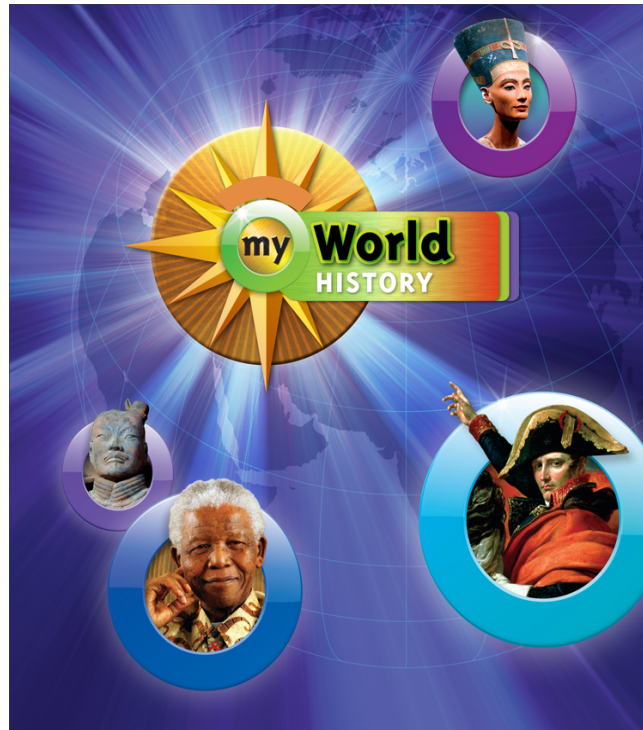


A Correlation of

Savvas
myWorld History
Survey Edition
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To

Arizona's
Social Studies Standards
Grade 6

A Correlation of *myWorld History, Survey Edition, ©2012* to Arizona's Social Studies Standards

Introduction

This document demonstrates how *myWorld History, ©2012, Survey Edition* meets the Arizona's Social Studies Standards, Grade 6. Correlation page references are to the Student Edition and Teacher ProGuides.

- Welcome to *myWorld History*™! Take your classroom on a virtual exploration through history with this exciting, new, digitally-robust social studies program from Savvas.
- *myWorld History* engages 21st century learners by integrating myWorldHistory.com and the Student Edition with the goal of connecting history to their lives today.
- **Connect** Watch your students connect to engaging stories from some of the most compelling and eventful times in the history of our world through *myStory*.
- **Experience** Students will journey through time without leaving the classroom with myWorldHistory.com where they will actively experience the history of the world in which they live.
- **Understand** Informal and formal assessment options, both in print and online, provide students with multiple ways to demonstrate mastery of important concepts.

Units found in myWorldHistory.com *myWorld History*™ Survey Edition:

Unit 1: Origins

Unit 2: The Ancient Near East

Unit 3: Ancient India and China

Unit 4: Ancient Greece

Unit 5: Ancient Rome

Unit 6: The Byzantine Empire and Islamic Civilization

Unit 7: African and Asian Civilizations

Unit 8: Civilizations of the Americas

Unit 9: Europe in the Middle Ages

Unit 10: The Rise of Europe

Unit 11: The Early Modern World

Unit 12: The Modern World

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Arizona’s Social Studies Standards Grade 6	myWorld History, Survey Edition ©2012
Strand 1: American History	
Concept 1: Research Skills for History	
PO 1. Construct charts, graphs, and narratives using historical data.	<p>SE/PG: Writing Task, 17, 39, 51, 77, 99, 101, 139, 165, 189, 191, 229, 249, 269, 289, 291, 323, 353, 355, 385, 421, 423, 445, 477, 479, 511, 543, 571, 573, 597, 617, 619, 647, 677, 701, 735, 757, 785, 823, 851, 883, 921, 949, 971, 999, 1001; 21st Century Learning: Make Maps, 139, 165, Produce a Roman Newscast, 424–425, Write a Children’s Book, 481–482, Chart Cultural Change, 574–575, Script a Documentary About Ancient Societies of the Americas, 620–621</p> <p>PG Only: Challenge: Create a pop-up map, T8; Mapping My Day, T15; Extra Support: Trace Aryans and Native Americans migration on maps, T14</p>
PO 2. Interpret historical data displayed in graphs, tables, and charts.	<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, 805, 812, 814, 817, 818, 829, 835, 841, 842, 847, 870, 878, 893, 895, 896, 908, 927, 931, 934, 936, 941, 945, 946, 947, 958, 964, 967, 977; 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, 798, 803, 811, 813, 822, 833, 873, 875, 881, 902, 903, 916, 918, 919, 936, 942, 955, 957, 993, 996, 997</p>

