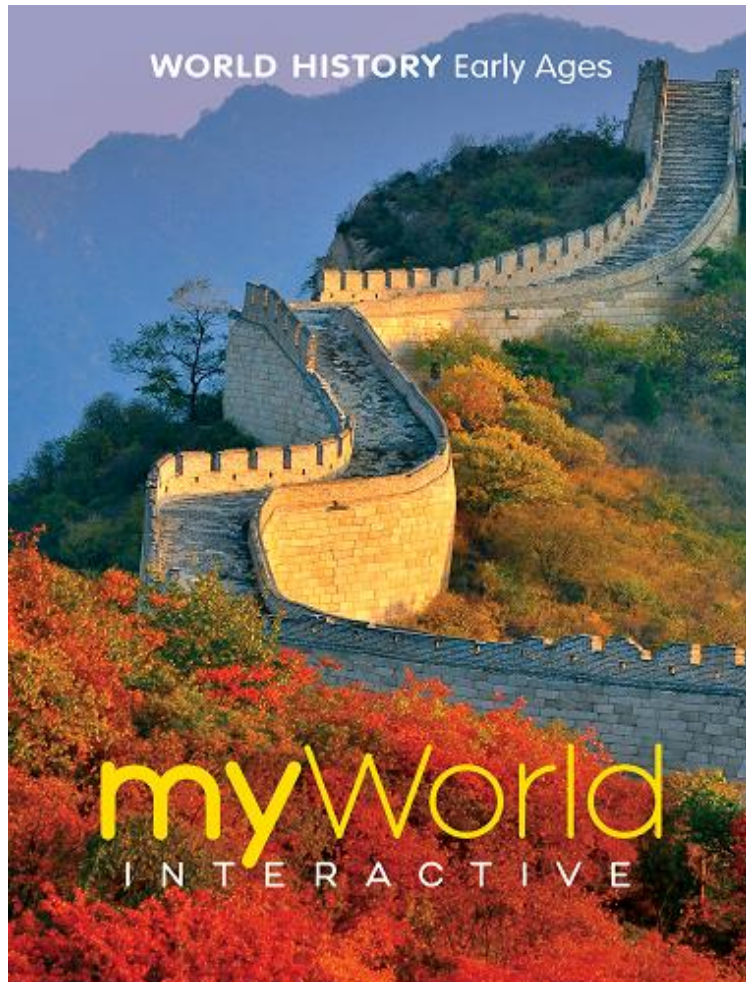


## A Correlation of



## To the Massachusetts History and Social Science Curriculum Framework Grade 6

# A Correlation of *myWorld Interactive Social Studies, World History, Early Ages*, ©2019 to the Massachusetts History and Social Science Curriculum Framework

## Introduction

This document demonstrates how *myWorld Interactive Social Studies, World History, Early Ages*, ©2019 meets the Massachusetts History and Social Science Curriculum Framework, Grade 6. Correlation page references are to the Student Edition and Teacher Edition.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

*myWorld Interactive Social Studies* provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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<b>Grade 6 Content Standards World Geography and Ancient Civilizations I</b>	
<b>Topic 1: Studying complex societies, past and present</b>	
Supporting question: <i>What do the social sciences contribute to our understanding of the world?</i>	
<p>1. Explain how different academic fields in the social sciences concentrate on different means of studying societies in the past and present</p>	<p><b>SE/TE:</b> The Distant Past, 7–10; Lesson Check, 12; also see: Conduct a Cost-Benefit Analysis, 350; Detect Historical Points of View, 141; Distinguish Cause and Effect, 53, 537; Identify Physical and Cultural Features, 108, 380; Identify Sources of Continuity, 213, 613; Interpret Economic Performance, 295, 707; Interpret Thematic Maps, 173, 574; Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670</p> <p><b>Active Journal:</b> Quests, 4–11, 28–35, 56–63, 104–111, 130–137, 160–167, 182–189, 210–217, 234–241, 258–265, 282–289, 310–317, 332–339, 354–361, 380–387, 408–415, 430–437, 456–463</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Analyze Cause and Effect; Compare Viewpoints</p>
<p>2. Give examples of ways in which a current historical interpretation might build on, extend, or reject an interpretation of the past.</p>	<p><b>SE/TE:</b> Analysis Skills: Detect Changing Patterns, 324, 369; Recognize the Role of Chance, Error, and Oversight, 65, 530; Update an Interpretation, 265, 559; also see: Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666</p> <p><b>Active Journal:</b> Essential Question, 2, 26, 54, 74, 102, 128, 158, 180, 208, 232, 256, 280, 308, 330, 352, 378, 406, 428, 454</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Evaluate Existing Arguments; Interpret Sources</p>

