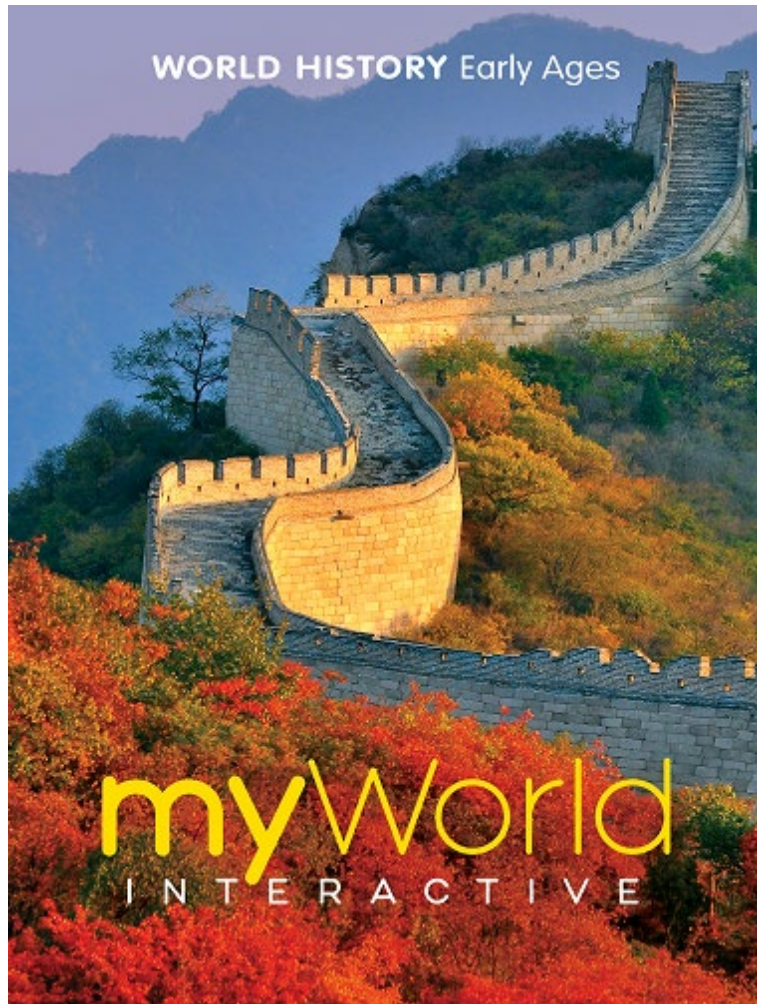


## A Correlation of



**myWorld Interactive**  
**World History Early Ages ©2019**  
to the  
**Arizona History and**  
**Social Science Standards**  
**Grade 6**

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to the Arizona History and Social Science Standards 2018  
Grade 6**

**Introduction**

This document demonstrates how *myWorld Interactive World History Early Ages*, ©2019 meets the Arizona History and Social Science Standards, Grade 6. Correlation page references are to the Student Edition and Teacher Edition.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Activity Journal** encourages inquiry, writing, and application of concepts. Create self-motivated learners!

*myWorld Interactive Social Studies* provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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Arizona History and Social Science Standards 2018 Grade 6	myWorld Interactive World History Early Ages, ©2019
<b>6.SP Disciplinary Skills and Processes</b>	
<b>Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.</b>	
6.SP1.1 Examine ways that historians and social scientist know about the past.	<p>The Analysis Skills highlighted throughout the text are the same skills that historians and social scientist know about the past.</p> <p><b>SE/TE:</b> Analyze Primary and Secondary Sources, ELA-4–ELA-5; The Distant Past, 7–12; Analysis Skills: Analyze Sequence, Causation, and Correlation, 301, 650; Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411; Conduct a Cost-Benefit Analysis, 350; Construct a Timeline, 91, 467; Detect Changing Patterns, 324, 369; Detect Historical Points of View, 141; Distinguish Cause and Effect, 53, 537; Distinguish Essential from Inessential Information, 14; Distinguish Fact from Opinion, 190, 497; Distinguish Relevant from Irrelevant Information, 233, 663, 686; Distinguish Verifiable from Unverifiable Information, 114, 602; Draw Sound Conclusions from Sources, 202; Frame Questions, 121, 481; Identify Central Issues and Problems, 317; Identify Physical and Cultural Features, 108, 380; Identify Sources of Continuity, 213, 613; Interpret Economic Performance, 295, 707; Interpret Thematic Maps, 173, 574; Recognize the Role of Chance, Error, and Oversight, 65, 530; Relate Events in Time, 15, 376; Update an Interpretation, 265, 559</p> <p><b>Digital Sources</b> <i>Social Studies Core Concepts</i>&gt;Culture; Economics; Geography; Government and Civics; History</p>

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<b>Arizona History and Social Science Standards 2018 Grade 6</b>	<b>myWorld Interactive World History Early Ages, ©2019</b>
6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.	<p><b>SE/TE:</b> Topic Opener: Explore the Essential Question and NBC Learn Video, 2–3, 40–41, 94–95, 124–125, 176–177, 216–217, 274–275, 304–305, 358–359, 400–401, 444–445, 484–485, 546–547, 584–585, 616–627, 666–667; Review and Assessment, 38–39, 92–93, 122–123, 174–175, 214–215, 272–273, 302–303, 356–357, 398–399, 442–443, 482–483, 544–545, 582–583, 614–615, 664–665, 722–723</p> <p><b>TE only:</b> Discussion Board (examples), 12, 32, 58, 70, 90, 120, 149, 167, 201, 226, 249, 315, 343, 382, 433, 466, 573, 611</p> <p><b><u>Digital Sources</u></b> <i>Social Studies Core Concepts</i>&gt;Culture; Economics; Geography; Government and Civics; History</p>
6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.	<p>Students can fulfill this objective with the following:</p> <p><b>SE/TE:</b> Analysis Skills: Identify Sources of Continuity, 213, 613; Analysis Skills: Construct a Timeline, 91, 467; Analyze Sequence, Causation, and Correlation, 301, 650; Detect Changing Patterns, 324, 369; Relate Events in Time, 15, 376; Timelines, 4, 20, 42, 96, 126, 136, 218, 276, 306, 360, 376, 402, 423, 446, 486, 548, 586, 618, 668, 681; Sequence (examples), 28, 32, 51, 75, 169, 170, 297, 342, 466, 483, 656, 718, 719; Review and Assessment: Visual Review, 38, 92, 122, 174, 214, 272, 302, 356, 398, 442, 482, 544, 582, 614, 664, 722</p> <p><b>TE only:</b> Explain Historical Continuity, 218, 223, 229, 236, 366, 548, 585, 593, 596, 604, 622</p> <p><b><u>Digital Sources</u></b> <i>21st Century Skills Tutorials</i>; Identify Trends&gt;Sequence</p>

