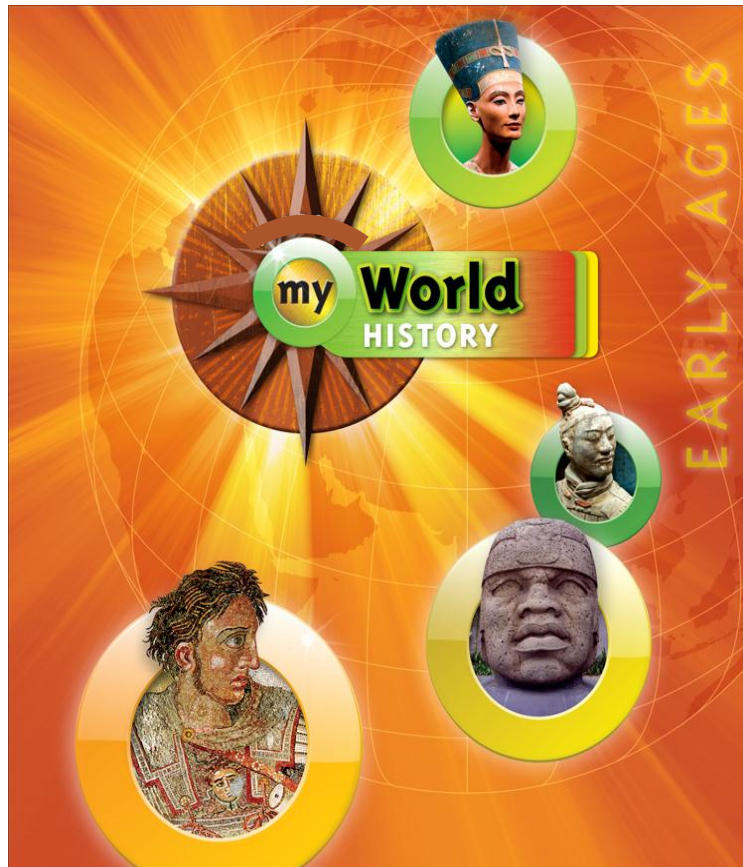


A Correlation of



To the

Louisiana Social Studies 2011 Grade Level Expectations Grade 6

A Correlation of Savvas myWorld History, Early Ages to the Louisiana Social Studies 2011 Grade Level Expectations, Grade 6

Introduction

This document demonstrates how **Savvas myWorld History, Early Ages** meets the Louisiana Social Studies 2011 Grade Level Expectations for Grade 6. Correlation page references are to the Student Edition and Teacher’s ProGuide.

The ProGuide is a next generation Teacher’s Edition that combines a lightweight unit-by-unit approach with time-saving strategies, comprehensive *Understanding by Design*™ lesson plans, activity-based curriculum options, and reproducible student resources.

myWorld History engages 21st century learners by integrating myWorldHistory.com and the Student Edition with the goal of connecting history to their lives today.

- **Connect** Watch your students connect to engaging stories from some of the most compelling and eventful times in the history of our world through *myStory*.
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- **Understand** Informal and formal assessment options, both in print and online, provide students with multiple ways to demonstrate mastery of important concepts.

