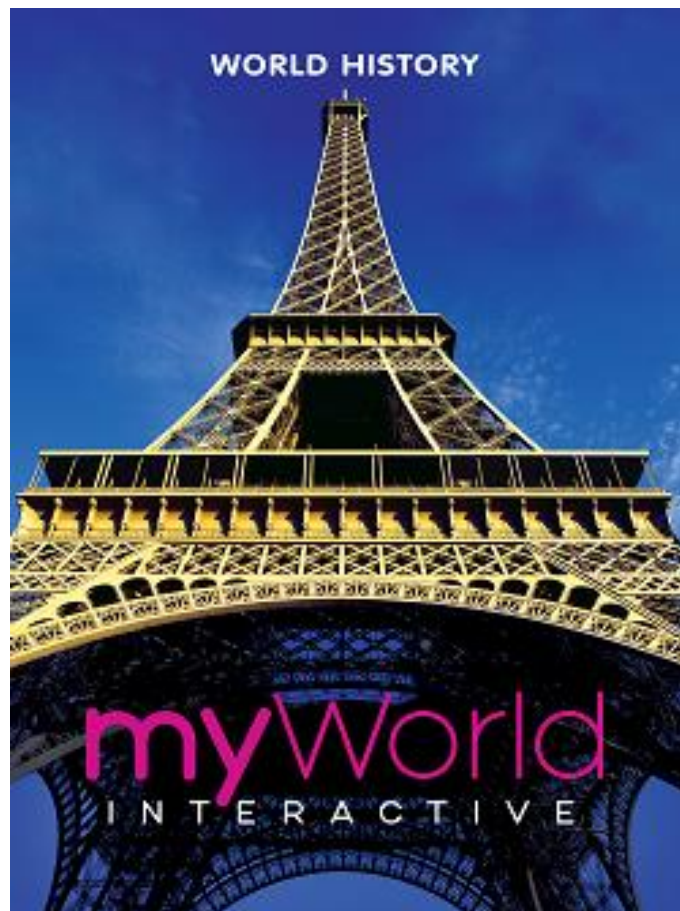


A Correlation of



Survey Edition, ©2019

**To the
Florida
Social Studies Standards
Grade 6**

A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the Social Studies Standards for Grade 6

Introduction

This document demonstrates how *myWorld Interactive Social Studies World History, Survey Edition*, ©2019 meets the Florida Social Studies 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 Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

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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Table of Contents

SS.6.C Civics and Government.....	4
SS.6.E Economics.....	6
SS.6.G Geography.....	12
SS.6.W World History.....	23

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
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Social Studies Standards Grade 6	myWorld Interactive World History Survey Edition, ©2019
SS.6.C Civics and Government	
SS.6.C.1 Demonstrate an understanding of the origins and purposes of government, law, and the American political system.	
SS.6.C.1.1 Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.	<p>SE/TE: Explore the Essential Question, 216 Quest: Project-Based Learning Inquiry: The Influence of Ancient Greece, 220; Democracy in Athens, 227-231; Primary Sources Pericles, <i>Funeral Oration</i>, 232; How Did the Enlightenment Affect American Founders?, 757-758</p> <p>Active Journal: Take Notes & Practice Vocabulary, 140-141; Quick Activity: In Your Own Words (Quotes from Magna Carta, English Bill of Rights, and Declaration of Independence), 425</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship; Topic 6: 17: Lesson 4: Ideas of the Enlightenment</p>
SS.6.C.1.2 Identify how the government of the Roman Republic contributed to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).	<p>SE/TE: Quest: Document-Based Writing Inquiry: The Roman Influence, 278; What Was the Forum?, 281; Founding the Republic, 282; Lesson Check, 283; What Were the Principles of Roman Government?, 285-286; What Did the Assemblies and the Senate Do?, 287; Who Were the Magistrates?, 288-289; How Did the Romans Set an Example?, 290; Review and Assessment, 302-303; Roman Government and Law, 337-338; Organizing Roman Law, 355</p> <p>Active Journal: Quick Activity: How Does Roman Society compare with Ancient Greece, 175; Writing Workshop: Research Paper, 178-179 (How does Rome compare with an earlier or contemporary society)</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 2: Citizenship in Rome</p>

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<p align="center">Social Studies Standards Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>SS.6.C.2 Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.</p>	
<p>SS.6.C.2.1 Identify principles (civic participation, role of government) from ancient Greek and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.</p>	<p>SE/TE: Explore the Essential Question, 216 Quest: Project-Based Learning Inquiry: The Influence of Ancient Greece, 220; The Business of Government, 230; The Importance of Reason, 258–259; U.S. Constitution, 285, 290, 656, 757, 770–771; How Did the Romans Set an Example?, 290; Roman Government and Law, 337–338; Organizing Roman Law, 355; How Did the Enlightenment Affect American Founders?, 757–758</p> <p>Active Journal: Take Notes & Practice Vocabulary, 140–141; Quick Activity: In Your Own Words (Quotes from Magna Carta, English Bill of Rights, and Declaration of Independence), 425</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship; Topic 6: Lesson 4: Ideas of the Enlightenment</p>

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Social Studies Standards Grade 6	myWorld Interactive World History Survey Edition, ©2019
SS.6.E Economics	
SS.6.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy.	
SS.6.E.2.1 Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development.	<p>SE/TE: Analysis Skills: Interpret Economic Performance, 295, 707; 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; Feudalism and the Manor Economy, 377–382; An Economic Revolution, 493–495; Trading States of East Africa, 603–606; Impact of Global Trade, 700–706; Colonial Rivalries in North America, 708–714; Atlantic Slave Trade, 715–721; Depression and the Rise of Totalitarianism, 821–826; Differing Ideologies (economic), 834–835; Changing National Economies, 863–864; The New Global Economy, 865–867</p> <p>Digital Sources Social Studies Core Concepts: Economics; Personal Finance; Lesson Videos: Topic 5: Lesson 6: The Economy of China Under the Han; Topic 5: Lesson 1: Trade in the Roman Empire; Topic 12: Lesson 1: China’s Economic Revolution</p>