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6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.	<p><b>SE/TE:</b> Review and Assessment, 38–39, 92–93, 122–123, 174–175, 214–215, 272–273, 302–303, 356–357, 398–399, 442–443, 482–483, 544–545, 582–583, 614–615, 664–665, 722–723; Quests, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670; Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666</p> <p><b>Active Journal:</b> Essential Question, 2, 26, 54, 74, 102, 128, 158, 180, 208, 232, 256, 280, 308, 330, 352, 378, 406, 428, 454</p> <p><b><u>Digital Sources</u></b> <i>Social Studies Core Concepts</i>&gt;Culture; Economics; Geography; Government and Civics; History</p>
<b>Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.</b>	
6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.	<p><b>SE/TE:</b> Analysis Skills: Compare Different Points of View, 250, 411; Relate Events in Time, 15, 376; Identify Sources of Continuity, 213, 613; Detect Historical Points of View, 141; Detect Changing Patterns, 324, 369; Assess Credibility of a Source, 163, 441; Draw Sound Conclusions from Sources, 202; Update an Interpretation, 265, 559; Quick Activity, 598; Core Concept: Citizenship, 215; Lesson Check: Compare Viewpoints, 237, 249, 294, 573, 685</p> <p><b>Active Journal:</b> Quick Activity: Perspectives on West African Kingdoms (Compare Viewpoints), 345</p> <p><b><u>Digital Sources</u></b> <i>21st Century Skills Tutorials</i>&gt; Analyze Primary and Secondary Sources; Search for Information on the Internet; Interpret Sources; Evaluate Web Sites</p>

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<p>6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.</p>	<p><b>SE/TE:</b> Find and Use Credible Sources, ELA 12–ELA 13; Assess Credibility of a Source, 163, 441; Distinguish Relevant from Irrelevant Information, 233, 663, 686; Distinguish Verifiable from Unverifiable Information, 114, 602; Draw Sound Conclusions from Sources, 202; Update an Interpretation, 265; Quick Activity, 598; Primary Sources, 13, 52, 76, 107, 150, 158, 189, 196, 232, 257, 284, 316, 330, 368, 397, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 649, 679; Primary Quote Citations (examples), 9, 36, 63, 79, 93, 118, 137, 175, 190, 224, 265, 303, 328, 366, 422, 454, 504, 545, 583, 615, 653, 683, 723; also see: Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p> <p><b>Active Journal:</b> Quick Activity: Contrasting Primary Sources, 144; Quests: Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217, 282–289, 354–361</p> <p><b><u>Digital Sources</u></b>  <i>21st Century Skills Tutorials</i>&gt;Analyze Images;  Analyze Media Content; Analyze Political Cartoons;  Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources</p>

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<b>Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.</b>	
6.SP3.1 Define and frame compelling and supporting questions about issues and events in the time-period and region studied.	<p><b>SE/TE:</b> Analysis Skills: Frame Questions, 121, 481; Quests: Project-Based Inquiry, 6, 128, 220, 404, 448, 550, 588; Discussion Inquiry, 44, 308, 362, 670; Document-Based Inquiry, 98, 180, 278, 488, 620; Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666; Review and Assessment, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p> <p><b>Active Journal:</b> Essential Question, 2, 26, 54, 74, 102, 128, 158, 180, 208, 232, 256, 280, 308, 330, 352, 378</p> <p><b>Digital Sources</b> <i>21st Century Skills Tutorials</i>&gt;Ask Questions; Generate New Ideas; Draw Inferences; Support Ideas with Evidence</p>
6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.	<p><b>SE/TE:</b> Writing Workshop (Argument): Introduce Claims, 184; Support Claims, 188, 195; Use Credible Sources, 201; Clarify Shape Tone, 207; Write a Conclusion, 212; Write an Argumentative, 215; Writing Workshop: Gather Details, 315, 323; Use Credible Sources, 329; Introduce a Claim, 338; Support a Claim, 343; Distinguish Claims from Opposing Claims, 349; Shape Tone, 355; Write Arguments, 357; also see: Analyze Primary and Secondary Sources, ELA 4–ELA 5; Write an Argument, ELA 9; Analysis Skills: Distinguish Relevant from Irrelevant Information, 233, 663, 686; Distinguish Essential from Inessential Information, 14</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 126–127, 206–207, 278–279, 404–405</p> <p><b>Digital Sources</b> <i>21st Century Skills Tutorials</i>&gt;Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias</p>



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<p>6.SP3.3 Classify the kinds of historical sources used in secondary interpretations.</p>	<p><b>SE/TE:</b> Analyze Primary and Secondary Sources, ELA 4–ELA 5; Analysis Skills: Update an Interpretation, 265; Assess Credibility of a Source, 163, 441; Recognize the Role of Chance, Error, and Oversight, 65, 530; Frame Questions, 121, 481; Analyze Sequence, Causation, and Correlation, 301, 650; Conduct a Cost-Benefit Analysis, 350; Identify Central Issues and Problems, 317; also see: Quest: Project-Based Learning Inquiry: Design a Village, 6; Quest: Document-Based Writing Inquiry: Become a Pharaoh in Training, 98; Evaluating a Leader’s Legacy, 180; The Roman Influence, 278; A Strong Influence, 488; Learning Through the Ages, 620; Discussion Inquiry: Debate Punishments for Crimes, 44; Freedom vs. Security, 362; Project-Based Inquiry” The Influence of Ancient Greece, 220; Medieval Monarchs Face Conflict, 404</p> <p><b>Active Journal:</b> Quick Activity: Contrasting Primary Sources, 144; Quests: Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217, 282–289, 354–361</p> <p><b><u>Digital Sources</u></b>  <i>21st Century Skills Tutorials</i>&gt;Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources; Read Charts, Graphs, and Tables</p>