myWorldHistory.com & myWorld History, Early Ages Units

Unit 1: Origins

Unit 2: The Ancient Near East

Unit 3: Ancient India and China

Unit 4: Ancient Greece

Unit 5: Ancient Rome

Unit 6: The Byzantine Empire and Islamic Civilization

Unit 7: African and Asian Civilizations

Unit 8: Civilizations of the Americas

Unit 9: Europe in the Middle Ages

Unit 10: The Rise of Europe

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Grade 6	
Standard 1 – Historical Thinking Skills	
<i>Students use information and concepts to solve problems, interpret, analyze, and draw conclusions from historical events.</i>	
6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by:	
<ul style="list-style-type: none"> • conducting historical research 	<p>SE: Search for Information on the Internet, 77; Hold An Agricultural Fair, 102-103; Solve a Water Shortage, 192-193; Plan a Museum Exhibit, 356-357; Produce a Roman Newscast, 424-425; Cultural Change Chart, 574-575; Medieval Trivia Game, 704-705; Debate the Digital Future, 788-789</p> <p>TP: Core Concepts Handbook: Planning History, T7</p>
<ul style="list-style-type: none"> • evaluating a broad variety of primary and secondary sources 	<p>SE: Primary and Secondary Sources, 6; Evaluating Historical Sources, 7; Think Critically, 76; Document-Based Questions, 77; Document-Based Questions, 99; Digging for Clues, 100-101; Document-Based Questions, 139; Document-Based Questions, 165; Document-Based Questions, 189; Polytheism and Monotheism, 190-191; Document-Based Questions, 229; Document-Based Questions, 249; Document-Based Questions, 269; Document-Based Questions, 289; The Right Way to Govern, 290-291; Document-Based Questions, 323; Comparing Athens and Sparta, 354-355; Document-Based Questions, 385; Document-Based Questions, 421; Document-Based Questions, 511; Document-Based Questions, 543; Trade in Asia and Africa, 572-573; Document-Based Questions, 647; Document-Based Questions, 677; Document-Based Questions, 701; The Crusades, 702-703; Document-Based Questions, 734; Document-Based Questions, 757; Document-Based Questions, 785;</p>

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<p align="center">Louisiana Social Studies 2011 GLEs: Grade 6</p>	<p align="center">Savvas myWorld History Early Ages</p>
<p>(Continued)</p> <ul style="list-style-type: none"> evaluating a broad variety of primary and secondary sources 	<p>(Continued)</p> <p>TP: Core Concepts Handbook: Planning History, T7; Origins: Ch. 1-2: Digging for Clues, T44-T45; The Ancient Near East, Ch. 3-5: Polytheism and Monotheism, T88-T89; Ancient India and China, Ch. 6-9: The Right Way to Govern, T98-T99; Ancient Greece, Ch. 10-11: Comparing Athens and Sparta, T62-T63</p>
<ul style="list-style-type: none"> comparing and contrasting varied points of view 	<p>SE: Polytheism and Monotheism, 190-191; Hinduism & Buddhism, 225; Think Critically, 228; Think Critically, 288; Sparta and Athens, 321; Comparing Athens and Sparta, 354-355;</p> <p>TP: The Ancient Near East, Ch. 3-5: Polytheism and Monotheism, T88-T89; Ancient India and China, Ch. 6-9: The Right Way to Govern, T98-T99; Ancient Greece, Ch. 10-11: Comparing Athens and Sparta, T62-T63</p>
<ul style="list-style-type: none"> determining the meaning of words and phrases from historical texts 	<p>SE: Key Terms and Ideas, 76; Key Terms and Ideas, 98; Key Terms and Ideas, 138; Key Terms and Ideas, 164; Key Terms and Ideas, 188; Key Terms and Ideas, 228; Key Terms and Ideas, 248; Key Terms and Ideas, 268; Key Terms and Ideas, 288; Key Terms and Ideas, 322; Key Terms and Ideas, 352; Key Terms and Ideas, 384; Key Terms and Ideas, 420; Key Terms and Ideas, 510; Key Terms and Ideas, 542; Key Terms and Ideas, 646; Key Terms and Ideas, 676; Key Terms and Ideas, 700; Key Terms and Ideas, 734; Key Terms and Ideas, 756; Key Terms and Ideas, 784;</p> <p>TP: Core Concepts Handbook: Explore myworldhistory.com, T3</p>