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<p align="center">Social Studies Standards Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>SS.6.E.1 Understand the fundamental concepts relevant to the development of a market economy.</p>	
<p>SS.6.E.1.1 Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth.</p>	<p>SE/TE: Job Specialization, 36; What Were the Effects of Food Surpluses?, 30–31; Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; An Economic Revolution, 493–495; How Did Colonial Economies Work?, 712–713; The Industrial Revolution, 785–791; The Second Industrial Revolution, 801–806; Depression and the Rise of Totalitarianism, 821–826; Changing National Economies, 863–864; The New Global Economy, 865–867</p> <p>Active Journal: Quick Activity: Before and After Industrialization, 447; Take Notes, 480</p> <p>Digital Sources Social Studies Core Concepts: Economics; Lesson Videos: Topic 1: Lesson 3: The Agricultural Revolution; Lesson 4: Effects of the Agricultural Revolution; Topic 12: Lesson 1: China’s Economic Revolution; Topic 18: Lesson 4: Innovations of the First Industrial Revolution</p>
<p>SS.6.E.1.2 Describe and identify traditional and command economies as they appear in different civilizations.</p>	<p>SE/TE: When Did People Start to Farm?, 24–26; Where Did Farming Begin and How Did It Spread?, 27–31; Farming, 183, 188, 208, 210, 383–384, 494, 495, 706; Economy and Technology, 188; A Major Trade Route, 206–207; The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; Feudalism and the Manor Economy, 377–382; An Economic Revolution, 493–495; Trading States of East Africa, 603–606; Differing Ideologies, 834–835</p> <p>Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342; Take Notes & Practice Vocabulary, 223–224, 346–347</p>

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<p align="center">Social Studies Standards Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>(Continued) SS.6.E.1.2 Describe and identify traditional and command economies as they appear in different civilizations.</p>	<p>(Continued) <u>Digital Sources</u> Social Studies Core Concepts: Economics; Lesson Videos: Topic 1: Lesson 1: How Hunter-Gatherers Lived; Lesson 3: The Agricultural Revolution; Lesson 4: Effects of the Agricultural Revolution Topic 12: Lesson 1: China’s Economic Revolution</p>
<p>SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship).</p>	<p>SE/TE: When Did People Start to Farm?, 24–26; Where Did Farming Begin and How Did It Spread?, 27–31; 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; also see: Key Features of Capitalism (supply, demand, scarcity), 703 Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342 <u>Digital Sources</u> Social Studies Core Concepts: Economics; Lesson Videos: Topic 1: Lesson 1: How Hunter-Gatherers Lived; Lesson 2: Learning to Live in New Environments; Lesson 3: The Agricultural Revolution; Lesson 4: Effects of the Agricultural Revolution; Lesson 5: What Makes a Civilization?</p>

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<p align="center">Social Studies Standards Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>SS.6.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace.</p>	
<p>SS.6.E.3.1 Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions.</p>	<p>SE/TE: Currency, 63, 198, 208, 242–243, 315, 503, 593, 865; Money economy, 495; also see: 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 Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>
<p>SS.6.E.3.2 Categorize products that were traded among civilizations, and give examples of barriers to trade of those products.</p>	<p>SE/TE: 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; An Urban Economy, 469; Revival of Trade, 503; Trading States of East Africa, 603–606; Mercantilism and wealth, 702; Analysis Skill: Interpret Economic Performance, 707; Tariffs, 790, 824; What Are Free Trade Agreements?, 865–866 Active Journal: Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 350–351 (How did the environment affect the development of African empires and the trade network that connected them to other lands)</p> <p>Digital Sources Social Studies Core Concepts: Economics; Lesson Videos: Topic 5: Lesson 6: The Economy of China Under the Han; Topic 5: Lesson 1: Trade in the Roman Empire</p>

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<p align="center">Social Studies Standards Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>SS.6.E.3.3 Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners.</p>	<p>SE/TE: When Did People Start to Farm?, 24–26; Where Did Farming Begin and How Did It Spread?, 27–31; Farming, 183, 188, 208, 210, 383–384, 494, 495, 706; Economy and Technology, 188; A Major Trade Route, 206–207; The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; Feudalism and the Manor Economy, 377–382; An Economic Revolution, 493–495; Trading States of East Africa, 603–606; Mercantilism and Wealth, 702–703; Differing Ideologies, 834–835</p> <p>Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342; Take Notes & Practice Vocabulary, 223–224, 346–347</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics; Lesson Videos: Topic 1: Lesson 1: How Hunter-Gatherers Lived; Lesson 3: The Agricultural Revolution; Lesson 4: Effects of the Agricultural Revolution Topic 12: Lesson 1: China’s Economic Revolution</p>

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<p>SS.6.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade.</p>	<p>SE/TE: 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; 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; The Atlantic Slave Trade, 715–721; What Are Free Trade Agreements?, 865–866</p> <p>Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342; Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 350–351</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 1: Trade in the Roman Empire; Topic 9: Lesson 4: The Growth of Medieval Towns; Topic 16: Lesson 4: Struggle to Control the Spice Trade; Topic 19: Lesson 8: Globalization</p>

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Social Studies Standards Grade 6	myWorld Interactive World History Survey Edition, ©2019
SS.6.G Geography	
SS.6.G.1 Understand how to use maps and other geographic representations, tools and technology to report information.	
SS.6.G.1.1 Use latitude and longitude coordinates to understand the relationship between people and places on the Earth.	<p>SE/TE: For supporting content please see: Quest: Be a Map-Maker, 550; More Accurate Maps, 677 TE: History Background: Ptolemy, 335 Active Journal: Quest: Be a Map Maker, 310-317</p> <p>Digital Sources Social Studies Core Concepts: Geography: Ways to Show Earth’s Surface; Understanding Maps; 21st Century Skills Tutorials: Read Physical Maps; Use Parts of a Map; Create Charts and Maps</p>
SS.6.G.1.2 Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps.	<p>SE/TE: Analysis Skills: Interpret Thematic Maps, 173, 574; Quest: Be a Map-Maker, 550; More Accurate Maps, 677 TE: History Background: Ptolemy, 335 Active Journal: Quest: Be a Map Maker, 310-317</p> <p>Digital Sources Social Studies Core Concepts: Geography: Ways to Show Earth’s Surface; Understanding Maps; 21st Century Skills Tutorials: Read Political Maps; Read Physical Maps; Read Special Purpose Maps; Use Parts of a Map; Create Charts and Maps</p>

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<p align="center">Social Studies Standards Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>SS.6.G.1.3 Identify natural wonders of the ancient world.</p>	<p>SE/TE: Egyptian Pyramids, 96, 111, 113, 121; Kushite Pyramids, 115, 119; Did You Know? The Hanging Gardens of Babylon, 60; also see: Analyze Images: Temple of Apollo, 254; Alexandria, 270</p> <p>Active Journal: Quick Activity: How Did They Do It – Build Pyramids – Hypothesize, 69</p> <p><u>Digital Sources</u> Lesson Videos: Topic 3: Lesson 2: The Legacy of Ancient Egypt</p>
<p>SS.6.G.1.4 Utilize tools geographers use to study the world.</p>	<p>SE/TE: Analysis Skills: Interpret Thematic Maps, 173, 574; Quest: Be a Map-Maker, 550; More Accurate Maps, 677; also see: 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, 726, 741, 765, 783, 812, 822, 832, 853</p> <p>Active Journal: Quest: Be a Map Maker, 310–317; Quick Activity: A Memorable Map, 390</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Geography: Ways to Show Earth’s Surface; Understanding Maps; 21st Century Skills Tutorials: Read Political Maps; Read Physical Maps; Read Special Purpose Maps; Use Parts of a Map; Create Charts and Maps</p>