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PO 3. <i>Construct timelines of the historical era being studied (e.g., presidents/ world leaders, key events, people).</i>	SE/PG: Measuring Time, 4–5; myWorld Chapter Activity: Timeline, 99 PG Only: Measuring Time, T4 (make a timeline of students life); Timeline Builders, T5; Polis Timeline, T10–T11 (make timeline); Who Was Then? T46–T47 (describe different Muslim empires in order – make a timeline); Crusade Timelines, T81; Enrichment: Events of the Counter Reformation, T48 (Timeline)
PO 4. Formulate questions that can be answered by historical study and research.	SE/PG: 21 st Century Learning: Generate New Ideas, 292–293; Research, 17, 39, 51, 77, 103, 229, 323, 385, 421, 477, 511, 575, 617, 677, 757, 785; Unit Activities, 102–103, 192–193, 292–293, 356–357, 424–425, 480–481, 574–575, 620–621, 704–705, 788–789
PO 5. <i>Describe the difference between primary and secondary sources.</i>	SE/PG: Historical Sources, 6–7; 21 st Century Learning: Analyze Media Content, 39, 511, 1002–1003; Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787, 883, 1001; Writing Task: Comparing Documents, 323, 479, 619, 677, 701, 921 PG Only: Historian Talk Show, T89 (read religious primary sources)
PO 6. Determine the credibility and bias of primary and secondary sources.	SE/PG: Evaluating Historical Sources, 7; 21 st Century Learning: Analyze Media Content, 39, 511, 1002–1003; Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787, 883, 1001; Writing Task: Comparing Documents, 323, 479, 619, 677, 701, 921

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Arizona’s Social Studies Standards Grade 6	myWorld History, Survey Edition ©2012
PO 7. Analyze cause and effect relationships between and among individuals and/or historical events.	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, 821, 822, 849, 861, 880, 897, 905, 913, 919, 920, 931, 970, 983, 998, 1001 PG Only: Gallery of Thoughts, T88–T89 (causes and effects of French Revolution; compare viewpoints)
PO 8. Describe how archaeological research adds to our understanding of the past.	SE/PG: Digging for Clues, 2–3; Archaeology and Other Sources, 8–9 PG Only: Archeology and Other Sources, T8 discover why they use these fields – includes anthropology)
Concept 2: Early Civilizations	
PO 1. Describe the characteristics of hunting and gathering societies in the Americas.	SE/PG: North American Cultures, 608–615
PO 2. Describe how farming methods and domestication of animals led to the development of cultures and civilizations from hunting and gathering societies.	SE/PG: The Olmecs and Zapotecs, 583–584; Maya Civilization: Farming, 585; Building Islands and an Empire, 591; Andean Agriculture, 602–603; North American Cultures, 608–615
PO 3. Describe the cultures of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam:	
a. location, agriculture, housing, arts, and trade networks	SE/PG: Ancestral Puebloans, 608–609
b. how these cultures adapted to and altered their environment	SE/PG: Ancestral Puebloans, 608–609
PO 4. Describe the Adena, Hopewell, and Mississippian mound-building cultures:	
a. location, agriculture, housing, arts, and trade networks	SE/PG: The Mississippians, 609–610
b. how these cultures adapted to and altered their environment	SE/PG: The Mississippians, 609–610
c.	
PO 5. Describe the Mayan, Aztec, and Incan/Inkan civilizations:	
a. location, agriculture, housing, and trade networks	SE/PG: The Maya: Cities, 584, Farming, 585, Trade, 586; The Land of the Aztecs, 590–591; The Great Temple, 593

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b. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts)	SE/PG: Maya Achievements, 587, 589; Maya Learning, 588; Aztec Achievements, 594–595
c. how these cultures adapted to and altered their environment	SE/PG: The Maya: Farming, 585; The Land of the Aztecs, 590–591
Concept 3: Exploration and Colonization, No performance objectives at this grade.	
Concept 4: Revolution and New Nation, No performance objectives at this grade.	
Concept 5: Westward Expansion, No performance objectives at this grade.	
Concept 6: Civil War and Reconstruction, No performance objectives at this grade.	
Concept 7: Emergence of the Modern United States, No performance objectives at this grade.	
Concept 8: Great Depression and World War II, No performance objectives at this grade.	
Concept 9: Postwar United States, No performance objectives at this grade.	
Concept 10: Contemporary United States	
PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	SE/PG: Today’s World: Essential Question, 983, 989, 997, 999; Primary Source: The Impact of Industry and Technology, 1000–1001; 21 st Century Learning: Analyze Media Content, 39, 511, 1002–1003; Evaluate Web Sites, 353, 701–702, 881, 884–885
PO 2. Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	SE/PG: Chapter Assessment: myWorld Chapter Activity & 21 st 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, 823, 851, 881, 921, 949, 971, 999
PO 3. Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.	SE/PG: Continuing Conflicts, 976–983; Cooperation and Trade, 984–989; People and Resources, 990–997; Chapter Assessment, 998–999

