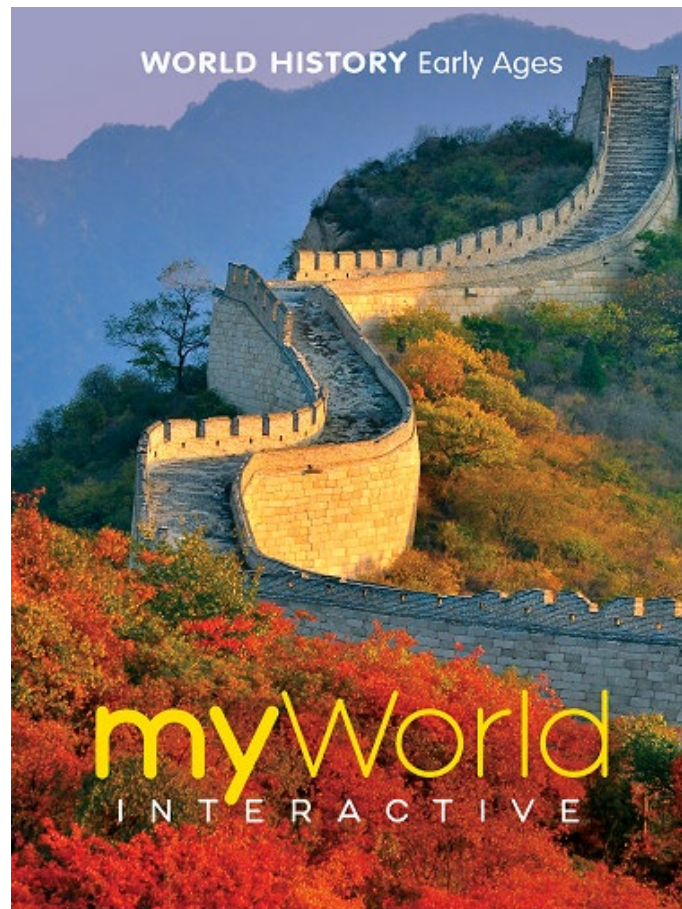


A Correlation of
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Early Ages, ©2019



to the
Iowa Core in Social Studies 2017
Grade 6

**A Correlation of myWorld Interactive Social Studies, World History Early Ages, ©2019
to the 2019Iowa Core in Social Studies 201,7 Grade 6**

Introduction

This document demonstrates how *myWorld Interactive Social Studies, World History Early Ages, ©2019* meets the Iowa Core in Social Studies 2017 for grade 6. Correlation page references are to the Student and Teacher Edition and Realize digital resources.

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.
- **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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Iowa Core in Social Studies 2017 Grade 6	myWorld Interactive Social Studies World History, Early Ages, ©2019
Inquiry Standards	
Constructing Compelling Questions	
SS.6.1: Explain how disciplinary concepts and ideas are associated with a compelling question.	<p>SE/TE: Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670 Writing Workshop, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723 Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Develop a Clear Thesis; Create a Research Hypothesis Topic 1–16>Introduction>Essential Question Topic 1–16>Quests</p>
Constructing Supporting Questions	
SS.6.2: Identify the relationship between supporting questions and compelling questions in an inquiry.	<p>SE/TE: Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666 Topic Assessment: Revisit the Essential Question, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723 Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670</p> <p>Realize Digital Resources: Topic 1–16>Introduction>Essential Question Topic 1–16>Quests</p>
Gathering and Evaluating Sources	
SS.6.3: Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection.	<p>SE/TE: Analysis Skills: Detect Historical Points of View, 141 Topic 4: Research Paper: Find and Use Credible Sources, 149 Analysis Skills: Assess Credibility of a Source, 163 Topic 5: Write an Argument: Use Credible Sources, 201 Analysis Skills: Draw Sound Conclusions from Sources, 202 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Update an Interpretation, 265 Topic 8: Write Arguments: Distinguish Claims from Opposing Claims, 349 Analysis Skills: Compare Different Points of View, 411</p>

