1: Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies, including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, and Islam. | <p>SE/TE: Origins of Judaism, 71–75; Early History of the Jewish People, 83–90; Origins and Beliefs of Hinduism, 142–149; Primary Sources: The Ramayana, 150; Origins and Beliefs of Buddhism, 151–157; Primary Sources: The Legend of Guadama, 158; Life and Teachings of Confucius, 192–194; Ancient Greek Learning, 258–264; Origins of Christianity, 318–323; Beliefs of Christianity, 325–329; Primary Sources: The Gospel of Matthew, The Sermon on the Mount, 330; Christianity Spreads, 370–375; Origins of Islam, 449–452; Achievements of Islamic Civilization, 468–474</p> <p>Active Journal: Quick Activity: Crusade Diary, 248; Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296; Writing Workshop: Argument, 126–127</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 5: The Origins of Judaism; Lesson 6: The Central Beliefs of Judaism; Lesson 7: Israel and the Jewish Diaspora; Topic 4: Lesson 3: Hindu Traditions and Practices; Lesson 4: Teachings and Spread of Buddhism; Topic 5: Lesson 3: How Confucius’s Life Shaped His View of Government; Lesson 4: Comparing Legalism and Confucianism; Topic 8: Lesson 2: Reasons for the Spread of Christianity; Lesson 3: The New Testament; Topic 11: Lesson 1: The Life of Muhammad; Lesson 2: The Five Pillars of Islam</p> |

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| <p>WH Standard 2.2: Students will use primary sources to identify patterns in the stratification of social and gender structures across classical civilizations.</p> | <p>SE/TE: Quest: Debate Punishments for Crimes, 44; Became a Pharaoh-in-Training, 98; A Trip Through India, 128; Primary Sources: The Epic of Gilgamesh, 13; Contracts in Ancient Mesopotamia, 52; Psalm, 76; The Victory of Ramses II, 107; The Ramayana, 150; The Life or Legend of Gaudama, 158; Analyze Primary Sources, 123, 175</p> <p>Active Journal: Quests, 28–35, 56–63, 104–111</p> <p><u>Digital Sources</u> Lesson Videos: Topic 2: Lesson 2: Hammurabi’s Code; Lesson 3: The Assyrian and Persian Empires; Topic 3: Lesson 1: Pharaohs of Ancient Egypt ; Topic 4: Lesson 2: The Caste System ; Topic 5: Lesson 2: The Dynastic Cycle and the Mandate of Heaven</p> |

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| <p>WH Standard 2.3: Students will make evidence-based inferences about the cultural values of classical civilizations, using artistic expressions of various genres as primary sources.</p> | <p>SE/TE: India’s Vedic Age, 135–140 Analysis Skill: Detect Historical Points of View, 141; Origins and Beliefs of Hinduism, 142; Primary Sources: The Ramayana, 150; Origins and Beliefs of Buddhism, 151; Primary Sources: The Life or Legend of Gaudama, 158; The Maurya Empire Begins, 159–152; Analysis Skill: Assess Credibility of a Source, 163; Asoka’s Rule, 164–167; The Zhou Dynasty, 185–188; Primary Sources: Sun Tzu, The Art of War, 189; Chinese Belief Systems, 191–195; Primary Sources: Confucius, The Analects, 196; Primary Sources: Pericles, Funeral Oration, 232; Ancient Greek Beliefs and Arts, 251–256; Primary Sources: Homer, the Odyssey, 257; Ancient Greek Learning, 258–264</p> <p>Active Journal: Quick Activity: Ancient Indian Poetry, 91; Letter to the People (Zhou Dynasty), 116; Contrasting Primary Sources, 144</p> <p>Digital Sources Interactive Primary Source: Topic 4: Lesson 3: The Bhagavad-Gita; Lesson 6: Ashoka, Edicts; Topic 5: Lesson 3: Confucius, The Analects; Lesson 3: Tao Te Ching, Laozi; Topic 6: Lesson 5: Herodotus, The Persian Wars; Lesson 6: Euripides, Medea; Lesson 7: Aristotle, Politics; Lesson 7: Plato, The Republic; 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Lesson Videos: Topic 6: Lesson 6: Greek Mythology; Lesson 7: Socrates and Plato; Lesson 8: Cultural Exchange in the Hellenistic Age</p> |