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Strand 2: World History	
Concept 1: Research Skills for History	
PO 1. Construct charts, graphs, and narratives using historical data.	<p>SE/PG: Writing Task, 17, 39, 51, 77, 99, 101, 139, 165, 189, 191, 229, 249, 269, 289, 291, 323, 353, 355, 385, 421, 423, 445, 477, 479, 511, 543, 571, 573, 597, 617, 619, 647, 677, 701, 735, 757, 785, 823, 851, 883, 921, 949, 971, 999, 1001; 21st Century Learning: Make Maps, 139, 165, Produce a Roman Newscast, 424–425, Write a Children’s Book, 481–482, Chart Cultural Change, 574–575, Script a Documentary About Ancient Societies of the Americas, 620–621</p> <p>PG Only: Challenge: Create a pop-up map, T8; Mapping My Day, T15; Extra Support: Trace Aryans and Native Americans migration on maps, T14</p>
PO 2. Interpret historical data displayed in graphs, tables, and charts.	<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, 805, 812, 814, 817, 818, 829, 835, 841, 842, 847, 870, 878, 893, 895, 896, 908, 927, 931, 934, 936, 941, 945, 946, 947, 958, 964, 967, 977; 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, 798, 803, 811, 813, 822, 833, 873, 875, 881, 902, 903, 916, 918, 919, 936, 942, 955, 957, 993, 996, 997</p>

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PO 8. Describe how archaeological research adds to our understanding of the past.	SE/PG: Digging for Clues, 2–3; Archaeology and Other Sources, 8–9 PG Only: Archeology and Other Sources, T8 discover why they use these fields – includes anthropology)
Concept 2: Early Civilizations (Note: Early civilizations were introduced in Grades 1[Egypt], 2 [Asia], 3 [Greece and Rome], 4 [North and South America].)	
PO 1. Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.	SE/PG: Paleolithic era, 64–67, 72, 73, 74, 82; Neolithic Age, 75, 82, 87
PO 2. Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China:	
a. farming methods	SE/PG: Origins of Agriculture, 85; New Ways of Living, 86–89; Centers of Wealth, 91; Settings of Civilizations, 93; Agriculture in Mesopotamia, 111–112; The Nile River Valley, 144–145; Civilization Develops, 146; Farming the Indus Valley, 202
b. domestication of animals	SE/PG: History of Domestication, 83–84, 99
c. division of labor	SE/PG: Specialization, 88, 95; Artisans, 146
d. geographic factors	SE/PG: Early Agriculture, 82–89; Centers of Wealth, 91; Early Civilizations, 92; Resources and Settings of Civilizations, 93

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PO 3. Describe the importance of the following river valleys in the development of ancient civilizations:	
a. Tigris and Euphrates - Mesopotamia	SE/PG: The Story of Gilgamesh, 78, 79–81, 115; First Centers of Agriculture, 85; New Ways of Living, 86–89; Mesopotamia: 90–97, 98–99, 100–101, 106, 107–109, 110–117, 118–123, 124–131, 132–137, 138–139
b. Nile - Egypt	SE/PG: Early Civilizations, 92; Egypt, 140, 141–143, 144–151, 152–157, 158–163, 164–165
c. Huang He - China	SE/PG: Early Civilizations, 92; China, 250, 251–253, 254–257, 258–261, 262–267, 268–269, 270, 271–273, 274–277, 278–281, 282–287, 288–289, 290–291
d. Indus- India	SE/PG: Early Civilizations, 92; India, 196, 197–199, 200–205, 205, 206–211, 212–219, 220–227, 228–229, 230, 231–233, 234–241, 242–247, 248–249
PO 4. Compare the forms of government of the following ancient civilizations:	
a. Mesopotamia – laws of Hammurabi	SE/PG: Sumerian Government, 116–117; Hammurabi’s Code, 121, 122, 123; Governing the Empire, 125; Persia’s Government and Religion, 128–129
b. Egypt – theocracy	SE/PG: Hatshepsut: Taking Power with Style, 141–143; Egyptian Government, 147; Two Great Rulers, 148
c. China – dynasty	SE/PG: Shang Government, 257; Governing the Zhou, 259; An Emperor in this Life and the Next, 271–273; Shi Huangdi Unites China, 274–277; Expansion Under the Han Dynasty, 278–281
PO 5. Describe the religious traditions that helped shape the culture of the following ancient civilizations:	
a. Sumeria, India (i.e., polytheism)	SE/PG: Persia’s Government and Religion, 128–129; Hinduism, 212–219; Buddhism, 220–224, 226–227; Hinduism & Buddhism, 225