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<p>Continued: SS.6.3: Gather relevant information from primary and secondary sources using the origin and authority of the source to guide the selection.</p>	<p>Continued: Topic 10: Write a Research Paper: Find and Use Credible Sources, 418 Analysis Skills: Assess Credibility of a Source, 441 Topic 12: Write a Research Paper: Find and Use Credible Sources, 521 Analysis Skills: Update an Interpretation, 559</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Evaluate Existing Arguments; Identify Bias Topic 6>Lesson 5>Interactive Primary Source: Herodotus, The Persian Wars Topic 16>Lesson 2>Interactive Primary Source: las Casas, Destruction of the Indies Topic 16>Lesson 7>Interactive Primary Source: Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano</p>
<p>SS.6.4: With teacher direction, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.</p>	<p>SE/TE: Topic 4: Research Paper: Find and Use Credible Sources, 149 Analysis Skills: Assess Credibility of a Source, 163 Topic 5: Write an Argument: Use Credible Sources, 201 Analysis Skills: Distinguish Relevant from Irrelevant Information, 233 Topic 10: Write a Research Paper: Find and Use Credible Sources, 418 Analysis Skills: Assess Credibility of a Source, 441 Topic 12: Write a Research Paper: Find and Use Credible Sources, 521 Analysis Skills: Distinguish Relevant from Irrelevant Information, 663 Analysis Skills: Distinguish Relevant from Irrelevant Information, 686</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Evaluate Web Sites; Identify Bias; Identify Evidence; Support Ideas with Evidence Topic 6>Lesson 5>Interactive Primary Source: Herodotus, The Persian Wars Topic 16>Lesson 2>Interactive Primary Source: las Casas, Destruction of the Indies</p>

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Developing Claims and Using Evidence	
<p>SS.6.5: With teacher direction, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.</p>	<p>SE/TE: Quest (Discussion Inquiry): Debate Punishments for Crimes, 44 Quest (Document–Based Inquiry): Evaluating a Leader’s Legacy, 180 Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215 Topic 8: Write Arguments, 315, 332, 329, 338, 343, 349, 355, 357 Quest (Discussion Inquiry): Freedom vs. Security, 362 Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 482, 483 Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>
<p>SS.6.6: With teacher direction, develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>SE/TE: Topic 5: Write an Argument: Introduce Claims, 184; Support Claims, 188, 195 Topic 8: Write Arguments: Introduce a Claim, 338; Support a Claim, 343; Distinguish Claims from Opposing Claims, 349 Topic 11: Write an Argumentative Essay: Introduce Claims, 452; Support Claims, 457; Distinguish Claims from Opposing Claims, 474 Topic 16: Write an Argument: Introduce Claims, 678; Support Claims, 685; Distinguish Claims from Opposing Claims, 692; Use Credible Sources, 699</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Consider and Counter Opposing Arguments; Evaluate Existing Arguments; Evaluate Web Sites</p>

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Communicating and Critiquing Conclusions	
<p>SS.6.7: With teacher direction, construct arguments using claims and evidence from multiple sources.</p>	<p>SE/TE: Quest (Discussion Inquiry): Debate Punishments for Crimes, 44 Quest (Document–Based Inquiry): Evaluating a Leader’s Legacy, 180 Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215 Topic 8: Write Arguments, 315, 332, 329, 338, 343, 349, 355, 357 Quest (Discussion Inquiry): The Fall of Rome, 304 Quest (Discussion Inquiry): Freedom vs. Security, 362 Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 482, 483 Quest (Document–Based Inquiry): A Strong Influence, 488 Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723 Quest (Discussion Inquiry):Colonizing Planets, 670</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Consider and Counter Opposing Arguments</p>
<p>SS.6.8: With guided practice, construct responses to compelling questions supported by reasoning and evidence.</p>	<p>SE/TE: Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666 Quests, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670 Topic Assessment: Revisit the Essential Question & Writing Workshop, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p> <p>Realize Digital Resources: Topic 1–16>Introduction>Essential Question Topic 1–16>Quests</p>

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<p>SS.6.9: Present original arguments based on credible sources using a variety of media to authentic audiences.</p>	<p>SE/TE: Quest (Discussion Inquiry): Debate Punishments for Crimes, 44 Quest (Document–Based Inquiry): Evaluating a Leader’s Legacy, 180 Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215 Topic 8: Write Arguments, 315, 332, 329, 338, 343, 349, 355, 357 Quest (Discussion Inquiry): Freedom vs. Security, 362 Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 482, 483 Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Consider and Counter Opposing Arguments</p>
<p>SS.6.10: With teacher direction, analyze the disciplinary arguments of peers’ for credibility.</p>	<p>SE/TE: Quest (Discussion Inquiry): Debate Punishments for Crimes, 44 Quest (Document–Based Inquiry): Evaluating a Leader’s Legacy, 180 Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215 Topic 8: Write Arguments, 315, 332, 329, 338, 343, 349, 355, 357 Quest (Discussion Inquiry): Freedom vs. Security, 362 Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 482, 483 Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723 Distinguish Fact and Opinion, 497</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Consider and Counter Opposing Arguments</p>