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SS.6.G.1.5 Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.	<p>SE/TE: Quest: Be a Map-Maker, 550; More Accurate Maps, 677 TE: History Background: Ptolemy, 335 Active Journal: Quest: Be a Map Maker, 310–317</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Geography: Ways to Show Earth’s Surface; Understanding Maps; 21st Century Skills Tutorials: Read Physical Maps; Use Parts of a Map; Create Charts and Maps</p>
SS.6.G.1.6 Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations.	<p>SE/TE: Geography Skills (maps), 42, 43, 46, 67, 100, 130, 178, 179, 182, 219, 222, 242, 273, 280, 314, 517, 541 Active Journal: Map Skills, 3, 27, 55, 75, 103, 129, 159, 181, 233, 257</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Geography: Forces on Earth's Surface; Water and Climate</p>
SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today.	<p>SE/TE: Geography Skills (maps), 39, 42, 43, 46, 61, 85, 93, 96, 97, 123, 126, 169, 178, 179, 186, 215; Analysis Skills: Interpret Thematic Maps, 173 Active Journal: Quick Activity: Where Do They Go Next? (map activity), 192; Quest: Be a Map Maker, 310–317; Quick Activity: A Memorable Map, 390</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Understanding Maps; 21st Century Skills Tutorials: Read Political Maps; Use Parts of a Map; Create Charts and Maps</p>

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<p>SS.6.G.2 Understand physical and cultural characteristics of places.</p>	
<p>SS.6.G.2.1 Explain how major physical characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</p>	<p>SE/TE: What Resources Were Important?, 33–34; Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; River Systems, 130; 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; How Did Trade Fuel Prosperity? 494–495; The African Landscape, 589–590; Among the Sea and Mountains, 538–539; Earth’s Water Supply, 870</p> <p>Active Journal: Quick Activity: How did they do it: build pyramids, 69; Writing Workshop: Explanatory Essay, 72–73 (How Did Geography Affect Egypt and Kush?); Packing for the Caravan (West African Trade), 342</p> <p>Digital Sources Social Studies Core Concepts: Geography: People's Impact on the Environment; Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia; Topic 3: Lesson 3: Trade Between Egypt and Kush; Topic 4: Lesson 1: Indus Valley Achievements; Topic 5: Lesson 1: The Influence of Geography on China; Topic 6: Lesson 1: Impact of Geography on Early Greece</p>

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<p align="center">Social Studies Standards Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations.</p>	<p>SE/TE: Indian Subcontinent, 129–130, 160; Geography Skills (maps), 39, 42, 43, 46, 61, 85, 93, 96, 97, 123, 126, 169, 178, 179, 186, 215; Analysis Skills: Interpret Thematic Maps, 173</p> <p>Active Journal: Writing Workshop: Explanatory Essay, 72–73 (How Did Geography Affect Egypt and Kush?); Quest: Be a Map Maker, 310–317; Quick Activity: A Memorable Map, 390</p> <p>Digital Sources Social Studies Core Concepts: Geography: Ways to Show Earth’s Surface; Understanding Maps; 21st Century Skills Tutorials: Read Political Maps; Read Physical Maps; Read Special Purpose Maps; Use Parts of a Map; Create Charts and Maps; Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia; Topic 3: Lesson 3: Trade Between Egypt and Kush; Topic 4: Lesson 1: Indus Valley Achievements; Topic 5: Lesson 1: The Influence of Geography on China; Topic 6: Lesson 1: Impact of Geography on Early Greece</p>
<p>SS.6.G.2.3 Analyze the relationship of physical geography to the development of ancient river valley civilizations.</p>	<p>SE/TE: Humans Spread Out, 15–19; Developing Complex Cultures, 21–26; New Ways of Life, 27–32; The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51; The Indus Valley Civilization, 129–134; The Huang Valley, 181–184; The Unification of China, 197–201</p> <p>Active Journal: Writing Workshop: Explanatory Essay, 72–73 (How Did Geography Affect Egypt and Kush?); Explanatory Essay, 328–329 (Compare impact of geography on Mayan, Aztec, and Incan agriculture)</p> <p>Digital Sources Social Studies Core Concepts: Geography: People’s Impact on the Environment</p>

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<p>SS.6.G.2.4 Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies.</p>	<p>SE/TE: Humans Spread Out, 15–19; Why Did People Start to Farm? 24–26; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; Indo-Aryan Migrations, 136, 141; A Major Trade Route, 206–207; Greeks in Ionia, 224; Greek Colonization, 241; The Germans Invade, 342; The Geography of Europe, 363–364; The Crusades, 420–427; Expansion of the Muslim World, 459–466; Settlement and Geography of the Americas, 551–552 Quest: Design a Village, 6; A Trip Through India, 128; Growth of Muslim Empires, 448 Active Journal: Quest: Design a Village, 4–11; A Trip Through India, 76–83; Growth of Muslim Empires, 258–265</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>
<p>SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures.</p>	<p>SE/TE: Civilization Emerges in Mesopotamia, 45–51; The Nile River Valley, 99–100; The Indus Valley Civilization, 129–134; The Huang Valley, 181–184; The Unification of China, 197–201; The Early Years of Greek Civilization, 221–226; China Turns Inward, 506–507; Trade and the West, 514 Active Journal: Writing Workshop: Explanatory Essay, 72–73 (How Did Geography Affect Egypt and Kush?)</p> <p><u>Digital Sources</u> Lesson Videos: Topic 3: Lesson 3: Trade Between Egypt and Kush; Topic 5: Lesson 1: The Influence of Geography on China; Topic 6: Lesson 1: Impact of Geography on Early Greece</p>

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<p>SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another.</p>	<p>SE/TE: Developing Complex Cultures, 21–26; What Is the Cultural Legacy of the Phoenicians? 69–70; Ancient Greek Beliefs and Arts, 251–256; Ancient Greek Learning, 258–264; Alexander and the Hellenistic World, 266–271; Roman Culture and Its Legacy, 331–338; Review and Assessment, 93; Analyze Charts, 469 TE only: Discuss, 331 Active Journal: Explore Ancient Innovations, 21; The Power of Invention (Vote on the most important breakthrough and invention), 45</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 5: What Makes a Civilization?; Topic 6: Lesson 6: Greek Mythology; Lesson 7: Socrates and Plato; Lesson 8: Cultural Exchange in the Hellenistic Age</p>
<p>SS.6.G.2.7 Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</p>	<p>SE/TE: For related material see: Humans Spread Out (map), 15–19; What Was the Diaspora? 86–87; Indo-Aryan Migrations, 136, 141</p> <p>Digital Sources 21st Century Skills Tutorials: Read Special Purpose Maps</p>