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<p>6.SP3.4 Use information about a historical source including the author, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a topic and evaluate the credibility of the source.</p>	<p><b>SE/TE:</b> Primary Sources, 13, 52, 76, 107, 150, 158, 189, 196, 232, 257, 284, 316, 330, 368, 397, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 649, 679; Primary Quote Citations (examples), 9, 36, 63, 79, 93, 118, 137, 175, 190, 224, 265, 303, 328, 366, 422, 454, 504, 545, 583, 615, 653, 683, 723; also see: Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723; Find and Use Credible Sources, ELA 12-ELA 13, 149, 418, 521, 640, 656; Use Credible Sources, 201, 329, 367, 466, 699; Assess Credibility of a Source, 163, 441</p> <p><b>Active Journal:</b> Quick Activity: Contrasting Primary Sources, 144; Quests: Document-Based Writing Inquiry, 56-63, 104-111, 160-167, 210-217, 282-289, 354-361</p> <p><b><u>Digital Sources</u></b>  <i>21st Century Skills Tutorials</i>&gt;Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources; Read Charts, Graphs, and Tables; Search for Information on the Internet; Take Effective Notes</p>

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<p>6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.</p>	<p><b>SE/TE:</b> Writing Workshop: Generate Question to Focus Research, 134, 140, 410, 496; Quests: Project-Based Inquiry, 6, 128, 220, 404, 448, 550, 588; Discussion Inquiry, 44, 308, 362, 670; Document-Based Inquiry, 98, 180, 278, 488, 620; Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666; Review and Assessment, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p> <p><b>Active Journal:</b> Essential Question, 2, 26, 54, 74, 102, 128, 158, 180, 208, 232, 256, 280, 308, 330, 352, 378</p> <p><b><u>Digital Sources</u></b> <i>21st Century Skills Tutorials</i>&gt;Ask Questions; Generate New Ideas; Support Ideas with Evidence</p>
<p>6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.</p>	<p><b>SE/TE:</b> Writing: Using the Writing Process, ELA 7– ELA 8; Write an Argument, ELA 9; Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215; Topic 8: Write Arguments, 315, 329, 332, 338, 343, 349, 355, 357; Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 480, 483; Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 126–127, 206–207, 278–279, 404–405</p> <p><b><u>Digital Sources</u></b> <i>21st Century Skills Tutorials</i>&gt;Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Support Ideas with Evidence</p>

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<b>Arizona History and Social Science Standards 2018 Grade 6</b>	<b>myWorld Interactive World History Early Ages, ©2019</b>
6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.	<p><b>SE/TE:</b> Writing: Using the Writing Process, ELA 7– ELA 8; Write Informative or Explanatory Essays, ELA 10; Explanatory Essay, 106, 113, 120, 123; Research Paper, 134, 140, 149, 157, 162, 167, 172, 175; Write an Explanatory Essay, 226, 231, 237, 243, 249, 256, 264, 271, 273; Research Paper, 283, 290, 294, 300, 303; Write a Research Paper, 410, 418, 427, 433, 439, 443; Write an Explanatory Essay, 557, 565, 573, 581, 583; Write a Research Paper, 496, 507, 514, 521, 528, 536, 543, 545; Write an Explanatory Essay, 594, 600, 606, 611, 615; Write an Explanatory Essay, 628, 645, 640, 648, 656, 662, 665</p> <p><b>Active Journal:</b> Writing Workshop: Explanatory Essay, 72–73, 156–157, 328–329, 350–351; Research Paper, 100–101, 178–179, 254–255, 306–307, 376–377</p> <p><b>Digital Sources</b> <i>21st Century Skills Tutorials</i>&gt;Write an Essay; Identify Main Ideas and Details; Organize Your Ideas; Sequence; Synthesize; Identify Evidence; Analyze Primary and Secondary Sources; Compare and Contrast; Draw Conclusions; Draw Inferences</p>
<b>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</b>	
6.SP4.1 Explain the multiple causes and effects of events and developments in the past.	<p><b>SE/TE:</b> Identify Cause and Effect (examples), 12, 15, 26, 31, 39, 54, 56, 67, 69, 70, 79, 93, 105, 118, 134, 146, 149, 153, 159, 162, 166, 182, 184, 201, 203, 207, 212, 215, 221, 222, 223, 237, 246, 248, 249, 269, 270, 271, 279, 338, 339, 341, 357, 382, 388, 426, 433, 438, 457, 474, 494, 510, 528, 543, 603, 621, 623, 628, 656; Analysis Skills: Distinguish Cause and Effect, 53, 537; Analyze Sequence, Causation, and Correlation, 301, 650</p> <p><b>Active Journal:</b> Analyze Cause and Effect, 14, 19, 38, 48, 70, 94, 122, 138, 168, 190, 199, 251, 273, 300, 346</p> <p><b>Digital Resources:</b> <i>21st Century Skills</i>&gt;Analyze Cause and Effect</p>

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<p>6.SP4.2 Organize applicable evidence into a coherent argument about the past.</p>	<p><b>SE/TE:</b> Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215; Topic 8: Write Arguments, 315, 329, 332, 338, 343, 349, 355, 357; Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 480, 483; Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723; Quests: Document-Based Inquiry, 98, 180, 278, 488, 620; ; Explain an Argument, 189, 656; Analysis Skills: Compare Different Points of View, 250, 411; Detect Historical Points of View, 141; Distinguish Fact from Opinion, 190, 497; Distinguish Relevant from Irrelevant Information, 233, 663, 686</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 126–127, 206–207, 278–279, 404–405</p> <p><b><u>Digital Sources</u></b> <i>21st Century Skills Tutorials</i>&gt;Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Support Ideas with Evidence</p>