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<p align="center">Louisiana Social Studies 2011 GLEs: Grade 6</p>	<p align="center">Savvas myWorld History Early Ages</p>
<ul style="list-style-type: none"> using technology to research, produce, or publish a written product 	<p>SE: Search for Information on the Internet, 77; Hold An Agricultural Fair, 102-103; Search for Information on the Internet, 139; Solve a Water Shortage, 192-193; Develop Cultural Awareness, 229; Solve Problems, 249; Plan a Cultural Web Site, 292-293; Evaluate Web Sites, 353; Plan a Museum Exhibit, 356-357; Produce a Roman Newscast, 424-425; Cultural Change Chart, 574-575; Develop Cultural Awareness, 735; Give an Effective Presentation, 757; Debate the Digital Future, 788-789</p> <p>TP: Origins: Ch. 1-2: Archaeological Mysteries Conference, T5-T7; The Ancient Near East, Ch. 3-5: Mesopotamian Trade and Transport, T5-T7; Ancient India and China, Ch. 6-9: A Trip Through India, T5-T7; Ancient Greece, Ch. 10-11: Ask the Oracle, T5-T7; Ancient Rome, Ch. 12-13: Speech to the Roman Government, T5-T7</p>
<p>6.1.2 Construct and interpret a parallel timeline of key events in the ancient world</p>	<p>SE: Using a Timeline, 4; Organizing Time, 5; Mesopotamian Empires, 107; Ancient India and China, 194-195; The Maurya Empire, 234-235; Ancient Greece, 295; Greek Wars and the Hellenistic Age, 325; Ancient Rome, 359; Analyze Visuals, 384; Late Roman Empire, 416-417; The Byzantine Empire and Islamic Civilization, 427; African and Asian Civilizations, 483</p> <p>TP: Core Concepts Handbook: Timeline Builders, T5; Ancient Greece, Ch. 10-11: Polis Timeline, T10-T11</p>

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<p align="center">Louisiana Social Studies 2011 GLEs: Grade 6</p>	<p align="center">Savvas myWorld History Early Ages</p>
<p>6.1.3 Analyze information in primary and secondary sources to address document-based questions</p>	<p>SE: Document-Based Questions, 77; Document-Based Questions, 99; Digging for Clues, 100-101; Document-Based Questions, 139; Document-Based Questions, 165; Document-Based Questions, 189; Polytheism and Monotheism, 190-191; Document-Based Questions, 229; Document-Based Questions, 249; Document-Based Questions, 269; Document-Based Questions, 289; The Right Way to Govern, 290-291; Document-Based Questions, 323; Document-Based Questions, 353; Comparing Athens and Sparta, 354-355; Document-Based Questions, 385; Document-Based Questions, 421; Document-Based Questions, 511; Document-Based Questions, 543; Trade in Asia and Africa, 572-573; Document-Based Questions, 647; Document-Based Questions, 677; Document-Based Questions, 701; The Crusades, 702-703; Document-Based Questions, 734; Document-Based Questions, 757; Document-Based Questions, 785</p> <p>TP: Primary and Secondary Sources, 6; Evaluating Historical Sources, 7</p>
<p>6.1.4 Identify and compare measurements of time in order to understand historical chronology</p>	<p>SE: Organizing Time, 5; Fertile Crescent Peoples, 128; Think Critically, 164</p> <p>TP: Core Concepts Handbook: Timeline Builders, T5</p>

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Louisiana Social Studies 2011 GLEs: Grade 6	Savvas myWorld History Early Ages
Standard 2 – Key Events, Ideas, and People	
<i>Students examine key historical events, ideas, and people that contributed to the growth of civilizations from ancient times through the Middle Ages which led to the development of the modern world.</i>	
6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes	<p>SE: Origins, 52-53; Fossil Finds in Africa, 62; The Human Migration, 68-70; Adapting to Varied Environments, 70-72; The Ancient Near East, 104-105</p> <p>TP: Origins: Ch. 1-2: What Do I Need? (survival tools), T22-T23</p>
6.2.2 Examine how the achievements of early humans led to the development of civilization	<p>SE: Science and Technology, 48-49; Early People, 54-57; Studying the Distant Past, 58-63; Hunter-Gatherer Societies, 64-67; Developing Complex Cultures: The Evidence of Art, 72-74; Developing Complex Cultures: Religious Beliefs and Practices, 74-75; Think Critically, 76; Early Agriculture, 82-89; Digging for Clues, 100-101</p> <p>TP: Origins: Ch. 1-2: Early People, T10-T12; Get Yours Now (tools), T16-T17; Language Sources, T18; What Do I Need? (survival tools), T22-T23; The Oldest Music, T24; The Road to Civilization, T29-T31; Early Clothing, T36</p>