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Taking Informed Action	
<p>SS.6.11: Explain the challenges and opportunities people face when taking action to address problems, including predicting possible results.</p>	<p>SE/TE: Analysis Skills: Identify Central Issues and Problems, 317 How Did Hunter–Gatherers Live? 11 Lesson Check: Solve Problems, 195, 699 Quest: Discussion Inquiry: Debate Punishments for Crimes, 44 Quest: Freedom vs. Security, 362 Quest: Ask Questions & Prepare Your Position, 308, 670</p> <p>TE only: Solve Problems, 60, 365, 677, 681, 690 Draw Conclusions, 286 Express Problems Clearly, 298, 346, 354, 416</p> <p>Realize Digital Resources: 21st Century Skills Tutorials: Participate in a Discussion or Debate; Work in Teams; Being an Informed Citizen; Serving on a Jury</p>
<p>SS.6.12: Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.</p>	<p>SE/TE: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44 Quest: Freedom vs. Security, 362 Speaking and Listening: Discuss Your Ideas, ELA 15 Speaking and Listening: Effective Listening, ELA 17 Quest: Ask Questions & Prepare Your Position, 308, 670</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate; Work in Teams; Being an Informed Citizen; Serving on a Jury</p>

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6th Grade: World Regions and Cultures	
BS: Behavioral Sciences	
Examine Factors that Led to Continuity and Change in Human and Group Behavior	
<p>BS.SS.6.13: Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.</p>	<p>SE/TE: Analysis Skills: Identify Physical and Cultural Features, 108, 380 What Was Life Like for Hunter–Gatherers?, 12 Developing Complex Cultures, 21–26 How Did Farming Change Human Culture? 29–31 Akkadian Culture, 55 Cultural Diffusion, 69, 70, 93 What Was the Diaspora? 86–87 Indo–Aryan Migrations, 136, 141 Spread of Hinduism, 147–148 Spread of Buddhism, 156–157 Cultural Life, 188 Greeks in Ionia, 224 Greek Colonization, 241 Interactive: Develop Cultural Awareness, 213 Greek Religion and Mythology, 251–254 Roman Culture and Its Legacy, 331–338 Revival of Towns and Trade, 383–388 The Crusades, 420–427 Expansion of the Muslim World, 459–466 How Did Cities and Trade Grow? 468–470 Quest: Document–Based Writing Inquiry: A Strong Influence, 488 Trading States of East Africa, 603–606 African Traditions, 607–611</p> <p>TE only: Recognize Cultural and Experiential Backgrounds, 3, 44, 95, 125, 177, 217, 275, 305</p> <p>Realize Digital Resources: Topic 2>Lesson 7>Video: Israel and the Jewish Diaspora Topic 4>Lesson 4>Interactive Map: The Origins and Spread of Buddhism Topic 6>Lesson 8>Video: Cultural Exchange in the Hellenistic Age Topic 10>Lesson 3>Interactive Simulation: Conflicts and Crusades Topic 11>Lesson 3>Interactive Map: Spread of Islam</p>

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Recognize the Interaction Between Individuals and Various Groups	
<p>BS.SS.6.14: Explain how groups form in our society, and how groups, as well as the individuals within those groups, can influence each other.</p>	<p>SE/TE: How Did Farming Change Social Organization? 31 Job Specialization, 36 Social Classes, 48 What Was the Diaspora? 86–87 Quest: Document–Based Writing Inquiry: Become a Pharaoh–in–Training, 98 How was Egyptian Society Organized? 103 The Caste System, 138–140 Han Society, 208–209 What Was the Role of Women in Ancient Greece? 238–239 What Were the Social Divisions in Greek Society? 239–241 Society in the Republic, 291–294 Roles of Men and Women, 461 Japanese Feudalism, 522–528 The Maya, 551–557 The Aztecs, 560–565 The Incas, 567–573 Society in West African Empires, 607–609 Lesson Check, 628 Lesson Check, 635 Biographies, 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</p> <p>Realize Digital Resources: Topic 7>Lesson 4>Interactive Biography: Julius Caesar Topic 8>Lesson 5>Interactive Biography: Constantine Topic 12>Lesson 2>Interactive Biography: Ghengis Khan Topic 15>Lesson 6>Interactive Biography: Nicholas Copernicus</p>