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| <p>WH Standard 2.4: Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture.</p> | <p>SE/TE: Economy Based on Trade, 32; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; A Major Trade Route, 206–207; The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; Feudalism and the Manor Economy, 377–382; Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503</p> <p>Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342; Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires?)</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics; Lesson Videos: Topic 3: Lesson 3: Trade Between Egypt and Kush; Topic 5: Lesson 6: The Economy of China Under the Han; Topic 6: Lesson 8: Cultural Exchange in the Hellenistic Age; Topic 8: Lesson 1: Trade in the Roman Empire</p> |
| <p>WH Standard 2.5: Students will construct an argument for the significant and enduring political, economic, technological, social, or other cultural contributions of classical civilizations.</p> | <p>SE/TE: Writing Workshop: Write an Argument, 184, 188, 195, 201, 207, 212, 215, 315, 332, 329, 338, 343, 349, 355, 357</p> <p>Active Journal: Writing Workshop: Argument, 126–127 (Argue which ancient Chinese belief system produced the most effective government); Argument, 206–207 (Which was greater, the Greek city-states or the Roman empire); Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires)</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Write an Essay; Consider and Counter Opposing Arguments</p> |

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| WH Strand 3: AN AGE OF EXPANDING CONNECTIONS | |
| (Ca. 500 C.E.–1450 C.E.) | |
| <p>The collapse of classical civilizations ushered in an era of unprecedented connection, sometimes referred to as the post-classical period. The fall of some civilizations opened opportunities for the growth of others, most notably the Islamic world. This era brought increasing oceanic and land trade in trans-regional networks. Civilization spread from its traditional centers as powerful states emerged in Japan, the Asian steppes, Sub-Saharan Africa, Europe, Southeast Asia, and other locations. In spite of their relative isolations, civilizations flourished in the Americas. Mongol conquerors linked many centers of civilization in unprecedented ways.</p> | |
| <p>WH Standard 3.1: Students will use patterns in trade and settlement to explain how geographic features such as the Indian Ocean, the Saharan Desert, the Atlantic and Pacific Oceans, the Strait of Malacca, and the Mediterranean Sea supported or impeded trade.</p> | <p>SE/TE: Trade and the Roman Economy, 314–315; Feudalism and the Manor Economy, 377–382; Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503; Trading States of East Africa, 603–606; Impact of Global Trade, 700–706; Atlantic Slave Trade, 715–721</p> <p>Active Journal: Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 350–351 (How did the environment affect the development of African empires and the trade network that connected them to other lands)</p> <p>Digital Sources Social Studies Core Concepts: Economics; Lesson Videos: Topic 8: Lesson 1: Trade in the Roman Empire; Topic 9: Lesson 4: The Growth of Medieval Towns; Topic 16: Lesson 4: Struggle to Control the Spice Trade</p> |