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<p align="center">Louisiana Social Studies 2011 GLEs: Grade 6</p>	<p align="center">Savvas myWorld History Early Ages</p>
<p>6.2.3 Describe the characteristics and achievements of the ancient river civilizations of Mesopotamia, Egypt, Indus Valley, and China</p>	<p>SE: The First Cities, 90-91; The Rise of Civilizations, 93; Features of Civilizations, 93-97; Think Critically, 98; Solve Problems, 99; The Fertile Crescent, 106-108; The Civilization of Sumer, 110-117; The First Empires, 118-123; The Assyrian and Persian Empires, 124-131; The Phoenicians, 132-137; Think Critically, 138; Ancient Egypt and Nubia, 140-143; Egypt Under the Pharaohs, 144-151; Art, Architecture, and Learning in Egypt, 152-157; Egypt and Nubia, 158-163; Civilizations of Early India, 196-199; Indus Valley Civilization, 200-205; India's Vedic Age, 206-211; Think Critically, 228; India's Empires, 230-233; The Maurya Empire, 234-241; The Gupta Empire, 242-247; Think Critically, 248; Ancient China, 250-253; Settling Along the Huang River, 254-257; China Under the Zhou Dynasty, 258-261; The Chinese Empire, 270-273; Shi Huangdi Unites China, 274-277; Expansion Under the Han Dynasty, 278-281; Han Society and Achievements, 282-287</p> <p>TP: Origins, Ch. 1-2: Pass the Civilization Test, T40-T41; Monumental Jobs, T42; The Ancient Near East, Ch. 3-5: Mesopotamian Trade and Transport, T5-T7; The Behistun Cuneiform Discovery, T12; The City of Babylon, T24; Ancient Phoenician Facts, T30; Water in the Desert, T35-T37; Math and the Pyramids, T47; The Great Pyramid and Others, T48; Nubia and the Conquest of Egypt, T54; Ancient India and China, Ch. 6-9: A Trip Through India, T5-T7; Exploring Harappa, T11; Indus Valley Seals, T12; The Edicts of Ashoka, T42; Ayurvedic Medicine, T48; Clues to Ancient China, T53-T55; Shang Bronzes, T60; The Art of War, T66; The Empire Game, T77-T79; Han Feizi and Legalism, T84; Wudi, T90; Continuum of Han Achievements, T95</p>

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<p align="center">Louisiana Social Studies 2011 GLEs: Grade 6</p>	<p align="center">Savvas myWorld History Early Ages</p>
<p>6.2.4 Describe the development of the Greek city-state, the culture and achievements of Athens and Sparta, and the impact of Alexander the Great’s conquests on the spread of Greek culture</p>	<p>SE: Ancient Greece, 294-295; The Ancient Greeks, 296-299; The Rise of City-States, 300-305; Greek Society and Economy, 306-311; Democracy in Athens, 312-317; Oligarchy in Sparta, 318-321; Ancient Greek Civilization, 324-327; War in Ancient Greece, 328-333; Alexander’s Empire, 334-337; Ancient Greek Beliefs and Arts, 338-343; Ancient Greek Learning, 344-351; Think Critically, 352; Comparing Athens and Sparta, 354-355</p> <p>TP: Ancient Greece, Ch. 10-11: Ask the Oracle, T5-T7; Daily Life in Athens, T18; From Childhood to Old Age in Sparta, T30; Digging the Hellenistic World, T35-T37; Alexander’s Connections, T48; The Enduring Greek Theater, T54; In Their Own Words, T60</p>
<p>6.2.5 Describe the characteristics of Roman civilization, its cultural, political, and technological achievements, and its influence on other later cultures</p>	<p>SE: Ancient Rome, 358-359; The Roman Republic, 360-363; The Rise of the Roman Republic, 364-369; The Government of the Republic, 370-375; Roman Society, 376-379; The Republic’s Growth and Crisis, 380-383; The Roman Empire, 390-395; Roman Culture and Its Legacy, 396-401; Decline of the Roman Empire, 414-419; Survival of the Eastern Empire, 432-435; Byzantine Civilization, 440-443</p> <p>TP: Ancient Rome, Ch. 12-13: Speech to the Roman Government, T5-T7; The Story of Aeneas, T12; Roman Gods, T24; Hannibal, T30; Count to X (Ten), T47; Using Latin to Define English, T48</p>