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E: Economics	
Assess the Global Economy	
<p>E.SS.6.15: Distinguish how varying economic systems impact a nation and its citizens.</p>	<p>SE/TE: Agricultural Techniques Create a Surplus, 101 Trade in the Nile Valley, 116–117 Indus Valley: Trade, 132 Economy and Technology, 188 Industry, 210 Controlling Production and Prices, 210–211 The Greek Economy, 241–242 Analysis Skills: Interpret Economic Performance, 295, 707 Trade and the Roman Economy, 314–315 Continued: Analysis Skills: Conduct a Cost–Benefit Analysis, 350 Revival of Towns and Trade, 383 Medieval Market, 386 Craft Guilds, 387–388 How Did Cities and Trade Grow? 468–470 Trading States of East Africa, 603–606 Feudalism and the Manor Economy, 377–382 Mercantilism and Wealth, 702–703 Free Market, 703, 705 An Atlantic Trade Network, 718 Realize Digital Resources: Topic 1>Lesson 4>Video: Effects of the Agricultural Revolution Topic 5>Lesson 6>Video: The Economy of China Under the Han Topic 6>Lesson 4>Interactive Map: Expansion and Trade in the Greek World Topic 12>Lesson 1>Video: China’s Economic Revolution Topic 16>Lesson 5>Video: The Commercial Revolution in Europe</p>

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G: Geography	
Create Geographic Representations	
<p>G.SS.6.16: Utilize and construct geographic representations to explain and analyze regional, environmental, and cultural characteristics.</p>	<p>SE/TE: Analysis Skills: Identify Physical and Cultural Features, 108, 380 Interpret Thematic Maps, 173, 574 Maps, 4, 5, 8, 17, 29, 39, 42, 43, 46, 61, 67, 73, 85, 93, 96, 97, 100, 108, 116, 123, 126, 127, 130, 132, 136, 148, 160, 169, 173, 175, 178, 179, 182, 186, 205, 215, 218, 219, 222, 235, 242, 246, 248, 269, 273, 276, 277, 280, 297, 303, 306, 307, 311, 314, 321, 342, 345, 357, 360, 361, 364, 378, 385, 389, 395, 399, 402, 403, 406, 413, 422, 430, 437, 443, 446, 447, 450, 460, 470, 483, 486, 487, 491, 499, 502, 506, 512, 517, 541, 544, 547, 548, 553, 561, 568, 574, 577, 583, 586, 587, 590, 599, 604, 615, 618, 622, 652, 665, 668, 669, 675, 684, 694, 697, 713, 716, 717, 723</p> <p>Realize Digital Resources: Topic 3>Topic Map>Interactive Map: The Ancient Nile Valley Topic 4>Lesson 4>Interactive Map: The Origins and Spread of Buddhism Topic 6>Topic Map>Interactive Map: Geography of Ancient Greece Topic 7>Topic Map>Interactive Map: The Developing Roman Republic Topic 8>Lesson 5>Interactive Map: Invasions of the Roman Empire Topic 10>Topic Map>Interactive Map: Cities of Medieval Christendom Topic 15>Topic Map>Interactive Map: Europe During the Renaissance and the Reformation Topic 16>Lesson 5>Interactive Map: Trade Among Europe, Africa, and Asia</p>

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Evaluate Human Environment Interaction	
<p>G.SS.6.17: Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.</p>	<p>SE/TE: Geography Skills, 8 Irrigation, 34 Civilization Emerges in Mesopotamia, 45–51 Primary Sources: Contracts in Ancient Mesopotamia, 52 Analysis Skill: Distinguish Cause and Effect, 53 Persian Roads, 63 Lesson 1 Egypt Under the Pharaohs, 99–106 Analysis Skills: Identify Physical and Cultural Features, 108 How Did Kush Develop? 117 Compare and Contrast, 123 The Indus Valley Civilization, 129–134 Compare and Contrast, 134 The Huang Valley, 181–184 How Did Geography Shape the Greek World? 221–223 Roman Roads 283, 313 Aqueducts Transport Water, 313 The Geography of Europe, 363–364 The African Landscape, 589–590 Geography Skills: Trade Routes in Muslim Lands, 470 Transportation, 47, 198 The African Landscape, 589–590</p> <p>TE only: Compare and Contrast, 115, 117, 119</p> <p>Realize Digital Resources: Topic 1>Lesson 5>Interactive Map: River Valley Civilizations Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent Topic 4>Lesson 1>Video: Indus Valley Achievements</p>