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| <p>WH Standard 3.2: Students will evaluate historians’ interpretations regarding the patterns in the development of civilizations in the Americas compared to other places in the world.</p> | <p>SE/TE: The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573; North American Cultures, 575–581</p> <p>Active Journal: Quick Activity: Human Monument Game, 320 (Mayan); Write a Song (Incas), 325; Writing Workshop: Explanatory Essay, 328–329 (Compare impact of geography on Mayan, Aztec, and Incan agriculture)</p> <p>Digital Sources Lesson Videos: Topic 13: Lesson 1: Development of Cities in Mesoamerica; Lesson 2: The Growth of the Aztec Empire; Lesson 3: How Inca Rulers Governed Their Empire; Lesson 4: Contrasting Two North American Cultures</p> |
| <p>WH Standard 3.3: Students will evaluate the long-term effects of the Mongol conquest, such as the diffusion of ideas, technologies, and diseases.</p> | <p>SE/TE: The Mongol and Ming Empires, 498-507; Chinese Thoughts and Achievements, 508–515</p> <p>Active Journal: Take Notes, 292; Practice Vocabulary, 293; Quest: A Strong Influence, 282–289</p> <p>Digital Sources Interactive Primary Sources: Ibn Battuta, <i>Travels</i>; Topic 12: Lesson 2: Video: The Growth and Importance of the Mongol Empire; Interactive Map: The Mongol Empire; Biography Kublai Khan</p> |

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| <p>WH Standard 3.4: Students will explain the social, political, religious, technological, and economic changes in medieval Europe that created a context for later European colonization.</p> | <p>SE/TE: England Takes Shape, 412–418; Primary Sources: The Magna Carta, 419; The Crusades, 420–427; The Reconquista, 428–433; The Scientific Revolution, 657; Voyages of Discovery, 671–678; Primary Sources: Vasco da Gama, Journal, 679; The Conquest of the Aztec and Incan Empires, 680–685</p> <p>Active Journal: Writing Workshop: Research Paper, 376–377 (Choose a person from Renaissance, Reformation, and Scientific Revolution – explain their contributions); Arguments, 404–405 (Was the impact of global convergence mostly positive or mostly negative)</p> <p><u>Digital Sources</u> Lesson Videos: Topic 15: Lesson 6: New Directions in Astronomy; Topic 16: Lesson 1: Technology of Exploration; Lesson 2: The Conquest of the Incas; Lesson 3: Mission Life; Lesson 4: Struggle to Control the Spice Trade; Lesson 5: The Commercial Revolution in Europe; Lesson 6: The Rivalry Between France and England; Lesson 7: Causes of the Atlantic Slave Trade</p> |

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| <p>WH Standard 3.5: Students will identify patterns in the diffusion of technology, writing, religion, political systems, and other elements of civilization, using case studies such as the Chinese impact on Japan, the Arab impact on Mali, the Byzantine impact on Russia, the Roman impact on Europe, and the Olmec impact on later American civilizations.</p> | <p>SE/TE: Byzantine Religion and Culture, 351–355; The Crusades, 420–427; The Reconquista, 428–433; Expansion of the Muslim World, 459–466; Achievements of Islamic Civilization, 468–474; The Mongol and Ming Empires, 498–507; Chinese Thoughts and Achievements, 508–515; Emergence of Japan, 516–521; Japanese Feudalism, 522–528; Japanese Society and Culture, 531–536; Korea and Southeast Asia, 538; The Maya, 551–557</p> <p>Active Journal: Quick Activity: Crusade Diary, 248; Caption This! 268 (geography affects life in Arabia); Packing for the Caravan (West African Trade), 342; Writing Workshops: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires)</p> <p>Digital Sources Lesson Videos: Topic 4: Lesson 4: Teachings and Spread of Buddhism; Lesson 7: The Golden Age of the Gupta; Topic 6: Lesson 8: Cultural Exchange in the Hellenistic Age; Topic 8: Lesson 4: Rome’s Cultural Gifts; Lesson 6: The Byzantine Empire’s Place in History; Lesson 7: Byzantine Culture; Topic 10: Lesson 4: Interaction of Christians, Muslims, and Jews in Muslim Spain; Topic 13: Lesson 1: Development of Cities in Mesoamerica</p> |