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<p>6.2.6 Analyze the origin and spread of major world religions as they developed throughout history</p>	<p>SE: Religion, 44-45; Judaism and the Jewish People, 166-169; The Origins of Judaism, 170-175; The Teachings of Judaism, 176-181; The Jewish People, 182-187; Think Critically, 188; Polytheism and Monotheism, 190-191; Hinduism, 212-219; Buddhism, 220-227; Religions and Beliefs of Ancient China, 262-267; Origins of Christianity, 402-407; Beliefs of Christianity, 408-413; The Spread of Christianity, 422-423; The Division of the Christian Church, 436-439; Islamic Civilization, 446-449; Origins of Islam, 450-453; Beliefs of Islam, 454-459; Muslim Empires, 460-467; Muslim Achievements, 468-475; The Spread of Islam, 478-479; The Spread of Christianity in Europe, 634-639; Religious Crusades, 664-671; Christians and Muslims in Spain, 672-675; The Reformation, 736-739; The Origins of the Reformation, 740-745; The Counter-Reformation, 746-749</p> <p>TP: Core Concepts Handbook: Religion Research, T41; The Ancient Near East, Ch. 3-5: Traveling Through the Wilderness, T74; Voices from the Bible, T79; Dead Sea Scrolls, T80; Exploring Dispersion, T85; Hillel of Babylonia, T86; Ancient India and China, Ch. 6-9: Hindu Holidays and Festivals, T24; Two Schools of Buddhism, T30; Ideas Shape Lives, T71; Ancestor Worship, T72; Ancient Rome, Ch. 12-13: Comparing Religions, T53; I Corinthians 13, T54; Do the Right Thing, T59; The Prodigal Son, T60; The Byzantine Empire and Islamic Civilization, Ch. 14-15: Nicene Creed, T18; Islamic Community Center, T29-T31; Eid al-Fitr, T42; Sunni and Shia, T48; Europe in the Middle Ages, Ch. 21-23: Life in a Monastery, T18; TP: The Rise of Europe, Ch. 24-26: John Calvin, T42; Events of the Counter-Reformation, T48</p>

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<p>6.2.7 Summarize key features of ancient West African kingdoms (Ghana, Mali, and Songhai)</p>	<p>SE: Early African Civilizations, 484-487; A Trading Empire, 488-493; Muslim Empires of West Africa, 494-499; Society and Culture, 504-509; Trade in Asia and Africa, 572-573</p> <p>TP: African and Asian Civilizations, Ch.16-18: African Museum, T5-T7; Navigable Rivers in Africa, T12</p>
<p>6.2.8 Identify key characteristics of Chinese dynasties' political, economic, and social structures</p>	<p>SE: China in the Middle Ages, 512-515; Tang and Song China, 516-523; The Mongol Empire, 524-529; The Ming Dynasty, 530-533; Chinese Society, 534-541; Trade in Asia and Africa, 572-573</p> <p>TP: African and Asian Civilizations, Ch.16-18: Trade in China, T35-T37; Empress Wu, T42; Foreigners Welcome, T48; The Greater Wall, T54; The Technology of Irrigation, T60</p>
<p>6.2.9 Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages</p>	<p>SE: A New Civilization in Europe, 624-627; Europe in the Early Middle Ages, 628-633; The Spread of Christianity in Europe, 634-639; The Development of European Feudalism, 640-645; Conflicts and Crusades, 648-651; Popes and Rulers, 652-657; Kings, Nobles, and the Magna Carta, 658-663; Religious Crusades, 664-671; Christians and Muslims in Spain, 672-675; A Changing Medieval World, 678-681; Revival of Trade and Towns, 682-687; An Age of Faith, 688-693; Breakdown of Medieval Society, 694-699</p> <p>TP: Europe in the Middle Ages, Ch. 21-23: A Knight's Journal, T5-T7; Life in a Monastery, T18; Early English Kings, T36; Magna Carta's Lasting Legacy, T42; Eleanor of Aquitaine, T48; Joan of Arc, In Her Own Words, T78</p>

