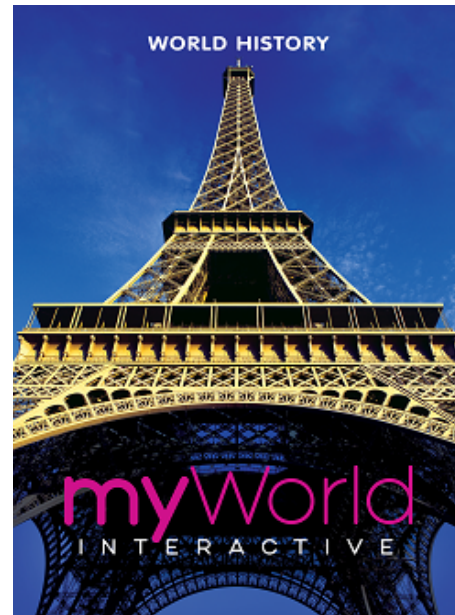
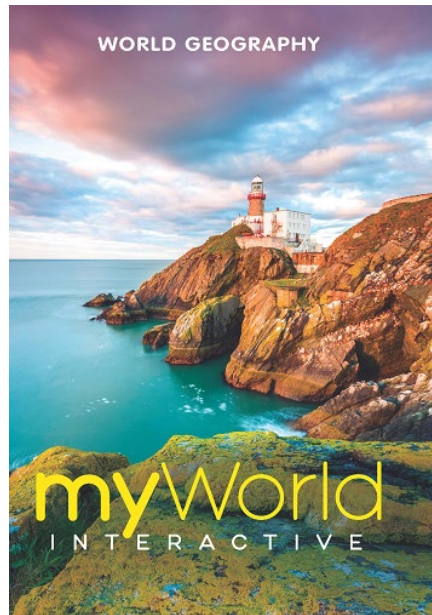


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**Massachusetts History and Social Science
Curriculum Framework
Grades 6 and 7**

Introduction

This document demonstrates how ***myWorld Interactive World History*** and ***my Interactive World Geography*** meet the Massachusetts History and Social Science Curriculum Framework for Grades 6 and 7, World Geography and Ancient Civilizations I and II. Correlation page references are to the Student Edition, Teacher Edition, Active Journal, and Digital Resources.

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 Text** includes all core content lessons, skill lessons, and primary source features.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **myWorld Activity Journal** includes support for completing the “Quest” inquiry/activity strand, close reading support, an vocabulary practice.
- **Online Student Resources** are a full digital course with Interactivities and links to the Student eText for narrative content.

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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<p>Grade 6 World Geography and Ancient Civilizations I</p>		
<p>6.T1. Topic 1: Studying complex societies, past and present</p>		
<p><i>Supporting question: What do the social sciences contribute to our understanding of the world?</i></p>		
<p>6.T1.1. Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present.</p>	<p>SE/TE: The Distant Past, 7; How Do We Know About Kush?, 117</p> <p>TE Only: Differentiated Instruction, 8</p> <p>Digital Resources: Social Studies Core Concepts> History Core Concepts> History Core Concepts: Archaeology and Other Sources; Social Studies Reference Center> Hip Hop Songs> World History> Hip Hop History: Early Agriculture Prehistory</p>	<p>SE/TE: Archaeology and Other Sources, 87; Lesson Check, 87</p> <p>Digital Resources: Social Studies Core Concepts> History Core Concepts> History Core Concepts: Archaeology and Other Sources; Social Studies Reference Center> Hip Hop Songs> World History> Hip Hop History: Early Agriculture Prehistory</p>
<p>6.T1.2. Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past.</p>	<p>SE/TE: What Is the “Oldest One”?, 10; New Evidence, 17; Analysis Skills: Update an Interpretation, 265</p>	<p>SE/TE: For supporting content please see: Historical Sources, 84-85; African Beginnings, 394</p> <p>TE Only: Recent Scholarship, 244</p>
<p>6.T1.3. Give examples of how archaeologists, historians, geographers, economists, and political scientists work as teams to analyze evidence, develop hypotheses, and construct interpretations of ancient and classical civilizations</p>	<p>SE/TE: How Are Ancient Remains Dated?, 8; How Do We Know About Kush?, 117</p> <p>Digital Resources: Social Studies Core Concepts> History Core Concepts> History Core Concepts: Archaeology and Other Sources</p>	<p>SE/TE: Archaeology and Other Sources, 87; Lesson Check, 87; Geography Skills, 395</p> <p>Digital Resources: Social Studies Core Concepts> History Core Concepts> History Core Concepts: Archaeology and Other Sources</p>

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<p>6.T2. Topic 2. Human origins, the Neolithic and Paleolithic Eras <i>Supporting Question: How did life on Earth begin and why did humans form complex societies?</i> <i>Supporting Question: How did life on Earth begin and why did humans form complex societies?</i></p>		
<p>6.T2.1. Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.</p>	<p>SE/TE: For supporting content please see: How Did the Climate Change?, 18-19; When Did People Start to Farm?, 24</p> <p>Digital Resources: Welcome to the Course> Correlations by Lesson to Google Expeditions> Archaeological Dating</p>	<p>SE/TE: For supporting content please see: Topic 1 Review and Assessment, 88; Warming Leads to Population Growth, 251</p> <p>TE Only: Curriculum Connection: Science, 247</p> <p>Digital Resources: Welcome to the Course>Correlations by Lesson to Google Expeditions> Archaeological Dating</p>
<p>6.T2.2. Identify sites where archaeologists have found evidence of the origins of modern human beings and explain current theories of how human groups moved from Africa over time into the continents now known as Asia, Europe, the Americas, and Oceania. Give examples of how ongoing archaeological research adds new data that changes interpretations of how migrations and habitation sites are dated</p>	<p>SE/TE: Where did the first human ancestors live?, 4-5; Geography Skills, 17; What Do We Know About Early Human Migration?, 17-18</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Introduction: Origins of Civilization> Interactive Topic Map: Fossil Finds; Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Lesson 2: Humans Spread Out> Video: How Hunter-Gatherers Lived; Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Lesson 2: Humans Spread Out> Interactive Map: Migrations of Homo Sapiens;</p>	<p>SE/TE: North American Indian Culture Regions, 99; Migration to the Americas, 99; Geography Skills, 100; Europe’s First People, 249; Modern Humans, 249; Geography Skills, 250; Geography Skills, 395; Migration from Africa, 396</p> <p>TE Only: English Language Learners, 250-251</p> <p>Digital Resources: Topic 14: Australia and the Pacific> Lesson 1: Early Cultures of Australia and the Pacific> Interactive Map: Migration to Australia and the Pacific;</p>

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	<p>Continued: Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Fillable Active Journal: Origins of Civilization, 2; Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Fillable Active Journal: Origins of Civilization, 14</p>	<p>Continued: Topic 14: Australia and the Pacific> Lesson 2: Modern History of Australia and the Pacific> Video: Introducing the History of Australia and the Pacific</p>
<p>6.T2.3. . Explain that the term Paleolithic Era refers to the period of earliest human history, beginning c. 2.6 million years ago to c. 11,700 years ago, characterized by the first use of stone tools, fire, hunting and gathering weapons, and, about 50,000 years ago, by cave painting, sculpture, tools, and artifacts using diverse materials such as bone, shell, stone, mineral pigments, and wood).</p>	<p>SE/TE: How Did Hunter-Gatherers Live?, 11-12; What Were Later Stone Age Peoples Like?, 15-16; When Did People Start to Create Art?, 21-23</p> <p>Digital Resources: For supporting content please see: Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Lesson 1: The Distant Past> Video: Unearthing Evidence of the Earliest Humans</p>	<p>SE/TE: Cave Paintings, 250; How Early Hunter-Gatherers Lived, 394-395</p>
<p>6.T2.4. Explain that the term Neolithic Era refers to the period beginning about 10,000 years ago to c. 4500 or c. 2000 BCE in different parts of the world, in which the technologies of agriculture (growing crops and the domestication of animals) and metallurgy (mining and working of metals) were invented and refined, and in which complex societies begin to appear.</p>	<p>SE/TE: When Did People Start to Farm?, 24-25; Lesson Check, 26; How Did Farming Change Human Culture, 29-31; Topic 1 Review and Assessment, 38</p> <p>TE Only: English Language Learners, 24-26</p> <p>Digital Resources: Social Studies Reference Center> Hip Hop Songs> World History> Hip Hop History: Early Agriculture Prehistory</p>	<p>SE/TE: The First Farmers, 445-446; Lesson Check, 448; Topic 9 Review and Assessment, 497</p> <p>Digital Resources: Social Studies Reference Center> Hip Hop Songs> World History> Hip Hop History: Early Agriculture Prehistory</p>

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6.T2.5. Explain how complex societies that practice agriculture may differ, some developing into permanently settled communities, some being nomadic and moving livestock from place to place, some cultivating land temporarily and moving to another location when a plot of land is no longer productive.	<p>SE/TE: For supporting content please see: When Did People Start to Farm?, 25; How Did Farming Change Human Culture, 29-31</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Lesson 3: Developing Complex Cultures> Video: Migrating and Adapting to New Environments</p>	<p>SE/TE: People Develop Agriculture, 208-209; Lesson Check, 210; Topic 4 Review and Assessment, 241</p> <p>Digital Resources: Topic 5: Europe Through Time> Lesson 1: Early European Cultures> Video: The Agricultural Revolution</p>
6.T2.6. Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilization”) since the early 20th century, and although debates are ongoing, many cite these characteristics:		
6.T2.6.a. an economy that produces food surpluses	<p>SE/TE: How Did Cities Lead to Civilizations?, 33-34</p> <p>Active Journal: Take Notes, 19</p>	<p>SE/TE: Growing a Surplus, 397; How Was Civilization Born in Sumer?, 447</p>
6.T2.6.b. dense populations in distinct areas or cities	<p>SE/TE: How Did Cities Lead to Civilizations?, 33; Cities, 34; Eight Features of Civilization, 35</p> <p>Active Journal: Take Notes, 19</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Lesson 5: The Rise of Civilizations> Video: The Growth of Cities</p>	<p>SE/TE: The Birth of Cities, 397; City-States Develop, 447</p>

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6.T2.6.c. stratified social classes	<p>SE/TE: Eight Features of Civilization, 35; Social Classes, 36; Lesson Check, 37</p> <p>TE Only: Differentiated Instruction, 36</p> <p>Active Journal: Take Notes, 19</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Lesson 5: The Rise of Civilizations> Video: The Growth of Cities; Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Fillable Active Journal: Origins of Civilization, 22-23</p>	<p>SE/TE: Sumerian Society, 447</p>
6.T2.6.d. specialized occupations	<p>SE/TE: How Did Cities Lead to Civilizations?, 33; Eight Features of Civilization, 35; Job Specialization, 36; Lesson Check, 37</p> <p>Active Journal: Take Notes, 19</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Lesson 5: The Rise of Civilizations> Video: The Growth of Cities</p>	<p>SE/TE: The Birth of Cities, 398</p>

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6.T2.6.e. developed systems of government, religion, and learning	<p>SE/TE: How Did Cities Lead to Civilizations?, 33; Eight Features of Civilization, 35; Organized Government, 35; Established Religion, 35-36; Topic 1 Review and Assessment, 39</p> <p>Active Journal: Take Notes, 22</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Lesson 5: The Rise of Civilizations> Video: The Growth of Cities; Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Fillable Active Journal: Origins of Civilization, 22-23</p>	<p>SE/TE: The Birth of Cities, 397-398; Sumerian Government, 448</p>
6.T2.6.f. achievements in technology, art, and monumental architecture	<p>SE/TE: Eight Features of Civilization, 35; Arts and Architecture, 37</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Lesson 5: The Rise of Civilizations> Video: The Growth of Cities</p>	<p>SE/TE: The Birth of Cities, 398; Other Sumerian Achievements, 448</p>
6.T2.6.g. systems of record keeping, either written or oral	<p>SE/TE: Eight Features of Civilization, 35; System of Writing, 37</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Lesson 5: The Rise of Civilizations> Video: The Growth of Cities</p>	<p>SE/TE: Sumerian Writing, 448</p>

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<p>6.T2.7. Explain the ways in which complex societies interact and spread from one region to another(e.g., by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).</p>	<p>SE/TE: City-States of Sumer, 47</p> <p>Active Journal: Take Notes, 38</p> <p>Digital Resources: Social Studies Core Concepts> Economics Core Concepts> Economics Core Concepts: Trade; Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Cultural Diffusion and Change</p>	<p>SE/TE: Cultural Diffusion and Change, 53; Lesson Check, 54; A Diverse Region, 180; Influence of the Roman Empire, 316</p> <p>Active Journal: 164</p> <p>Digital Resources: Social Studies Core Concepts> Economics Core Concepts> Economics Core Concepts: Trade; Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Cultural Diffusion and Change</p>
<p>6.T2.8. Construct and interpret a timeline that shows some of the key periods in the development of human societies in the Paleolithic and Neolithic Eras. Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (decade, age, era, century, millennium, CE/AD, BCE/BC, c. and circa). Identify in BCE dates the higher number as indicating the older year (that is, 3000 BCE is earlier than 2000 BCE).</p>	<p>SE/TE: For supporting content please see: Topic 1 Origins of Civilization, 4-5; Analysis Skills: Construct a Timeline, 91</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Fillable Active Journal: Origins of Civilization, 2-3</p>	<p>SE/TE: For supporting content please see: Organizing Time, 83-84</p> <p>TE Only: For supporting content please see: Differentiated Instruction, 83</p> <p>Digital Resources: For supporting content please see: Social Studies Core Concepts> History Core Concepts> History Core Concepts: Measuring Time</p>