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| WH Strand 4: GLOBAL INTERACTIONS | |
| (Ca. 1400 C.E.–1750 C.E.) | |
| <p>During what is sometimes referred to as the early modern period, the balance of global power shifted toward Europe. Europeans gained increasing control of international trade routes. European exploration led to the inclusion of the formerly isolated Americas and Oceanic regions in global systems. Global connections brought drastic environmental and social changes. Maritime and land empires were formed not just by Europeans, but by Turkish, American, and Chinese states, creating enduring patterns of colonization. Societies that previously had little contact with civilization centers were no longer isolated. The world seemed to become smaller as global integration, diplomacy, and world trade became more complex. In response, new ways of understanding the world emerged.</p> | |
| <p>WH Standard 4.1: Students will compare the development of Europe’s maritime empires with land-based empires such as those of the Ottoman Turks, Chinese, and Russians.</p> | <p>SE/TE: Expansion of the Muslim World, 459–466; The Mongol and Ming Empires, 498–503; The Spanish Empire, 687–692; The Portuguese Empire, 693–699; Absolutism in Russia and Central Europe, 739–743; Imperialism and Nationalism, 793–800</p> <p>Active Journal: Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires)</p> <p>Digital Resources 21st Century Skills Tutorials: Compare and Contrast; Develop a Clear Thesis; Lesson Videos: Topic 11: Lesson 3: Rise and Fall of the Abbasid Dynasty</p> |
| <p>WH Standard 4.2: Students will develop an interpretation of whether the ideas embodied in movements such as the Renaissance, the Reformation, scientific revolution, and Enlightenment led to a changing balance of world power.</p> | <p>SE/TE: Quest: Learning Through the Ages, 620; What Was the Renaissance? 621–628 Arts and Literature of the Renaissance, 629–635; Primary Source: William Shakespeare, <i>As You Like It</i>, 636; Impact of the Renaissance, 637–640; Reformation and Reaction, 641–648; Primary Sources: Martin Luther, Preface, 649; Legacy of the Protestant Reformation, 651–656; The Scientific Revolution, 657–662</p> |

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| | <p>(Continued)</p> <p>Active Journal: Quest: Learning Through the Ages, 354–361; Take Notes & Practice Vocabulary, 362–375; Writing Workshop: Research Paper, 376–377</p> <p><u>Digital Sources</u> Lesson Videos: Topic 15: Lesson 1: The Roots of the Italian Renaissance; Lesson 2: New Artistic Themes and Techniques; Lesson 3: The Printing Revolution; Lesson 4: Luther and the 95 Theses; Lesson 5: Compare Protestant England and Catholic Spain; Lesson 6: New Directions in Astronomy; 21st Century Skills Tutorials: Search for Information on the Internet; Support Ideas with Evidence</p> |
| <p>WH Standard 4.3: Students will describe the complex cultures of indigenous societies, such as those in Polynesia, Sub-Saharan Africa, Australia, and the Americas.</p> | <p>SE/TE: The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573; North American Cultures, 575–581; The Rise of Ghana in West Africa, 589–594; Mali and Songhai, 595–600; Trading States of East Africa, 603–606; African Traditions, 607–611; The Conquest of the Aztec and Incan Empires, 680–685</p> <p>Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342; Perspectives on West African Kingdoms (Compare Viewpoints), 345; Writing Workshop: Explanatory Essay, 328–329 (Compare impact of geography on Mayan, Aztec, and Incan agriculture); Explanatory Essay, 350–351 (How did the environment affect the development of African empires and the trade network that connected them to other lands)</p> |