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<p align="center">Louisiana Social Studies 2011 GLEs: Grade 6</p>	<p align="center">Savvas myWorld History Early Ages</p>
<p>6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe</p>	<p>SE: The Renaissance, 708-711; The Origins of the Renaissance, 712-715; New Ways of Viewing the World, 716-721; The Spread of New Ideas, 722-727; The Legacy of the Renaissance, 728-733; Think Critically, 734; The Reformation, 736-739; The Origins of the Reformation, 740-745; The Counter-Reformation, 746-749; The Reformation Divides Europe, 750-755; Think Critically, 756; The Age of Exploration, 758-761; The Voyages of Discovery, 762-769</p> <p>TP: The Rise of Europe, Ch. 24-26: Make the Front page, T5-T7; Money from Medici, T11; Venice, Queen of the Adriatic, T12; Power Play, T17; How Oil Paint Is Made, T18; The Impact of the Printing Press, T24; Michelangelo, T30; John Calvin, T42; Events of the Counter-Reformation, T48; Life at Court, T53; The House of Tudor, T54; Around the World in 1,000 Days, T59-T61; Henry the Navigator, T66; How Silver Made Spain Poor, T72</p>

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Standard 3 – Geography Skills	
<i>Students examine the major physical and political features that influenced world history using maps, charts, graphs, and tools of technology.</i>	
6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones	<p>SE: Understanding Maps, 12-13; Voyages of Exploration, 764; Magellan's Voyage, 766</p> <p>TP: Core Concepts Handbook: Historical Maps, T14; The Rise of Europe, Ch. 24-26: A Memorable Map, T64-T65</p>
6.3.2 Plot coordinates of latitude and longitude to determine location or change of location	<p>SE: Understanding Maps, 12-13; Voyages of Exploration, 764; Magellan's Voyage, 766</p> <p>TP: Core Concepts Handbook: Historical Maps, T14; The Rise of Europe, Ch. 24-26: A Memorable Map, T64-T65</p>
6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes	<p>SE: Historical Maps, 14-15; The Fertile Crescent, 112; Assyrian and Persian Empires, 126; Phoenician Trade Routes, 133; Analyze Visuals, 138; The Egyptian Empire, 148; Israel and Judah, 183; Ancient India and China, 194-195; The Indian Subcontinent, 201; Trade Routes from the Indus Valley, 204; The Maurya Empire, 236; The Gupta Empire, 243; Analyze Visuals, 248; Shang and Zhou China, 259; Qin and Han China, 279; The Second Persian War, 330; Peloponnesian War, 332; Empire of Alexander the Great, 336; The Growth of the Roman Empire, 381; Roman Empire, 391; Fall of the Roman Empire, 418; Italian Crossroads, 714; Italian City-States, 713; Analyze Visuals, 734; Religions in Europe, 751;</p> <p>TP: Core Concepts Handbook: Historical Maps, T14</p>
6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs	<p>SE: Origins, 52-53; The Human Migration, 68-70; Origins of Agriculture, 85; Indo-Aryan Migrations, 207</p> <p>TP: Origins: Ch. 1-2: Origins, 52-53; Carbon Dating, T12; The Human Migration, 68-70</p>