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<p>SS.6.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p>	
<p>SS.6.G.3.1 Explain how the physical landscape has affected the development of agriculture and industry in the ancient world.</p>	<p>SE/TE: When Did People Start to Farm? 24–26; When Did Farming Begin and How Did It Spread? 27–28; How Did Farming Change Human Culture? 29–30; Sumerian Achievements, 51; Iron Weapons, 59; River Systems, 130; Trade, 132; Geography Skills, 132; Where is Greece?, 222; Surrounded by the Sea, 222; Mountains and a Vast Plain, 364; Geography Skills, 364; More Food Fuels Growth, 384</p> <p>Active Journal: Writing Workshop: Narrative Essay, 52–53; Quick Activity: Explore Ancient Innovations, 21; The Power of Invention (Vote on the most important breakthrough and invention), 45</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 3: The Agricultural Revolution; Lesson 4: Effects of the Agricultural Revolution; Lesson 5: What Makes a Civilization?; Social Studies Core Concepts: Geography: People's Impact on the Environment</p>
<p>SS.6.G.3.2 Analyze the impact of human populations on the ancient world's ecosystems.</p>	<p>SE/TE: Humans Spread Out, 15–19; Developing Complex Cultures, 21–26; New Ways of Life, 27–32; The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51; The Indus Valley Civilization, 129–134; The Huang Valley, 181–184; The Unification of China, 197–201</p> <p>Active Journal: Writing Workshop: Explanatory Essay, 72–73 (How Did Geography Affect Egypt and Kush?); Explanatory Essay, 328–329 (Compare impact of geography on Mayan, Aztec, and Incan agriculture)</p> <p>Digital Sources Social Studies Core Concepts: Geography: People's Impact on the Environment</p>

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<p>SS.6.G.4 Understand the characteristics, distribution, and migration of human populations.</p>	
<p>SS.6.G.4.1 Explain how family and ethnic relationships influenced ancient cultures.</p>	<p>SE/TE: What Was Life Like for Hunter-Gathers? 12; Developing Complex Cultures, 21–26; New Ways of Life, 27–32; The Rise of Civilizations, 33–37; The Caste System, 138–140; Patricians and Plebeians, 287; Society in the Republic, 291–294; The Urban Poor, 298; A Rich Oral Tradition, 610–611 Active Journal: Quick Activity: Explore Cave Paintings, 18</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 1: How Hunter-Gatherers Lived; Lesson 5: What Makes a Civilization?; Topic 4: Lesson 2: The Caste System</p>
<p>SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results.</p>	<p>SE/TE: Humans Spread Out (map), 15–19; What Was the Diaspora? 86–87; Indo-Aryan Migrations, 136, 141; The Sil Road, 205; Greeks in Ionia, 224; Greek Colonization, 241; Empire of Alexander the Great, 269; The Germans Invade, 342</p> <p>Digital Sources Social Studies Core Concepts: Geography: Migration</p>
<p>SS.6.G.4.3 Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world.</p>	<p>SE/TE: Studying Early Humans, 7–9; Map: Approximate Ages of Human Ancestor Remains in East Africa, 8; Migration of Homo Sapiens, 17; Origins of Agriculture, 29; Review and Assessment: Analyze Maps, 39 Active Journal: Quick Activity: Explore Cave Paintings, 18</p> <p>Digital Sources 21st Century Skills Tutorials: Read Special Purpose Maps</p>

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SS.6.G.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world.	<p>SE/TE: Origins of Judaism, 71–75; Early History of the Jewish People, 83–90; Origins and Beliefs of Hinduism, 142–149; Origins and Beliefs of Buddhism, 151–157; Origins of Christianity, 318–323; Islam Spreads, 460</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Read Special Purpose Maps; Interact Maps: Topic 4: Lesson 4: The Origins and Spread of Buddhism; Topic 4: Lesson 4: Teachings and Spread of Buddhism; Topic 8: Lesson 2: Reasons for the Spread of Christianity</p>
SS.6.G.5 Understand how human actions can impact the environment.	
SS.6.G.5.1 Identify the methods used to compensate for the scarcity of resources in the ancient world.	<p>SE/TE: What Were the Effects of Food Surpluses? 30–31; How Did Farming Change Social Organization? 31</p> <p>Active Journal: Take Notes, 19; Quick Activity: Explore Ancient Innovations, 21</p> <p><u>Digital Sources</u> Lesson Videos: Topic 1: Lesson 3: The Agricultural Revolution</p>
SS.6.G.5.2 Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages.	<p>SE/TE: Roads, 36; New Roads, 63; New Canals, 50; Map: Incan Roads, 574; Asoka’s Legacy, 167; Zhou Dynasty and Roads, 188; Roman Expansion, 283; Roman Roads Link the Empire, 312</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Geography: Land Use; People’s Impact on the Environment</p>

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SS.6.G.5.3 Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations.	<p>SE/TE: What Were Early Civilizations? 34; Flooding of Tigris and Euphrates, 46; Floods and the Black Land, 100; Why Did the Indus Civilization Disappear? 134; The Fall of the Maya, 556</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Geography: Climate and Weather</p>
SS.6.G.6 Understand how to apply geography to interpret the past and present and plan for the future.	
SS.6.G.6.1 Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.	<p>SE/TE: Each map includes Geography Skills questions that on a key element of geography. For examples see: 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</p> <p>Active Journal: Map Skills, 3, 27, 55, 75, 103, 129, 159, 181, 233, 257, 281, 309, 331, 353, 379, 407, 429, 455</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Geography: The Study of Earth; Geography's Five Themes</p>
SS.6.G.6.2 Compare maps of the world in ancient times with current political maps.	<p>SE/TE: Students can compare ancient maps of the world with the current atlas at the end of myWorld Interactive World History. See for examples: Atlas: The World: Political, 878–879 and Assyrian and Persian Empires, 61; Maurya Empire, 160; Empire of Alexander the Great, 269</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Read Political Maps; Read Special Purpose Maps; Social Studies Core Concepts: Geography: Understanding Map. See all Interactive Maps</p>