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| | <p>(Continued) <u>Digital Resources</u> Lesson Videos: Topic 13: Lesson 1: Development of Cities in Mesoamerica; Lesson 2: The Growth of the Aztec Empire; Lesson 3: How Inca Rulers Governed Their Empire; Lesson 4: Contrasting Two North American Cultures; Topic 14: Lesson 1: How Ghana Became a Wealthy Empire; Lesson 4: Family Life and Social Structure in Africa</p> |
| <p>WH Standard 4.4: Students will analyze the long-term effects of the Columbian Exchange.</p> | <p>SE/TE: Columbian Exchange, 700–702 Active Journal: Arguments, 404–405 <u>Digital Sources</u> Lesson Videos: Topic 16: Lesson 5: The Commercial Revolution in Europe</p> |
| <p>WH Standard 4.5: Students will compile and corroborate primary sources as evidence to explain the impact of global exchange and colonization.</p> | <p>SE/TE: Voyages of Discovery, 671–678; Primary Source: Vasco da Gama, Journal, 671; The Spanish Empire, 687–692; The Portuguese Empire, 693–699; Impact of Global Trade, 700–706; Analysis Skill: Interpret Economic Performance, 707; Colonial Rivalries in North America, 708–714; The Atlantic Slave Trade, 715–721 Active Journal: Writing Workshop: Arguments, 404–405 (Was the impact of global convergence mostly positive or mostly negative?); Quick Activity: The Middle Passage (Letter to end slave trade), 403; Editorial Cartoon (make a cartoon), 420 <u>Digital Sources</u> Topic 16: Lesson 2: las Casas, Destruction of the Indies; Lesson 6: Mayflower Compact; Lesson 7: Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano; Interactive Primary Sources</p> |

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| WH Strand 5: REVOLUTIONS, INDUSTRIALIZATION, AND EMPIRES | |
| (Ca. 1750 C.E.–1914 C.E.) | |
| <p>The era between 1750 and 1914 was filled with scientific, industrial, intellectual, cultural, technological, and political revolutions. The Industrial Revolution raised the standard of living for many, but also expanded inequalities between and within nations. New ideas about the role of government and national identities led to political innovation, with revolutions and independence movements occurring in North America, Latin America, and France. Elsewhere, earlier trends in colonization continued and intensified, with colonial empires integrating nearly all societies. Human migration occurred on a massive scale as demographic trends shifted, slavery declined, and industrialized centers demanded workers.</p> | |
| <p>WH Standard 5.1: Students will identify the cause-and-effect relationships between absolutism, nationalism, and the political and social revolutions of the 18th and 19th centuries.</p> | <p>SE/TE: Absolutism, 729–737, 739–743; The American Revolution, 767–771; Primary Sources: The Declaration of Independence, 772; The French Revolution, 773–778; Nationalism in Europe, 779–784; The Industrial Revolution, 785–791; The Second Industrial Revolution, 801–806</p> <p>Active Journal: Quick Activity: In You Own Words (Quotes from Magna Carta, English Bill of Rights, and Declaration of Independence), 425; Who Am I? 442; Before and After Industrialization, 447; Writing Workshop: Research Paper, 452–453 (How did revolutionary movements affect society and daily life)</p> <p>Digital Sources Lesson Videos: Lesson 1: Influences on the American Revolution; Lesson 2: Napoleon’s Impact on Europe; Lesson 3: Unification of Germany and Italy; Lesson 4: Innovations of the First Industrial Revolution; Lesson 6: The Effects of Industrialization on Daily Life</p> |