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<b>6.C Civics</b>	
<b>Citizens have individual rights, roles, and responsibilities.</b>	
<p>6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.</p> <p>Process, rules, and laws direct how individuals are governed and how society addresses problems.</p>	<p><b>SE/TE:</b> How Did Sumerian Government Work?, 50–51; Contracts in Ancient Mesopotamia, 52; Political Order in the Empire, 60; Local Self-Government, 62; Greek Rule &amp; Roman Rule, 87; How Does Judaism Help Ensure Social Justice?, 88; Laws Supporting Animal Rights and the Environment, 89; A Legalist Government, 199–200; Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; The Roman Republic Rises, 279–283; Primary Sources: Livy, <i>History of Rome</i>, 284; Government of the Republic, 285–290; Roman Government and Law, 337–338; Organizing Roman Law, 355; How Did Feudal Society Provide Protection?, 379–380; Magna Carta, 403, 416–417, 418, 419, 549; Islamic Law, 457; Ruling the Empire, 500; Guidelines for Government, 519; Feudalism in Japan, 525–526; A Strong Government, 569–570; Islamic Law and Scholarship, 599; How Did Spain Rule its Empire?, 688; Mayflower Compact, 709; Forms of Colonial Government, 711; also see: Quest: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; The Influence of Ancient Greece, 220</p> <p><b>Active Journal:</b> Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40; How Do Ideas Change Lives? (Confucianism and Daoism), 119 Guiding Principles (Principles that make government better in Japan), 299; In Your Own Words (Quotes from Magna Carta, English Bill of Rights), 425</p> <p><b>Digital Sources</b> <i>Lesson Videos</i>&gt;Topic 2&gt;Lesson 2; Hammurabi’s Code; Topic 5&gt;Lesson 3&gt;How Confucius’s Life Shaped His View of Government&gt;Lesson 4; Comparing Legalism and Confucianism; Topic 6&gt;Lesson 2&gt;The Athenian Concept of Citizenship; Topic 7&gt;Lesson</p>

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<p>Continued</p>	<p>Continued 2&gt;Citizenship in Rome; Topic 10&gt;Lesson 2&gt;The Impact of Magna Carta on the Modern World; Topic 13&gt;Lesson 3&gt;How Inca Rulers Governed Their Empire</p>
<p>6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.</p>	<p>This standard is met throughout the program. For representative references please see the following: <b>SE/TE:</b> Quest: Debate Punishments for Crimes, 44; Freedom vs. Security, 362; Create an Oral History, 588; Colonizing Planets, 670; Ironworking Technology, 59; Economy and Technology, 188; Uniform Standards, 198; Lesson Check: Solve Problems, 195, 699; Unity Under the Qin, 197–199; Han Society and Achievements, 208–212; Democracy in Athens, 227–231; Government of the Republic, 285–290; Analysis Skills: Identify Central Issues and Problems, 317; What Was the Renaissance? 621–628; Legacy of the Protestant Reformation, 651–656</p> <p><b><u>Digital Sources</u></b> <i>21st Century Skills Tutorials</i>&gt;Compromise&gt;Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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<p>6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.</p> <p>Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building</p>	<p><b>SE/TE:</b> Analysis Skills: Identify Central Issues and Problems, 317; Compare Different Points of View, 250, 411; Update an Interpretation, 265, 559; Conduct a Cost-Benefit Analysis, 350; Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; Freedom vs. Security, 362; Colonizing Planets, 670; Speaking and Listening: Discuss Your Ideas, ELA 15</p> <p><b>Active Journal:</b> Quick Activity: The Power of Invention, 45 (voting); Discussion Inquiry, 28–35, 182–189, 380–387</p> <p><b>Digital Sources</b> <i>21st Century Skills Tutorials</i>&gt;Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>
<p><b>6.E Economics</b> <b>A financially literate individual understands how to manage income, spending, and investment.</b></p>	
<p>6.E1.1 Analyze the relationship between education, income, and job opportunities within the context of the time period and region studied.</p>	<p><b>SE/TE:</b> Citizens and Noncitizens, 240; The Greek Economy, 241; Patricians and Plebeians, 287; How Did the Rich and Poor Live?, 292; How Did Medieval Manors Work?, 380–382; Guilds Protect Crafts, 387–388; An Economic Revolution, 493–494; Expanding Industries, 495; Economic Life, 533; Nobles and Commoners, 563; Agriculture and Economy, 564; Economic and Social Effects, 656; Impact of Mercantilism, 703; The Middle Class Grows, 705; How Did Colonial Economies Work?, 712–713</p> <p><b>Digital Sources</b> <i>Social Studies Core Concepts</i>&gt; Economics; <i>Lesson Videos</i>&gt;Topic 12&gt;Lesson 1&gt;China’s Economic Revolution; Topic 16&gt;Lesson 5&gt;The Commercial Revolution in Europe</p>



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<p>6.E1.2 Give examples of financial risks that individuals and households face within the context of the time period and region studied.</p>	<p><b>SE/TE:</b> Trade and the Roman Economy, 314–315; Banking, 386, 654; An Economic Revolution, 493–494; Expanding Industries, 495; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503; A Commercial Revolution in Europe, 703-705; Analysis Skills: Interpret Economic Performance, 707; How Did Colonial Economies Work?, 712–713 <b>Active Journal:</b> Writing Workshop: Argument, 278–279</p> <p><b>Digital Sources</b> <i>Social Studies Core Concepts</i>&gt; Economics; <i>Lesson Videos</i>&gt;Topic 12&gt;Lesson 1&gt;China’s Economic Revolution; Topic 16&gt;Lesson 5&gt;The Commercial Revolution in Europe</p>
<b>Individuals and institutions are interdependent within market systems.</b>	
<p>6.E3.1 Describe the relationship between various costs and benefits of economic production.</p>	<p><b>SE/TE:</b> Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350; also see: Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; Economy and Technology, 188; A Major Trade Route, 206–207; The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; The Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; An Economic Revolution, 493–494; Expanding Industries, 495; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503; A Commercial Revolution in Europe, 703-705 <b>Active Journal:</b> Writing Workshop: Argument, 278–279; Research Paper, 306–307; Explanatory Essay, 350–351</p> <p><b>Digital Sources</b> <i>Social Studies Core Concepts</i>&gt; Economics; <i>Lesson Videos</i>&gt;Topic 12&gt;Lesson 1&gt;China’s Economic Revolution; Topic 14&gt;Lesson 1&gt;How Ghana Became a Wealthy Empire; Topic 16&gt;Lesson 5&gt;The Commercial Revolution in Europe</p>