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<p>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><b>SE/TE:</b> The Distant Past, 7–10; Lesson Check, 12; also see: Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670; Conduct a Cost-Benefit Analysis, 350; Detect Historical Points of View, 141; Distinguish Cause and Effect, 53, 537; Identify Physical and Cultural Features, 108, 380; Identify Sources of Continuity, 213, 613; Interpret Economic Performance, 295, 707; Interpret Thematic Maps, 173, 574</p> <p><b>Active Journal:</b> Quests, 4–11, 28–35, 56–63, 104–111, 130–137, 160–167, 182–189, 210–217, 234–241, 258–265, 282–289, 310–317, 332–339, 354–361, 380–387, 408–415, 430–437, 456–463</p> <p><b>Digital Sources</b> Social Studies Core Concepts: Culture; Economics; Geography; Government and Civics; History</p>
<p><b>Topic 2: Human origins, the Neolithic and Paleolithic Eras</b> Supporting Question: <i>How did life on Earth begin and why did humans form complex societies?</i></p>	
<p>4. Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life.</p>	<p><b>SE/TE:</b> How Did Humans Adapt to Varied Environments? 18–19</p> <p><b>Active Journal:</b> Take Notes, 14</p> <p><b>Digital Sources</b> Topic 1: Lesson 2: Learning to Live in New Environments</p>
<p>5. 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><b>SE/TE:</b> Map: Geography Skills: Approximate Ages of Human Ancestor Remains in East Africa, 8; Migration of Homo Sapiens, 17</p> <p><b>Digital Sources</b> Lesson Videos: Topic 1: Lesson 1: How Hunter-Gatherers Lived</p>

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<p><b>6.</b> Explain that the term <i>Paleolithic Era</i> 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><b>SE/TE:</b> Paleolithic Era, 11–12; Humans Spread Out, 15–19; Developing Complex Cultures, 21–26  <b>Active Journal:</b> Quick Activity: Explore Cave Paintings, 18; Explore Ancient Innovations, 21  <u><b>Digital Sources</b></u>            21st Century Skills Tutorials: Sequence</p>
<p><b>7.</b> Explain that the term <i>Neolithic Era</i> 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><b>SE/TE:</b> New Ways of Life, 27–32  <b>Active Journal:</b> Take Notes, 19  <u><b>Digital Sources</b></u>            Lesson Videos: Topic 1: Lesson 3: The Agricultural Revolution</p>
<p><b>8.</b> 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>	<p><b>SE/TE:</b> New Ways of Life, 27–32  <b>Active Journal:</b> Take Notes, 19  <u><b>Digital Sources</b></u>            Lesson Videos: Topic 1: Lesson 3: The Agricultural Revolution</p>
<p><b>9. 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:</b></p>	
<p>a. an economy that produces food surpluses</p>	<p><b>SE/TE:</b> What Were the Effects of Food Surpluses? 30–31  <b>Active Journal:</b> Take Notes, 19  <u><b>Digital Sources</b></u>            Lesson Videos: Topic 1: Lesson 3: The Agricultural Revolution</p>