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b. Egypt (i.e., belief in an afterlife)	SE/PG: Egyptian Religion, 150–151; Polytheism and Monotheism, 190–191
c. China (i.e., ancestor worship)	SE/PG: Religions and Beliefs of Ancient China, 262–267
d. Middle East (i.e., monotheism)	SE/PG: The Story of Ruth, 167–169; The Origins of Judaism, 170–175; The Teachings of Judaism, 176–181; The Legacies of Judaism, 187; Polytheism and Monotheism, 190–191
PO 6. Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:	
a. Mesopotamia (i.e., laws of Hammurabi)	SE/PG: The Story of Gilgamesh, 78, 79–81; Cities and Civilizations, 90–91; Early Civilizations, 92; Cyrus the Great: King of the World, 107–109; Sumerian Writing, 115; Sumerian Government, 116–117; Hammurabi’s Code, 121, 122, 123; Hanging Gardens of Babylon, 130; Arts of Mesopotamia, 131
b. Egypt (i.e., mummification, hieroglyphs, papyrus)	SE/PG: Art, Architecture, and Learning in Egypt, 152–157
c. China (i.e., silk, gun powder/fireworks, compass)	SE/PG: Writing, Metalworking, 257; Economy and Technology, 261; Han Society and Achievements, 282–287
d. Central and South America (i.e., astronomy, agriculture)	SE/PG: The Olmecs and Zapotecs, 583–584; Maya Achievements, 587, 589; Maya Learning, 588; Building Islands and an Empire, 591; Aztec Achievements, 594–595
PO 7. Describe the development of the following types of government and citizenship in ancient Greece and Rome:	
a. democracy	SE/PG: Democracy in Athens, 312–317; Government in Athens, 354; The Government of the Republic, 370–375; Document-Based Questions, 385

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b. republics/ empires	SE/PG: Alexander’s Empire, 334–337; The Rise of the Roman Republic, 364–369; The Government of the Republic, 370–375; The Republic’s Growth and Crisis, 380–383; The Roman Empire, 390–394; Decline of the Roman Empire, 414–419
PO 8. Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations.	SE/PG: The Story of Gilgamesh, 78, 79–81; Cities and Civilizations, 90–91; Early Civilizations, 92; Cyrus the Great: King of the World, 107–109; Sumerian Writing, 115; Sumerian Government, 116–117; Hammurabi’s Code, 121, 122, 123; Fertile Crescent People’s 128; Hanging Gardens of Babylon, 130; Arts of Mesopotamia, 131; Art, Architecture, and Learning in Egypt, 152–157; Nubian Art and Architecture, 162–163; Technology, 202; Indus Valley Achievements, 203; Writing, 205; Hinduism, 212–219; Buddhism, 220–224, 226–227; Hinduism & Buddhism, 225; Writing, Metalworking, 257; Cultural Life, 261; Confucius, 264, 265; Daoism, 266–267; Han Society and Achievements, 282–287
PO 9. Identify the roles and contributions of individuals in the following ancient civilizations:	
a. Greece and Greek empires (i.e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great)	SE/PG: Pericles, 294, 297–299, 300, 314–315, 323, 330, 332, 354; Alexander the Great, 295, 325–327, 334–337, 344, 351; Homer, 303, 310, 336, 342, 398; Aristotle, 308, 323, 325, 336, 346, 347, 349, 351, 475; Sophocles, 342; Euripides, 342; Socrates, 345; Plato, 345, 346, 347
b. Rome (i.e., Julius Caesar, Augustus)	SE/PG: Julius Caesar, 382, 383; Augustus Caesar, 383, 390, 390
c. China (i.e., Qin Shi Huan Di, Confucius)	SE/PG: Shi Huangdi, 195, 270, 271–273, 274–277, 278, 285, 289; Confucius, 264, 265, 269, 286, 291, 519, 539, 551
d. Egypt (i.e., Hatshepsut, Ramses, Cleopatra)	SE/PG: Hatshepsut, 104, 141–143, 148; Ramses II, 140, 148, 150, 161; Cleopatra, 337, 383

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PO 10. Describe the transition from the Roman Empire to the Byzantine Empire:	
a. “decline and fall” of the Roman Empire	SE/PG: Decline of the Roman Empire, 414–419
b. Empire split in eastern and western regions	SE/PG: The Late Empire, 416; The Collapse of the West, 417, 419; Closer Look: Fall of the Roman Empire, 418
c. capital moved to Byzantium/ Constantinople	SE/PG: Byzantium/ Constantinople, 417, The New Rome, 432– 435
d. Germanic invasions	SE/PG: The Collapse of the West, 417, 419; Closer Look: Fall of the Roman Empire, 418
Concept 3: World in Transition (Note: The Middle Ages were introduced in Grade 4.)	
PO 1. Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam.	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, 450–453, 455–459, 460–467, 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
PO 2. Describe the development of the Medieval kingdoms of Ghana, Mali, and Songhai:	
a. Islamic influences	SE/PG: Mansa Musa: The Lion of Mali, 485–487; Invasion and Decline, 493; Muslim Empires of West Africa, 494–499
b. mining of gold and salt	SE/PG: Gold-salt trade, 491–492
c. centers of commerce	SE/PG: West African Trade, 492; Tombouctou, 495–496, 497, 498, 499