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SS.6.W World History	
SS.6.W.1 Utilize historical inquiry skills and analytical processes.	
SS.6.W.1.1 Use timelines to identify chronological order of historical events.	<p>SE/TE: Each Topic in myWorld Interactive World History begins with an Interactive Timeline highlighting the important events of that timeframe. See for example: Topic 4 Timeline, 126–127; Topic 9 Timeline, 360–361; Interactive Topic 10 Timeline, 402–403; Topic 19 Timeline, 812–813; Analyze Timeline, 7, 20, 166, 740; Also see: Interactive: Key Events in Medieval English History, 415</p> <p>Active Journal: Timeline Skills, 2–3, 26–27, 54–55, 74–75, 102–103, 158–159, 180–181, 208–209, 232–233, 256–257, 280–281, 308–309, 330–331, 352–353, 378–379, 406–407, 428–429, 454–455</p> <p>Digital Sources Interactive Timelines: Topic 2: Lesson 4; Topic 4: Lesson 6; Topic 8: Lesson 1; Topic 10: Lesson 2; Topic 15: Lesson 4; Topic 16: Lesson 2; Topic 19: Lesson 8</p>
SS.6.W.1.2 Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.	<p>SE/TE: Analysis Skills: Relate Events in Time, 15, 376; Construct a Timeline, 91, 467; Analyze Timeline, 7, 20, 166, 740. Each Topic in myWorld Interactive World History begins with an Interactive Timeline highlighting the important events of that timeframe. See for example: Topic 2 Timeline, 42–43; Topic 5 Timeline, 178–179; Interactive Topic 7 Timeline, 276–277; Topic 12 Timeline, 486–487</p> <p>Active Journal: Timeline Skills, 2–3, 26–27, 54–55, 74–75, 102–103, 158–159, 180–181, 208–209, 232–233, 256–257, 280–281, 308–309, 330–331, 352–353, 378–379, 406–407, 428–429, 454–455</p>

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<p>(Continued) SS.6.W.1.2 Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.</p>	<p>(Continued) <u>Digital Sources</u> 21st Century Skills Tutorials: Sequence; Interactive Timelines: Topic 2: Lesson 4; Topic 4: Lesson 6; Topic 8: Lesson 1; Topic 10: Lesson 2; Topic 15: Lesson 4; Topic 16: Lesson 2; Topic 19: Lesson 8</p>
<p>SS.6.W.1.3 Interpret primary and secondary sources.</p>	<p><u>SE/TE:</u> Analyze Primary and Secondary Sources, ELA 4–ELA 6; Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Assess Credibility of a Source, 163, 441; Distinguish Essential from Inessential Information, 14; Distinguish Verifiable from Unverifiable Information, 114, 602; Draw Sound Conclusions from Sources, 202, 759; Primary Sources (examples), 13, 52, 107, 158, 189, 232, 257, 284, 316, 330, 368, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 679, 738, 758, 772, 792, 820, 841; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875 <u>Active Journal:</u> Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217, 282–289, 354–361, 408–415, 430–437, 456–463 <u>Digital Sources</u> 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Search for Information on the Internet; Interpret Sources; Evaluate Web Sites. See all Interactive Primary Sources.</p>

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<p align="center">Social Studies Standards Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>SS.6.W.1.4 Describe the methods of historical inquiry and how history relates to the other social sciences.</p>	<p>SE/TE: Analysis Skills: Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Identify Sources of Continuity, 213, 613; Analyze Sequence, Causation, and Correlation, 301, 650; Detect Changing Patterns, 324, 369; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Quests, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814</p> <p>Active Journal: Quick Activity, 18, 21, 40, 45, 66, 69, 86, 91, 116, 119, 144, 151, 172, 175, 192, 201, 220, 229, 248, 253, 268, 275, 296, 299, 320, 325, 342, 345, 366, 371, 390, 403, 420, 425, 442, 447, 468, 471</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Analyze Primary and Secondary Sources; Support Ideas with Evidence; Analyze Cause and Effect; Sequence</p>
<p>SS.6.W.1.5 Describe the roles of historians and recognize varying historical interpretations (historiography).</p>	<p>SE/TE: Three Great Historians, 260–261; Analysis Skills: Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Determine Author’s Point of View, 158, 196, 232, 257, 636, 758, 772, 782, 790; Identify/Recognize Points of View, 52, 665, 685, 873; Compare Viewpoints, 215, 237, 249, 294, 573</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>

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<p>SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.</p>	<p>SE/TE: Developing Complex Cultures, 21–26; Origins and Beliefs of Hinduism, 142–149; Origins and Beliefs of Buddhism, 151–157; Ancient Greek Beliefs and Arts, 251–256; Ancient Greek Learning, 258–264; Alexander and the Hellenistic World, 266–271; Origins of Christianity, 318–323; Beliefs of Christianity, 325–329; Roman Culture and Its Legacy, 331–338; Biography, 62, 84, 105, 165, 194, 200, 260, 268, 289, 299, 310, 326, 371, 392, 407, 436, 471, 479, 500, 534, 570, 597, 605, 631, 643, 673, 720, 746, 754, 769, 782, 846, 859</p> <p>Active Journal: quick Activity: Explore Cave Paintings, 18; Museum Gallery (artifacts), 86; Ancient Indian Poetry, 91</p> <p><u>Digital Sources</u> Interactive Biographies (see all); Lesson Videos: Topic 1: Lesson 5: What Makes a Civilization?; Topic 2: Lesson 6: The Central Beliefs of Judaism; Topic 3: Lesson 2: The Legacy of Ancient Egypt; Topic 4: Lesson 3: Hindu Traditions and Practices; Topic 4: Lesson 4: Teachings and Spread of Buddhism; Topic 6: Lesson 8: Cultural Exchange in the Hellenistic Age; Topic 8: Lesson 2: Reasons for the Spread of Christianity</p>

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SS.6.W.2 Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).	
SS.6.W.2.1 Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities.	<p>SE/TE: How Did Hunter-Gatherers Live?, 11–12; How Did Humans Adapt to Varied Environments? 18–19; When Did People Start to Farm? 24–26</p> <p>Active Journal: Quick Activity: Explore Ancient Innovations, 21</p> <p><u>Digital Sources</u> Lesson Videos: Topic 1: Lesson 1: How Hunter-Gatherers Lived; Learning to Live in New Environments</p>
SS.6.W.2.2 Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization.	<p>SE/TE: When Did People Start to Farm? 24–26; When Did Farming Begin and How Did It Spread? 27–28; How Did Farming Change Human Culture? 29–30; Sumerian Achievements, 51; Iron Weapons, 59; More Food Fuels Growth, 384</p> <p>Active Journal: Writing Workshop: Narrative Essay, 52–53; Quick Activity: Explore Ancient Innovations, 21; The Power of Invention (Vote on the most important breakthrough and invention), 45</p> <p><u>Digital Sources</u> Lesson Videos: Topic 1: Lesson 3: The Agricultural Revolution; Lesson 4: Effects of the Agricultural Revolution; Lesson 5: What Makes a Civilization?</p>
SS.6.W.2.3 Identify the characteristics of civilization.	<p>SE/TE: The Rise of Civilizations, 33–37; Review and Assessment, 38–39</p> <p>Active Journal: Take Notes & Practice Vocabulary, 22–23</p> <p><u>Digital Sources</u> Lesson Videos: Topic 1: Lesson 5: What Makes a Civilization?</p>