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b. dense populations in distinct areas or cities	<p><b>SE/TE:</b> How Did the First Cities Begin? 31–32; Cities, 34–35  <b>Active Journal:</b> Take Notes, 19, 22</p> <p><b><u>Digital Sources</u></b>  Lesson Videos: Topic 1: Lesson 5: What Makes a Civilization?</p>
c. stratified social classes	<p><b>SE/TE:</b> Social Classes, 36  <b>Active Journal:</b> Take Notes, 22</p> <p><b><u>Digital Sources</u></b></p>
d. specialized occupations	<p><b>SE/TE:</b> Job Specialization, 36  <b>Active Journal:</b> Take Notes, 22</p> <p><b><u>Digital Sources</u></b>  Lesson Videos: Topic 1: Lesson 5: What Makes a Civilization?</p>
e. developed systems of government, religion, and learning	<p><b>SE/TE:</b> Organized Government, 35; Established Religion, 35–36  <b>Active Journal:</b> Take Notes, 22</p> <p><b><u>Digital Sources</u></b>  Lesson Videos: Topic 1: Lesson 5: What Makes a Civilization?</p>
f. achievements in technology, art, and monumental architecture	<p><b>SE/TE:</b> Public Works, 6; Arts and Architecture, 37  <b>Active Journal:</b> Take Notes, 22; Quick Activity: Explore Cave Paintings, 18; Explore Ancient Innovations, 21</p> <p><b><u>Digital Sources</u></b>  Lesson Videos: Topic 1: Lesson 5: What Makes a Civilization?</p>

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<p>g. systems of record keeping, either written or oral</p>	<p><b>SE/TE:</b> System of Writing, 37 <b>Active Journal:</b> Take Notes, 22</p> <p><b>Digital Sources</b> Lesson Videos: Topic 1: Lesson 5: What Makes a Civilization?</p>
<p><b>10.</b> 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><b>SE/TE:</b> Phoenician Traders, 67; Links to Other Societies, 69; Why was Trade Important for Egypt and Kush? 115; The Silk Road, 205 <b>Active Journal:</b> Quick Activity: Explore Cave Paintings, 18; Explore Ancient Innovations, 21</p> <p><b>Digital Sources</b> Lesson Videos: Topic 3: Lesson 3: Trade Between Egypt and Kush</p>
<p><b>11.</b> 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 (<i>decade, age, era, century, millennium, CE/AD, BCE/BC, c. and circa</i>). Identify in BCE dates the higher number as indicating</p>	<p><b>SE/TE:</b> Timeline, 4–5; Relate Events in Time, 20; also see: Construct a Timeline, 91, 467 <b>TE only:</b> Differentiated Instruction, 4 <b>Active Journal:</b> Timeline Skills, 2–3</p> <p><b>Digital Sources</b> Topics 1- 5 Introduction: Interactive Topic Timeline; Social Studies Core Concepts: History: Measuring Time</p>
<p><b>Topic 3: Western Asia, the Middle East and North Africa: Physical and political geography of modern Western Asia, the Middle East, and North Africa</b></p>	
<p><b>12.</b> 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><b>SE/TE:</b> Maps (Topic 2), 42, 43, 46, 61, 67, 73, 85, 93; (Topic 3), 96, 97, 100, 116, 123; Analysis Skills: Identify Physical and Cultural Features, 108 <b>Active Journal:</b> Map Skills, 27, 55</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>



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<p><b>13.</b> 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><b>SE/TE:</b> Maps (Topic 2), 42, 43, 46, 61, 67, 73, 85, 93; (Topic 3), 96, 97, 100, 116, 123; Analysis Skills: Identify Physical and Cultural Features, 108</p> <p><b>Active Journal:</b> Map Skills, 27, 55; Take Notes, 64</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
<p><b>14.</b> 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><b>SE/TE:</b> Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Maps (Topic 2), 42, 43, 46, 61, 67, 73, 85, 93; (Topic 3), 96, 97, 100, 116, 123; Analysis Skills: Identify Physical and Cultural Features, 108</p> <p><b>Active Journal:</b> Map Skills, 27, 55; Take Notes, 64</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
<p><b>Western Asia, the Middle East and North Africa: Mesopotamia, c. 3500-1200 BCE</b></p>	
<p><b>15.</b> Explain how the presence of the Tigris and Euphrates Rivers contributed to the development of agriculture and ancient complex societies; explain why historians have called the region that surrounds these rivers “the Fertile Crescent.”</p>	<p><b>SE/TE:</b> Geography of Mesopotamia, 45–46</p> <p><b>Active Journal:</b> Take Notes, 36</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Use Parts of a Map; Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia</p>
<p><b>16.</b> 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><b>SE/TE:</b> Map: Fertile Crescent, 46; Assyrian and Persian Empires, 61</p> <p><b>Active Journal:</b> Map Skills, 27</p> <p><b>Digital Sources</b> Lesson Videos: Topic 2: Lesson 3: The Assyrian and Persian Empires</p>