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| <p>WH Standard 5.2: Students will analyze the underlying and immediate causes and the immediate and long-term effects of the Industrial Revolution on nations that industrialized versus those that did not.</p> | <p>SE/TE: The Industrial Revolution, 785–791; The Second Industrial Revolution, 801–806</p> <p>Active Journal: Quick Activity: Before and After Industrialization, 447</p> <p>Digital Sources 21st Century Skills Tutorials: Read Charts, Graphs, and Tables; Lesson Videos: Topic 18: Lesson 6: The Effects of Industrialization on Daily Life</p> |
| <p>WH Standard 5.3: Students will use a variety of data to identify push and pull factors affecting migration during the Industrial Revolution.</p> | <p>SE/TE: The Industrial Revolution, 785–791; The Second Industrial Revolution, 801–804; People on the Move, 804–806</p> <p>Active Journal: Quick Activity: Before and After Industrialization, 447</p> <p>Digital Sources 21st Century Skills Tutorials: Read Charts, Graphs, and Tables; Lesson Videos: Topic 18: Lesson 6: The Effects of Industrialization on Daily Life</p> |
| <p>WH Standard 5.4: Students will use primary sources and evidence to evaluate the influence of leading intellectual movements such as realism, romanticism, capitalism, nationalism, and Marxism.</p> | <p>SE/TE: Realism, 630; Capitalism, 703, 704, 789, 790; Nationalism, 779–784, 799–800, 814, 821, 842; Marxism, 790–791, 809, 819</p> <p>Active Journal: Research Paper, 452–453</p> <p>Digital Sources Lesson Videos: Topic 18: Lesson 1: Common Sense; Lesson 1: The Declaration of Independence; Lesson 1: “To His Excellency, General Washington,” Phillis Wheatley; Lesson 2: Declaration of the Rights of Man; Interactive Biographies: Topic 17: Lesson 4: Jean-Jacques Rousseau; Lesson 4: Adam Smith; Topic 18: Lesson 4: Karl Marx; Lesson 4: Adam Smith; Lesson 5: Simón Bolívar</p> |

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| <p>WH Standard 5.5: Students will compare and contrast the long-term effects of imperialism on a global scale.</p> | <p>SE/TE: Imperialism and Nationalism, 793–800; New Nations Emerge, 842–847; The Middle East, 849–856</p> <p>Active Journal: Writing Workshop: Research Paper, 452–453 (How did revolutionary movements affect society and daily life)</p> <p>Digital Sources Lesson Videos: Topic 18: Lesson 5: Imperialism in Africa and Asia; Interactive Primary Sources: Topic 19: Lesson 3: Charter of the United Nations</p> |
| <p>WH Standard 5.6: Students will identify the key ideas and characteristics of current political, economic, and intellectual revolutions such as a contemporary revolution, a social movement, or an independence movement.</p> | <p>SE/TE: The American Revolution, 767–771; Primary Sources: The Declaration of Independence, 772; The French Revolution, 773–778; Nationalism in Europe, 779–784; The Industrial Revolution, 785–791; The Second Industrial Revolution, 801–806</p> <p>Active Journal: Quick Activity: In Your Own Words (Quotes from Magna Carta, English Bill of Rights, and Declaration of Independence), 425; Who Am I? 442; Before and After Industrialization, 447; Writing Workshop: Research Paper, 452–453 (How did revolutionary movements affect society and daily life)</p> <p>Digital Sources Lesson Videos: Lesson 1: Influences on the American Revolution; Lesson 2: Napoleon’s Impact on Europe; Lesson 3: Unification of Germany and Italy; Lesson 4: Innovations of the First Industrial Revolution; Lesson 6: The Effects of Industrialization on Daily Life</p> |

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| WH Strand 6: GLOBAL CONFLICTS | |
| (Ca. 1914 C.E.–1989 C.E.) | |
| Conditions introduced in earlier centuries led to total and industrialized war on a global scale in the 20th century. A global economic depression demonstrated the interconnectedness of nations and their colonies. Extremism led to genocides on an unprecedented scale. Intellectuals and artists attempted to make sense of the changing world. European colonies in Africa and Many African and Latin American nations struggled to free themselves from the legacies of imperialism within the context of the Cold War. The postwar era saw early shifts in power to two superpowers. | |
| WH Standard 6.1: Students will identify cause and effect relationships between World War I, the global Great Depression, and World War II. | <p>SE/TE: World War I and the Russian Revolution, 815–189; Depression and the Rise of Totalitarianism, 821–826; World War II, 827–833</p> <p>Active Journal: Quick Activity: Evidence of Totalitarianism, 468</p> <p>Digital Sources 21st Century Skills Tutorials: Analyze Cause and Effect; Lesson Videos: Topic 19: Lesson 1: Causes of World War I; Lesson 2: The Nature of Totalitarianism</p> |
| WH Standard 6.2: Students will identify and compare patterns and tactics of othering and demonization that are evident in selected genocides in the 20th century. | <p>SE/TE: What Was the Holocaust? 830–831; Lesson Check, 833</p> <p>Active Journal: Take Notes & Practice Vocabulary, 469, 470</p> <p>Digital Sources Lesson Videos: Topic 19: Lesson 3: The Holocaust</p> |