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<p>6.T3. Topic 3: Western Asia, the Middle East and North Africa Modern countries in Western Asia and the Middle East Bahrain, Cyprus, Greece, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, area governed by the Palestinian Authority, Qatar, Saudi Arabia, Syria, Turkey, United Arab Emirates, Yemen Modern countries in North Africa Algeria, Egypt, Libya, Morocco, Sudan, Tunisia, Western Sahara (mostly under Moroccan Administration) Significant ancient states and empires in Western Asia, the Middle East and North Africa, c. 3500 BCE-700 CE Mesopotamia (Sumer, Babylon, Assyria), Phoenicia, ancient Israel and Palestine, ancient Egypt and Nubia; Carthage, the Persian Empire, the Empire of Alexander the Great, the Roman Empire, the beginning of the Islamic Empire</p>		
<p>6.T3a. Physical and political geography of modern Western Asia, the Middle East, and North Africa</p>		
<p>6.T3a.1. On a physical map, use cardinal directions, map scales, key/legend, and title to locate important physical features of the region (e.g. the Indian Ocean, the Black Sea, Aegean Sea, Mediterranean Sea, Red Sea, Arabian Peninsula, the Persian Gulf, the Nile, Tigris, and Euphrates Rivers, the Strait of Gibraltar, the Bosphorus, and the Suez Canal). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p>	<p>SE/TE: Geography Skills, 67; Where were Ancient Egypt and Kush?, 96-97; Geography Skills, 100; Geography Skills, 116; Topic 3 Review and Assessment, 123; Geography Skills, 311; Geography Skills, 314; Geography Skills, 450</p> <p>Active Journal: Map Skills: 27, 55, 159, 181, 192</p> <p>Digital Resources: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, 27; Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Fillable Active Journal: Ancient Egypt and Kush, 55</p>	<p>SE/TE: Geography Skills, 34; Geography Skills, 38; Geography Skills, 50; Africa: Climate, 390-391; Southwest Asia: Physical, 440-441; Southwest Asia: Climate, 442-443; Southwest Asia: Population Density, 502-503</p> <p>Active Journal: Map Skills: 201, 229, 257</p> <p>Digital Resources: Topic 10: Southwest Asia Today> Introduction: Southwest Asia Today> Interactive Topic Map: Conflicts in Southwest Asia; Topic 9: Southwest Asia Through Time> Fillable Active Journal: Southwest Asia Through Time, 229</p>

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<p>6.T3a.2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.</p>	<p>SE/TE: Geography Skills, 222; Geography Skills, 460; Geography Skills, 470</p> <p>Active Journal: Map Skills: 27, 55, 159, 181, 192</p> <p>Digital Resources: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, 27</p>	<p>SE/TE: Africa: Political, 386-387; Southwest Asia: Political, 500-501; Southwest Asia: Governments and Conflicts, 504-505; Topic 10 Review and Assessment, 539</p> <p>Active Journal: Map Skills: 201, 229, 257</p> <p>Digital Resources: Topic 10: Southwest Asia Today> Fillable Active Journal: Southwest Asia Today, 257</p>
<p>6.T3a.3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries</p>	<p>SE/TE: How Was Agriculture Important in Mesopotamia?, 45-46; How Did Egyptian Civilization Develop?, 101</p> <p>TE Only: English Language Learners, 48-49</p> <p>Digital Resources: Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Fillable Active Journal: Ancient Egypt and Kush, 72-73</p>	<p>SE/TE: Sumerian Farmers, 446; Settlement in Southwest Asia, 515</p> <p>Digital Resources: Topic 1: Introduction to Geography> Lesson 4: People and the Environment> 360 Exploration: Human Geography: Water; Topic 10: Southwest Asia Today> Lesson 2: Where People Live and Work in Southwest Asia> Video: Where People Live in Southwest Asia</p>

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6.T3b. Western Asia, the Middle East and North Africa: Mesopotamia, c. 3500–1200 BCE <i>Supporting Question: What are the best explanations for why writing developed in Mesopotamia?</i>		
6.T3b.1 Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies;	SE/TE: How Was Agriculture Important in Mesopotamia?, 46 TE Only: English Language Learners, 48-49 Active Journal: Take Notes, 36 Digital Resources: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 1: Civilization Emerges in Mesopotamia> Video: Adapting to Life in Mesopotamia; Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 1: Civilization Emerges in Mesopotamia> Interactive Map: Sumer and the Fertile Crescent	SE/TE: Mesopotamia’s Rivers, 446; Sumerian Farmers, 446-447; Geography Skills, 447; Topic 9 Review and Assessment, 497 Active Journal: Take Notes, 238 Digital Resources: Topic 9: Southwest Asia Through Time> Lesson 1: Origins of Civilization> Video: Adapting to Life in Mesopotamia
6.T3b.2. explain why historians have called the region that surrounds these rivers “the Fertile Crescent.”	SE/TE: How Was Agriculture Important in Mesopotamia?, 45 Active Journal: Take Notes, 36 Digital Resources: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Introduction: Civilizations and Peoples of the Fertile Crescent> Interactive Topic Map: Early Civilizations of the Fertile Crescent	SE/TE: Farming in Mesopotamia, 446 Active Journal: Take Notes, 238

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<p>6.T3b.3 On a map of archaeological sites in the region, and identify the locations and time periods of the Sumerians, Babylonians, and Assyrians as successive states and empires.</p>	<p>SE/TE: For supporting content please see: Fertile Crescent 3,000 BCE, 46; Assyrian and Persian Empires, 934-300 BCE, 61; Topic 2 Review and Assessment, 92-93</p> <p>Active Journal: Map Skills, 27</p> <p>Digital Resources: For supporting content please see: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Introduction: Civilizations and Peoples of the Fertile Crescent> Interactive Topic Map: Early Civilizations of the Fertile Crescent; Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70CE)> Lesson 3: The Assyrian and Persian Empires> Video: The Assyrian and Persian Empires</p>	<p>SE/TE: For supporting content please see: Geography Skills, 447; Geography Skills, 454</p> <p>Digital Resources: For supporting content please see: Topic 9: Southwest Asia Through Time> Lesson 2: Ancient Empires of Southwest Asia> Interactive Map: Mesopotamian Empires; Topic 9: Southwest Asia Through Time> Lesson 2: Ancient Empires of Southwest Asia> Video: The Assyrian and Persian Empires</p>
<p>6.T3b.4 Describe how irrigation, mining and metalsmithing, agriculture, the domestication of animals, and inventions such as the wheel, the sail, and the plow contributed to settlement and the growth of Mesopotamian civilizations.</p>	<p>SE/TE: How Was Agriculture Important in Mesopotamia?, 45-47; City-States of Sumer, 47; Sumerian Achievements, 51; Lesson Check, 51; Distinguish Cause and Effect, 53; Topic 2 Review and Assessment, 93</p> <p>Digital Resources: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 1: Civilization Emerges in Mesopotamia> Video: Adapting to Life in Mesopotamia;</p>	<p>SE/TE: Sumerian Farmers, 447; An Empire Built on Iron, 453-454</p> <p>Digital Resources: Topic 9: Southwest Asia Through Time> Lesson 1: Origins of Civilization> Video: Adapting to Life in Mesopotamia</p>

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	<p>Continued: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 1: Civilization Emerges in Mesopotamia> Interactive Map: Sumer and the Fertile Crescent; Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, 36, 45</p>	
6.T3b.5 Analyze the important characteristics and achievements of early Mesopotamia.		
6.T3b.5.a. a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves	<p>SE/TE: Sumerian Social Hierarchy, 48; Lesson Check, 58</p> <p>Digital Resources: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 2: The First Empires> Video: Hammurabi’s Code</p>	<p>SE/TE: For supporting content please see: Sumerian Society, 447</p>
6.T3b.5.b. a religion based on polytheism (the belief in many gods)	<p>SE/TE: What Role Did Religion Have in Sumerian Society?, Take Notes, 48</p>	<p>SE/TE: For supporting content please see: Sumerian Society, 447</p>
6.T3b.5.c. monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals)	<p>SE/TE: Arts of Mesopotamia, 64; Lesson Check, 64</p> <p>Digital Resources: For supporting content please see: Social Studies Reference Center> Hip Hop Songs> World History> Hip Hop History: Ancient Middle East and Egypt</p>	<p>SE/TE: For supporting content please see: Legacy of Sumer and Babylonia, 451</p> <p>Digital Resources: For supporting content please see: Social Studies Reference Center> Hip Hop Songs> World History> Hip Hop History: Ancient Middle East and Egypt</p>

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6.T3b.5.d. cuneiform writing, used for record keeping tax collection, laws and literature	SE/TE: Cuneiform Stages of Development, 50; Primary Sources: Contracts in Ancient Mesopotamia, 52; Topic 2 Review and Assessment, 93	SE/TE: For supporting content please see: Sumerian Writing, 448
6.T3b.5.e. the first epic (the Epic of Gilgamesh) and the first set of written laws (the Code of Hammurabi, for example, "If a man put out the eye of another man, his eye shall be put out." [An eye for an eye]).	<p>SE/TE: Primary Sources: The Epic of Gilgamesh, 13; Quest Discussion Inquiry, 44; The Significance of Hammurabi's Code, 56-57; Topic 2 Review and Assessment, 93</p> <p>TE Only: Differentiated Instruction, 55</p> <p>Active Journal: Quest Discussion Inquiry, 28-35; Quick Activity, 40</p> <p>Digital Resources: Interactive Primary Sources> Interactive Primary Source: Code of Hammurabi; Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 2: The First Empires> Video: Hammurabi's Code; Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, 40</p>	<p>SE/TE: Hammurabi Builds an Empire, 450-451; Quest Connections, 451</p> <p>Digital Resources: Interactive Primary Sources> Interactive Primary Source: Code of Hammurabi; Topic 9: Southwest Asia Through Time> Quest: DBQ: Establishing a Government> Quest Connection: Connect to the Establishment of Laws; Topic 9: Southwest Asia Through Time> Quest: DBQ: Establishing a Government> Quest Source 1: Hammurabi's Code</p>

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<p>6.T3c. Ancient Egypt, c. 3000–1200 BCE [6.T3c] <i>Supporting Question: How did Ancient Egypt’s rigid class structure affect its social and cultural development?</i></p>		
<p>6.T3c.1. Identify the locations of ancient Upper and Lower Egypt and ancient Nubia; and explain what the terms “Upper” and “Lower” mean in this context.</p>	<p>SE/TE: The Nile River Valley, 100; Upper and Lower Egypt, 100; Trade Routes of Egypt and Kush, 116</p> <p>Active Journal: Map Skill, 55</p> <p>Digital Resources: Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Lesson 3: Egypt and Kush> Video: Trade Between Egypt and Kush; Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Fillable Active Journal: Ancient Egypt and Kush, 55</p>	<p>SE/TE: Geography Skills, 398; The Kingdoms of Egypt, 398</p>
<p>6.T3c.2. Describe the significance of the Nile River to ancient Egyptians.</p>	<p>SE/TE: The Nile River Valley, 99-100; How Did Egyptian Civilization Develop?, 101</p> <p>Active Journal: Take Notes, 64</p> <p>Digital Resources: Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Lesson 1: Egypt Under the Pharaohs> Video: Pharaohs of Ancient Egypt</p>	<p>SE/TE: Civilization Develops, 397; Growing a Surplus, 397; Analysis Skills: Draw Conclusions and Make Generalizations, 405</p> <p>Digital Resources: Topic 1: Introduction to Geography> Lesson 4: People and the Environment> 360 Exploration: Human Geography: Water; Topic 8: Africa> Lesson 2: Ancient Egypt and Kush> Video: Pharaohs of Ancient Egypt</p>

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<p>6.T3c.3. Analyze the kinds of evidence that have been used by archaeologists and historians to draw conclusions about the social and economic characteristics of ancient Nubia (the Kingdom of Kush) and their relationship to the characteristics of ancient Egypt.</p>	<p>SE/TE: For supporting content please see: Trade in the Nile Valley, 116-117; How Do We Know About Kush?, 117; Analysis Skills: Frame Questions, 121</p> <p>Active Journal: Examine Primary Sources, 61</p> <p>Digital Resources: For supporting content please see: Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Lesson 3: Egypt and Kush> Video: Trade Between Egypt and Kush</p>	<p>SE/TE: Analyze Images, 403; Analyze Images, 404</p> <p>Active Journal: Take Notes, 210</p> <p>Digital Resources: Topic 8: Africa> Lesson 2: Ancient Egypt and Kush> Interactive Gallery: Art and Culture of Kush</p>
<p>6.T3c.4. Analyze the role of the pharaoh as god/king, and describe how pharaohs were represented in painting and sculpture, the concept of dynasties, and significant acts of at least one pharaoh or queen (e.g., Khufu, Akhnaten, Ramses II, Nefertiti, Cleopatra).</p>	<p>SE/TE: Great Rulers, 105-106; Primary Sources: The Victory of Ramses II, 107</p> <p>Active Journal: Quest Document-Based Writing Inquiry, 56-63; Quick Activity, 66</p> <p>Digital Resources: Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Lesson 2: Achievements of Egyptian Civilization> 3-D Model: Egyptian Pyramids; Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Quest: Document-Based Writing: Become a Pharaoh-in-Training> Quest Connection: Connect to The Victory of Ramses II; Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Fillable Active Journal: Ancient Egypt and Kush, 66</p>	<p>SE/TE: Uniting Egypt, 398; The Pyramids, 401</p> <p>Digital Resources: Topic 8: Africa> Lesson 2: Ancient Egypt and Kush> Interactive 3-D Model: Egyptian Pyramids</p>

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<p>6.T3c.5. Describe the relationships among social classes (e.g., the relationship of the pharaoh to priests, nobles, government officials, soldiers, scribes, artisans, farmers, and peasants, laborers, and slaves).</p>	<p>SE/TE: How was Egyptian Society Organized?, 103; Egypt’s Social Pyramid, 103</p> <p>TE Only: English Language Learners, 102-103</p> <p>Active Journal: Quest Connections 2 Investigate, 58</p> <p>Digital Resources: Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Quest: Document-Based Writing: Become a Pharaoh-in-Training> Quest Connection: Connect to Egypt’s Social Pyramid</p>	<p>SE/TE: Egyptian Society, 399-400</p> <p>Digital Resources: For supporting content please see: Topic 8: Africa> Lesson 2: Ancient Egypt and Kush> Video: Pharaohs of Ancient Egypt</p>
<p>6.T3c.6. Describe the polytheistic religion of ancient Egypt with respect to beliefs about death, proper behavior, the afterlife, mummification, and the roles of deities.</p>	<p>SE/TE: Egyptian Religion, 104-105; Architecture and Art, 111-112</p> <p>Digital Resources: Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Introduction: Ancient Egypt and Kush> Topic Video: In the Artifact Lab; Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Lesson 1: Egypt Under the Pharaohs> Interactive Gallery: Egyptian Religion Gallery; Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Quest: Document-Based Writing: Become a Pharaoh-in-Training> Quest Source 4: Judgment of the Dead</p>	<p>SE/TE: Egyptian Religion, 400</p> <p>Digital Resources: Topic 8: Africa> Lesson 2: Ancient Egypt and Kush> Video: Pharaohs of Ancient Egypt</p>