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<p>6.E1.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.</p> <p>Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor</p>	<p><b>SE/TE:</b> Why Did People Start to Farm? 24–26; New Ways of Life, 27–32; Job Specialization, 35–37; Tax System, 161; Feudalism and the Mano Economy, 377–382; Revival of Towns and Trade, 383–388; Impact of Global Trade, 700–706; Slavery, 37, 73, 120, 188, 209, 226, 229, 231, 235, 237, 239, 240–241, 293, 337, 339, 461, 592, 608, 685, 712, 715–721</p> <p><b><u>Digital Sources</u></b> <i>Social Studies Core Concepts</i>&gt; Economics; <i>Lesson Videos</i>&gt;Topic 9&gt;Lesson 4&gt;The Growth of Medieval Towns</p>
<p>6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied.</p>	<p><b>SE/TE:</b> Why Did People Start to Farm? 24–26; New Ways of Life, 27–32; Job Specialization, 35–37; 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; Trade Goes Global, 385; Identify Main Ideas, 388; A Change in Power, 464; How Did Cities and Trade Grow?, 468–470; Review and Assessment, 482–483; Interactive Topic Map, 586–587; Labor Specialization in Ghana, 592, 594; East African States, 605–606; Impact of Global Trade, 700–706</p> <p><b>TE only:</b> Cause and Effect, 385</p> <p><b><u>Digital Sources</u></b> <i>Social Studies Core Concepts</i>&gt; Economics; <i>Lesson Videos</i>&gt;Topic 1&gt;Lesson 4&gt;Effects of the Agricultural Revolution; Topic 3&gt;Lesson 3&gt;Trade Between Egypt and Kush; Topic 8&gt;Lesson 1&gt;Trade in the Roman Empire</p>

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<b>The interconnected global economy impacts all individuals and groups in significant and varied ways.</b>	
<p>6.E5.1 Describe the factors that influence trade between countries or cultures.</p>	<p><b>SE/TE:</b> 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; Revival of Towns and Trade, 383; Trade Revives, 385; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Trade in West and East African Kingdoms, 614; Impact of Global Trade, 700–706</p> <p><b>Active Journal:</b> 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); 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><b>Digital Sources</b>  <i>Social Studies Core Concepts&gt;Economics; Lesson Videos&gt;Topic 3&gt;Lesson 3&gt;Trade Between Egypt and Kush&gt;Topic 8&gt;Lesson 1&gt;Trade in the Roman Empire&gt; Topic 9&gt;Lesson 4&gt;The Growth of Medieval Towns&gt; Topic 12&gt;Lesson 1&gt;China’s Economic Revolution&gt; Topic 14&gt;Lesson 1&gt;How Ghana Became a Wealthy Empire&gt;Topic 16&gt;Lesson 4&gt;Struggle to Control the Spice Trade</i></p>

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<p style="text-align: center;"><b>Arizona History and Social Science Standards 2018 Grade 6</b></p>	<p style="text-align: center;"><b>myWorld Interactive World History Early Ages, ©2019</b></p>
<p>6.E5.2 Explain the effects of increasing economic interdependence within distinct groups.</p>	<p><b>SE/TE:</b> Economy Based on Trade, 32;<sup>[SE]</sup> Job Specialization, 36; City States of Sumer: Trade, 47; Phoenician Traders, 67; 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; Byzantine Empire: Location and Trade, 345; Revival of Towns and Trade, 383; Trade Revives, 385; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Trade in West and East African Kingdoms, 614; Impact of Global Trade, 700–706</p> <p><b>Active Journal:</b> 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); 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><b>Digital Sources</b>  <i>Social Studies Core Concepts</i>&gt;Economics; <i>Lesson Videos</i>&gt;Topic 1&gt;Lesson 4&gt;Effects of the Agricultural Revolution; Topic 3&gt;Lesson 3&gt;Trade Between Egypt and Kush; Topic 8&gt;Lesson 1&gt;Trade in the Roman Empire; Topic 9&gt;Lesson 4&gt;The Growth of Medieval Towns; Topic 12&gt;Lesson 1&gt;China’s Economic Revolution; Topic 14&gt;Lesson 1&gt;How Ghana Became a Wealthy Empire;Topic 16&gt;Lesson 4&gt;Struggle to Control the Spice Trade</p>

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<b>6.G Geography</b> <b>The use of geographic representations and tools helps individuals understand their world.</b>	
<p>6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.</p> <p>Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns</p>	<p><b>SE/TE:</b> Analysis Skills: Interpret Thematic Maps, 173, 574; Maps (examples), 4, 17, 46, 73, 93, 100, 116, 127, 136, 169, 179, 205, 218, 222, 235, 248, 276, 280, 306, 311, 321, 361, 378, 399, 406, 430, 446, 460, 487, 499, 541, 561, 577, 587, 604, 622, 665, 669, 697, 713, 723; Charts, Graphs, Tables, and Infographics (examples), 18, 38, 50, 69, 89, 122, 155, 174, 240, 281, 313, 366, 387, 442, 544, 596, 614, 661, 683, 722</p> <p><b>Active Journal:</b> Quest: Be a Map-Maker, 310–317; Quick Activity: A Memorable Map, 390; Map Skills, 3, 27, 55, 75, 103, 129, 159, 181, 233, 257, 281, 309, 331, 353</p> <p><b><u>Digital Sources</u></b> <i>21st Century Skills Tutorials</i>&gt;Create Charts and Maps; Use Parts of a Map; Read Charts, Graphs, and Tables; Create Databases; Read Physical Maps; Read Political Maps; Read Special Purpose Maps. See all <i>Interactive Maps</i> (complete list on Table of Contents pages xxiii–xxiv)</p>