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| <p>WH Standard 6.3: Students will explain the political ideas at the heart of decolonization, independence movements, and the formation of new political systems, such as liberation theology, civil disobedience, autonomy, separatist movements, and pan-Africanism.</p> | <p>SE/TE: New Nations Emerge, 842–847; The Middle East, 849–956; Continuing Conflicts, 857–862; Living in Our Independent World, 863–873</p> <p>Active Journal: Quick Activity: Evidence of Totalitarianism (examine posters), 468; Propaganda Posters, 471</p> <p><u>Digital Sources</u> Topic 19: Lesson Videos: Lesson 5: Freedom and Challenges for New African Nations; Lesson 6: The Founding of Israel; Lesson 7: Two Examples of Ethnic Conflict; Lesson 8: Globalization; Interactive Primary Sources: Lesson 5: Kwame Nkrumah, “Autobiography”; Lesson 7: Universal Declaration of Human Rights; Lesson 7: Martin Luther King, Jr., “Letter from Birmingham Jail”; Lesson 7: Nelson Mandela, “Glory and Hope”; Lesson 8: Rachel Carson, “Silent Spring”; 21st Century Skills Tutorials: Analyze Primary and Secondary Sources</p> |

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| <p>WH Standard 6.4: Students will use primary and other sources to contextualize and explain the intellectual and artistic responses to global conflict and economic instability, such as conservatism, cubism, fascism, liberalism, self-determination, socialism, surrealism, and new forms of music.</p> | <p>SE/TE: World War I and the Russian Revolution, 815–189; Depression and the Rise of Totalitarianism, 821–826; World War II, 827–833; The Cold War, 834–840; Continuing Conflicts, 857–862; Living in Our Independent World, 863–873</p> <p>Active Journal: Quick Activity: Evidence of Totalitarianism (examine posters), 468; Propaganda Posters, 471</p> <p>Digital Sources Interactive Primary Sources: Woodrow Wilson, “The Fourteen Points”; Anne Frank, “Diary of a Young Girl”; Charter of the United Nations; Ronald Reagan, “Tear Down This Wall”; Kwame Nkrumah, “Autobiography”; Universal Declaration of Human Rights; Martin Luther King, Jr., “Letter from Birmingham Jail”; Nelson Mandela, “Glory and Hope”; Rachel Carson, “Silent Spring”; 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Search for Information on the Internet; Interpret Sources; Evaluate Web Sites</p> |
| <p>WH Standard 6.5: Students will use case studies to identify the reach and implications of the Cold War for daily life, such as the Vietnam War, the Great Leap Forward, the Berlin Wall, East and West Germany, NATO, the Warsaw Pact, proxy wars, music, culture, and the Olympics.</p> | <p>SE/TE: The Cold War, 834–840</p> <p>Active Journal: Take Notes & Practice Vocabulary, 472–473</p> <p>Digital Sources Lesson Videos: Topic 19: Lesson 4: Global Nature of the Cold War; Interactive Primary Sources: Charter of the United Nations; Ronald Reagan, “Tear Down This Wall”; Interactive Biographies: Winston Churchill; Ronald Reagan; Mikhail Gorbachev; John Paul II; Lech Walesa</p> |