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PO 3. Describe the culture and way of life of the Arab Empire:	
a. Islam religion (i.e., Mohammad, Mecca)	SE/PG: Ibn Battuta’s Voyage, 447–449; Islam, 452–457, 459, 460–464, 466–467, 468–475, 478–479, 485–487, 495–499, 503, 506–507
b. extensive trade and banking network	SE/PG: Ibn Battuta’s Voyage, 447–449; Growth of Cities and Trade, 468–470; The Spread of Islam, 478; Invasion and Decline, 493; Muslim Empires of West Africa, 494–499; Indian Ocean Trade Routes, 503
c. interest in science (i.e., medicine, astronomy)	SE/PG: Philosophy and Medicine, 470; Mathematics and Science, 472
d. translation and preservation of Greek and Roman literature	SE/PG: Philosophy and Medicine, 470; Preserving Ancient Cultures, 475
PO 4. Describe the Catholic Church’s role in the following activities during the Middle Ages:	
a. Crusades	SE/PG: Crusades, 648, 664–671, 702–703, 702–703
b. Inquisition	SE/PG: Inquisition, 670, 675, 748–749, 749, 753
c. education	SE/PG: Daily Life in Monasteries, 635; The Medieval Church, 638
d. government	SE/PG: A New Emperor, 633; The Church’s Power, 639; Popes and Rulers, 652–657
e. spread of Christianity	SE/PG: Charlemagne and Christianity, 631–633; The Conversion of Europe, 636–637; Crusades, 648, 664–671, 702–703, 702–703; Christians and Muslims in Spain, 672–675
PO 5. Describe the transition from feudalism to nationalism at the end of the Middle Ages.	SE/PG: Breakdown of Medieval Society, 694–699; The Breakdown of the Feudal Order, 712–715

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PO 6. Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15 th and 16 th centuries.	SE/PG: The Voyages of Zheng He, 532–533; The Voyages of Discovery, 762–769
PO 7. Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15 th and 16 th centuries.	SE/PG: The Voyages of Zheng He, 532–533; The Voyages of Discovery, 762–769
Concept 4: Renaissance and Reformation	
PO 1. Describe how the Renaissance was a time of renewal and advancement in Europe:	
a. rebirth of Greek and Roman ideas	SE/PG: Cultural Rebirth, 713; New Ways of Viewing the World, 716–721; An Ancient Legacy, 728–729
b. new ideas and products as a result of trade	SE/PG: Urban Growth, 712; Italian City-States, 713–714; Florence: Renaissance Center, 715
c. the arts	SE/PG: “So Many Things Unknown”, 709–711; New Directions in Art, 720–721; Northern Renaissance Artists, 723–724; The Legacy of the Renaissance, 728–733
d. science	SE/PG: : “So Many Things Unknown”, 709–711; The Scientific Revolution, 856–861
PO 2. Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation:	
a. Leonardo da Vinci	SE/PG: : “So Many Things Unknown”, 709–711; Leonardo da Vinci, 717, 729–730
b. Michelangelo	SE/PG: Michelangelo, 716, 717, 730–731
c. Gutenberg	SE/PG: Gutenberg, Johann, 724–725
d. Martin Luther	SE/PG: Martin Luther, 707, 737–739, 740–743, 744, 748, 749, 754

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Concept 5: Encounters and Exchange	
PO 1. Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society:	
a. Scientific Revolution (i.e., Copernicus, Galileo, Newton)	SE/PG: The Scientific Revolution, 856–861
b. natural rights (i.e., life, liberty, property)	SE/PG: Natural rights, 864, 865, 882
c. governmental separation of powers vs. monarchy	SE/PG: Limited Monarchy in England, 844–849
d. religious freedom	SE/PG: Religious Tolerance, 866
e. Magna Carta	SE/PG: Magna Carta, 662–663
Concept 6: Age of Revolution, No performance objectives at this grade.	
Concept 7: Age of Imperialism, No performance objectives at this grade.	
Concept 8: World at War, No performance objectives at this grade.	
Concept 9: Contemporary World	
PO 1. Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	SE/PG: Today’s World: Essential Question, 983, 989, 997, 999; Primary Source: The Impact of Industry and Technology, 1000–1001; 21 st Century Learning: Analyze Media Content, 39, 511, 1002–1003; Evaluate Web Sites, 353, 701–702, 881, 884–885
PO 2. Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	SE/PG: Chapter Assessment: myWorld Chapter Activity & 21 st 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, 823, 851, 881, 921, 949, 971, 999