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Arizona History and Social Science Standards 2018 Grade 6	myWorld Interactive World History Early Ages, ©2019
<b>Human-environment interactions are essential aspects of human life in all societies.</b>	
<p>6.G2.1 Compare diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Eastern Hemisphere.</p> <p>Key concepts include but are not limited to hunter-gatherer communities, human settlement, Neolithic Revolution, irrigation and farming, domestication of animals, and influence of climate and seasons</p>	<p><b>SE/TE:</b> New Ways of Life, 27–32; The Rise of Civilizations, 33–37; Civilization Emerges in the Mesopotamia, 45–51; Egypt Under the Pharaohs, 99–106; India (Monsoons), 130; The Huang Valley, 181–184; Explore the Essential Question, 546; Environmental Diversity, 552; Aqueducts, 281, 313–314, 564; Irrigation, 51, 113, 120, 131, 188</p> <p><b>Active Journal:</b> Quick Activity: Explore Ancient Innovations, 21</p> <p><b><u>Digital Sources</u></b>  <i>Lesson Videos</i>&gt;Topic 1&gt;Lesson 3&gt;The Agricultural Revolution; Lesson 4&gt;Effects of the Agricultural Revolution; Lesson 5&gt;What Makes a Civilization?;            Topic 2&gt;Lesson 1&gt;Adapting to Life in Mesopotamia; Topic 4&gt;Lesson 1&gt;Indus Valley Achievements; Topic 5&gt;Lesson 1&gt;The Influence of Geography on China</p>

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Arizona History and Social Science Standards 2018 Grade 6	myWorld Interactive World History Early Ages, ©2019
<b>Examining human population and movement helps individuals understand past, present, and future conditions on Earth’s surface.</b>	
<p>6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>Key concepts include but are not limited to language, land and sea transportation and trade routes</p>	<p>This standard is met throughout the program. For representative references please see the following:</p> <p><b>SE/TE:</b> Developing Complex Cultures, 21–26; New Ways of Life, 27–32; The Rise of Civilizations, 33–37; What Is the Cultural Legacy of the Phoenicians? 69–70; Assessment: Describe, 93; Egypt and Kush, 115–120; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; The Gupta Empire, 168–172; The Silk Road, 205–207; Han Society and Achievements, 208–212; Alexander and the Hellenistic World, 266–271; Trade and the Roman Economy, 314–315; Roman Culture and Its Legacy, 331–338; Byzantine Religion and Culture, 351–355; The Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; An Economic Revolution, 493–494; Expanding Industries, 495; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; The Impact of Chinese Thought, 514; Revival of Trade, 503; A Commercial Revolution in Europe, 703-705</p> <p><b>Active Journal:</b> Quick Activity: Explore Ancient Innovations, 21; Writing Workshop: Research Paper, 306–307 (How did new technology and innovations affect China, Japan, Korea, and Southeast Asia); Explanatory Essay, 350–351</p> <p><b>Digital Sources</b>  <i>Topic Videos</i>&gt;Topic 8&gt;Augustus and the Pax Romana; <i>Lesson Videos</i>&gt;Topic 2&gt;Lesson 4&gt;The Alphabet; Topic 3&gt;Lesson 2&gt;The Legacy of Ancient Egypt; Topic 6&gt;Lesson 8&gt;Cultural Exchange in the Hellenistic Age; Topic 8&gt;Lesson Videos&gt;Lesson 4&gt;Rome’s Cultural Gifts; Lesson 7&gt;Byzantine Culture; Topic 12&gt;Lesson 1&gt;China’s Economic Revolution; Topic 14&gt;Lesson 1&gt;How Ghana Became a Wealthy Empire; Topic 16&gt;Lesson 5&gt;The Commercial Revolution in Europe</p>

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<p style="text-align: center;"><b>Arizona History and Social Science Standards 2018 Grade 6</b></p>	<p style="text-align: center;"><b>myWorld Interactive World History Early Ages, ©2019</b></p>
<p>6.G3.2 Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.</p> <p>Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires</p>	<p><b>SE/TE:</b> New Ways of Life, 27–32; The Rise of Civilizations, 33–37; Civilization Emerges in the Mesopotamia, 45–51; The First Empires, 54–58; The Nile River Valley (floods), 99–100; India (Monsoons), 130; The Huang Valley, 181–184; The Han Dynasty Expands, 203–207; Surrounded by the Sea, 222–223; Battle of Marathon, 245; Decline of the Roman Empire, 339–343; The Crusades, 420–427; Black Death, 436–439, 440, 441, 671; Expansion of the Muslim World, 459–466; Among the Sea and Mountains, 538–539; Earthquakes, 212, 699; Old World Diseases, 691, 702</p> <p><b>Active Journal:</b> Quick Activity: Did the Roman Empire Fall? 201; Dark Times Skit, 253 (Choose a Disaster)</p> <p><b><u>Digital Sources</u></b>  <i>Social Studies Core Concepts</i>&gt;Geography; <i>Lesson Videos</i>&gt;Topic 1&gt;Lesson 4&gt;Effects of the Agricultural Revolution; Lesson 5&gt;What Makes a Civilization?; Topic 2&gt;Lesson 1 &gt;Adapting to Life in Mesopotamia; Topic 5&gt;Lesson 1&gt;The Influence of Geography on China; Topic 6&gt;Lesson 1&gt;Impact of Geography on Early Greece</p>