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<p align="center"><b>Massachusetts History and Social Science Curriculum Framework</b></p>	<p align="center"><b>myWorld Interactive Social Studies World History, Early Ages, ©2019</b></p>
<p><b>17.</b> 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><b>SE/TE:</b> Civilization Emerges in Mesopotamia, 45–51; Primary Sources: Contracts in Ancient Mesopotamia, 52; The First Empires, 54–58  <b>Active Journal:</b> Take Notes, 36, 38</p> <p><b>Digital Sources</b>  Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia; Lesson 2: Hammurabi’s Code</p>
<p align="center"><b>18. Analyze the important characteristics and achievements of early Mesopotamia.</b></p>	
<p>a. a complex society with rulers, priests, soldiers, craftspeople, farmers, and slaves</p>	<p><b>SE/TE:</b> Job Specialization, 36; Social Classes, 36–37, 48; Lesson Check, 51  <b>Active Journal:</b> An Eye for an Eye (Hammurabi’s Code), 40</p> <p><b>Digital Sources</b>  Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia</p>
<p>b. a religion based on polytheism (the belief in many gods)</p>	<p><b>SE/TE:</b> What Role Did Religion Have in Sumerian Society? 48  <b>Active Journal:</b> Take Notes, 36</p> <p><b>Digital Sources</b>  Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia</p>
<p>c. monumental architecture (the ziggurat) and developed art (including large relief sculptures, mosaics, carved cylinder seals)</p>	<p><b>SE/TE:</b> Ziggurats, 48; Analyze Images, 49; Lesson Check, 51  <b>Active Journal:</b> Take Notes, 36</p> <p><b>Digital Sources</b>  Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia</p>
<p>d. cuneiform writing, used for record keeping tax collection, laws and literature</p>	<p><b>SE/TE:</b> What Was the Sumerian Writing System Like? 49–50; Lesson Check, 51  <b>Active Journal:</b> Take Notes, 36</p> <p><b>Digital Sources</b>  Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia</p>

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<p>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>	<p><b>SE/TE:</b> Primary Sources: <i>The Epic of Gilgamesh</i>, 13</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Analyze Primary and Secondary Sources</p>
<b>Ancient Egypt, c. 3000-1200 BCE</b>	
<p><b>19.</b> 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><b>SE/TE:</b> Map: The Nile River Valley, 100; Analysis Skills: Identify Physical and Cultural Features, 108</p> <p><b>Active Journal:</b> Map Skills, 55</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps; Read Political Maps</p>
<p><b>20.</b> Describe the significance of the Nile River to ancient Egyptians.</p>	<p><b>SE/TE:</b> The Nile River Valley, 99–100</p> <p><b>Active Journal:</b> Take Notes, 64</p> <p><b>Digital Sources</b> Social Studies Core Concepts: Geography</p>
<p><b>21.</b> 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><b>SE/TE:</b> Egypt and Kush, 115–120; Assessment, 123</p> <p><b>Active Journal:</b> Take Notes, 70</p> <p><b>Digital Sources</b> Lesson Videos: Topic 3: Lesson 3: Trade Between Egypt and Kush</p>
<p><b>22.</b> 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, Akhenaten, Ramses II, Nefertiti, Cleopatra).</p>	<p><b>SE/TE:</b> How was Egyptian Society Organized? 103; Great Rulers, 105–106; Primary Sources: The Victory of Ramses II, 107; Cleopatra, 270, 300</p> <p><b>Active Journal:</b> Take Notes, 64; How did ancient Egyptians view the pharaohs? (Analyze images), 66</p> <p><b>Digital Sources</b> Lesson Videos: Topic 3: Lesson 1: Pharaohs of Ancient Egypt</p>

