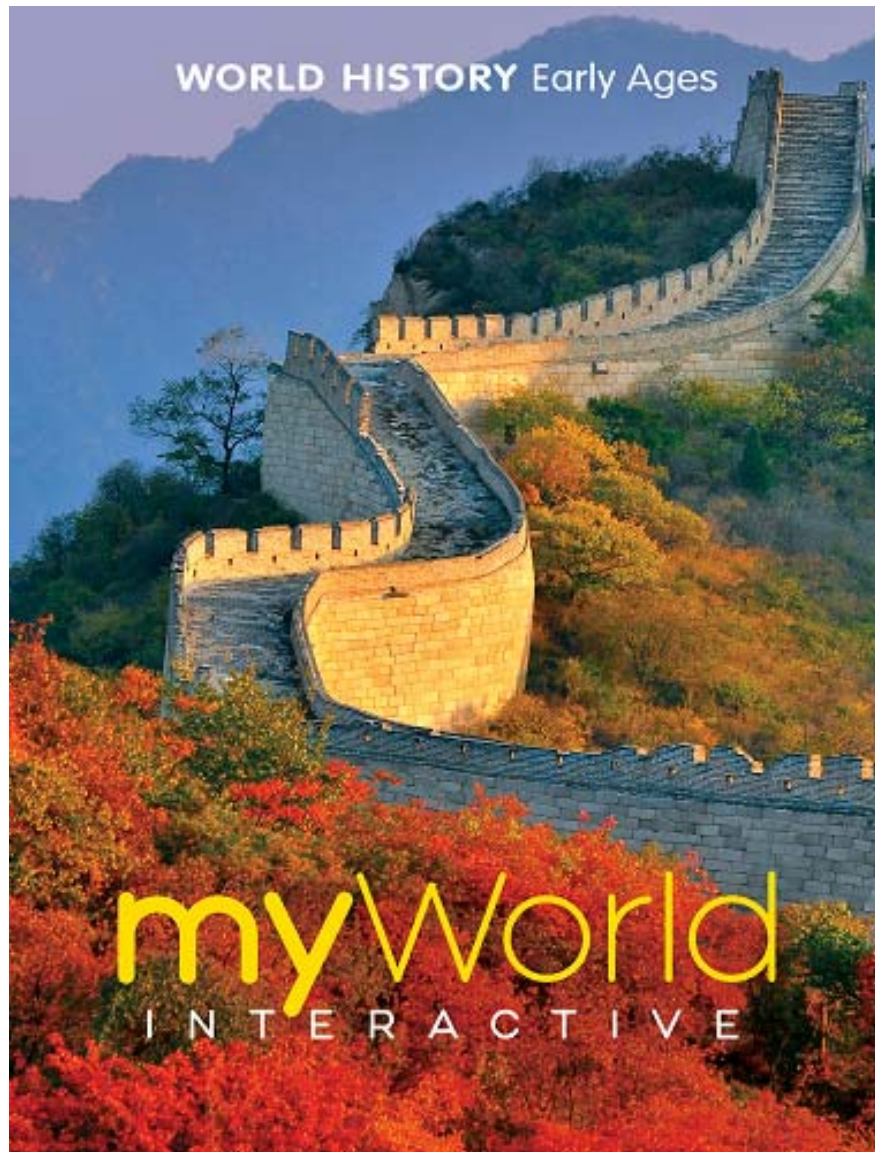


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to the

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Introduction

This document demonstrates how *myWorld Interactive World History: Early Ages* ©2019, meets the Kentucky Academic Standards for Social Studies Grade 6: Development of Civilizations. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The all new *myWorld Interactive World History Early Ages* encourages students from diverse populations to explore their world, expand their thinking, and engage with the College, Career, and Civic Life (C3) Framework. The curriculum is flexible and easily adapts to every classroom.

- Activity-based learning
- Strong content and literacy connections
- Wide array of teaching options create active, responsible citizens

Inspire Active Learning

Active, Project-Based Learning creates a rich inquiry experience that develops skills for active and responsible citizenship.

Inspire Literacy Engagement

Aligned lessons help students read closely, analyze information, and communicate academic, well-defended ideas.

Inspire Your Classroom

Teaching options and resources provide access and equity for culturally responsive teaching, differentiation needs, delivery approaches, and time constraints.