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Analyze Human Population Movements and Patterns	
<p>G.SS.6.18: Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various countries.</p>	<p>SE/TE: Transportation, 47, 198 Communication, 63, 374, 651 Writing Systems, 69, 70, 109–110, 119, 211, 243, 349, 509, 521, 540 Trade in the Nile Valley, 116–117 Indus Valley: Trade, 132 Economy and Technology, 188 The Silk Road, 205–207 Geography Skills: The Silk Road, 205 Analyze Diagrams: The Silk Road in the Han Dynasty, 206 How Did Cities and Trade Grow? 468–470 Other Trade Items, 511 Gold–Salt Trade, 593 Exchanges at Mali, 596 Analyze Diagrams: Sites of Encounter: Mali, 596 Trading States of East Africa, 603–606 Impact of Global Trade, 700–706</p> <p>Realize Digital Resources: Topic 2>Lesson 4>Video: The Alphabet Topic 3>Lesson 3>Video: Trade Between Egypt and Kush Topic 14>Introduction>Interactive Topic Map: Trans–Saharan Trade Topic 14>Lesson 3>Interactive Primary Source: Ibn Battuta, Travels</p>

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Analyze Global Interconnections	
<p>G.SS.6.19: Explain how global changes in population distribution patterns affect changes in land use in particular countries or regions.</p>	<p>SE/TE: Hunter–Gatherer Societies, 11–12 Humans Spread Out, 15–19 New Ways of Life, 27–32 Migration, 17–18, 136, 140, 241, 410, 452, 493, 701 Population Growth, 384–385 also see: Farming, 6, 14, 24, 25, 27–28, 29–31, 32, 38, 51, 76, 130, 137, 183, 188, 208, 210, 235, 240, 241, 384, 494, 495, 553, 555, 685, 706 Irrigation, 51, 113, 120, 131, 188 Urbanization, 487, 495</p> <p>Realize Digital Resources: Topic 1>Lesson 2>Video: How Hunter–Gatherers Lived Topic 1>Lesson 3>Video: The Agricultural Revolution Topic 1>Lesson 4>Video: Effects of the Agricultural Revolution Topic 2>Lesson 1>Video: Adapting to Life in Mesopotamia Topic 4>Lesson 5>Interactive Gallery: Village Life in India Topic 5>Lesson 1>Video: The Influence of Geography on China Topic 6>Lesson 1>Video: Impact of Geography on Early Greece Topic 13>Topic Video: Farming in Ancient Empires</p>

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H: History	
Analyze Change, Continuity, and Context	
<p>H.SS.6.20: Analyze connections among historical events and developments in various geographic and cultural contexts.</p>	<p>SE/TE: Analysis Skills: Relate Events in Time, 15, 376 Analysis Skills: Distinguish Cause and Effect, 53, 537 Analysis Skills: Construct a Timeline, 91, 467 Analysis Skills: Identify Sources of Continuity, 213, 613 Analysis Skills: Analyze Sequence, Causation, and Correlation, 301, 650 Analysis Skills: Identify Central Issues and Problems, 317 Analyze Timeline, 7, 20, 166 Sequence, 72, 74, 257, 619, 679 Identify Cause and Effect (Examples), 45, 68, 74, 130, 147, 172, 412, 416, 447 Identify Patterns, 110, 112, 396, 405, 410, 503 Timelines, 4, 20, 42, 96, 126, 136, 218, 276, 306, 360, 376, 402, 423, 446, 467, 486, 548, 586, 618, 668, 681</p> <p>Realize Digital Resources: Topic 2>Lesson 4>Interactive Timeline: Development of the Modern Latin Alphabet Topic 4>Lesson 6>Interactive Timeline: Asoka’s Life Topic 8>Lesson 1>Interactive Timeline: Roman Rulers Who Made History Topic 10>Lesson 2>Interactive Timeline: Key Events in Medieval English History 21st Century Skills Tutorials>Analyze Cause and Effect</p>