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<p>SS.6.W.2.4 Compare the economic, political, social, and religious institutions of ancient river civilizations.</p>	<p>SE/TE: Civilization Emerges in Mesopotamia, 45–51; Egypt Under the Pharaohs, 99–106; The Indus Valley Civilization, 129–134; The Huang Valley, 181–184; How Did Geography Affect Kush?, 117</p> <p>Active Journal: Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40; The Power of Invention (Vote on the most important breakthrough and invention), 45; How did ancient Egyptians view the pharaohs? (Analyze images), 66; Ancient Indian Poetry, 91</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia; Lesson Videos: Topic 3: Lesson 2: The Legacy of Ancient Egypt; Topic 4: Lesson 1: Indus Valley Achievements; Topic 5: Lesson 1: The Influence of Geography on China</p>
<p>SS.6.W.2.5 Summarize important achievements of Egyptian civilization.</p>	<p>SE/TE: Achievements of Egyptian Civilization, 109–113; Analysis Skills: Distinguish Verifiable and Unverifiable Information, 114; Review and Assessment, 122–123</p> <p>Active Journal: Quick Activity: How did they do it – build pyramids – hypothesize, 69</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 2: The Legacy of Ancient Egypt</p>

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<p>SS.6.W.2.6 Determine the contributions of key figures from ancient Egypt.</p>	<p>SE/TE: Tutankhamen, 102; Hatshepsut, 105-106; Thutmose III, 106; Ramses II, 106; Hellenistic Egypt, 270 Active Journal: Quick Activity: How did ancient Egyptians view the pharaohs? (Analyze images), 66 <u>Digital Sources</u> Lesson Videos: Topic 3: Lesson 1: Pharaohs of Ancient Egypt</p>
<p>SS.6.W.2.7 Summarize the important achievements of Mesopotamian civilization.</p>	<p>SE/TE: Civilization Emerges in Mesopotamia, 45–51; The First Empires, 54–58; The Assyrian and Persian Empires, 59–64; The Phoenicians, 66–70; Techniques Create a Surplus, 101 Active Journal: Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40 <u>Digital Sources</u> Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia; Lesson 2: Hammurabi’s Code; Lesson 3: The Assyrian and Persian Empires; Lesson 4: The Alphabet</p>
<p>SS.6.W.2.8 Determine the impact of key figures from ancient Mesopotamian civilizations.</p>	<p>SE/TE: Sargon, 55, 58; Hammurabi, 56, 57, 58 ; Ashurbanipal, 60; Nebuchadnezzar, 60; Cyrus, 60, 61, 62 Active Journal: Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40 <u>Digital Sources</u> Social Studies Reference Center: Biographies: Topic 2: Lesson 2: Hammurabi; Interactive Primary Sources: Topic 2: Lesson 2: Code of Hammurabi; Lesson Videos: Topic 2: Lesson 2: Hammurabi’s Code; Lesson 3: The Assyrian and Persian Empires</p>

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<p>SS.6.W.2.9 Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area.</p>	<p>SE/TE: Origins of Judaism, 71–75; Beliefs of Judaism, 77–82; Early History of the Jewish People, 83–90; Review and Assessment, 92–93</p> <p>Active Journal: Take Notes & Practice Vocabulary, 46–51</p> <p><u>Digital Sources</u> Lesson Videos: Topic 2: Lesson 2: The Origins of Judaism; Lesson 6: The Central Beliefs of Judaism; Lesson 7: Israel and the Jewish Diaspora</p>
<p>SS.6.W.2.10 Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations.</p>	<p>SE/TE: Civilization Emerges in Mesopotamia, 45–51; Egypt Under the Pharaohs, 99–106; The Indus Valley Civilization, 129–134; The Huang Valley, 181–184; The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573</p> <p>Active Journal: Writing Workshop: Explanatory Essay (related activity), 328–329</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Compare and Contrast</p>
<p>SS.6.W.3 Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p>	
<p>SS.6.W.3.1 Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).</p>	<p>SE/TE: The Phoenicians, 66–70; Review and Assessment, 92–93</p> <p>Active Journal: Take Notes & Practice Vocabulary, 43–44</p> <p><u>Digital Sources</u> Lesson Videos: Topic 2: Lesson 4: The Alphabet</p>

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<p>SS.6.W.3.2 Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</p>	<p>SE/TE: Explore the Essential Question, 216 Quest: Project-Based Learning Inquiry: The Influence of Ancient Greece, 220; Democracy in Athens, 227-231; Primary Sources Pericles, <i>Funeral Oration</i>, 232; Citizens and Noncitizens, 240; The Importance of Reason, 258-259; How Did the Enlightenment Affect American Founders?, 757-758 Active Journal: Take Notes & Practice Vocabulary, 140-141; Quick Activity: In Your Own Words (Quotes from Magna Carta, English Bill of Rights, and Declaration of Independence), 425 Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship; Topic 6: 17: Lesson 4: Ideas of the Enlightenment</p>
<p>SS.6.W.3.3 Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).</p>	<p>SE/TE: Democracy in Athens, 227-231; Primary Sources Pericles, <i>Funeral Oration</i>, 232; Oligarchy in Sparta, 234-237; Primary Source, 239; Citizens and Noncitizens, 240 Active Journal: Take Notes & Practice Vocabulary, 140-141, 142-143 Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship; Lesson 3: Growing Up Spartan</p>
<p>SS.6.W.3.4 Explain the causes and effects of the Persian and Peloponnesian Wars.</p>	<p>SE/TE: Warfare in Ancient Greece, 244-249; Review and Assessment, 272-273 Active Journal: Take Notes & Practice Vocabulary, 147-148 Digital Sources Lesson Videos: Topic 6: Lesson 5: Causes and Effects of the Persian Wars</p>

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<p>SS.6.W.3.5 Summarize the important achievements and contributions of ancient Greek civilization.</p>	<p>SE/TE: Who Influenced the Early Greeks?, 223–224; Ancient Greek Society and Economic Expansion, 238–243; Ancient Greek Beliefs and Arts, 251–256; Primary Sources: Homer, the <i>Odyssey</i>, 257; Ancient Greek Learning, 258–264</p> <p>Active Journal: Quick Activity: Create a Comic Strip (Fable Ancient Greece), 151</p> <p><u>Digital Sources</u> Lesson Videos: Topic 6: Lesson 7: Socrates and Plato; Lesson 8: Cultural Exchange in the Hellenistic Age; Interactive Primary Sources: Topic 6: Lesson 5: Herodotus, The Persian Wars; Lesson 6: Euripides, Medea; Lesson 7: Aristotle, Politics; Lesson 7: Plato, The Republic</p>
<p>SS.6.W.3.6 Determine the impact of key figures from ancient Greece.</p>	<p>SE/TE: Democracy in Athens, 227–231; Primary Sources Pericles, <i>Funeral Oration</i>, 232; Oligarchy in Sparta, 234–237; Warfare in Ancient Greece, 244–249; Ancient Greek Beliefs and Arts, 251–256; Primary Sources: Homer, the <i>Odyssey</i>, 257; Ancient Greek Learning, 258–264</p> <p>Active Journal: Take Notes & Practice Vocabulary, 140–141, 147–153</p> <p><u>Digital Sources</u> Lesson Videos: Topic 6: Lesson 7: Socrates and Plato; Lesson 8: Cultural Exchange in the Hellenistic Age; Interactive Primary Sources: Topic 6: Lesson 5: Herodotus, The Persian Wars; Lesson 6: Euripides, Medea; Lesson 7: Aristotle, Politics; Lesson 7: Plato, The Republic</p>