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Inquiry Practices	
6.I.Q Questioning	
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6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	<p>SE/TE: Get Ready To Read, 7, 15, 21, 27, 59, 66, 71, 77, 83, 109, 151, 159, 164, 197, 221, 227, 244, 251, 258, 266, 279, 296, 309, 351</p>

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Investigating - Disciplinary Strands.	
Investigating occurs through the exploration of the discipline strand standards	
6.C Civics	
6.C.CP Civic and Political Institutions	
6.C.CP.1 Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<p>SE/TE: Watch NBC Learn, 41 The Significance of Hammurabi’s Code, 56-57 Topic 2 Assessment, #1, #4, 93 Building a Government, 161 Lesson Check #1, #4, #5, 162 Lesson Check #1, #4, 207 Lesson Check #1, 237 The Shang Dynasty, 183-184 Han Government, 204 Get Ready to Read, 227 The World’s First Democracy, 229 How Did Athenian Democracy Work, 230-231 Government in Sparta, 234-235 Topic 6 Review and Assessment, #4, #8, #10, 273</p> <p>TE only: Describe, 102 Advanced, 230</p> <p>Digital Resources: Topic 7>Lesson 2>Simulation: The Race of Honors</p>

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<p>6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p>	<p>SE/TE: Established Religion, 35-36 Topic 1 Review and Assessment, #6, 39 Topic 2 Review and Assessment, #4, 93 Quest Document-Based Writing Inquiry – Quest Findings, 98 How was Egyptian Society Organized?, 103 Egyptian Religion, 104 Interactive: Egyptian religion gallery, 105 The Right to Rule, 186 Quick Activity, 186 Topic 5 Review and Assessment, #1, 215 Roman Religion, 294</p> <p>TE only: Identify Patterns, 50 Advanced, 50</p>

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<p>6.C.CP.3 Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p>	<p>SE/TE: The Babylonian Empire, 56-58 How Did the Assyrian and Neo-Babylonian Empires Develop?, 59-60 Lesson Check, #3, #5, 64 #3, 172 #1, #2, 283 #1, #5, 290 How Did Chandragupta Rule an Empire?, 161-162 A New Empire in India, 168-170 Explore the Essential Question, 216, 274 Quest Project-Based Learning Inquiry – Quest Findings, 220 Get Ready to Read, 227, 279, 285, 296 The World’s First Democracy, 229 How Did Athenian Democracy Work?, 230-231 Quest Document-Based Writing Inquiry – Quest Findings, 278 Founding the Republic, 282 Quest Connections, 282 What Were the Principles of Roman Government?, 285-286 What did the Assemblies and the Senate Do?, 287-288 The End of the Republic, 300 Topic 7 Review and Assessment, #8, #10, 303 Roman Government and Law, 337-338</p> <p>TE only: Distinguish Cause and Effect, 228</p>

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6.E.MA.2 Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	SE/TE: How Was Agriculture Important in Mesopotamia?, 45-47 Cities Emerge, 47 Lesson Check, #1, 51 #6, 58 #3, 106 #1, #4, 120 Akkadian Culture, 55 Topic 2 Review and Assessment, #9, 93 How Did Egyptian Civilization Develop?, 101 How Did Geography Affect Kush?, 117 Topic 3 Review and Assessment, #6, 123
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6.E.ST.2 Examine how new knowledge, technology and specialization increase productivity.	<p>SE/TE: What Were the Effects of Food Surpluses?, 30-31 Farming the Land, 46-47 What Was the Sumerian Writing System Like?, 49 Lesson Check, #4, 51 The Alphabet, 70 Topic 2 Review and Assessment, #2, #9, 93 Writing and Literature, 109-110 Science and Mathematics, 112-113 Mathematics and Science, 171-172 Topic 4 Review and Assessment, #11, 175 Economy and Technology, 188 Han Achievements, 211-212 Science and Technology, 261-262</p> <p>Digital Resources: Topic 4>Lesson 1>Interactive Chart: Technology of the Indus Civilization</p>
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<p>6.G.HI.2 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.</p>	<p>SE/TE: What Is the Cultural Legacy of the Phoenicians?, 69-70 Why was Trade Important for Egypt and Kush?, 115-117 Kush and Egypt, 118 Kush's Links to Africa and the World, 120 Topic 3 Review and Assessment, #6, 123 The Silk Road, 205-207 The Greek Economy, 241-243 Topic 6 Review and Assessment, #6, #7, #9, 273 Greek Colonies, 282 Topic 7 Review and Assessment, #2, #5, 303 Geography Skills, 311 Quick Activity, 311 Rome as a Site of Encounter, 331-332 What Was Greco-Roman Culture?, 332-333</p>
<p>6.G.HE Human Environment Interaction</p>	
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<p>6.G.HE.2 Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.</p>	<p>SE/TE: Where Were Early Civilizations?, 34 Laws Supporting Animal Rights and the Environment, 89 Lesson Check, #6, 90 Interactive: Technology of the Indus Valley, 130 Technology, 131 Analyze Charts, 313</p>
<p>6.G.GR Geographic Reasoning</p>	
<p>6.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p>	<p>SE/TE: Geography Skills, 46, 61, 100, 130, 132, 136, 205, 242 Topic 2 Review and Assessment, #14, 93 Topic 4 Review and Assessment, #15, #16, #17, 175</p> <p>Digital Resources: Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent Topic 5>Lesson 5>Ancient Chinese Dynasties</p>