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<p><b>23.</b> 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><b>SE/TE:</b> How was Egyptian Society Organized? 103  <b>Active Journal:</b> Take Notes, 64; How did ancient Egyptians view the pharaohs? (Analyze images), 66  <u><b>Digital Sources</b></u>            Lesson Videos: Topic 3: Lesson 1: Pharaohs of Ancient Egypt</p>
<p><b>24.</b> 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><b>SE/TE:</b> Egyptian Religion, 104–105; Lesson Check, 106  <b>Active Journal:</b> Take Notes, 64  <u><b>Digital Sources</b></u>            Lesson Videos: Topic 3: Lesson 1: Pharaohs of Ancient Egypt</p>
<p><b>25.</b> 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>	<p><b>SE/TE:</b> Achievements of Egyptian Civilization, 109–113; Assessment, 123  <b>Active Journal:</b> Take Notes, 67; How did they do it – build pyramids – hypothesize, 69  <u><b>Digital Sources</b></u>            Lesson Videos: Topic 3: Lesson 1: Pharaohs of Ancient Egypt</p>
<b>Ancient Phoenicia, c. 1000-300 BCE</b>	
<p><b>26.</b> On a map of the ancient Mediterranean world, locate Greece, Asia Minor, Crete, Phoenicia, the Aegean and the Red Sea.</p>	<p><b>SE/TE:</b> Map: Phoenician Colonies and Trade Routes, 67  <u><b>Digital Sources</b></u>            21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps; Read Political Maps</p>

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<p><b>27.</b> Explain how the location of Phoenicia contributed to its domination of maritime trade in the Mediterranean from c. 1000-300 BCE.</p>	<p><b>SE/TE:</b> Who Were the Phoenicians? 66–67; How Did the Phoenicians Use the Sea? 68–69; Location, 70  <b>Active Journal:</b> Take Notes, 43</p> <p><b>Digital Sources</b>            21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps; Read Political Maps</p>
<p><b>28.</b> 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>	<p><b>SE/TE:</b> What Are the Cultural Legacy of the Phoenicians? 69–70  <b>Active Journal:</b> Take Notes, 43</p> <p><b>Digital Sources</b>            Lesson Videos: Topic 2: Lesson 4: The Alphabet</p>
<p><b>Ancient Israel, Palestine, c. 2000 BCE -70 CE</b></p>	
<p><b>29.</b> 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><b>SE/TE:</b> Map: Lands of the Hebrew Bible, 73; Israel Under King David, 85; Israel and Judah, 85  <b>Active Journal:</b> Take Notes, 46, 48, 50</p> <p><b>Digital Sources</b>            21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps; Read Political Maps</p>
<p><b>30.</b> 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><b>SE/TE:</b> Abraham’s Covenant, 72; What Was the Exodus? 72–74; Map: Lands of the Hebrew Bible, 73  <b>Active Journal:</b> Take Notes, 46</p> <p><b>Digital Sources</b>            Lesson Videos: Topic 2: Lesson 5: The Origins of Judaism</p>

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<b>31. Describe the history of ancient Israel and early Christianity:</b>	
<p>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><b>SE/TE:</b> Origins of Judaism, 71–75; Assessment, 93  <b>Active Journal:</b> Take Notes, 46</p> <p><b>Digital Sources</b>  Lesson Videos: Topic 2: Lesson 5: The Origins of Judaism</p>
<p>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><b>SE/TE:</b> Origins of Judaism, 71–75; Primary Sources: Psalm 23, 76; Beliefs of Judaism, 77–82; Early History of the Jewish People, 83–90; Assessment, 93  <b>Active Journal:</b> Take Notes, 46, 48, 50</p> <p><b>Digital Sources</b>  Lesson Videos: Topic 2: Lesson 5: The Origins of Judaism; Lesson 6: The Central Beliefs of Judaism;  Lesson 7: Israel and the Jewish Diaspora;  Interactive Biographies: Topic 2: Lesson 7: David</p>
<p>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><b>SE/TE:</b> Origins of Christianity, 318–323  <b>Active Journal:</b> Take Notes, 193</p> <p><b>Digital Sources</b>  Lesson Videos: Topic 8: Lesson 2: Reasons for the Spread of Christianity; Lesson 3: The New Testament</p>