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<b>Arizona History and Social Science Standards 2018 Grade 6</b>	<b>myWorld Interactive World History Early Ages, ©2019</b>
<b>Global interconnections and spatial patterns are a necessary part of geographic reasoning.</b>	
<p>6.G4.1 Explain why environmental characteristics vary among different world regions.</p> <p>Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors</p>	<p><b>SE/TE:</b> Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Kush, 117; What Is the Indian Subcontinent? 129–130; Geography of China, 181–182; How Did Geography Shape the Greek World? 221–223; Italy’s Varied Geography, 279–280; The Geography of Europe, 363–364; The African Landscape, 589–590; How Did Geography Set Japan Apart? 516–517; Settlement and Geography of the Americas, 551–552</p> <p><b>Active Journal:</b> Quick Activity: Travelling the Rhine (Placement of Cities), 220; Perspectives on West African Kingdoms (Compare Viewpoints), 345</p> <p><b>Digital Sources</b> <i>Social Studies Core Concepts</i>&gt;Geography; <i>Lesson Videos</i>&gt;Topic 5&gt;Lesson 1: &gt;The Influence of Geography on China; Topic 6&gt;Lesson 1&gt;Impact of Geography on Early Greece</p>
<p>6.G4.2 Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.</p> <p>Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters</p>	<p><b>SE/TE:</b> The Nile River Valley (floods), 99–100; India (Monsoons), 130; Surrounded by the Sea, 222–223; Battle of Marathon, 245; The Crusades, 420–427; Black Death, 436–439, 440, 441, 671; Expansion of the Muslim World, 459–466; Earthquakes, 212, 699; Old World Diseases, 691, 702</p> <p><b>Active Journal:</b> Quick Activity: Dark Times Skit, 253 (Choose a Disaster)</p> <p><b>Digital Sources</b> <i>Lesson Videos</i> Topic 10: Lesson 3: Causes of the First Crusade; Lesson 5: The Hundred Years’ War</p>

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<p align="center"><b>Arizona History and Social Science Standards 2018 Grade 6</b></p>	<p align="center"><b>myWorld Interactive World History Early Ages, ©2019</b></p>
<p><b>6.H History</b> <b>The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.</b></p>	
<p>6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.</p>	<p><b>SE/TE:</b> Compare and Contrast, 39, 58, 70, 93, 105, 123, 134, 155, 172, 175, 195, 201, 207, 228, 239, 283, 290, 329, 357, 456, 495, 513, 545, 557, 639; Writing Workshop, 300  <b>TE only:</b> Compare and Contrast, 34, 56, 115, 119, 154, 166, 169, 187, 247, 289, 455, 564, 579,  <b>Active Journal:</b> Compare and Contrast, 92, 117, 142, 147, 204, 242, 326, 399, 418</p> <p><b><u>Digital Sources</u></b>  <i>21st Century Skills Tutorials</i>&gt;Compare and Contrast;  <i>Lesson Videos</i>&gt;Topic 5&gt;Lesson 4&gt; Comparing Legalism and Confucianism; Topic 15&gt;Lesson 5&gt;Compare Protestant England and Catholic Spain</p>

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<p>6.H1.2 Explain the causes and effects of interactions between cultures and civilizations.</p> <p>Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.</p>	<p><b>SE/TE:</b> Achievements of Egyptian Civilization, 109–113; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; India’s Vedic Age, 135–140; Economy and Technology, 188; Han Society and Achievements, 208–212; A Major Trade Route, 206–207; The Greek Economy, 241–242; Ancient Greek Learning, 258–264; Alexander and the Hellenistic World, 266–271; Trade and the Roman Economy, 314–315; Feudalism and the Manor Economy, 377–382; The Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Japanese Feudalism, 522–528; Impact of Global Trade, 700–706; Slavery, 37, 73, 120, 188, 209, 226, 229, 231, 235, 237, 239, 240–241, 293, 337, 339, 461, 592, 608, 685, 712, 715–721</p> <p><b>Active Journal:</b> Quick Activity: Packing for the Caravan (West African Trade), 342 The Middle Passage (Letter to end slave trade), 403; 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><b>Digital Sources</b> <i>Social Studies Core Concepts&gt;Economics; Lesson Videos&gt;Topic 3&gt;Lesson 3&gt;Trade Between Egypt and Kush; Topic 8&gt;Lesson 1&gt;Trade in the Roman Empire; Topic 9&gt;Lesson 4&gt;The Growth of Medieval Towns; Topic 12&gt;Lesson 1&gt;China’s Economic Revolution; Topic 14&gt;Lesson 1&gt;How Ghana Became a Wealthy Empire; Topic 16&gt;Lesson 4&gt;Struggle to Control the Spice Trade; Lesson 7&gt;Causes of the Atlantic Slave Trade</i></p>

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Arizona History and Social Science Standards 2018 Grade 6	myWorld Interactive World History Early Ages, ©2019
<b>Cycles of conflict and cooperation have shaped relations among people, places, and environments.</b>	
<p>6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.</p> <p>Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry</p>	<p><b>SE/TE:</b> The Assyrian and Persian Empires, 59–64; Egypt and Kush, 115–120; The Maurya Empire Begins, 159–162; The Gupta Empire, 168–172; The Unification of China, 197–201; Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; Warfare in Ancient Greece, 244–249; Government of the Republic, 285–290; The Republic Struggles, 296–300; The Roman Empire Begins, 309–315; Decline of the Roman Empire, 339–343; Conflicts Between Popes and Monarchs, 405–410; The Crusades, 420–427; The Reconquista, 428–433; Legacy of the Protestant Reformation, 651–656</p> <p><b>Active Journal:</b> Quick Activity: Did the Roman Empire Fall? 201; Writing Workshop: Explanatory Essay, 156–157 (Why did the power of Greek city states rise, peak, and fall?); 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><b>Digital Sources</b>  <i>Lesson Videos</i> (examples)&gt;Topic 2&gt;Lesson 3&gt;The Assyrian and Persian Empires; Topic 6&gt;Lesson 5&gt; Causes and Effects of the Persian Wars; Topic 7&gt; Lesson 4&gt;Why Did the Roman Republic End?; Topic 8&gt;Lesson 5&gt;Why Did the Roman Empire End?; Topic 10&gt;Lesson 3: Causes of the First Crusade; Topic 12&gt; Lesson 2&gt;The Growth and Importance of the Mongol Empire</p>