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6.T3c.7. Summarize important achievements of the Old, Middle, and New Kingdoms (e.g., the agricultural system; knowledge of mathematics, astronomy, the invention of a calendar; the invention of papyrus and hieroglyphic writing; the organization of monumental building projects such as the Pyramids and Sphinx at Giza; the centralization of government and military power).	<p>SE/TE: Science and Mathematics, 112-113; Lesson Check, 113; Topic 3 Review and Assessment, 122-123</p> <p>TE Only: English Language Learners, 110-111</p> <p>Digital Resources: Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Lesson 2: Achievements of Egyptian Civilization> Video: The Legacy of Ancient Egypt; Welcome to the Course> Correlations by Lesson to Google Expeditions> Egypt</p>	<p>SE/TE: Egyptian Achievements, 401-402</p> <p>TE Only: History Background, 401</p> <p>Digital Resources: Welcome to the Course> Correlations by Lesson to Google Expeditions> Egypt</p>
<p>6.T3d. Ancient Phoenicia, c. 1000–300 BCE <i>Supporting Question: Why were traders and merchants important in ancient societies?</i></p>		
6.T3d.1. On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea.	<p>SE/TE: Geography Skills, 67; Where was ancient Greece?, 218-219</p> <p>Active Journal: Map Skills: 27, 129</p> <p>Digital Resources: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Fillable Active Journal: Ancient Greece, 129</p>	SE/TE: Geography Skills, 453

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6.T3d.2. Explain how the location of Phoenicia contributed to its domination of maritime trade in the Mediterranean from c. 1000-300 BCE.	<p>SE/TE: Phoenician Traders, 67; How Did Phoenicians Use the Sea?, 68-69; Topic 2 Review and Assessment, 93</p> <p>Digital Resources: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, 43</p>	<p>SE/TE: Phoenician Traders, 452-453</p> <p>TE Only: English Language Learners, 452-453</p>
6.T3d.3. Describe how the alphabetic Phoenician writing system differed from Mesopotamian cuneiform or Egyptian hieroglyphic writing; explain how Phoenician maritime traders contributed to the spread of the use of the alphabetic system, which eventually evolved into the Greek alphabet and then into letter symbols used in other languages.	<p>SE/TE: What Is the Cultural Legacy of the Phoenicians?, 69-70; Lesson Check, 70; Topic 2 Review and Assessment, 93</p> <p>Digital Resources: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 4: The Phoenicians> Video: The Alphabet; Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 4: The Phoenicians> Interactive Gallery: Development of the Modern Latin Alphabet</p>	<p>SE/TE: Greek Writing, 260; Phoenician Achievements, 453; Lesson Check, 455</p>

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<p>6.T3e. Ancient Israel, Palestine, c. 2000 BCE–70 CE <i>Supporting question: What were the consequences of the unification of tribes for ancient Israel?</i></p>		
<p>6.T3e .1. On a historical map of the Mediterranean, locate Asia Minor, Greece and Mesopotamia, the kingdoms of the Hittites and ancient Israel and Palestine and ancient Egypt.</p>	<p>SE/TE: Geography Skills, 85; Where was ancient Greece?, 218-219</p> <p>Active Journal: Map Skills, 27</p> <p>Digital Resources: Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Fillable Active Journal: The Roman and Byzantine Empires, 181</p>	<p>SE/TE: Lands of the Hebrew Bible, About 1700-1200s BCE, 459; Israel Under King David, 462</p>
<p>6.T3e .2. Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in Hebrew history.</p>	<p>SE/TE: Abraham’s Covenant, 72; The Patriarchs, 72; Moses, 73; Geography Skills, 73; What Are the Ten Commandments?, 74; Return to the Promised Land, 75; Lesson Check, 75</p> <p>Digital Resources: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 5: Origins of Judaism> Video: The Origins of Judaism; Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 5: Origins of Judaism> Interactive Map: The Exodus in Jewish Tradition; Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 7: Early History of the Jewish People> Interactive Gallery: Origins of Judaism</p>	<p>SE/TE: Abraham’s Covenant, 458; Moses, 458; The Desert Experience, 458-459; The Ten Commandments, 459; Lesson Check, 464</p> <p>Digital Resources: Topic 9: Southwest Asia Through Time> Lesson 3: Origins and Beliefs of Judaism> Interactive Gallery: Origins of Judaism</p>

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<p>6.T3e .3. Describe the history of ancient Israel and early Christianity:</p> <p>6.T3e .3.a. monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations)</p>	<p>SE/TE: The Early Israelites and the Worship of One God, 71; Key Teachings of Judaism, 80, Ethical Monotheism, 80; Righteousness and Justice, 81; Observance of Law, 81; Lesson Check, 82; Topic 2 Review and Assessment, 92; Why Did Christianity Grow Rapidly?, 323; The Trinity, 327</p> <p>TE Only: English Language Learners, 80-81</p> <p>Active Journal: Take Notes, 48</p> <p>Digital Resources: Interactive Primary Sources> Interactive Primary Source: Psalm 23; Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Religion; Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 6: Beliefs of Judaism> Video: The Central Beliefs of Judaism</p>	<p>SE/TE: The Ancient Israelites and Their God, 457; The Ten Commandments, 459; Basic Teachings, 461-462; Lesson Check, 464; Topic 9 Review and Assessment, 497</p> <p>TE Only: Differentiated Instruction, 459; English Language Learners, 460-461</p> <p>Digital Resources: Interactive Primary Sources> Interactive Primary Source: Psalm 23; Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Religion; Topic 9: Southwest Asia Through Time> Lesson 3: Origins and Beliefs of Judaism> Video: The Central Beliefs of Judaism</p>

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<p>6.T3e .3.b. the Hebrew Bible's accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c.900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE).</p>	<p>SE/TE: Deborah and Ruth, 84; David and Solomon, 84-85; Roman Rule, 87; Lesson Check, 90; Analysis Skills: Construct a Timeline, 91</p> <p>Active Journal: Take Notes, 50</p> <p>Digital Resources: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE-70 CE)> Lesson 7: Early History of the Jewish People> Interactive Gallery: Origins of Judaism</p>	<p>SE/TE: Saul, David, and Solomon, 462-463; The Kingdom Divides, 463; Greek and Roman Rule, 464</p> <p>Digital Resources: Topic 9: Southwest Asia Through Time> Lesson 3: Origins and Beliefs of Judaism> Interactive Gallery: Origins of Judaism</p>
<p>6.T3e .3.c. the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire.</p>	<p>SE/TE: Jewish Groups in Judea, 319; Christians and Jews, 321; Travels of the Apostle Paul, 321; Christianity and the Empire, 323; Analysis Skills: Detect Changing Patterns, 324</p> <p>Active Journal: Take Notes, 193</p> <p>Digital Resources: Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Lesson 2: Origins of Christianity> Video: Reasons for the Spread of Christianity</p>	<p>SE/TE: Christianity Spreads to Rome, 268; Rome Becomes Christian, 268-269; Jewish Groups, 465-466; Christians and Jews, 471; The Apostle Paul, 471; Lesson Check, 472</p> <p>Digital Resources: Topic 9: Southwest Asia Through Time> Lesson 4: Origins and Beliefs of Christianity> Interactive Map: The Spread of Christianity</p>

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<p>6.T3e .3.d. the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).</p>	<p>SE/TE: Jesus’ Life and Teachings, 319-320; The Old and New Testaments, 325-326; What Do Christians Believe About God?, 327; Lesson Check, 329</p> <p>Active Journal: Take Notes, 195</p> <p>Digital Resources: Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Religion; Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Lesson 3: Beliefs of Christianity> Video: The New Testament</p>	<p>SE/TE: Christianity Spreads to Rome, 268; Jesus the Teacher, 466; Opposition, Arrest, and Death, 466-467; The Resurrection, 467; The Old and New Testaments, 467; What Do Christians Believe?, 468-469; Following Jesus, 469-470; Lesson Check, 472</p> <p>Digital Resources: Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Religion; Topic 9: Southwest Asia Through Time> Lesson 4: Origins and Beliefs of Christianity> Video: The New Testament</p>
<p>6.T3f. The ancient Arabian Peninsula (7th century CE) Supporting question: Why is the belief in one God significant to Islam, Judaism, and Christianity?</p>		
<p>1. On a map of the Arabian Peninsula, identify the Red Sea and the cities of Mecca and Medina as the sites of the beginning of the Muslim religion.</p>	<p>SE/TE: Where was the Islamic World?, 446-447; Geography Skills, 460</p> <p>Active Journal: Map Skills, 257</p> <p>Digital Resources: Topic 11: The Islamic World and South Asia (610-1550)> Fillable Active Journal: The Islamic World and South Asia, 257</p>	<p>SE/TE: Spread of Islam, 632-1000, 482</p>

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<p>2. Explain Islam’s historical relationship to Judaism and Christianity as monotheistic religions.</p>	<p>SE/TE: Monotheism, 455</p> <p>Active Journal: Take Notes, 269</p> <p>Digital Resources: For supporting content please see: Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Religion; Topic 11: The Islamic World and South Asia (610-1550)> Lesson 1: Origins of Islam> Video: The Life of Muhammad</p>	<p>SE/TE: Monotheism, 477; Topic 9 Review and Assessment, 496-497</p> <p>TE Only: Common Misconceptions, 477</p> <p>Digital Resources: For supporting content please see: Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Religion</p>

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<p>3. Describe the life and teachings of Muhammad (570-c. 632 CE) and the significance of the Qur’an as the primary source of Islamic belief.</p> <p>Clarification statement: This is intended as a brief introduction to the historical beginnings of one of the major world religions practiced today; in addition to learning about the beginnings of Judaism, Christianity, and Islam in grade 6, students will learn about Hinduism, Buddhism, Confucianism and Daoism in grade 7.</p>	<p>SE/TE: The Rise of Islam, 451-452; What Are the Sources of Islamic Teachings?, 453-454; Lesson 2 Check, 457; Topic 11 Review and Assessment, 483</p> <p>TE Only: English Language Learners, 454-455</p> <p>Active Journal: Take Notes, 271</p> <p>Digital Resources: Interactive Primary Sources> Interactive Primary Source: The Quran; Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Religion; Topic 11: The Islamic World and South Asia (610-1550)> Lesson 1: Origins of Islam> Video: The Life of Muhammad; Topic 11: The Islamic World and South Asia (610-1550)> Lesson 2: Beliefs of Islam> Video: The Five Pillars of Islam</p>	<p>SE/TE: How Did Islam Begin?, 474-476; Sources of Islamic Teachings, 476-477; Topic 9 Review and Assessment, 497</p> <p>Active Journal: Take Notes, 247; Practice Vocabulary, 248</p> <p>Digital Resources: Topic 9: Southwest Asia Through Time> Lesson 5: Origins and Beliefs of Islam> Video: The Five Pillars of Islam; Topic 9: Southwest Asia Through Time> Lesson 5: Origins and Beliefs of Islam> Interactive Timeline: The Origins of Islam; Interactive Primary Sources> Interactive Primary Source: The Quran; Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Religion</p>

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6.T3g. Interactions among ancient societies in Western Asia, North Africa, and the Middle East Supporting Question: How did ideas spread across ancient societies in this region?		
<p>1. Describe the impact of encounters through trade, cultural exchange, and conquest among the societies and empires in the region, in particular, exchanges on land routes of the Silk Roads linking Europe, the steppes of West Asia, East Asia, and Africa, and the goods, languages, and cultural motifs exchanged (e.g., gold, ivory from Africa, grain from Western Asia, produce, horses, livestock, wood, furs from the steppes, ceramics, silk, and other luxury goods from China).</p>	<p>SE/TE: The Silk Road in the Han Dynasty, 206; A Major Trade Route, 206-207; Exchanges of Ideas, 207; Lesson Check, 207; Exchange Between Continents, 271; International Influences, 332</p> <p>TE Only: Differentiated Instruction, 206</p> <p>Active Journal: Take Notes, 273; Writing Workshop, 278-279</p> <p>Digital Resources: Topic 11: The Islamic World and South Asia (610-1550)> Lesson 3: Expansion of the Muslim World> Video: Rise and Fall of the Abbasid Dynasty; Topic 11: The Islamic World and South Asia (610-1550)> Lesson 4: Achievements of Islamic Civilization> Video: Importance and Preservation of Learning in the Muslim World</p>	<p>SE/TE: The Silk Road Crosses Eurasia, 356; Lesson Check, 359; Trade and the Spread of Ideas, 485-486</p> <p>Digital Resources: Welcome to the Course> Correlations by Lesson to Google Expeditions> The Silk Road</p>

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<p>2. Use information from primary and secondary sources to research contributions of one of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.</p>	<p>SE/TE: Quest: Project-Based Learning Inquiry, 220; Quest: Document-Based Writing Inquiry, 278</p> <p>TE Only: Differentiated Instruction, 230; Differentiated Instruction, 312; Differentiated Instruction, 446</p> <p>Digital Resources: Topic 3: Ancient Egypt and Kush (3000 BCE-600 BCE)> Quest: Document-Based Writing: Become a Pharaoh-in-Training> Quest Source 3: Edwin Smith Surgical Papyrus</p>	<p>SE/TE: For supporting content please see: Lesson Check, 448</p>

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<p>6.T4. Topic 4. Sub-Saharan Africa Modern countries in Sub-Saharan Africa Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Mauritius, Mayotte (Fr.), Mozambique, Namibia, Niger, Nigeria, Reunion (Fr.), Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Swaziland, Tanzania, Togo, Uganda, Zambia, Zimbabwe</p> <p>Significant early Sub-Saharan African states and societies Ancient Ghana, ancient Mali, Songhai, the ancient Kingdom of Axum, the Swahili city-states</p>		
<p>6.T4a. Physical and political geography of Sub-Saharan Africa</p>		
<p>6.T4a.1. On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, and the Mediterranean Sea. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, Mount Kilimanjaro, the Cape of Good Hope, the Great Rift Valley, Lake Victoria). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p>	<p>SE/TE: Where did these trade routes exist?, 586-587; Geography Skills, 590; The World: Political, 878-879</p> <p>Active Journal: Map Skills, 331</p> <p>Digital Resources: Topic 14: African Civilizations (300-1591)> Lesson 1: The Rise of Ghana in West Africa> Interactive Map: Africa's Vegetation Regions; Topic 14: African Civilizations (300-1591)> Fillable Active Journal: African Civilizations, 331</p>	<p>SE/TE: World: Physical, 4-5; Geography Skills, 34; Geography Skills, 38; Africa: Physical, 388-389; Africa: Climate, 390-391; Geography Skills, 413; Geography Skills, 431</p> <p>Active Journal: Map Skills, 201</p> <p>Digital Resources: Topic 8: Africa> Introduction: Africa> Interactive Topic Map: African Climates; Topic 1: Introduction to Geography> Fillable Active Journal: Introduction to Geography, 2-3; Topic 8: Africa> Fillable Active Journal: Africa, 201</p>