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Compare Perspectives	
<p>H.SS.6.21: Explain how and why perspectives of people have changed throughout different historical eras.</p>	<p>SE/TE: Analysis Skills: Compare Different Points of View, 250, 411 Analysis Skills: Identify Sources of Continuity, 213, 613 Analysis Skills: Detect Historical Points of View, 141 Analysis Skills: Assess Credibility of a Source, 163, 441 Analysis Skills: Draw Sound Conclusions from Sources, 202 Analysis Skills: Update an Interpretation, 265, 559 Quick Activity, 598 Lesson Check: Compare Viewpoints, 237, 249, 294, 573, 685 Compare Authors' Points of View, 52 Compare Points of View, 665, 685</p> <p>TE only: Compare Points of View, 49, 675 Detect Historical Points of View, 421</p> <p>Realize Digital Resources: Interactive Primary Sources 21st Century Skills Tutorials>Compare Viewpoints</p>
Justify Causation and Argumentation	
<p>H.SS.6.22: Explain multiple causes and effects of events and developments in the past.</p>	<p>SE/TE: Analysis Skills: Relate Events in Time, 15 Analysis Skills: Construct a Timeline, 91 Analysis Skills: Distinguish Cause and Effect, 53, 537 Identify Cause and Effect (examples), 12, 15, 26, 31, 39, 56, 67, 70, 93, 134, 166, 212, 223, 338 Analysis Skills: Analyze Sequence, Causation, and Correlation, 301 Analysis Skills: Analyze Sequence, Causation, and Correlation, 650</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Analyze Cause and Effect</p>

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Iowa History	
<p>H.SS.6.23: Compare Iowa’s geography, natural resources and climate to other regions of the world.</p>	<p><i>Students can compare the Iowa’s geography to other regions in the world with the following lessons.</i></p> <p>SE/TE: Geography of Mesopotamia, 45–46 The Nile River Valley, 99–100 Kush, 117 What Is the Indian Subcontinent? 129–130 Geography of China, 181–182 How Did Geography Shape the Greek World? 221–223 Italy’s Varied Geography, 279–280 The Geography of Europe, 363–364 The African Landscape, 589–590</p> <p>Realize Digital Resources: Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent Topic 4>Lesson 1>Video: Indus Valley Achievements Topic 5>Lesson 1>Video: The Influence of Geography on China Topic 6>Lesson 1>Video: Impact of Geography on Early Greece</p>
FL: Financial Literacy	
Develop Financial and Career Goals	
<p>FL.SS.6.24: Explain how personal financial decisions are influenced by an individual’s interpretation of needs and wants.</p>	<p><i>Opportunities to address this objective may be found with the following:</i></p> <p>SE/TE: Analysis Skills: Conduct a Cost–Benefit Analysis, 350 Analysis Skills: Interpret Economic Performance, 295, 707</p> <p>Realize Digital Resources: Social Studies Core Concepts>Economics Core Concepts: Economics Basics Social Studies Core Concepts>Personal Finance: Your Fiscal Fitness: An Introduction; Personal Finance: Budgeting; Personal Finance: After High School</p>

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Create a Saving and Spending Plan	
FL.SS.6.25: Demonstrate how to allocate income for spending, saving and giving.	<p><i>Opportunities to address this objective may be found with the following:</i></p> <p>SE/TE: Analysis Skills: Conduct a Cost–Benefit Analysis, 350 Analysis Skills: Interpret Economic Performance, 295, 707</p> <p>Realize Digital Resources: Social Studies Core Concepts>Personal Finance: Budgeting; Checking; Investments; Savings and Retirement</p>
Analyze Credit and Debt Levels	
FL.SS.6.26: Explain how debit cards differ from credit cards, gift cards, and savings accounts.	<p><i>Opportunities to address this objective may be found with the following:</i></p> <p>SE/TE: Analysis Skills: Conduct a Cost–Benefit Analysis, 350 Analysis Skills: Interpret Economic Performance, 295, 707</p> <p>Realize Digital Resources: Social Studies Core Concepts>Personal Finance: Checking</p>
Evaluate Savings and Long Term Investments	
FL.SS.6.27: Identify the advantages and disadvantages of various savings tools.	<p><i>Opportunities to address this objective may be found with the following:</i></p> <p>SE/TE: Analysis Skills: Conduct a Cost–Benefit Analysis, 350 Analysis Skills: Interpret Economic Performance, 295, 707</p> <p>Realize Digital Resources: Social Studies Core Concepts>Personal Finance: Investments; Savings and Retirement</p>

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Measure Risk Management Tools	
<p>FL.SS.6.28: Describe how to protect one’s identity from common threats.</p>	<p><i>Opportunities to address this objective may be found with the following:</i></p> <p>SE/TE: Analysis Skills: Conduct a Cost–Benefit Analysis, 350 Analysis Skills: Interpret Economic Performance, 295, 707</p> <p>Realize Digital Resources: Social Studies Core Concepts>Personal Finance: Consumer Smarts</p>

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