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Arizona History and Social Science Standards 2018 Grade 6	myWorld Interactive World History Early Ages, ©2019
<b>Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.</b>	
6.H3.1 Analyze the impact of religious, government, and civic groups over time.	<p><b>SE/TE:</b> The Rise of Civilizations, 33–37; The First Empires, 54–58; Beliefs of Judaism, 77–82; Egypt Under the Pharaohs, 99–106; Origins and Beliefs of Hinduism, 142–149; Origins and Beliefs of Buddhism, 151–157; Chinese Belief Systems, 191–195; Origins of Christianity, 318–323; Beliefs of Christianity, 325–329; A Legalist Government, 199–200; Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; Government of the Republic, 285–290; The Republic Struggles, 296–300; Conflicts Between Popes and Monarchs, 405–410; The Crusades, 420–427; The Reconquista, 428–433; Expansion of the Muslim World, 459–466; Japanese Feudalism, 522–528; The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 126–127 (Argue which ancient Chinese belief system produced the most effective government); Quick Activity: Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296</p> <p><b>Digital Sources</b>  <i>Social Studies Core Concepts</i>&gt;Culture; Religion;  <i>Lesson Videos</i>&gt;Topic 2&gt;Lesson 5&gt;The Origins of Judaism: Lesson 6&gt;The Central Beliefs of Judaism: Topic 4&gt;Lesson 3&gt;Hindu Traditions and Practices: Lesson 4&gt;Teachings and Spread of Buddhism: Topic 5&gt;Lesson 3&gt;How Confucius’s Life Shaped His View of Government; Topic 8&gt;Lesson 2&gt;Reasons for the Spread of Christianity; Lesson 3&gt;The New Testament; Topic 11&gt;Lesson 1&gt;The Life of Muhammad; Lesson 2&gt;The Five Pillars of Islam</p>

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<p>6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity. Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism</p>	<p><b>SE/TE:</b> Origins of Judaism, 71–75; Primary Sources: Psalm 23, 76; Beliefs of Judaism, 77–82; Origins and Beliefs of Hinduism, 142–149; Origins and Beliefs of Buddhism, 151–157; Chinese Belief Systems, 191–195; Origins of Christianity, 318–323; Beliefs of Christianity, 325–329; Primary Sources: The Gospel of Matthew, The Sermon on the Mount, 330; Conflicts Between Popes and Monarchs, 405–410; Origins of Islam, 449–452; Beliefs of Islam, 453–457; Primary Sources: The Sunnah, 458; The Founding of Sikhism, 480 <b>Active Journal:</b> Writing Workshop: Argument, 126–127 (Argue which ancient Chinese belief system produced the most effective government); Quick Activity: Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296</p> <p><b><u>Digital Sources</u></b> <i>Social Studies Core Concepts</i>&gt;Culture; Religion; <i>Lesson Videos</i>&gt;Topic 2&gt;Lesson 5&gt;The Origins of Judaism; Lesson 6&gt;The Central Beliefs of Judaism; Topic 4&gt;Lesson 3&gt;Hindu Traditions and Practices; Lesson 4&gt;Teachings and Spread of Buddhism; Topic 5&gt;Lesson 3&gt;How Confucius’s Life Shaped His View of Government; Topic 8&gt;Lesson 2&gt;Reasons for the Spread of Christianity&gt;; Lesson 3&gt;The New Testament; Topic 11&gt;Lesson 1&gt;The Life of Muhammad; Lesson 2&gt;The Five Pillars of Islam</p>

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<p>6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities.</p>	<p><b>SE/TE:</b> The Assyrian and Persian Empires, 59–64; Egypt and Kush, 115–120; The Maurya Empire Begins, 159–162; The Gupta Empire, 168–172; A Legalist Government, 199–200; Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; Government of the Republic, 285–290; The Republic Struggles, 296–300; Decline of the Roman Empire, 339–343; Conflicts Between Popes and Monarchs, 405–410; The Crusades, 420–427; The Reconquista, 428–433; Expansion of the Muslim World, 459–466; Japanese Feudalism, 522–528; The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573; Social Classes and Division, 36–37, 187, 208, 236, 239–241, 501–502, 596, 690;</p> <p><b>Active Journal:</b> Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40; How Do Ideas Change Lives? (Confucianism and Daoism), 119;</p> <p><b><u>Digital Sources</u></b>  <i>Lesson Videos</i>&gt;Topic 2&gt;Lesson 2&gt;Hammurabi’s Code; Topic 5&gt;Lesson 3&gt;How Confucius’s Life Shaped His View of Government; Lesson 4&gt;Comparing Legalism and Confucianism; Topic 6&gt;Lesson 2&gt;The Athenian Concept of Citizenship; Topic 7&gt;Lesson 2&gt;Citizenship in Rome; Topic 10&gt;Lesson 2&gt;The Impact of Magna Carta on the Modern World; Topic 12&gt;Lesson 5&gt; Structure and Values of Feudal Japan; Topic 13&gt; Lesson 3&gt;How Inca Rulers Governed Their Empire</p>

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<b>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</b>	
6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.	<p><b>SE/TE:</b> Social Classes and Division, 36–37, 187, 208, 236, 239–241, 501–502, 596, 690; Sumerian Social Classes, 48; What Was the Diaspora? 86–87; How was Egyptian Society Organized? 103; The Caste System, 138–140; What Was the Role of Women in Ancient Greece? 238–239; What Were the Social Divisions in Greek Society? 239–241; Society in the Republic, 291–294; Feudalism and the Manor Economy, 377–382; Japanese Feudalism, 522–528; The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573; African Traditions, 607–611</p> <p><b>Active Journal:</b> Quick Activity: How Does Roman Society compare with Han and Greece, 175</p> <p><b>Digital Sources</b>  <i>Lesson Videos:</i> Topic 4&gt;Lesson 2&gt;The Caste System; Topic 5&gt;Lesson 5&gt;The Bureaucratic Structure of the Han Government; Topic 6&gt;Lesson 4: Men, Women, and Children in Ancient Greece; Topic 7&gt;Lesson 3&gt;Roman Society; Topic 10&gt;Lesson 4&gt;Interaction of Christians, Muslims, and Jews in Muslim Spain; Topic 12&gt;Lesson 5&gt;Structure and Values of Feudal Japan; Topic 13&gt; Lesson 3&gt;How Inca Rulers Governed Their Empire</p>