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<p>6.T4a .. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.</p>	<p>SE/TE: For supporting content please see: Geography Skills, 604; Topic 14 Assessment, 615</p> <p>Active Journal: Map Skills, 331</p>	<p>SE/TE: Africa: Political, 386-387; Geography Skills, 431; Topic 8 Review and Assessment, 437</p> <p>Active Journal: Map Skills 201</p> <p>Digital Resources: Topic 8: Africa> Fillable Active Journal: Africa, 201</p>
<p>6.T4a.3. Explain how absolute and relative locations, major physical characteristics, climate (including drought and desertification), and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p>	<p>SE/TE: The African Landscape, 589-591; Exchanges at Mali, 596; Geography Skills, 604; Topic 14 Review and Assessment, 615</p> <p>TE Only: History Background, 587</p> <p>Digital Resources: Topic 14: African Civilizations (300-1591)> Lesson 1: The Rise of Ghana in West Africa> Video: How Ghana Became a Wealthy Empire; Topic 14: African Civilizations (300-1591)> Fillable Active Journal: African Civilizations, 350-351</p>	<p>SE/TE: Geography Skills, 408; Where Africans Live, 419-420</p> <p>Digital Resources: Topic 8: Africa> Lesson 5: Living in Africa> Video: Where People Live and Work in West and Central Africa; Topic 8: Africa> Fillable Active Journal: Africa, 226-227</p>

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<p>6.T4b. Selected Sub-Saharan African states and societies, c. 100–1000 CE [6.T4b] Supporting Question: How did long-distance trade influence the development of early subSaharan African states and societies?</p>		
<p>6.T4b.1. Identify the location, sources of wealth, and importance of the Kingdom of Axum (c. 100-940 CE); explain the role it played in the adoption of Christianity in Ethiopia and the role east African societies played in the spread of Islam to South Asia,</p>	<p>SE/TE: Geography Skills, 604; Axum: A Great Trading Kingdom, 604; Biography: 5 Things to Know About King Ezana, 605; Christianity in Axum, 605; Ethiopia, a Christian Kingdom, 605; Blending of Cultures, 606; Lesson Check, 606; Topic 14 Review and Assessment, 615</p> <p>Active Journal: Take Notes, 346</p> <p>Digital Resources: Topic 14: African Civilizations (300-1591)> Lesson 3: Trading States of East Africa> Video: Ethiopia as a Christian Outpost</p>	<p>SE/TE: Axum and Ethiopia, 409; Lesson Check, 411</p>
<p>6.T4b.2. Explain the pivotal role Swahili coastal societies along the Indian Ocean played in linking trade networks between interior Africa and maritime routes along the coasts of Central and South Asia, and connecting to China; identify key goods in this trade (e.g., gold, ivory, iron, people from Africa, and cloth, glass beads, and porcelain from Asia).</p>	<p>SE/TE: The Swahili Culture, 606; Blending of Cultures, 606</p> <p>Active Journal: Take Notes, 346</p>	<p>SE/TE: East African City-States, 410; Lesson Check, 411</p> <p>TE Only: Differentiated Instruction, 410</p>

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<p>6.T4b.3. Identify the locations, sources of wealth and importance of West African cities and empires, including the city of Timbuktu (beginning c.5th century CE), and the empire of ancient Ghana (beginning c. 700 CE).</p> <p>i. Clarification statement: Students will study the later empires of ancient Mali and Songhai in World History I.</p>	<p>SE/TE: Ironworking Technology, 592; Ancient Ghana, 592; The Growth of the Ghana Empire, 592-593; Lesson Check, 594; Muslim Culture in Mali, 597</p> <p>Active Journal: Take Notes, 340; Quick Activity, 342</p> <p>Digital Resources: Topic 14: African Civilizations (300-1591)> Introduction: African Civilizations> Interactive Topic Map: Trans-Saharan Trade; Topic 14: African Civilizations (300-1591)> Lesson 1: The Rise of Ghana in West Africa> Video: How Ghana Became a Wealthy Empire; Topic 14: African Civilizations (300-1591)> Lesson 2: Mali and Songhai> Video: The Influence of Islam in West Africa; Social Studies Reference Center> Hip Hop Songs> World History> Hip Hop History: Early African Civilizations</p>	<p>SE/TE: Western Trading Empires, 407-408; Geography Skills, 408</p> <p>Digital Resources: Topic 8: Africa> Lesson 3: Later African Civilizations> Video: The Influence of Islam in West Africa; Topic 8: Africa> Lesson 3: Later African Civilizations> Interactive Gallery: West African Trade, Empires, and Art; Social Studies Reference Center> Hip Hop Songs> World History> Hip Hop History: Early African Civilizations</p>
<p>6.T4b.4. Explain the pivotal role these societies played in the trans-Saharan trade, the spread of Islam, and trade with North Africa, Europe, West Asia in gold, ivory, and slaves and the contributions of these societies to the modern world.</p>	<p>SE/TE: Gold-Salt Trade, 593; Sites of Encounter: Mali, 596; Muslim Culture in Mali, 597; Biography: 5 Things to Know About Mansa Musa, 597; Islamic Law and Scholarship, 599; Legacy of Empires, 600; Lesson Check, 600; The Swahili Culture, 606; Blending of Cultures, 606;</p>	<p>SE/TE: Muslim North Africa, 406-407; Western Trading Empires, 407-408; Lesson Check, 411; Atlantic Slave Trade, 412-413</p> <p>Digital Resources: Topic 8: Africa> Lesson 3: Later African Civilizations> Video: The Influence of Islam in West Africa</p>

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	<p>Continued: Slavery in West Africa, 608; A Rich Oral Tradition, 611; Topic 14 Review and Assessment, 614-615</p> <p>Active Journal: Quick Activity, 342</p> <p>Digital Resources: Topic 14: African Civilizations (300-1591)> Introduction: African Civilizations> Interactive Topic Map: Trans-Saharan Trade; Topic 14: African Civilizations (300-1591)> Lesson 2: Mali and Songhai> Video: The Influence of Islam in West Africa</p>	

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<p>6.T5. Topic 5. Central America, the Caribbean Islands, and South America Modern countries in Central America and the Caribbean Islands Anguilla (U.K.), Antigua and Barbuda, Bahamas, Barbados, Belize, Bermuda (U.K.), British Virgin Islands (U.K.), Cayman Islands (U.K.), Costa Rica, Cuba, Dominica, Dominican Republic, El Salvador, Grenada, Guadeloupe (Fr.), Guatemala, Haiti, Honduras, Jamaica, Martinique (Fr.), Montserrat (U.K.), Netherlands Antilles (Saint Maarten, Saba, Saint Eustatius, Aruba, Bonaire, Curaçao), Nicaragua, Panama, Puerto Rico (U.S.), St. Kitts and Nevis, St. Lucia, St.-Pierre and Miquelon (Fr.), St. Vincent and the Grenadines, Trinidad and Tobago, Turks and Caicos Islands (U.K.), Virgin Islands (U.S.)</p> <p>Modern countries in South America Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (U.K. territory), French Guiana (Fr.), Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela</p> <p>Significant ancient societies and empires in Central and South America (Mesoamerica) Maya, Teotihuacán, Olmec, Toltec, Zapotec, Chavín, Moche, Nazca (Note that students will study the later Aztec and Inca empires in World History I)</p>		
<p>6.T5a. Physical and political geography and indigenous populations of Central America and the Caribbean Islands</p>		
<p>6.T5a.1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central America, the Caribbean Sea. On a map of the region, identify important physical features of the region (e.g. Gulf of Mexico, Yucatan Peninsula, the Panama Canal).</p>	<p>SE/TE: Where did the first Americans come from?, 548-549; Topic 13 Review and Assessment, 583</p> <p>Active Journal: Map Skills, 309; Quest Project-Based Learning Inquiry, 310-317</p> <p>Digital Resources: Topic 13: Civilizations of the Americas (Prehistory-1533 CE)> Introduction: Civilizations of the Americas> Interactive Topic Map: Meso-American and South American Geography and Empires; Topic 13: Civilizations of the Americas (Prehistory-1533 CE)> Fillable Active Journal: Civilizations of the Americas, 309</p>	<p>SE/TE: Middle America: Physical, 148-149</p> <p>Active Journal: Map Skills, 64-65</p> <p>Digital Resources: Topic 3: Middle America> Fillable Active Journal: Middle America, 64-65</p>

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6.T5a.2. Demonstrate knowledge of political geography by locating the current countries and major cities of Central America and the Caribbean Islands on a political map; use knowledge of maps to complement information gained from text about a country or region.	SE/TE: For supporting content please see: Where did European powers explore and found colonies?, 668-669; North & South America: Political, 886	SE/TE: Middle America: Political, 146-147 Active Journal: Map Skills, 64-65 Digital Resources: Topic 3: Middle America> Fillable Active Journal: Middle America, 64-65
6.T5a.3. Explain how absolute and relative locations, climate, major physical characteristics and natural resources influenced settlement, population size, and the economies of regions and countries in Central America and the Caribbean Islands.	SE/TE: Explore The Essential Question, 546; Quest: Project-Based Learning Inquiry, 550; Settlement and Geography of the Americas, 551-552; The Valley of Mexico, 560; The Great Capital, Tenochtitlan, 561 TE Only: Differentiated Instruction, 550 Digital Resources: Topic 13: Civilizations of the Americas (Prehistory-1533 CE)> Introduction: Civilizations of the Americas> Interactive Topic Map: Meso-American and South American Geography and Empires	SE/TE: Who Were the Olmec and Zapotec?, 153-154; Lesson Check, 157; The Valley of Mexico, 158 Digital Resources: Topic 3: Middle America> Lesson 6: Living in Mexico and Central America> Video: Geography of Mexico; Topic 3: Middle America> Lesson 8: The Caribbean Today> Video: The Geography of Central America and the Caribbean; Topic 3: Middle America> Fillable Active Journal: Middle America, 94-95

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<p>6.T5a.4. Describe the culture and way of life of the indigenous populations of the region (e.g., Carib [Antilles and South America], Taino [Cuba, Trinidad, Jamaica, Hispaniola, Puerto Rico], Lenca [Honduras], Miskito [Nicaragua], Huatares and Chorotegas [Costa Rica], Lokono, also known as Arawak [Trinidad and Tobago]).</p>	<p>SE/TE: For supporting content please see: Who Were the Olmecs and Zapotecs?, 553</p> <p>Digital Resources: For supporting content please see: Topic 13: Civilizations of the Americas (Prehistory-1533 CE)> Lesson 1: The Maya> Video: Development of Cities in Mesoamerica</p>	<p>SE/TE: Who Were the First Caribbean Peoples?, 173</p> <p>For supporting content please see: Who Were the Olmec and Zapotec?, 153-154</p> <p>Digital Resources: Topic 3: Middle America> Lesson 5: History of the Caribbean> Video: Introducing Caribbean and Central American History</p>
6.T5b. Physical and political geography of South America		
<p>6.T5b.1. On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate important physical features of the region (e.g. Isthmus of Panama, Andes Mountains, Cape Horn, Amazon River, and the southern, northern, eastern, and western regions of South America). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p>	<p>SE/TE: Where did the first Americans come from?, 548-549; Analysis Skills: Interpret Thematic Maps, 574; Where did European powers explore and found colonies?, 668-669</p> <p>Digital Resources: Topic 13: Civilizations of the Americas (Prehistory-1533 CE)> Lesson 3: The Incas> Interactive Map: Growth of the Inca Empire; Topic 13: Civilizations of the Americas (Prehistory-1533 CE)> Fillable Active Journal: Civilizations of the Americas, 309</p>	<p>SE/TE: Geography Skills, 34; Geography Skills, 38; Geography Skills, 48-49; South America: Physical, 202-203; South American: Climate, 204-205; Geography Skills, 208; Geography Skills, 226; Geography Skills, 231; Topic 4 Review and Assessment, 241</p> <p>Active Journal: Map Skills, 97</p> <p>Digital Resources: Topic 4: South America> Introduction: South America> Interactive Topic Map: Physical Features of South America; Topic 1: Introduction to Geography> Fillable Active Journal: Introduction to Geography, 2-3; Topic 4: South America> Fillable Active Journal: South America, 119</p>

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<p>6.T5b.2. On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.</p>	<p>SE/TE: Analysis Skills: Interpret Thematic Maps, 574; Geography Skills, 684</p> <p>Digital Resources: 21st Century Skills Tutorials> Read Political Maps> 21st Century Skill: Read Political Maps: Video; Topic 13: Civilizations of the Americas (Prehistory-1533 CE)> Fillable Active Journal: Civilizations of the Americas, 309</p>	<p>SE/TE: South America: Political, 200-201</p> <p>Active Journal: Map Skills, 97</p> <p>Digital Resources: 21st Century Skills Tutorials> Read Political Maps> 21st Century Skill: Read Political Maps: Video; Topic 4: South America> Fillable Active Journal: South America, 97</p>
<p>6.T5b.3. Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p>	<p>SE/TE: How Did the Geography of the Andes Shape Life?, 567-568</p> <p>Digital Resources: 21st Century Skills Tutorials> Read Political Maps> 21st Century Skill: Read Political Maps: Video; Topic 13: Civilizations of the Americas (Prehistory-1533 CE)> Quest: Project: Be a Map-Maker> Quest Connection: Connect to Early American Migration</p>	<p>SE/TE: How Did Cultures Adapt to Environments?, 207-208; Andean Agriculture, 209; Population Distribution, 226; Lesson Check, 229</p> <p>Digital Resources: 21st Century Skills Tutorials> Read Political Maps> 21st Century Skill: Read Political Maps: Video; Topic 4: South America> Lesson 5: Living in South America> Video: Where People Live in the Andes and Pampas Region</p>

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<p>6.T5c. Major ancient societies in Central America and South America, c. 1400 BCE–1600 CE <i>Supporting question: What are the most important contributions of ancient societies in the Americas to the modern world?</i></p>		
<p>6.T5c.1. Research and report on one of the major ancient societies that existed in Central America (Maya, Teotihuacán, and other civilizations such as the Olmec, Toltec, and Zapotec), or one of the major pre-Columbian Andean civilizations (Chavín, Moche, Nazca), their locations, and their cultural characteristics. (See Standard 7.)</p>	<p>SE/TE: Quest: Project-Based Learning Inquiry, 550</p> <p>Digital Resources: For supporting content please see: Welcome to the Course> Correlations by Lesson to Google Expeditions> Chichen Itza; Welcome to the Course> Correlations by Lesson to Google Expeditions> Exploring the Maya Ruins of Quirigua, Guatemala; Social Studies Reference Center> Hip Hop Songs> World History> Hip Hop History: Ancient Americas</p>	<p>SE/TE: For supporting content please see: Maya Achievements, 156-157; Chavin and Moche Civilizations, 210</p> <p>TE Only: Differentiated Instruction, 156</p> <p>Digital Resources: For supporting content please see: Welcome to the Course> Correlations by Lesson to Google Expeditions> Chichen Itza; Welcome to the Course> Correlations by Lesson to Google Expeditions> Exploring the Maya Ruins of Quirigua, Guatemala; Social Studies Reference Center> Hip Hop Songs> World History> Hip Hop History: Ancient Americas; Topic 3: Middle America> Lesson 1: The Olmec and Maya Civilizations> Interactive Gallery: The Religious Life of the Maya</p>