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<p>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.</p>	<p>SE/TE: Established Religion, 35-36 The Early Israelites and the Worship of One God, 71-72 What Are the Ten Commandments?, 74 Lesson Check, #6, 75 #1, #3, 149 #5, 195 Egyptian Religion, 104-105 What Are the Roots of Hinduism?, 142-143 How Did Classical Hinduism Develop?, 143-145 The Life of the Buddha, 151-153 How Did Buddhism Spread?, 156-157 Topic 4 Review and Assessment, #9, 175 Spiritual Traditions, 191-192 Life and Teachings of Confucius, 192-194 Greek Religion and Mythology, 251-253</p> <p>TE only: Contrast, 72</p> <p>Digital Resources: Topic 2>Lesson 5>Video: The Origins of Judaism Topic 4>Lesson 3>Video: Hindu Traditions and Practices</p>

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6.H.CE Cause and Effect	
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<p>6.I.U.E.3 Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.</p>	<p>SE/TE: Distinguish Essential from Incidental Information, 14 Quest Discussion Inquiry – Examine Primary Sources, 44, 308 Quest Document-Based Writing Inquiry – Examine Primary Sources, 98, 180, 278 Assess Credibility of a Source, 163 Distinguish Relevant from Irrelevant Information, 233, 663, 686 Distinguish Verifiable from Unverifiable Information, 602</p> <p>Digital Resources: 21st Century Skills Tutorials>Analyze Primary and Secondary Sources>Assessment</p>
<p>6.I.CC Communicating Conclusions</p>	
<p>6.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.</p>	<p>SE/TE: Reading Check: Sequence, 51 Lesson Check, #4, 58 Lesson Check, #4, 70 Lesson Check, #3, 106 Lesson Check, #7, 283 Lesson Check, #7, 290 Lesson Check, #6, 294 Lesson Check, #6, 300 Primary Sources, 189 Reading Check: Explain, 199, 211 Analyze Charts, 199 Quest Document-Based Writing Inquiry – Write Your Explanatory Essay, 278 Topic 7 Review and Assessment, #11, 303</p>

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6.I.CC.2 Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.	<p>SE/TE: Quest Discussion Inquiry – Discuss!, 44 Assess Credibility of a Source, 163 Lesson Check #5, 184 Lesson Check, #6, 188 Lesson Check, #6, 195 Lesson Check, #6, 201 Draw Sound Conclusions from Sources, 202 Lesson Check, #6, 207 Lesson Check, #6, 212 Topic 5 Review and Assessment, #14, 215 Quest Discussion Inquiry – Discuss!, 308 Lesson Check, #6, 315 Lesson Check, #7, 323 Lesson Check, #6, 329 Lesson Check, #7, 338 Lesson Check, #6, 343 Lesson Check, #6, 349 Lesson Check, #6, 355 Topic 8 Review and Assessment, #14, 357 Assess Credibility of a Source, 441</p>
6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.	<p>SE/TE: Distinguish Cause and Effect, 53 The Significance of Hammurabi’s Code, 56-57 What Are the Ten Commandments?, 74 Topic 2 Review and Assessment, #1, 93 What Are Buddhist Beliefs?, 154-155 Life and Teachings of Confucius, 192-194 Lesson Check, #5, 195 Identify Sources of Continuity, 213, 613 The World’s First Democracy, 229 How Did Athenian Democracy Work?, 230-231 What Were the Principles of Roman Government?, 285-286</p>

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Development of Civilizations, Grade 6**

<p align="center">Kentucky Academic Standards for Social Studies Development of Civilizations, Grade 6</p>	<p align="center">myWorld Interactive World History: Early Ages, ©2019</p>
<p>6.I.CC.4 Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p>	<p>SE/TE: Quest Discussion Inquiry – Discuss!, 44,</p> <p>Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate>Assessment</p>

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