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SS.6.W.3.7 Summarize the key achievements, contributions, and figures associated with The Hellenistic Period.	<p>SE/TE: Alexander and the Hellenistic World, 266–271; Review and Assessment, 272–273 Active Journal: Take Notes & Practice Vocabulary, 154–155</p> <p><u>Digital Sources</u> Lesson Videos: Topic 6: Lesson 8: Cultural Exchange in the Hellenistic Age</p>
SS.6.W.3.8 Determine the impact of significant figures associated with ancient Rome.	<p>SE/TE: Why Did Pompey and Caesar Fight?, 299–300; Interactive: Who Was Julius Caesar?, 300; Who Was Augustus?, 310; Who Were the Other Emperors?, 310–311; Diocletian Divides the Empire, 341; Constantine Builds a New Rome, 341–342; Justinian’s Legacy, 346</p> <p><u>Digital Sources</u> Social Studies Reference Center: Biographies: Topic 7: Lesson 4: Julius Caesar; Topic 8: Lesson 1: Augustus; Lesson 5: Constantine; Lesson 6: Justinian I</p>
SS.6.W.3.9 Explain the impact of the Punic Wars on the development of the Roman Empire.	<p>SE/TE: Conflict with Carthage, 296–297; Lesson Check, 300; Analysis Skills: Analyze Sequence, Causation, and Correlation, 301 Active Journal: Take Notes & Practice Vocabulary, 176–177</p> <p><u>Digital Sources</u> Lesson Videos: Topic 7: Lesson 4: Why Did the Roman Republic End?</p>
SS.6.W.3.10 Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).	<p>SE/TE: Government of the Republic, 285–290; Review and Assessment, 302–303 Active Journal: Take Notes & Practice Vocabulary, 170–171</p> <p><u>Digital Sources</u> Lesson Videos: Topic 7: Lesson 2: Citizenship in Rome</p>

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<p>SS.6.W.3.11 Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.</p>	<p>SE/TE: How Did Rome Change from Republic to Empire? 298–300 Active Journal: Take Notes & Practice Vocabulary, 176–177</p> <p><u>Digital Sources</u> Lesson Videos: Topic 7: Lesson 4: Why Did the Roman Republic End?</p>
<p>SS.6.W.3.12 Explain the causes for the growth and longevity of the Roman Empire.</p>	<p>SE/TE: Italy's Varied Geography, 279–280; The Empire at Its Height, 311–312; Trade and the Roman Economy, 314–315; A Multicultural Empire, 331 Active Journal: Take Notes & Practice Vocabulary, 168–169</p> <p><u>Digital Sources</u> Lesson Videos: Topic 8: Lesson 1: Trade in the Roman Empire</p>
<p>SS.6.W.3.13 Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire.</p>	<p>SE/TE: Origins of Christianity, 318–323; Analysis Skill: Detect Changing Patterns, 324; Beliefs of Christianity, 325–329; Primary Sources: The Gospel of Matthew, The Sermon on the Mount, 330 Active Journal: Take Notes & Practice Vocabulary, 193–196</p> <p><u>Digital Sources</u> Lesson Videos: Topic 8: Lesson 2: Reasons for the Spread of Christianity; Lesson 3: The New Testament; Interactive Primary Sources: Topic 8: Lesson 3: Paul, First Letter to the Corinthians</p>

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SS.6.W.3.14 Describe the key achievements and contributions of Roman civilization.	<p>SE/TE: The Roman Influence, 278; How Did the Romans Set an Example?, 290; What Were Rome’s Practical Achievements? 312–314; Roman Culture and Its Legacy, 331–338; Review and Assessment, 356–357</p> <p>Active Journal: Quick Activity: Explore Roman Numerals, 172</p> <p><u>Digital Sources</u> Lesson Videos: Topic 8: Lesson 4: Rome’s Cultural Gifts</p>
SS.6.W.3.15 Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana.	<p>SE/TE: Rome’s Army, 283; Rome’s Friends and Allies, 283; Decline of the Roman Empire, 339–343</p> <p>Active Journal: Quick Activity: Did the Roman Empire Fall? 201; Take Notes & Practice Vocabulary, 199–200,</p> <p><u>Digital Sources</u> Lesson Videos: Topic 8: Lesson 5: Why Did the Roman Empire End?</p>
SS.6.W.3.16 Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.	<p>SE/TE: Patricians and Plebeians, 287; Society in the Republic, 291–294; The Urban Poor, 298</p> <p>Active Journal: Quick Activity: How Does Roman Society Compare with Ancient Greece, 175</p> <p><u>Digital Sources</u> Lesson Videos: Topic 7: Lesson 3: Roman Society</p>
SS.6.W.3.17 Explain the spread and influence of the Latin language on Western Civilization.	<p>SE/TE: The Influence of Latin, 334; How Did Portuguese Colonization Affect Native Americans?, 695-696</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Analyze Cause and Effect</p>

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SS.6.W.3.18 Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.	<p>SE/TE: Egypt and Kush, 115–120; Analysis Skills: Frame Questions, 121; Review and Assessment, 122–123; The Kingdom of Kush and Axum, 603–604; How Did Christianity Grow in East Africa? 604–605; Lesson Check, 606</p> <p>Active Journal: Take Notes & Practice Vocabulary, 346–347</p> <p><u>Digital Sources</u> Lesson Videos: Topic 3: Lesson 3: Trade Between Egypt and Kush; Topic 14: Lesson 3: Ethiopia as a Christian Outpost</p>
SS.6.W.4 Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).	
SS.6.W.4.1 Discuss the significance of Aryan and other tribal migrations on Indian civilization.	<p>SE/TE: Who Were the Indo-Aryans and How Did They Live? 135–138; Map: Indo-Aryan Invasion, 136</p> <p>Active Journal: Quick Activity: Museum Gallery (artifacts), 86; Take Notes & Practice Vocabulary, 87–88</p> <p><u>Digital Sources</u> Lesson Videos: Topic 4: Lesson 1: Indus Valley Achievements</p>
SS.6.W.4.2 Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India.	<p>SE/TE: The Caste System, 138–140; Origins and Beliefs of Hinduism, 142–149; Primary Sources: The Ramayana, 150; Review and Assessment, 174–175</p> <p>Active Journal: Take Notes & Practice Vocabulary, 89–90</p> <p><u>Digital Sources</u> Topic 4: Lesson 2: The Caste System; Topic 4: Lesson 3: Hindu Traditions and Practices</p>