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Grade 7 World Geography and Ancient Civilizations II		
7.T1 Topic 1. Central and South Asia		
Modern countries in Central and South Asia		
Afghanistan, Bangladesh, Bhutan, India, Kazakhstan, Kyrgyzstan, Nepal, Pakistan, Tajikistan, Turkmenistan, Uzbekistan		
Significant ancient societies, empires, religions, and cultures in Central and South Asia		
Indus Valley civilization, the Gandharan Kingdom, Kushan Empire, Mauryan Empire, Gupta Empire, the empire of Alexander the Great, the Persian Empire, contacts with the Roman Empire and Chinese Empire, cultures along the Silk Road, Hinduism, Buddhism, Islam, Zoroastrianism		
7.T1a Physical and political geography of Central and South Asia		
<p>7.T1a.1 On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Central and South Asia. On a topographic map of Central and South Asia locate important physical features of the region (e.g. the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Khyber Pass, the Deccan Plateau, the Himalayan Mountains, and the Steppes). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p>	<p>SE/TE: Where was ancient India?, 126-127, Geography Skills, 130; Geography Skills, 132; Geography Skills, 160</p> <p>Active Journal: Map Skills, 75, 103</p> <p>Digital Resources: Social Studies Core Concepts> Geography Core Concepts> Geography Core Concepts: Understanding Maps; Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Introduction: Early Civilizations of India> Interactive Topic Map: Indian Subcontinent: Physical Features; Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Fillable Active Journal: Early Civilizations of India, 75</p>	<p>SE/TE: Geography Skills, 16; Geography Skills, 41; Geography Skills, 48-49; South Asia: Physical, 544-545; South Asia: Climate, 546-547; Geography Skills, 576</p> <p>Active Journal: Map Skills: 229, 257, 279</p> <p>Digital Resources: Social Studies Core Concepts> Geography Core Concepts> Geography Core Concepts: Understanding Maps; Topic 11: South Asia> Introduction: South Asia> Interactive Topic Map: Geographic Features of South Asia; Topic 11: South Asia> Fillable Active Journal: South Asia, 279</p>

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<p>7.T1a.2 On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water);use knowledge of maps to complement information gained from text about a city, country or region.</p>	<p>SE/TE: Analysis Skills: Interpret Thematic Maps, 173; Topic 4 Review and Assessment, 175</p> <p>Active Journal: Map Skills, 75, 103</p>	<p>SE/TE: South Asia: Political, 542-543; Topic 11 Review and Assessment, 593</p> <p>Active Journal: Map Skills: 229, 257, 279</p> <p>Digital Resources: Topic 11: South Asia> Fillable Active Journal: South Asia, 279</p>
<p>7.T1a.3 Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p>	<p>SE/TE: River Systems, 130; Indus Valley Civilization, 131-132; Geography Skills, 136; Geography Skills, 169</p> <p>Digital Resources: Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 1: Indus Valley Civilization> Video: Indus Valley achievements</p>	<p>SE/TE: Where Do South Asians Live?, 575-576; Lesson Check, 578</p> <p>Digital Resources: Topic 11: South Asia> Lesson 1: Early Civilizations of South Asia> Video: Features of the Indus Valley Civilization; Topic 11: South Asia> Lesson 5: Living in South Asia> Video: The Geography of South Asia</p>

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<p>7.T1b Early Indian and Central Asian civilizations, religions, and cultures [7.T1b] Supporting question: What was the most significant contribution of early societies in India and Central Asia to mathematics, science, the arts, and technology in the modern world?</p>		
<p>7.T1b.1 Explain the ways in which early Indian and Central Asian societies interacted with East African, Western Asian, and European societies (e.g., by conquest, trade, colonization, diffusion of religion, language, and culture).</p>	<p>SE/TE: Trade, 132; Geography Skills, 132; The Spread of Hinduism, 147–149; How Did Buddhism Spread?, 156–157; Lesson Check, 157; Success on the Battlefield, 160; Connections to Other Regions, 161; Buddhism Expands, 166; A New Empire in India, 168-170; A Major Trade Route, 206-207</p> <p>Active Journal: Take Notes, 89, 92</p>	<p>SE/TE: Trade, 550; Geography Skills, 550; Geography Skills, 566</p>

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7.T1b.2 Describe important economic, political, and religious developments in Indian and Central Asian history and evaluate the ways in which they conform to or differ from developments in societies in other regions of the world.		
7.T1b.2.a the origins of Indian society in the Indus Valley, c. 3000–1300 BCE	<p>SE/TE: Indus Valley Civilization, 131-132; Government and Religion, 133; Lesson Check, 134; Who Were the Indo-Aryans and How Did They Live?, 135–137; Lesson Check, 140</p> <p>TE Only: Differentiated Instruction, 138</p> <p>Active Journal: Take Notes, 84, 87</p> <p>Digital Resources: Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 1: Indus Valley Civilization> Video: Indus Valley achievements</p>	<p>SE/TE: A Complex Civilization, 549; Origins of the Indo-Aryan Culture, 551-552</p> <p>Active Journal: Take Notes, 288</p> <p>Digital Resources: Topic 11: South Asia> Lesson 1: Early Civilizations of South Asia> Video: Features of the Indus Valley Civilization</p>

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7.T1b.2.b the evolution and central principles of Hinduism	<p>SE/TE: Origins and Beliefs in Hinduism, 142-149; Lesson Check, 149; Primary Sources: The Ramayana, 150</p> <p>TE Only: English Language Learners, 144-145; Differentiated Instruction, 147</p> <p>Active Journal: Take Notes, 89</p> <p>Digital Resources: Interactive Primary Sources> Interactive Primary Source: Bhagavad Gita, Vyasa; Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Religion; Welcome to the Course> Correlations by Lesson to Google Expeditions> Devprayag; Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 3: Origins and Beliefs of Hinduism> Video: Hindu Traditions and Practices; Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 3: Origins and Beliefs of Hinduism> 3-D Model: Hindu Temple</p>	<p>SE/TE: Origins and Beliefs of Hinduism, 557-562; Lesson Check, 562</p> <p>TE Only: English Language Learners, 560-561</p> <p>Active Journal: Take Notes, 290; Practice Vocabulary, 291</p> <p>Digital Resources: Interactive Primary Sources> Interactive Primary Source: Bhagavad Gita, Vyasa; Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Religion; Welcome to the Course> Correlations by Lesson to Google Expeditions> Devprayag; Topic 11: South Asia> Lesson 2: Origins and Beliefs of Hinduism> Video: Hindu Traditions and Practices; Topic 11: South Asia> Lesson 2: Origins and Beliefs of Hinduism> Interactive Gallery: The Origins of Hinduism</p>

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7.T1b.2.c the teachings of Gautama Buddha in India in the 6th to 4th centuries BCE	<p>SE/TE: Finding Enlightenment, 153; Primary Sources: The Life or Legend of Gaudma, 158</p> <p>Active Journal: Take Notes, 92</p> <p>Digital Resources: Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Religion; Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 4: Origins and Beliefs of Buddhism> Video: Teachings and Spread of Buddhism</p>	<p>SE/TE: Who Was the Buddha?, 563-564; What Are Key Buddhist Beliefs?, 564-566; Lesson Check, 567</p> <p>TE Only: English Language Learners, 564-565</p> <p>Active Journal: Take Notes, 292; Practice Vocabulary, 293</p> <p>Digital Resources: Social Studies Core Concepts> Culture Core Concepts> Culture Core Concepts: Religion;</p> <p>Topic 11: South Asia> Lesson 3: Origins and Beliefs of Buddhism> Video: Teaching and Spread of Buddhism</p>

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<p>7.T1b.2.d the Mauryan Empire in the 4th to 2nd centuries BCE and the role of the Emperor Ashoka adopting Buddhism’s moral teachings and the philosophy of non-violence and supporting Buddhist missionaries in North Africa, Central and Southeast Asia, and Mediterranean Europe; the Gupta Empire in the 3rd to 6th centuries CE, sometimes referred to as the “Golden Age of India,” and its Sanskrit classic literature and art</p>	<p>SE/TE: How Did Chandragupta Rule an Empire?, 161-162; Lesson Check, 162; Why Did Asoka Turn to Peace?, 164-166; Lesson Check, 167; The Gupta Empire, 168–172; Topic 4 Review and Assessment, 175</p> <p>Active Journal: Take Notes, 94, 96</p> <p>Digital Resources: Interactive Primary Sources> Interactive Primary Source: Edicts, Asoka; Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 5: The Maurya Empire Begins> Video: Chandraputra Maurya’s Rule; Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 6: Asoka’s Rule> Video: The Life of Asoka; Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 7: The Gupta Empire> Video: The Golden Age of the Gupta</p>	<p>SE/TE: The Maurya Empire, 553; Asoka Changes Course, 553-554; Buddhism Expands, 554; A New Empire in India, 555-556; Gupta Achievements, 556; Lesson Check, 556; Topic 11 Review and Assessment, 593</p> <p>Digital Resources: Interactive Primary Sources> Interactive Primary Source: Edicts, Asoka; Topic 11: South Asia> Lesson 1: Early Civilizations of South Asia> Interactive Map: Maurya and Gupta Empires; Topic 11: South Asia> Lesson 1: Early Civilizations of South Asia> Interactive Gallery: A Golden Age in the Arts</p>
<p>7.T1b.2.e the development of the caste system in India</p>	<p>SE/TE: The Caste System, 138–140; Lesson Check, 140</p> <p>Active Journal: Take Notes, 87</p> <p>Digital Resources: Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 2: India’s Vedic Age> Video: The Caste System</p>	<p>SE/TE: The Caste System, 554-555; Lesson Check, 556; Topic 11 Review and Assessment, 593</p>

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7.T1b.2.f achievements in art, architecture, technology, astronomy, and mathematics	<p>SE/TE: Technology, 131; What Was Gupta Culture Like? 170; Mathematics and Science, 171–172; Topic 4 Review and Assessment, 175</p> <p>Active Journal: Take Notes, 98</p> <p>Digital Resources: Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 1: Indus Valley Civilization> Interactive Chart: Technology of the Indus Civilization; Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 7: The Gupta Empire> Video: The Golden Age of the Gupta; Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 7: The Gupta Empire> Interactive Gallery: The Gupta Empire; Topic 4: Early Civilizations of India (2600 BCE-450 CE)> Fillable Active Journal: Early Civilizations of India, 100-101</p>	<p>SE/TE: Technology, 550-551; Lesson Check, 556</p>
7.T1b.2.g the role topography and geography played in making trade along the several routes of the Silk Road viable and lucrative; connections through trade routes to Africa, Europe, and China	<p>SE/TE: Geography Skills, 205; The Silk Road, 205–207; Assessment: Summarize, 215</p> <p>Active Journal: Take Notes, 122</p>	<p>SE/TE: For supporting content please see: Geography Skills, 356; The Silk Road and Buddhism, 606-607</p> <p>Digital Resources: Topic 12: East Asia> Lesson 1: Early Civilizations of East Asia> Interactive Map: The Silk Road Connects East and West</p>

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<p>7.T2. Topic 2. East Asia Modern countries in East Asia China, Japan, Mongolia, North Korea, South Korea, Taiwan Significant ancient societies, religions, and cultures in East Asia Dynasties in ancient China, ancient Japan, ancient Korea, the Mongolian Empire, Confucianism, Taoism, Buddhism, Shintoism</p>		
<p>7.T2a Physical and political geography of East Asia</p>		
<p>7.T2a.1 On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate East Asia. Locate important physical features (e.g. the Huang He [Yellow] River and Chang Jiang [Yangtze] Rivers, and the Himalayan Mountains) and other characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p>	<p>SE/TE: Where did ancient Chinese civilization begin?, 178-179; Geography Skills, 182; Geography Skills, 186; Topic 5 Review and Assessment, 215; Where were East and Southeast Asia?, 486-487; Geography Skills, 491; Geography Skills, 517; Geography Skills, 541</p> <p>Active Journal: Map Skills, 103, 281</p> <p>Digital Resources: 21st Century Skills Tutorials> Read Physical Maps> 21st Century Skill: Read Physical Maps: Video; Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Introduction: Early Civilizations of China> Interactive Topic Map: Geography of China; Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)> Introduction: Civilizations of East Asia and Southeast Asia> Interactive Topic Map: Geography of East Asia; Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Fillable Active Journal: Early Civilizations of China, 103;</p>	<p>SE/TE: East Asia: Physical, 598-599; East Asia: Climate, 600-601; Geography Skills, 626</p> <p>Active Journal: Map Skills, 306-307</p> <p>Digital Resources: 21st Century Skills Tutorials> Read Physical Maps> 21st Century Skill: Read Physical Maps: Video; Topic 12: East Asia> Fillable Active Journal: East Asia, 306</p>

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	<p>Continued: Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)> Fillable Active Journal: Civilizations of East Asia and Southeast Asia, 281</p>	
<p>7.T2a.2 On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.</p>	<p>SE/TE: Geography Skills, 493; Geography Skills, 499; Geography Skills, 506</p> <p>Active Journal: Map Skills, 103, 281</p> <p>Digital Resources: Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)> Fillable Active Journal: Civilizations of East Asia and Southeast Asia, 281</p>	<p>SE/TE: East Asia: Political, 596-597</p> <p>Active Journal: Map Skills, 306-307</p> <p>Digital Resources: Topic 12: East Asia> Introduction: East Asia> Interactive Topic Map: Cultures of East Asia; Topic 12: East Asia> Fillable Active Journal: East Asia, 306</p>
<p>7.T2a.3 Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p>	<p>SE/TE: Geography of China, 181-182; Lesson Check, 184; Topic 5 Review and Assessment, 215; Japan and Its Neighbors, 517; Korea’s Geography, 538-539</p> <p>Active Journal: Map Skills, 103, 281</p> <p>Digital Resources: 21st Century Skills Tutorials> Read Physical Maps> 21st Century Skill: Read Physical Maps: Video; Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Lesson 1: The Huang Valley> Video: The Influence of Geography on China</p>	<p>SE/TE: Where Do East Asians Live?, 625-627; Lesson Check, 629; Topic 12 Review and Assessment, 645</p> <p>Digital Resources: 21st Century Skills Tutorials> Read Physical Maps> 21st Century Skill: Read Physical Maps: Video; Topic 12: East Asia> Lesson 4: Living in East Asia> Video: The Geography of Japan and the Koreas</p>