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Standard 4 – Culture and Environment	
<i>Students identify and analyze the influence of the environment on migration, cultural diffusion, and human settlement in world history.</i>	
6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world	<p>SE: Adapting to Varied Environments, 70-72; Agriculture in Mesopotamia, 111-112; The Nile River Valley, 144-145; The Indian Subcontinent, 200-201; Geography of China, 254-255; Analyze Visuals, 268; Geography of the Greek World, 300-301; The Geography of Italy, 364; The African Landscape, 488-490</p> <p>TP: Origins: Ch. 1-2: What Do I Need? (survival tools), T22-T23; The Ancient Near East, Ch. 3-5: Water in the Desert, T35-T37; Ancient India and China, Ch. 6-9: How much does geography affect people's lives?, T3; A Trip Through India, T5-T7</p>
6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement	<p>SE: The Human Migration, 68-70; The Origins of the Indo-Aryans, 206-208</p> <p>TP: The Ancient Near East, Ch. 3-5: Exploring Dispersion, T85</p>
6.4.3 Explain the connection between physical geography and its influence on the development of civilization	<p>SE: Early Agriculture, 82-89; The First Cities, 90-91; Early Civilizations, 92; The Rise of Civilizations, 93; Features of Civilizations, 93-97</p> <p>TP: Origins: Ch. 1-2: Early Clothing, T36</p>
Standard 5 – Government: Foundation and Structure	
<i>Students examine the influence of the structure, function, and origin of democracy.</i>	
6.5.1 Describe the essential elements of Greek city-state government that influenced the development of democracy	<p>SE: Pericles: Calm in the Face of Danger, 297-299; Emergence of City-States, 304-305; Democracy in Athens, 312-317; Athenian Democracy, 316</p> <p>TP: Ancient Greece, Ch. 10-11: Report from Athens, T23; Origins of the Vocabulary of Government, T24</p>

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6.5.2 Describe the government of the Roman Republic and how it influenced the development of democracy	<p>SE: Tullia's Father Saves the Republic, 361-363; The Government of the Republic, 370-375; The Three Branches of the Roman Government, 372; The Republic's Growth and Crisis, 380-383; Roman Law, 401;</p> <p>TP: Ancient Rome, Ch. 12-13: Speech to the Roman Government, T5-T7; Who Decides?, T16-17; Shakespeare on Rome, T18</p>
Standard 6 – Resources and Interdependence	
<i>Students explain how resources and interdependence influenced economic growth in the ancient world.</i>	
6.6.1 Explain the impact of job specialization in the development of civilizations	<p>SE: Surpluses and Specialization, 88-89; Job Specialization, 95; Social Classes, 95; Egypt's Social Pyramid, 149; The Caste System, 209-211; Think Critically, 228; Ancient Greek Society, 308</p> <p>TP: Origins: Ch. 1-2: When I Grow Up!, T35; Monumental Jobs, T42</p>
6.6.2 Analyze the progression from barter exchange to monetary exchange	<p>SE: City States of Sumer, 112-113; Persia's Government and Religion, 128-129; Greek Economic Expansion, 309-311</p> <p>TP: The Ancient Near East, Ch. 3-5: The City of Babylon, T24</p>
6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts	<p>SE: Economic Basics, 28-29; Economic Process, 30-31; Economic Systems, 32-33; Trade, 34-35; Trade in Ancient Egypt, 158-159; Trade Routes from the Indus Valley, 204; The Silk Road, 280-281; Greek Economic Expansion, 309-311; A Trading Empire, 488-493; Think Critically, 510; Trade Fuels Prosperity, 522-523; Trade in Asia and Africa, 572-573; The Voyages of Discovery, 762-769; The Growth of Trade, 776-783</p> <p>TP: Core Concepts Handbook: Economic Process, T28; Entrepreneurs, T29; International Traders, T33; The Ancient Near East, Ch. 3-5: Mesopotamian Trade and Transport, T5-T7; Best Advice, T53; African and Asian Civilizations, Ch.16-18: Trade in China, T35-T37</p>

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<p align="center">Louisiana Social Studies 2011 GLEs: Grade 6</p>	<p align="center">Savvas myWorld History Early Ages</p>
<p>6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world</p>	<p>SE: Phoenician Traders, 133-134; Trade in Ancient Egypt, 158-159; Trade Routes from the Indus Valley, 204; The Silk Road, 280-281; Greek Economic Expansion, 309-311; The Roman Economy, 394-395; The Origins of the Renaissance, 712-715; Think Critically, 734</p> <p>TP: The Ancient Near East, Ch. 3-5: Mesopotamian Trade and Transport, T5-T7</p>