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Strand 3: Civics/Government	
Concept 1: Foundations of Government	
PO 1. Discuss the important ideas of the Enlightenment Period (e.g., Natural Rights, separation of powers, religious freedom) that fostered the creation of the United States government.	SE/PG: Closer Look: Enlightenment Ideas in Government Today, 864; Political Thought, 865; Social and Economic Thought, 866–867; Declaring Independence, 869–870; Setting Up the Government, 871–873
Concept 2: Structure of Government, No performance objective at this grade level	
Concept 3: Functions of Government	
PO 1. Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws.	SE/PG: Hammurabi’s Code, 121, 122, 123
PO 2. Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government.	SE/PG: Democracy in Athens, 312–317; Government in Athens, 354
PO 3. Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government.	SE/PG: The Government of the Republic, 370–375; Document-Based Questions, 385; Political Thought, 865
Concept 4: Rights, Responsibilities, and Roles of Citizenship	
PO 1. Describe ways an individual can contribute to a school or community.	SE/PG: Citizenship, 26–27; 21 st Century Learning: Make a Difference, 193, 823; Unit Activities: Hold an Agricultural Fair, 102–103, Solve a Water Shortage, 192–193, Plan a Cultural Web Site, 292–293, Plan a Museum Exhibit, 356–357, Debate the Digital Future, 788–789; Writing Task: Persuasive Editorial, 823
PO 2. Discuss the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States.	SE/PG: Citizenship, 26–27; Declaring Independence, 869–870; Setting Up the Government, 871–873
PO 3. Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).	SE/PG: Civic Participation, 27; Political Thought, 865

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Concept 5: Government Systems of the World	
PO 1. Describe the structure of the following governments:	
a. theocracy	SE/PG: Theocracy, 744, 1046
b. dictatorship	SE/PG: Dictator, 374–375
c. republic	SE/PG: Roman Republic, 366, 370–375, 378; Republic, 847; Setting Up the Government, 871–873
d. monarchy	SE/PG: Forms of Government, 22; Monarchy, 23; Absolute monarchy, 592, 828–831, 832–837, 838–841, 842–843, 842; Limited monarchy, 844–849; Document–Based Assessment: absolute monarchy, 851
e. democracy	SE/PG: Forms of Government: Democracy, 22; Democracy in Athens, 312–317; Government in Athens, 354; The Government of the Republic, 370–375; Document-Based Questions, 385; Closer Look: Enlightenment Ideas in Government Today, 864; Political Thought, 865; Declaring Independence, 869–870; Setting Up the Government, 871–873
f. anarchy	SE/PG: For related material see: Assassination of Archduke Ferdinand, 927
Strand 4: Geography	
Concept 1: The World in Spatial Terms	
PO 1. Construct maps, charts, and graphs to display geographic information.	SE/PG: 21 st Century Learning: Make Maps, 139, 165, Chart Cultural Change, 574–575; also see: Understanding Maps, 12–13; Historical Maps, 14–15
PO 2. Identify purposes of, and differences among, maps, globes, aerial photographs, charts, and satellite images.	SE/PG: Geography’s Five Themes, 10–11; Understanding Maps, 12–13; Historical Maps, 14–15; Satellite, 769

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PO 3. Interpret maps, charts, and geographic databases using geographic information.	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, 805, 812, 814, 817, 818, 829, 835, 841, 842, 847, 870, 878, 893, 895, 896, 908, 927, 931, 934, 936, 941, 945, 946, 947, 958, 964, 967, 977; 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, 798, 803, 811, 813, 822, 833, 873, 875, 881, 902, 903, 916, 918, 919, 936, 942, 955, 957, 993, 996, 997
PO 4. Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map.	SE/PG: Geography’s Five Themes, 10–11; Understanding Maps, 12–13; Historical Maps, 14–15; Map Skills, 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, 805, 812, 814, 817, 818, 829, 835, 841, 842, 847, 870, 878, 893, 895, 896, 908, 927, 931, 934, 936, 941, 945, 946, 947, 958, 964, 967, 977

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PO 5. Interpret thematic maps, graphs, charts, and databases depicting various aspects of world regions. (Apply to regions studied).	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, 805, 812, 814, 817, 818, 829, 835, 841, 842, 847, 870, 878, 893, 895, 896, 908, 927, 931, 934, 936, 941, 945, 946, 947, 958, 964, 967, 977; 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, 798, 803, 811, 813, 822, 833, 873, 875, 881, 902, 903, 916, 918, 919, 936, 942, 955, 957, 993, 996, 997
Concept 2: Places and Regions	
PO 1. Identify regions studied in Strand 2 using a variety of criteria (e.g., climate, landforms, culture, vegetation).	SE/PG: Geography’s Five Themes: Region, 11; What is Culture?, 42–43; Religion, 44–45; Cultural Diffusion and Change, 46–47; Early Agriculture, 82–89; Settings of Early Civilizations, 93; The Nile River Valley, 144–145; The Indian Subcontinent, 200–201; Settling Along the Huang River, 254–257; Geography of the Greek World, 300–301; The Geography of Italy, 364; The African Landscape, 48–490; Geograpy of Japan, 548–549; Geography of Mesoamerican, 583; The Land of the Aztecs, 590–591; The Eastern Woodlands, 610; The Great Plains, 611; The North and Northwest, 612; The West and Southwest, 613; Planting the First Colonies, 808–810; Colonial Economies, 813