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7.T2b Early East Asian societies, religions, and cultures Ancient China, c. 1600 BCE–500 CE Supporting Question: To what degree have Chinese societies over time been shaped by geography?		
7.T2b.1 Describe the topography and climate of eastern Asia, including the importance of mountain ranges and deserts, and explain how geography influenced the development of Chinese complex societies.	<p>SE/TE: Geography of China, 181-182; Lesson Check, 184; Geography Skills, 186; Topic 5 Review and Assessment, 215</p> <p>Active Journal: Take Notes, 112</p> <p>Digital Resources: Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Introduction: Early Civilizations of China> Interactive Topic Map: Geography of China; Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Lesson 1: The Huang Valley> Video: The Influence of Geography on China</p>	<p>SE/TE: China, 625-626; Lesson Check, 629; Topic 12 Review and Assessment, 645</p>
7.T2b.2 Describe important economic, political, and religious developments in early Chinese history and evaluate the ways in which they are similar to or different from the characteristics of societies in other regions of the world.		
7.T2b.2.a the continuity of rule and encouragement of learning in the Shang and Zhou dynasties (c. 1600–256 BCE)	<p>SE/TE: The Shang Rise, 183; Writing, 183-184; The Right to Rule, 186; Cultural Life, 188; Lesson Check, 188; Topic 5 Review and Assessment, 214</p> <p>Active Journal: Take Notes, 112, 114</p> <p>Digital Resources: Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Lesson 2: The Zhou Dynasty> Video: The Dynastic Cycle and the Mandate of Heaven;</p>	<p>SE/TE: How Did Government Emerge in China?, 603; A New Dynasty Claims the Right to Rule, 604</p> <p>Active Journal: Take Notes, 316</p>

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	<p>Continued: Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Lesson 2: The Zhou Dynasty> Interactive Chart: The Dynastic Cycle</p>	
<p>7.T2b.2.b the teachings of Confucius (551–479 BCE), including writings on ethics and good government, codes of proper conduct, and relationships between parent and child, friend and friend, husband and wife, and subject and ruler and the philosophy/religion of Taoism, emphasizing harmony of humanity and nature</p>	<p>SE/TE: Life and Teachings of Confucius, 192-194; Beliefs of Daoism, 194-195; Lesson Check, 195; Primary Sources: Confucius, <i>The Analects</i>, 196; Topic 5 Review and Assessment, 215; Chinese Belief Systems, 511–513; Lesson Check, 514</p> <p>TE Only: English Language Learners, 192-193</p> <p>Active Journal: Quick Activity: How Do Ideas Change Lives? (Confucianism and Daoism), 119</p> <p>Digital Resources: Interactive Primary Sources> Interactive Primary Source: Tao Te Ching, Laozi; Interactive Primary Sources> Interactive Primary Source: Analects, Confucius; Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Lesson 3: Chinese Belief Systems> Video: How Confucius’s Life Shaped his View of Government; Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Lesson 3: Chinese Belief Systems> Interactive Chart: Confucianism and Daoism</p>	<p>SE/TE: Family Life and Women, 607; The Teachings of Confucius, 612-613; What Are the Beliefs of Daoism, 614-615; Lesson Check, 615; Topic 12 Review and Assessment, 645</p> <p>Active Journal: Take Notes, 318; Practice Vocabulary, 319</p> <p>Digital Resources: Interactive Primary Sources> Interactive Primary Source: Tao Te Ching, Laozi; Interactive Primary Sources> Interactive Primary Source: Analects, Confucius; Topic 12: East Asia> Lesson 2: Chinese Religions and Philosophies> Video: How Confucius’s Life Shaped His View of Government; Topic 12: East Asia> Lesson 2: Chinese Religions and Philosophies> Interactive Chart: Confucianism and Daoism</p>

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<p>7.T2b.2.c the First Emperor’s unification of China in the short Qin Dynasty (221–206 BCE) by subduing warring factions, seizing land, centralizing government, imposing strict rules, and creating, with the use of slave labor, large state building projects for irrigation, transportation, and defense (e.g., the Great Wall) and his own tomb with life-size terracotta warriors</p>	<p>SE/TE: The Unification of China, 197–201; Lesson Check, 201; Analysis Skills: Draw Sound Conclusions from Sources, 202; Assessment, 215</p> <p>TE Only: English Language Learners, 198-199</p> <p>Active Journal: Take Notes, 120</p> <p>Digital Resources: Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Introduction: Early Civilizations of China> Topic Video: Shi Huangdi, First Emperor of Unified China;> Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Lesson 4: The Unification of China> Video: Comparing Legalism and Confucianism; Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Lesson 4: The Unification of China> Interactive Gallery: Terra Cotta Army of Shi Huangdi; Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Quest: Document-Based Writing: Evaluating a Leader’s Legacy> Quest Findings: Write an Obituary for Shi Huangdi</p>	<p>SE/TE: Forming an Empire, 605; Qin Government, 605</p> <p>TE Only: History Background, 605; Active Classroom, 605</p> <p>Digital Resources: Topic 12: East Asia> Lesson 1: Early Civilizations of East Asia> Interactive Gallery: The Terracotta Army of Shi Huangdi</p>

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7.T2b.2.d the Chinese ideographic writing system (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system	<p>SE/TE: Writing, 183-184; Lesson Check, 184</p> <p>Active Journal: Take Notes, 124</p> <p>Digital Resources: Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Lesson 1: The Huang Valley> Interactive Gallery: Chinese Writing; Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)> Quest: Document-Based Writing: A Strong Influence> Quest Source 5: Chinese, Korean, and Japanese Writing Systems</p>	<p>SE/TE: New Technologies, 604</p>
7.T2b.2.e important technologies of China such as bronze casting, silk and gunpowder manufacture.	<p>SE/TE: Bronze Metalworking, 184; Economy and Technology, 188; A Major Trade Route, 206-207; Chinese Inventions, 212; Changes in Farming, 494; Technological Advances, 508–510</p> <p>TE Only: Common Misconceptions, 510; Differentiated Instruction, 511; Lesson Check, 514</p> <p>Active Journal: Take Notes, 124</p> <p>Digital Resources: Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Lesson 6: Han Society and Achievements> Video: China’s Economy Under the Han;</p>	<p>SE/TE: New Technologies, 603; Han Achievements, 608; Chinese Technologies, 619</p> <p>TE Only: Differentiated Instruction, 609</p> <p>Digital Resources: Topic 12: East Asia> Lesson 1: Early Civilizations of East Asia> Video: The Economy of China Under the Han</p>

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	<p>Continued: Topic 5: Early Civilizations of China (1700 BCE-220 CE)> Lesson 6: Han Society and Achievements> Interactive Gallery: Silk Making in Ancient China; Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)> Lesson 3: Chinese Thought and Achievements> Video: Technology in China; Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)> Fillable Active Journal: Civilizations of East Asia and Southeast Asia, 306-307</p>	
<p>7.T2b.2.f China’s role in trade across Asia and to and from Africa and Europe along the Silk Roads and the introduction of Buddhism in China starting c. 1st century CE.</p>	<p>SE/TE: A Major Trade Route, 206; Exchanges of Ideas, 207; Lesson Check, 207; Geography Skills, 502; Geography Skills, 512; Buddhism, 512; How Did Chinese Culture Spread, 514</p> <p>Active Journal: Take Notes, 122</p>	<p>SE/TE: The Silk Road and Buddhism, 606-607; Topic 12 Review and Assessment, 645</p>

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<p>7.T2c Ancient Japan and Korea, c.300 BCE–1300 CE Supporting Question: How has Korea served as both a cultural bridge and a battleground between China and Japan?</p>		
<p>7.T2c.1 Trace the spread of Buddhism from India in the 4th century BCE to China, Korea, and Japan, and its development in Japan from the 6th through the 13th century CE; explain significant cultural contributions of ancient Japan (e.g., Buddhist philosophy, art, calligraphy, and temple and landscape architecture).</p>	<p>SE/TE: Geography Skills, 512; Buddhism, 512; Support for Buddhism, 519; Japanese Buddhism, 535–536; Analysis Skills: Distinguish Cause and Effect, 537</p> <p>Active Journal: Take Notes, 294</p> <p>Digital Resources: Topic 4: Early Civilizations of India (2600 BCE-540 CE)> Lesson 4: Origins and Beliefs of Buddhism> Interactive Map: Origins and Beliefs of Buddhism; Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)> Lesson 6: Japanese Society and Culture> Video: Religion and Thought in Japan</p>	<p>SE/TE: Examples of Cultural Diffusion, 53; Geography Skills, 566; The Silk Road and Buddhism, 606-607</p>
<p>7.T2c.2 Describe the impact of encounters, such as through trade, religion, and conquest, among the ancient civilizations of China, Japan, and Korea.</p>	<p>SE/TE: The Impact of Chinese Thought, 514; Chinese Culture, 514; Japan and Its Neighbors, 517; Borrowing From Neighbors, 521; A Cultural Bridge, 539; How Did Buddhist Monks Spread Ideas?, 540; Topic 12 Review and Assessment, 545</p> <p>Active Journal: Take Notes, 122, 302, 304</p>	<p>SE/TE: Early Korean Civilization, 609; Early Japanese Civilization, 609; A Farming Culture, 610; Lesson Check, 610</p> <p>Digital Resources: Topic 12: East Asia> Lesson 3: Later History of East Asia> Video: Introducing the History of Japan and Koreas</p>

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	<p>Continued: Digital Resources: Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)> Lesson 6: Japanese Society and Culture> Video: Religion and Thought in Japan; Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)> Lesson 6: Japanese Society and Culture> Interactive Gallery: Japanese Art and Theater; Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)> Lesson 7: Korea and Southeast Asia> Video: Korea’s Role as a Cultural Bridge; Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)> Quest: Document-Based Writing: A Strong Influence> Quest Connection: Connect to Chinese and Japanese Architecture; Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)>Quest: Document-Based Writing: A Strong Influence> Quest Source 4: The Spread of Chinese Civilization to Japan; Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644 CE)> Quest: Document-Based Writing: A Strong Influence> Quest Findings: Write Your Explanatory Essay</p>	

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<p>7.T3 Topic 3. Southeast Asia and Oceania Modern countries in Southeast Asia and Oceania Australia, Brunei, Cambodia, Guam (U.S.), Indonesia, Laos, Malaysia, Maldives, Myanmar, New Zealand, Northern Mariana Islands (U.S.), Palau, Philippines, Singapore, Sri Lanka, Thailand, Vietnam Significant ancient religions, societies, and cultures in Southeast Asia and Oceania Hinduism, Buddhism, the ancient Khmer culture in Southeast Asia, Aborigine and Maori cultures in Oceania</p>		
<p>7.T3a Physical and political geography of Southeast Asia and Oceania</p>		
<p>7.T3a.1 On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. Locate important physical features (e.g. the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef) and characteristics of the region. Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p>	<p>SE/TE: Geography Skills, 541; Topic 12 Review and Assessment, 545</p>	<p>SE/TE: Geography Skills, 38; Geography Skills, 48-49; Southeast Asia: Physical, 650-651; Southeast Asia: Climate, 652-653; Geography Skills, 666; Australia and the Pacific: Physical, 686-687; Australia and the Pacific: Climate, 688-689; Geography Skills, 703</p> <p>Active Journal: Maps Skills: 332-333, 356-357</p> <p>Digital Resources: Topic 1: Introduction to Geography> Fillable Active Journal: Introduction to Geography, 2-3; Topic 13: Southeast Asia> Fillable Active Journal: Southeast Asia, 332-333; Topic 14: Australia and the Pacific> Fillable Active Journal: Australia and the Pacific, 356-357</p>

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7.T3a.2 On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.	SE/TE: For supporting content please see: Topic 12 Review and Assessment, 545; New Zealand & Oceania: Political-Physical, 888	SE/TE: Southeast Asia: Political, 648-649; Topic 13 Review and Assessment, 681; Australia and the Pacific: Political, 684-685 Active Journal: Maps Skills: 332-333, 356-357 Digital Resources: Topic 13: Southeast Asia> Introduction: Southeast Asia> Interactive Topic Map: Introducing Southeast Asia; Topic 13: Southeast Asia> Fillable Active Journal: Southeast Asia, 332-333; Topic 14: Australia and the Pacific> Fillable Active Journal: Australia and the Pacific, 356-357
7.T3a.3 Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.	SE/TE: Southeast Asia as a Crossroads, 541-542	SE/TE: Where People Live in Southeast Asia, 665-666; Lesson Check, 668; Analysis Skills: Analyze Graphs and Diagrams, 669; Where Do People Live in Australia and the Pacific?, 702-703; Lesson Check, 705; Topic 14 Review and Assessment, 721 Digital Resources: Topic 13: Southeast Asia> Lesson 3: Living in Southeast Asia> Video: The Geography of Southeast Asia; Topic 14: Australia and the Pacific> Lesson 3: Living in Australia and the Pacific> Video: The Geography of Australia and the Pacific; Topic 14: Australia and the Pacific> Fillable Active Journal: Australia and the Pacific, 380-381

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7.T3b First People of Australia and New Zealand		
7.T3b.1 Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). Describe archaeological evidence, such as rock paintings, from the region and explain what it indicates about early Aboriginal and Maori cultures.	<p>SE/TE: For supporting content please see: Analyze Images, 11; What Do We Know About Early Human Migration? 17-18</p> <p>Digital Resources: For supporting content please see: Social Studies Reference Center> Hip Hop Songs> World Geography> Hip Hop Geography: Australia and the Pacific</p>	<p>SE/TE: Australia's First Peoples, 691-692; The Maori, 695; Topic 14 Review and Assessment, 721</p> <p>Digital Resources: Topic 14: Australia and the Pacific> Introduction: Australia and the Pacific> Topic Video: Jack Connects to His Culture; Topic 14: Australia and the Pacific> Lesson 2: Modern History of Australia and the Pacific> Video: Introducing the History of Australia and the Pacific</p>