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| <p>WH Standard 6.6: Students will make a case for the most significant social, political, and economic consequences of 20th century global conflicts and crises, such as human migration, genocide, poverty, epidemics, the creation of social welfare systems, the rise of dictators, the nuclear arms race, and human rights violations.</p> | <p>SE/TE: The Cold War, 834–840; Continuing Conflicts, 857–862; Living in Our Independent World, 863–873</p> <p>Active Journal: Writing Workshop: Narrative Essay, 482–483 (Write a diary entry, by a person who is over 100 years)</p> <p>Digital Sources Topic 19: Lesson Videos: Lesson 4: Global Nature of the Cold War; Lesson 5: Freedom and Challenges for New African Nations; Lesson 6: The Founding of Israel; Lesson 7: Two Examples of Ethnic Conflict; Lesson 8: Globalization</p> |
| <p>WH Strand 7: THE CONTEMPORARY WORLD (Ca. 1990 C.E.–Present)</p> | |
| <p>The proximity of the recent past can make it difficult to see patterns or to identify the most significant events; however, many of the trends evident throughout history continue in the contemporary world. Recent history has seen greater globalization with the formation of worldwide organizations, multinational corporations and a global culture. New threats such as terrorism, compounded by the struggles of unstable governments, demographic trends, and environmental catastrophes create humanitarian crises. Technological development, industrialization in new areas, and new farming technologies (i.e., the Green Revolution) provide hope for solutions to pressing global problems.</p> | |
| <p>WH Standard 7.1: Students will evaluate the role of global organizations, such as non-governmental organizations (NGOs), multinational corporations, military alliances, and other international civic and political institutions within the increasingly global culture of the world.</p> | <p>SE/TE: United Nations, 833, 858, 866; International Monetary Fund, 866; Tiananmen Square, 861; Free Trade Agreements, 865; Climate Change, 872–873; also see: Quest: Science/ Technology Timeline, 814</p> <p>Digital Sources Lesson Videos: Topic 19: Lesson 8: Globalization</p> |
| <p>WH Standard 7.2: Students will use a variety of evidence, including quantitative data, to evaluate the social and environmental impacts of modern demographic trends, particularly population changes, urbanization, and migration.</p> | <p>SE/TE: The Human Cost of World War II, 833; Refugees, 856; African Refugees, 859; Apartheid, 861; also see: Urbanization, 487, 495</p> <p>Digital Sources 21st Century Skills Tutorials: Read Charts, Graphs, and Tables; Read Special Purpose Maps</p> |

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| <p>WH Standard 7.3: Students will identify international human rights issues, seek and evaluate solutions, and share their ideas with appropriate public and/or private stakeholders.</p> | <p>SE/TE: The Arab Spring and After, 852–853; The Struggle for Human Rights, 860–862; Protecting the Environment, 871–873</p> <p>Active Journal: Quick Activity: The Power of Invention, 45 (voting); Discussion Inquiry, 28–35, 182–189, 380–387</p> <p><u>Digital Sources</u> Lesson videos: Topic 19: Lesson 5: Freedom and Challenges for New African Nations; Lesson 7: Two Examples of Ethnic Conflict Lesson 8: Globalization; Interactive Primary Sources: Universal Declaration of Human Rights; Nelson Mandela, “Glory and Hope”; Rachel Carson, “Silent Spring”; 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems</p> |

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| <p>WH Standard 7.4: Students will identify a pressing global problem and select the most promising political, technological, medical, or scientific advances being created to address those problems.</p> | <p>SE/TE: The Arab Spring and After, 852–853; The Struggle for Human Rights, 860–862; Living in Our Independent World, 863–870; Protecting the Environment, 871–873; also see: Quest: Science/ Technology Timeline, 814; Revisit the Essential Question, 875</p> <p>Active Journal: Quick Activity: The Power of Invention, 45 (voting); Discussion Inquiry, 28–35, 182–189, 380–387</p> <p><u>Digital Sources</u> Topic 19: Lesson 5: Freedom and Challenges for New African Nations; Lesson 7: Two Examples of Ethnic Conflict Lesson 8: Globalization; Interactive Primary Sources: Universal Declaration of Human Rights; Nelson Mandela, “Glory and Hope”; Rachel Carson, “Silent Spring”; 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems</p> |