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PO 2. Describe the factors that cause regions and places to change.	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, 821, 822, 849, 861, 880, 897, 905, 913, 919, 920, 931, 970, 983, 998, 1001
PO 3. Describe the interactions of people in different places and regions.	SE/PG: Trade, 34–35; Africa, 15, 491–493, 500–503, 506, 573, 574–575; Asia, 572, 574–575; Aztec Civilization, 594; Barter, 30, 113, 310; Black Death and, 696–699; Byzantine Empire, 433; China, 35, 279, 280–281, 517, 522–523, 528–529, 533, 535, 536, 537–538, 541; Columbian Exchange, 776–778; Crusades, 671, 685; Egypt, 148, 158–159; Europe, 657, 684–685; Greece, 311; Indus Valley Civilizations, 202, 203, 204; Japan, 561, 565; Mali, 495; Mayan Civilization, 586; Mercantilism, 779–780; Mesopotamia, 113; Middle Ages, 684–685; Mongol Empire, 528–529; Muslim, 469–470; Nubia, 158–159, 160, 163; Phoenician Civilization, 133–136; Renaissance, 713–715; Roman empire, 394–395, 415; Russia, 443; Silk Road, 279, 280–281, 285, 469, 513, 528–529, 533, 768; Spice, 762, 765; Sumer, 113, 202; Trans-Saharan, 491–492; Migration, 46–47, 68–69, 71, 207, 309–310, 582, 583; Economics, China, 275, 285, 520, 522; England, 782, 783; Greece, 309, 310; Inca, 607; Japan, 565; Maya, 585; Middle Ages, 643–645; Muslims, 468–470; Renaissance, 712–715; Roman Empire, 394–395; West Africa, 506

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PO 4. Explain why places and regions serve as cultural symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims.	SE/PG: Religion, 44–45; Judaism and the Jewish People, 166; The Story of Ruth, 167–169; The Origins of Judaism, 170–175; The Teachings of Judaism, 176–181; The Jewish People, 182–187; Assessment, 188–189; Primary Source, 190–191; Hinduism, 212–219; Buddhism, 220–227; Assessment, 228–229; Religions and Beliefs of Ancient China, 262–267; Origins of Christianity, 402–407; Beliefs of Christianity, 408–413; Origins of Islam, 450–453; Beliefs of Islam, 454–459
PO 5. Describe the physical and human characteristics of places and regions of a Middle Eastern country studied.	SE/PG: The Middle East, 968–969; Conflict in the Middle East, 980–981; also see: Muslim Empires, 460–467
Concept 4: Human Systems	
PO 1. Interpret the demographic structure of places and regions using a population pyramid.	SE/PG: For related material see: Populating the Earth, 68–75; Changes in World Population, 996–997; also see: Population, 186, 187, 218, 226, 227, 412, 451, 458, 459, 497, 683, 698, 781, 785
PO 2. Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions.	SE/PG: Cultural Diffusion and Change, 46–47; Migration, 68–69, 71, 207, 309–310, 582, 583; cultural diffusion, 136, 1028
PO 3. Analyze the causes and effects of settlement patterns.	SE/PG: Geography’s Five Themes: Region, 11; What is Culture?, 42–43; Religion, 44–45; Cultural Diffusion and Change, 46–47; Early Agriculture, 82–89; Settings of Early Civilizations, 93; The Nile River Valley, 144–145; The Indian Subcontinent, 200–201; Settling Along the Huang River, 254–257; Geography of the Greek World, 300–301; The Geography of Italy, 364; The African Landscape, 48–490; Geography of Japan, 548–549; Geography of Mesoamerican, 583; The Land of the Aztecs, 590–591; The Eastern Woodlands, 610; The Great Plains, 611; The North and Northwest, 612; The West and Southwest, 613; Planting the First Colonies, 808–810; Colonial Economies, 813