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<p>7.T4Topic 4. Europe Modern countries in Europe Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bosnia-Herzegovina, Bulgaria, Channel Islands (U.K.), Croatia, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Gibraltar (U.K.), Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Macedonia, Malta, Moldova, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Slovakia, Slovenia, Spain, Sweden, Switzerland, Ukraine, United Kingdom, Vatican City Significant ancient societies, religions, and cultures in Europe Paleolithic societies in Spain and France, Celtic societies in northern Europe, Neolithic to Bronze Age sites in Eastern Europe; Minoan and Mycenaean societies in Greece, ancient Athens and Sparta, Etruscan society in Italy, the Roman Republic and the Roman Empire in Europe, the Islamic Empire on the Iberian Peninsula⁴²</p>		
<p>7.T4a Physical and political geography of Europe □</p>		
<p>7.T4a.1 On a physical map of the world, use cardinal directions, map scales, key/legend, and title to locate Europe. Locate important physical features (e.g. the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea; Lake Baikal, the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers; the Alps, Pyrenees, and Balkan Mountains). Use other kinds of maps (e.g., landform, population, climate) to determine important characteristics of this region.</p>	<p>SE/TE: Where was the Roman republic?, 276-277; Geography Skills, 311; Where was medieval Europe?, 360-361</p> <p>Active Journal: Quest: Be a Map-Maker, 310–317; Quick Activity: A Memorable Map, 390</p> <p>Digital Resources: 21st Century Skills Tutorials> Read Special-Purpose Maps> 21st Century Skill: Read Special-Purpose Maps: Video; Topic 7: The Roman Republic (800 BCE-30 BCE)> Introduction: The Roman Republic> Interactive Topic Map: The Roman Republic; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Fillable Active Journal: Ancient Greece, 129;</p>	<p>SE/TE: Geography Skills, 32-33; Europe: Physical, 244-245; Europe: Climate, 246-247; Europe: Population Density, 310-311; Europe: Economic Activity, 312-313; Northern Eurasia: Physical, 350-351; Northern Eurasia: Climate, 352-353; Geography Skills, 368; Geography Skills, 373</p> <p>Active Journal: Map Skills: 155 125</p> <p>Digital Resources: 21st Century Skills Tutorials> Read Special-Purpose Maps> 21st Century Skill: Read Special-Purpose Maps: Video; Topic 5: Europe Through Time> Introduction: Europe Through Time> Interactive Topic Map: Europe Through History;</p>

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	<p>Continued: Topic 7: The Roman Republic (800 BCE-30 BCE)> Fillable Active Journal: The Roman Republic, 159; Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Fillable Active Journal: The Roman and Byzantine Empires, 181</p>	<p>Continued: Topic 6: Europe Today> Introduction: Europe Today> Interactive Topic Map: Europe’s Cultural Diversity; Topic 1: Introduction to Geography> Fillable Active Journal: Introduction to Geography, 2-3; Topic 5: Europe Through Time> Fillable Active Journal: Europe Through Time, 125; Topic 7: Northern Eurasia> Fillable Active Journal: Northern Eurasia, 176-177</p>
<p>7.T4a.2 On a political map of the region, demonstrate map reading skills to distinguish countries, capitals, and other cities and to describe their absolute location (using latitude and longitude coordinates) and relative location (relationship to other countries, cities, or bodies of water); use knowledge of maps to complement information gained from text about a city, country or region.</p>	<p>SE/TE: Geography Skills, 222; Geography Skills, 235; Geography Skills, 248; Where was the Roman republic?, 276-277; Where were the Roman and Byzantine empires?, 306-307</p> <p>Active Journal: Quest: Be a Map-Maker, 310–317; Quick Activity: A Memorable Map, 390</p> <p>Digital Resources: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Fillable Active Journal: Ancient Greece, 129; Topic 7: The Roman Republic (800 BCE-30 BCE)> Fillable Active Journal: The Roman Republic, 159; Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Fillable Active Journal: The Roman and Byzantine Empires, 181</p>	<p>SE/TE: Europe: Political, 308-309; Geography Skills, 317; Topic 6 Review and Assessment, 345; Northern Eurasia: Political, 348-349; Topic 7 Review and Assessment, 383</p> <p>Active Journal: Map Skills: 155 125</p> <p>Digital Resources: Topic 5: Europe Through Time> Fillable Active Journal: Europe Through Time, 125; Topic 7: Northern Eurasia> Fillable Active Journal: Northern Eurasia, 176-177</p>

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<p>7.T4a.3 Explain how absolute and relative locations, major physical characteristics, climate and natural resources in this region have influenced settlement patterns, population size, and economies of the countries.</p>	<p>SE/TE: How Did Geography Shape the Greek World?, 221-223; Lesson Check, 226; The Greek Economy, 241-242; Lesson Check, 243; Topic 6 Review and Assessment, 273; Italy's Varied Geography, 279-280; Geography Skills, 280; What Were Rome's Natural Advantages?, 281; Lesson Check, 283; Topic 7 Review and Assessment, 303</p> <p>Active Journal: Quest: Be a Map-Maker, 310-317</p> <p>Digital Resources: 21st Century Skills Tutorials> Give an Effective Presentation> 21st Century Skill: Give an Effective Presentation: Video; Topic 1: Origins of Civilization (Prehistory-4000 BCE)> Quest Project: Design a Village> Quest Connection: Connect to Location; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 1: The Early Years of Greek Civilization> Video: Impact of Geography on Early Greece; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 4: Ancient Greek Society and Economic Expansion> Interactive Map: Expansion and Trade in the Greek World;</p>	<p>SE/TE: The Geography of the Greek World, 253-254; The History of Ancient Greece, 257; Lesson Check, 260; The Geography and People of Ancient Italy, 262; Impact of Geography, 316; Settlement Patterns, 321-322; Geography Skills, 322; Topic 6 Review and Assessment, 345; Where Do the People of Northern Eurasia Live?, 367-369; Lesson Check, 370; Topic 7 Review and Assessment, 382</p> <p>TE Only: History Background, 263</p> <p>Digital Resources: 21st Century Skills Tutorials> Give an Effective Presentation> 21st Century Skill: Give an Effective Presentation: Video; Topic 5: Europe Through Time> Lesson 2: Ancient Greece> Video: Impact of Geography on Early Greece; Topic 6: Europe Today> Quest: Project: Create a Museum Exhibit> Quest Connection: Connect to Language; Topic 7: Northern Eurasia> Lesson 3: Living in Northern Eurasia> Video: The Geography of Russia</p>

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	<p>Continued: Topic 7: The Roman Republic (800 BCE-30 BCE)> Lesson 1: The Roman Republic Rises> Video: Rome’s Founding and Early Days; Topic 6: Ancient Greece (2000 BCE-300 CE)> Fillable Active Journal, 138</p>	
<p>7.T4a.4 Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the International Date Line, and the function of the Royal Observatory in Greenwich, England, and give examples of differences in time in countries in different parts of the world. For example, note that Russia has 11 time zones.</p>	<p>SE/TE: For supporting content please see: U.S. Political, 876; Asia: Political, 882; Asia: Physical, 883; North & South America: Political, 886; North & South America: Physical, 887; Australia, New Zealand & Oceania: Political-Physical, 888; The Arctic: Physical, 889; Antarctica: Physical, 890</p> <p>Digital Resources: Social Studies Core Concepts> Geography Core Concepts> Geography Core Concepts: Time and Earth’s Rotation</p>	<p>SE/TE: Time Zones, 19; The Prime Meridian, 19; World: Time Zones, 19</p> <p>TE Only: Differentiated Instruction, 19</p> <p>Digital Resources: Social Studies Core Concepts> Geography Core Concepts> Geography Core Concepts: Time and Earth’s Rotation</p>
<p>7.T4b. Ancient and Classical Greece, c. 1200–300 BCE Supporting Question: How does the democracy of Athens compare to the democracies of today?</p>		
<p>7.T4b.1 On a historical map of the Mediterranean area, locate Greece and trace the extent of its influence from c. 1200 to 300 BCE.</p>	<p>SE/TE: Where was ancient Greece?, 218-219; Geography of Ancient Greece, 222; Geography Skills, 269</p> <p>Active Journal: Map Skills, 129</p> <p>Digital Resources: Topic 7: The Roman Republic (800 BCE-30 BCE)> Fillable Active Journal: The Roman Republic, 159</p>	<p>SE/TE: Geography Skills, 258</p>

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7.T4b.2 Explain how the geographical location of ancient Athens and other city-states such as Corinth and Sparta contributed to their role in maritime trade, colonies in the Mediterranean, and the expansion of their cultural influence.	<p>SE/TE: How Did Geography Shape the Greek World?, 221–223; Lesson Check, 226; The Greek Economy, 241-242; Lesson Check, 243; Topic 6 Review and Assessment, 273</p> <p>Active Journal: Take Notes, 138</p> <p>Digital Resources: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 1: The Early Years of Greek Civilization> Video: Impact of Geography on Early Greece; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 4: Ancient Greek Society and Economic Expansion> Interactive Map: Expansion and Trade in the Greek World</p>	<p>SE/TE: The History of Ancient Greece, 257</p> <p>Digital Resources: Topic 5: Europe Through Time> Lesson 2: Ancient Greece> Video: Impact of Geography on Early Greece</p>
7.T4b.3 Explain the democratic political concepts developed in ancient Greece.		
7.T4b.3.a the “polis” or city-state	<p>SE/TE: Emergence of City-States, 225–226; Lesson Check, 226; Topic 6 Review and Assessment, 273</p> <p>Active Journal: Take Notes, 138</p> <p>Digital Resources: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 2: Democracy in Athens> Video: The Athenian Concept of Citizenship</p>	<p>SE/TE: City-States Emerge, 255; The City-State, 255</p> <p>TE Only: Common Misconceptions, 256</p> <p>Digital Resources: For supporting content please see: Topic 5: Europe Through Time> Quest: DBQ: Planning a New Government> Quest Source 1: Funeral Oration</p>

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7.T4b.3.b civic participation and voting rights	<p>SE/TE: What was the Polis?, 225; Politics in the Polis, 226; “The Framework of Greek Life”, 226; Lesson Check, 226; The Age of Pericles, 229; Athenian Democracy, 230; Did Athenian Democracy Have Limitations?, 231; Direct and Representative Democracy: The Differences, 231; Citizens and Noncitizens, 240; Ancient Greek Society, 240</p> <p>TE Only: Differentiated Instruction, 230</p> <p>Active Journal: Take Notes, 138</p> <p>Digital Resources: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 2: Democracy in Athens> Video: The Athenian Concept of Citizenship; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 2: Democracy in Athens> Interactive Gallery: Athenian Democracy</p>	<p>SE/TE: The City-State, 255; Ancient Greek Society, 256; Later Reforms, 256-257; The Age of Pericles, 257</p> <p>Digital Resources: Topic 5: Europe Through Time> Lesson 2: Ancient Greece> Interactive Gallery: Athenian Democracy</p>
7.T4b.3.c legislative bodies	<p>SE/TE: How Did Athenian Democracy Work?, 230–231</p> <p>TE Only: Differentiated Instruction, 230</p> <p>Active Journal: Take Notes, 140</p>	<p>SE/TE: Later Reforms, 256-257</p> <p>Digital Resources: Topic 5: Europe Through Time> Lesson 2: Ancient Greece> Interactive Gallery: Athenian Democracy</p>

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	<p>Continued: Digital Resources: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 2: Democracy in Athens> Video: The Athenian Concept of Citizenship; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 2: Democracy in Athens> Interactive Gallery: Athenian Democracy</p>	
7.T4b.3.d constitution writing	<p>SE/TE: For supporting content please see: How Did Athenian Democracy Work?, 230-231; Government in Sparta, 234-235</p> <p>Active Journal: Take Notes, 140</p>	<p>SE/TE: For supporting content please see: How Did Democracy Develop in Greece?, 256-257</p> <p>Digital Resources: For supporting content please see: Topic 5: Europe Through Time> Quest: DBQ: Planning a New Government> Quest Source 1: Funeral Oration</p>
7.T4b.3.e rule of law	<p>SE/TE: For supporting content please see: How Did Athenian Democracy Work?, 230-231; Government in Sparta, 234-235</p> <p>Active Journal: Take Notes, 140</p> <p>Digital Resources: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 2: Democracy in Athens> Interactive Gallery: Athenian Democracy</p>	<p>SE/TE: For supporting content please see: How Did Democracy Develop in Greece?, 256-257</p> <p>Digital Resources: Topic 5: Europe Through Time> Lesson 2: Ancient Greece> Interactive Gallery: Athenian Democracy</p>

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<p>7.T4b.4 Compare and contrast life in Athens and Sparta, including the status and role of women and enslaved people in the two city-states.</p>	<p>SE/TE: The Spartan State: A Contrast to Athens, 234-235; Military Training in Sparta, 236-237; Lesson Check, 237; What Was the Role of Women in Ancient Greece?, 238-239; Topic 6 Review and Assessment, 272-273</p> <p>TE Only: Active Classroom, 236; English Language Learners, 236; Differentiated Instruction, 239</p> <p>Active Journal: Take Notes, 140, 142, 145</p> <p>Digital Resources: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 3: Oligarchy in Sparta> Interactive Chart: Comparing Sparta and Athens; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 4: Ancient Greek Society and Economic Expansion> Video: Men, Women, and Children in Ancient Greece; Topic 6: Ancient Greece (2000 BCE-300 CE)> Fillable Active Journal, 144</p>	<p>SE/TE: Analysis Skills: Draw Sound Conclusions and Make Generalizations, 261</p> <p>Active Journal: 103</p>

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<p>7.T4b.5 Analyze the causes, and consequences of the Persian Wars between Greek city-states and the Persian Empire (490–480 BCE), the Peloponnesian Wars between Athens and Sparta (431–404 BCE), and the conquests of Alexander the Great in Asia (c.336–331BCE).</p>	<p>SE/TE: The Persian Wars, 244-246; The Peloponnesian War, 248-249; Lesson Check, 249; Analysis Skills: Compare Different Points of View, 250; What was the Impact of Hellenistic Learning?, 270-271; Topic 6 Review and Assessment, 273</p> <p>TE Only: English Language Learners, 268-269</p> <p>Active Journal: Take Notes, 147</p> <p>Digital Resources: For supporting content please see: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 5: Warfare in Ancient Greece> Video: Causes and Effects of the Persian Wars; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 8: Alexander and the Hellenistic World> Video: Cultural Exchange in the Hellenistic Age; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 8: Alexander and the Hellenistic World> Interactive Gallery: Alexander the Great’s Conquests and Contributions</p>	<p>SE/TE: The Greek Economy, 257; Golden Age and War, 257; Geography Skills, 258; Hellenistic Culture Spreads, 258</p>