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<p>SS.6.W.4.3 Recognize the political and cultural achievements of the Mauryan and Gupta empires.</p>	<p>SE/TE: The Maurya Empire Begins, 159–162; Asoka’s Rule, 164–167; The Gupta Empire, 168–172; Review and Assessment, 174–175 Active Journal: Quick Activity: Ancient Indian Poetry, 91</p> <p><u>Digital Sources</u> Social Studies Reference Center: Biographies: Topic 4: Lesson 6: Asoka; Lesson Videos: Topic 4: Lesson 5: Chandraputra Maurya’s Rule</p>
<p>SS.6.W.4.4 Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia.</p>	<p>SE/TE: Origins and Beliefs of Buddhism, 151–157; Primary Sources: The Life or Legend of Gaudama, 158; Asoka’s Rule, 164–167; Buddhism Changes Over Time, 478; The Journey of Xuanzang, 478; Buddhism, 512; Zen Buddhism, 536; The Srivijaya Empire, 543; The Khmer Empire, 543 Active Journal: Take Notes & Practice Vocabulary, 92–93, 96–97</p> <p><u>Digital Sources</u> Lesson Videos: Topic 4: Lesson 4: Teachings and Spread of Buddhism; Lesson 6: The Life of Asoka; Social Studies Reference Center: Biographies: Topic 4: Lesson 6: Asoka</p>
<p>SS.6.W.4.5 Summarize the important achievements and contributions of ancient Indian civilization.</p>	<p>SE/TE: What Mysteries Surround the Indus Valley Civilization? 133–134; What Was Gupta Culture Like? 170; Mathematics and Science, 171–172 Active Journal: Take Notes & Practice Vocabulary, 98–99</p> <p><u>Digital Sources</u> Lesson Videos: Topic 4: Lesson 1: Indus Valley Achievements; Lesson 7: The Golden Age of the Gupta</p>

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<p>SS.6.W.4.6 Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties.</p>	<p>SE/TE: The Zhou Dynasty, 185–188; Primary Sources: Sun Tzu, <i>The Art of War</i>, 189 Active Journal: Quick Activity: Letter to the People (Zhou Dynasty), 116</p> <p><u>Digital Sources</u> Lesson Videos: Topic 5: Lesson 2: The Dynastic Cycle and the Mandate of Heaven</p>
<p>SS.6.W.4.7 Explain the basic teachings of Laozi, Confucius, and Han Fei Zi.</p>	<p>SE/TE: What Are the Two Branches of Buddhism?, 156; Chinese Belief Systems, 191–195; Primary Sources: Confucius, <i>The Analects</i>, 196; Harsh Laws (Han Feizi), 200; Daoism, 512; Confucianism, 513; Neo-Confucianism, 513; Primary Sources: Zhu Xi, Neo-Confucianist Thought, 515 Active Journal: Take Notes & Practice Vocabulary, 117–118, 294–295; Quick Activity: Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296</p> <p><u>Digital Sources</u> Interactive Primary Sources: Topic 5: Lesson 3: Confucius, Analects; Laozi, The Dao de Jing; Lesson Videos: Topic 5: Lesson 3: How Confucius’s Life Shaped His View of Government</p>

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<p>SS.6.W.4.8 Describe the contributions of classical and post classical China.</p>	<p>SE/TE: Chinese Belief Systems, 191–195; Primary Sources: Confucius, <i>The Analects</i>, 196; Han Society and Achievements, 208–212; Review and Assessment, 214–215; Tang and Song China, 489–496; Chinese Thought and Achievements, 508–514; Primary Sources: Zhu Xi, Neo-Confucianist Thought, 515; Review and Assessment, 544–545</p> <p>Active Journal: Quick Activity: How Do Ideas Change Lives? (Confucianism and Daoism), 119; Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296</p> <p><u>Digital Sources</u> Interactive Primary Sources: Topic 5: Lesson 3: Confucius, Analects; Laozi, The Dao de Jing; Lesson Videos: Topic 5: Lesson 3: How Confucius’s Life Shaped His View of Government; Lesson 4: Comparing Legalism and Confucianism; Topic 12: Lesson 3: Technology of China</p>

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<p>SS.6.W.4.9 Identify key figures from classical and post classical China.</p>	<p>SE/TE: The Zhou Dynasty, 185–188; Primary Sources: Sun Tzu, <i>the Art of War</i>, 189; Tang and Song China, 489–496; The Mongol and Min Empires, 498–507; Chinese Belief Systems, 191–195; Primary Sources: Confucius, <i>The Analects</i>, 196; The Unification of China, 197–201; The Han Dynasty Expands, 203–207; Tang and Song China, 489–496; The Mongol and Ming Empires, 498–507</p> <p>Active Journal: Take Notes & Practice Vocabulary, 114–115, 290–291, 292–293</p> <p><u>Digital Sources</u> Lesson Videos: Topic 5: Lesson 2: The Dynastic Cycle and the Mandate of Heaven; Lesson 3: How Confucius’s Life Shaped His View of Government; Lesson 4: Comparing Legalism and Confucianism; Topic 12: Lesson 2: The Growth and Importance of the Mongol Empire; Social Studies Reference Center: Biographies: Topic 5: Lesson 3: Confucius; Lesson 4: Shi Huangdi; Topic 12: Lesson 2: Ghengis Khan</p>
<p>SS.6.W.4.10 Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin.</p>	<p>SE/TE: The Silk Road, 205–207; Economic Life, 210; Review and Assessment, 214–215; Exchange Between Continents, 271; Trade and the Roman Economy, 314–315; International Influences, 332; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Life in Yuan China, 502–504; Review and Assessment, 545; Indian Ocean Trade Routes, 605–606; Da Gama Reaches India, 696–697</p> <p>Active Journal: Take Notes & Practice Vocabulary, 122–123</p> <p><u>Digital Sources</u> Lesson Videos: Topic 5: Lesson 6: The Economy of China Under the Han</p>

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<p>SS.6.W.4.11 Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Ghengis and Kublai Khan.</p>	<p>SE/TE: What Were the Mongol Conquests? 498–500; The Yuan Dynasty, 501; Life in Yuan China, 502–503; Lesson Check, 507; also see: Chinese Thought and Achievements, 508–514</p> <p>Active Journal: Take Notes & Practice Vocabulary, 292–293, 294–295; Quick Activity: Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296</p> <p><u>Digital Sources</u> Lesson Videos: Topic 12: Lesson 2: The Growth and Importance of the Mongol Empire; Lesson 3: Technology of China</p>
<p>SS.6.W.4.12 Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century.</p>	<p>SE/TE: China Turns Inward, 506–507; Trade and the West, 514</p> <p>Active Journal: Take Notes & Practice Vocabulary, 294–295</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Identify Main Ideas and Details</p>