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PO 4. Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and interrelationships of economic activities over time and in different regions.	SE/PG: Trade, 15, 30, 34, 35, 46, 90, 113, 113, 133–136, 148, 158–159, 160, 163, 202, 203, 204, 279, 280–281, 285, 310, 311, 394–395, 415, 433, 443, 469, 469–470, 491–493, 492, 493, 495, 500–503, 502, 503, 506, 513, 517, 517, 522, 522–523, 528–529, 533, 535, 536, 537–538, 541, 561, 565, 572, 573, 574–575, 586, 594, 657, 671, 684–685, 696–699, 697, 698, 699, 713–715, 762, 765, 768, 777, 779–780, 780–783, 798, 805–807, 808, 811, 813, 814, 816–821, 840, 987–988
PO 5. Identify cultural norms that influence different social, political, and economic activities of men and women.	SE/PG: What is Culture?, 42–43; Religion, 44–45; Cultural Diffusion and Change, 46–47; Developing Complex Cultures, 72–75; Judaism and the Jewish People, 166; The Story of Ruth, 167–169; The Origins of Judaism, 170–175; The Teachings of Judaism, 176–181; The Jewish People, 182–187; Assessment, 188–189; Primary Source, 190–191; Hinduism, 212–219; Buddhism, 220–227; Assessment, 228–229; Religions and Beliefs of Ancient China, 262–267; Origins of Christianity, 402–407; Beliefs of Christianity, 408–413; Origins of Islam, 450–453; Beliefs of Islam, 454–459
Concept 5: Environment and Society	
PO 1. Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.	SE/PG: Early Agriculture, 82–89; Settings of Early Civilizations, 93; The Nile River Valley, 144–145; The Indian Subcontinent, 200–201; Settling Along the Huang River, 254–257; Geography of the Greek World, 300–301; The Geography of Italy, 364; The African Landscape, 48–490; Geography of Japan, 548–549; Geography of Mesoamerican, 583; The Land of the Aztecs, 590–591; The Eastern Woodlands, 610; The Great Plains, 611; The North and Northwest, 612; The West and Southwest, 613; Planting the First Colonies, 808–810; Colonial Economies, 813

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PO 2. Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.	SE/PG: Aqueducts, 392, 393, 594; agriculture, 48, 82, 85, 102–103, 583, 585, 602; canals, 536
PO 3. Explain how changes in the natural environment (e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.	SE/PG: The Nile River Valley, 144–145; The Indian Subcontinent, 200–201; Settling Along the Huang River, 254–257
PO 4. Identify the way humans respond to/ prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe.	SE/PG: Flooding, 145, 146; monsoons, 201; volcanoes, 394, 549, 583, 590; earthquakes in, 807
Concept 6: Geographic Applications	
PO 1. Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions.	SE/PG: Early Agriculture, 82–89; Settings of Early Civilizations, 93; The Nile River Valley, 144–145; The Indian Subcontinent, 200–201; Settling Along the Huang River, 254–257; Geography of the Greek World, 300–301; The Geography of Italy, 364; The African Landscape, 48–490; Geography of Japan, 548–549; Geography of Mesoamerican, 583; The Land of the Aztecs, 590–591; The Eastern Woodlands, 610; The Great Plains, 611; The North and Northwest, 612; The West and Southwest, 613; Planting the First Colonies, 808–810; Colonial Economies, 813
PO 2. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.	SE/PG: Geography’s Five Themes, 10–11; Understanding Maps, 12–13; Historical Maps, 14–15; World Energy Resources, 993; Destination of International Migrants, 996; Analyze Visuals: World Human Development, 998
Strand 5: Economics	
Concept 1: Foundations of Economics	
PO 1. Identify how limited resources and unlimited human wants cause people to choose some things and give up others.	SE/PG: Economics Choices, 28–29
PO 2. Determine how scarcity, opportunity costs, and trade-offs influence decision-making.	SE/PG: Scarcity, 28; opportunity costs, 29

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PO 3. Explain why specialization improves standards of living.	SE/PG: Specialization, 30, 88–89, 1044
PO 4. Compare how money, as opposed to barter, facilitates trade.	SE/PG: Economic Process, 30–31; Trade, 34–35; Money Management, 36–37
PO 5. Explain how trade promoted economic growth throughout world regions.	SE/PG: Core Concepts: Trade, 34–35; Trade, 15, 30, 34, 35, 46, 90, 113, 113, 133–136, 148, 158–159, 160, 163, 202, 203, 204, 279, 280–281, 285, 310, 311, 394–395, 415, 433, 443, 469, 469–470, 491–493, 492, 493, 495, 500–503, 502, 503, 506, 513, 517, 517, 522, 522–523, 528–529, 533, 535, 536, 537–538, 541, 561, 565, 572, 573, 574–575, 586, 594, 657, 671, 684–685, 696–699, 697, 698, 699, 713–715, 762, 765, 768, 777, 779–780, 780–783, 798, 805–807, 808, 811, 813, 814, 816–821, 840, 987–988
Concept 2: Microeconomics No performance objectives at this grade.	
Concept 3: Macroeconomics No performance objectives at this grade.	
Concept 4: Global Economics No performance objectives at this grade.	
Concept 5: Personal Finance	
PO 1. Compare the cost and benefits of using credit.	SE/PG: Credit, 37
PO 2. Explain how interest is the price paid to borrow money.	SE/PG: Interest, 37
PO 3. Describe the factors lenders consider before lending money.	SE/PG: Budgeting, Saving, and Lending, 36–37