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7.T4b.6 Give examples of Greek gods and goddesses, heroes, and events; explain the persistence of terms from Greek and Roman mythology in modern English and other European languages (e.g., Pandora’s box, a Herculean task, the wrath of Achilles, Amazon, Olympics, marathon, narcissism).	<p>SE/TE: Greek Religion and Mythology, 251–253; Lesson Check, 256</p> <p>Active Journal: Take Notes, 149</p> <p>Digital Resources: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 6: Ancient Greek Beliefs and Arts> Video: Greek Mythology</p>	<p>SE/TE: For supporting content please see: Greek Mythology, 258-259; Greek Religion and Life, 259</p>
7.T4b.7 Identify the major accomplishments of the ancient Greeks by researching and reporting on one of the following:		
7.T4b.7a a scientist or mathematician (e.g., Thales, Pythagoras, Euclid, or Hippocrates)	<p>SE/TE: Analysis Skills: Update an Interpretation, 265</p> <p>For supporting content please see: Science and Technology, 261–262; A Golden Age for Mathematics and Medicine, 263–264</p> <p>TE Only: For supporting content please see: Curriculum Connection: Mathematics, 263</p> <p>Active Journal: Take Notes, 152</p> <p>Digital Resources: For supporting content please see: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Quest: Project: The Influence of Ancient Greece> Quest Findings: Create Your News Magazine</p>	<p>SE/TE: For supporting content please see: Greek Science and Technology, 260</p>

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<p>7.T4b.7b a philosopher (e.g., Socrates, Plato, or Aristotle), historian (e.g., Herodotus or Thucydides), poet or dramatist (e.g., Homer, Aeschylus, Sophocles, Aristophanes, or Euripides)</p>	<p>SE/TE: For supporting content please see: Analysis Skills: Compare Different Points of View, 250; Greek Literature, 254–256; Primary Source: Homer, <i>The Odyssey</i>, 257; Greek Philosophy, 258–260; How Did History and Politics Shape Greece?, 260–261; Lesson Check, 264</p> <p>TE Only: Differentiated Instruction, 250; Differentiated Instruction, 259</p> <p>Active Journal: Take Notes, 149, 152</p> <p>Digital Resources: For supporting content please see: Interactive Primary Sources> Interactive Primary Source: Medea, Euripides; Interactive Primary Sources> Interactive Primary Source: The Republic, Plato; Interactive Primary Sources> Interactive Primary Source: Politics, Aristotle; Interactive Primary Sources> Interactive Primary Source: The Persian Wars, Herodotus; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 7: Ancient Greek Learning> Video: Socrates and Plato; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 7: Ancient Greek Learning> Interactive Chart: Greek Philosophers</p>	<p>SE/TE: For supporting content please see: Greek Philosophy, 259-260; Greek Writing, 260</p> <p>Digital Resources: For supporting content please see: Interactive Primary Sources> Interactive Primary Source: Medea, Euripides; Interactive Primary Sources> Interactive Primary Source: The Republic, Plato; Interactive Primary Sources> Interactive Primary Source: Politics, Aristotle; Interactive Primary Sources> Interactive Primary Source: The Persian Wars, Herodotus; Topic 5: Europe Through Time> Quest: DBQ: Planning a New Government> Quest Source 2: The Republic</p>

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7.T4b.7c architecture (e.g., the Parthenon, the Acropolis, and the Temple of Apollo)	<p>SE/TE: For supporting content please see: Architecture, 254; Analyze Images, 255</p> <p>Active Journal: Take Notes, 149</p> <p>Digital Resources: For supporting content please see: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 6: Ancient Greek Beliefs and Arts> Interactive Gallery: Art and Architecture of Ancient Greece</p>	<p>SE/TE: For supporting content please see: Greek Science and Technology, 260</p>
7.T4b.7d writing (e.g., development of the first complete alphabet with symbols for consonants and vowels)	<p>SE/TE: For supporting content please see: Development of the Alphabet, 69–70; Lesson Check, 70</p> <p>Active Journal: Take Notes, 145</p>	<p>SE/TE: For supporting content please see: Greek Writing, 260</p>
7.T4b.7e art (e.g., the development of ideals of beauty and proportions in the human body in sculpture or the depiction of myths and heroes in vase painting)	<p>SE/TE: For supporting content please see: Arts in Ancient Greece, 254</p> <p>Active Journal: Take Notes, 149</p> <p>Digital Resources: For supporting content please see: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 6: Ancient Greek Beliefs and Arts> Interactive Gallery: Art and Architecture of Ancient Greece; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Quest: Project: The Influence of Ancient Greece> Quest Findings: Create Your News Magazine</p>	<p>SE/TE: For supporting content please see: Did you know?, 257; Analyze Images, 257</p>

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<p>7.T4c Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE–500 CE <i>Supporting Questions: What was the influence and legacy of the Roman Empire on the conquered peoples in the territory it controlled?</i></p>		
<p>7.T4c.1 Locate Rome on a map, trace the expansion of the Roman Empire to 500 CE and explain how Rome’s location contributed to its political power in the Mediterranean and beyond.</p>	<p>SE/TE: Where was the Roman republic?, 276-277; What Were Rome’s Natural Advantages?, 281; Lesson Check, 283; Topic 7 Review and Assessment, 303; Geography Skills, 311</p> <p>Active Journal: Map Skills, 159</p> <p>Digital Resources: 21st Century Skills Tutorials> Read Special-Purpose Maps> 21st Century Skill: Read Special-Purpose Maps: Video; 21st Century Skills Tutorials> Give an Effective Presentation> 21st Century Skill: Give an Effective Presentation: Video; Topic 7: The Roman Republic (800 BCE-30 BCE)> Lesson 1: The Roman Republic Rises> Video: Rome’s Founding and Early Days; Topic 7: The Roman Republic (800 BCE-30 BCE)> Fillable Active Journal: The Roman Republic, 159</p>	<p>SE/TE: Geography Skills, 265; Road to Expansion, 265; Topic 5 Review and Assessment, 305</p> <p>TE Only: Differentiated Instruction, 266</p> <p>Digital Resources: 21st Century Skills Tutorials> Read Special-Purpose Maps> 21st Century Skill: Read Special-Purpose Maps: Video; 21st Century Skills Tutorials> Give an Effective Presentation> 21st Century Skill: Give an Effective Presentation: Video</p>

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<p>7.T4c.2 Describe the rise of the Roman Republic, its government, including separation of powers, rule of law, representative government, and the notion of civic duty.</p>	<p>SE/TE: Rome Becomes a Republic, 281-282; Government of the Republic, 285–290; Lesson Check, 290; Topic 7 Review and Assessment, 302-303; Roman Government and Law, 337–338</p> <p>TE Only: English Language Learners, 281-282; History Background, 286</p> <p>Active Journal: Writing Workshop: Research Paper, 178–179; Take Notes, 168, 170, 173, 176</p> <p>Digital Resources: Topic 7: The Roman Republic (800 BCE-30 BCE)> Lesson 2: Government of the Republic> Video: Citizenship in Rome; Topic 7: The Roman Republic (800 BCE-30 BCE)> Quest: Document-Based Writing: The Roman Influence> Quest Connection: Connect to Branches of Government; Topic 7: The Roman Republic (800 BCE-30 BCE)> Quest: Document-Based Writing: The Roman Influence> Quest Source 2: Law of the Twelve Tables; Topic 7: The Roman Republic (800 BCE-30 BCE)> Quest: Document-Based Writing: The Roman Influence> Quest Findings: Write Your Explanatory Essay</p>	<p>SE/TE: The Founding of the Republic, 263; How Was the Republic Governed?, 264</p> <p>TE Only: History Background, 71</p> <p>Digital Resources: Topic 5: Europe Through Time> Lesson 3: Ancient Rome> Interactive Map: Growth of the Roman Republic</p>

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7.T4c.3 Describe the influence of Julius Caesar and Augustus in Rome’s transition from a republic to an empire and explain the reasons for the growth and long life of the Roman Empire.		
7.T4c.3.a Military organization, tactics, and conquests; and decentralized administration	<p>SE/TE: Rome’s Army, 283; Why Did Pompey and Caesar Fight?, 299-300; Who Was Augustus?, 310; Who Were the Other Emperors?, 310-311; Primary Sources: Augustus, <i>The Deeds of the Divine Augustus</i>, 316</p> <p>Active Journal: Take Notes, 168</p> <p>Digital Resources: Welcome to the Course> Correlations by Lesson to Google Expeditions> Julius Caesar’s Gallic War – The Battle of Alesia 52 BC; Topic 7: The Roman Republic (800 BCE-30 BCE)> Lesson 4: The Republic Struggles> Video: Why Did the Roman Republic End?; Topic 7: The Roman Republic (800 BCE-30 BCE)> Lesson 4: The Republic Struggles> Interactive Gallery: Who Was Julius Caesar?; Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Introduction: The Roman and Byzantine Empires> Topic Video: Augustus and The Pax Romana</p>	<p>SE/TE: Augustus and the Pax Romana, 266</p>

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7.T4c.3.b the purpose and functions of taxes	<p>SE/TE: Rights and Responsibilities, 287</p> <p>TE only: Summarize, 290</p> <p>Active Journal: Take Notes, 170</p>	<p>SE/TE: For opportunities to address this standard please see: Augustus and the Pax Romana, 266</p> <p>Active Journal: 103</p>
7.T4c.3.c the promotion of economic growth through the use of a standard currency, road construction, and the protection of trade routes and the benefits of a Pax Romana	<p>SE/TE: What Was the Pax Romana?, 311; Roman Roads Link the Empire, 312; Trade and the Roman Economy, 314-315; Lesson Check, 315</p> <p>Active Journal: Quick Activity: Explore Roman Numerals, 172</p> <p>Digital Resources: Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Introduction: The Roman and Byzantine Empires> Topic Video: Augustus and The Pax Romana; Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Lesson 1: The Roman Empire Begins> Video: Trade in the Roman Empire</p>	<p>SE/TE: Augustus and the Pax Romana, 266</p>
7.T4c.4 Describe the characteristics of the system of classes and slavery under the Romans.	<p>SE/TE: How Did the Rich and Poor Live?, 292; Roman Slavery, 293; Analyze Diagrams, 293; Lesson Check, 294</p> <p>TE Only: English Language Learners, 292-293</p>	<p>SE/TE: For supporting content please see: Citizens and Officials, 264</p> <p>Digital Resources: 21st Century Skills Tutorials> Publish Your Work> 21st Century Skill: Publish Your Work: Video</p>

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	<p>Continued: Active Journal: Quick Activity: How Does Roman Society compare with Ancient Greece, 175</p> <p>Digital Resources: 21st Century Skills Tutorials> Publish Your Work> 21st Century Skill: Publish Your Work: Video; Topic 7: The Roman Republic (800 BCE-30 BCE)> Fillable Active Journal: The Roman Republic, 175</p>	
<p>7.T4c.5 Explain how inner forces (e.g., the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (shrinking trade, invasions from northern tribes) led to the disintegration of the Roman Empire.</p>	<p>SE/TE: Quest: The Fall of Rome, 308; Analysis Skills: Identify Central Issues and Problems, 317; Decline of the Roman Empire, 339–343; Lesson Check, 343; Topic 8 Review and Assessment, 356-357</p> <p>Active Journal: Quick Activity: Did the Roman Empire Fall? 201</p> <p>Digital Resources: Welcome to the Course> Correlations by Lesson to Google Expeditions> Romans vs. Barbarians; Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Lesson 5: Decline of the Roman Empire> Video: Why Did the Roman Empire End?; Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Lesson 5: Decline of the Roman Empire> Interactive Map: Invasions of the Roman Empire, CE 378-533;</p>	<p>SE/TE: How Was the Empire Divided?, 269; Germanic Armies Invade and Rome Falls, 269</p> <p>Digital Resources: Welcome to the Course> Correlations by Lesson to Google Expeditions> Romans vs. Barbarians</p>

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	<p>Continued: Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Quest: Discussion: The Fall of Rome> Examine Primary Sources: The Fall of Rome</p>	
<p>7.T4c.6 Describe the contribution of the Romans to architecture, engineering, and technology (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation).</p>	<p>SE/TE: What Were Rome’s Practical Achievements?, 312–314; Lesson Check, 315; Analyze Images, 336</p> <p>TE Only: Differentiated Instruction, 312</p> <p>Active Journal: Take Notes, 190</p> <p>Digital Resources: Welcome to the Course> Correlations by Lesson to Google Expeditions> Roman Ruins; Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Lesson 4: Roman Culture and Its Legacy> Video: Rome’s Cultural Gifts; Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Lesson 4: Roman Culture and Its Legacy> 3-D Model: The Pantheon; Topic 7: The Roman Republic (800 BCE-30 BCE)> Quest: Document-Based Writing: The Roman Influence> Quest Source 4: U.S. Capitol Building and Roman Pantheon</p>	<p>SE/TE: Roman Engineering, 267</p> <p>TE Only: Curriculum Connection: Environmental Education, 267</p> <p>Digital Resources: Topic 5: Europe Through Time> Lesson 3: Ancient Rome> Video: Rome’s Cultural Gifts; Topic 5: Europe Through Time> Lesson 3: Ancient Rome> Interactive 3-D Model: The Pantheon</p>

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7.T4c.7 Explain the spread and influence of the Roman alphabet and the Latin language, and the role of Latin and Greek in scientific and academic vocabulary today.	<p>SE/TE: Analyze Images, 282; Who Were the Etruscans, 282; The Influence of Latin, 334</p> <p>Active Journal: Take Notes, 197</p> <p>Digital Resources: Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)> Lesson 4: Roman Culture and Its Legacy> Video: Rome’s Cultural Gifts</p>	<p>SE/TE: Latin’s Legacy, 267; Influence of the Roman Empire, 316</p> <p>Digital Resources: Topic 5: Europe Through Time> Lesson 3: Ancient Rome> Video: Rome’s Cultural Gifts</p>
7.T4c.8 Describe how scientific, philosophical, and aesthetic ideas diffused throughout Europe, Asia, and Africa as a result of trade, migration, conquest, and colonization.	<p>SE/TE: The Greek Economy, 241–243; What Was the Impact of Hellenistic Learning? 270–271; Trade and the Roman Economy, 314–315; What Was Greco-Roman Culture? 332-333; The Empire’s Influence, 348</p> <p>Active Journal: Take Notes, 197</p> <p>Digital Resources: Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 8: Alexander and the Hellenistic World> Video: Cultural Exchange in the Hellenistic Age; Topic 6: Ancient Greece (2000 BCE-300 BCE)> Lesson 8: Alexander and the Hellenistic World> Interactive Gallery: Alexander the Great’s Conquests and Contributions</p>	<p>SE/TE: Hellenistic Culture Spreads, 258; Lesson Check, 260</p>

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