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<p>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><b>SE/TE:</b> Origins of Christianity, 318–323; Beliefs of Christianity, 325–329  <b>Active Journal:</b> Take Notes, 193, 195</p> <p><b>Digital Sources</b>  Lesson Videos: Topic 8: Lesson 2: Reasons for the Spread of Christianity; Lesson 3: The New Testament</p>
<b>The ancient Arabian Peninsula (7<sup>th</sup> century CE)</b>	
<p><b>32.</b> 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><b>SE/TE:</b> Map: Geography Skills: Spread of Islam, 460  <b>Active Journal:</b> Map Skills, 257; Quick Activity: Caption This! 268 (geography affects life in Arabia)</p> <p><b>Digital Sources</b>  21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps; Read Political Maps</p>
<p><b>33.</b> Explain Islam’s historical relationship to Judaism and Christianity as monotheistic religions</p>	<p><b>SE/TE:</b> Islamic Beliefs About God: Monotheism, 455  <b>Active Journal:</b> Take Notes, 269</p> <p><b>Digital Sources</b>  Lesson Videos: Topic 11: Lesson 1: The Life of Muhammad</p>
<p><b>34.</b> 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><b>SE/TE:</b> Origins of Islam, 449-452; Beliefs of Islam, 453-457; Primary Sources: The Sunnah, 458  <b>Active Journal:</b> Take Notes, 266, 269</p> <p><b>Digital Sources</b>  Lesson Videos: Topic 11: Lesson 1: The Life of Muhammad; Lesson 2: The Five Pillars of Islam</p>

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<p align="center"><b>Interactions among ancient societies in Western Asia, North Africa, and the Middle East</b></p>	
<p><b>35.</b> 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><b>SE/TE:</b> Phoenician Traders, 67; Links to Other Societies, 69; Why was Trade Important for Egypt and Kush? 115; The Silk Road, 205  <b>Active Journal:</b> Packing for the Caravan (West African Trade), 342</p> <p><b>Digital Sources</b>  Lesson Videos: Topic 3: Lesson 3: Trade Between Egypt and Kush</p>
<p><b>36.</b> Use information from primary and secondary sources to research contributions of <b>one</b> of the ancient Mesopotamian, Egyptian, Phoenician, Israelite, Islamic, and Eurasian societies to the modern world.</p>	<p><b>SE/TE:</b> Primary Sources: Topic 2, 52, 76; Topic 3, 107; Primary Source Quotations, 57, 63, 65, 72, 79, 80, 84, 93, 106, 110, 118, 123; Quests: Design a Village, 6; Debate Punishments for Crimes, 44; Become a Pharaoh-in-Training, 98; Writing Activities, 12, 19, 26, 32, 37, 39, 51, 58, 64, 70, 75, 82, 90, 93, 106, 113, 120, 123  <b>Active Journal:</b> Quick Activity, 40, 45, 66, 69</p> <p><b>Digital Sources</b>  21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Support Ideas with Evidence; Search for Information on the Internet; Interpret Sources</p>



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<p align="center"><b>Topic 4: Sub-Saharan Africa Physical and political geography of Sub-Saharan Africa</b></p>	
<p><b>37.</b> 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><b>SE/TE:</b> Maps (Topic 14), 586, 587, 590, 599, 604, 615  <b>Active Journal:</b> Map Skills, 331   <u><b>Digital Sources</b></u>            21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps; Read Political Maps</p>
<p><b>38.</b> 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><b>SE/TE:</b> Maps (Topic 14), 586, 587, 590, 599, 604, 615  <b>Active Journal:</b> Map Skills, 331   <u><b>Digital Sources</b></u>            21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps; Read Political Maps</p>
<p><b>39.</b> 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><b>SE/TE:</b> The African Landscape, 589–591; Maps (Topic 14), 586, 587, 590, 599, 604, 615  <b>Active Journal:</b> Map Skills, 331   <u><b>Digital Sources</b></u>            21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps; Read Political Maps</p>

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<b>Selected Sub-Saharan African states and societies, c. 100-1000 CE</b>	
<p><b>40.</b> 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><b>SE/TE:</b> Islamic Law and Scholarship, 599; The Kingdom of Kush and Axum, 603–604; How Did Christianity Grow in East Africa, 604–605; Assessment, 615 <b>Active Journal:</b> Take Notes, 346</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Read Political Maps</p>
<p><b>41.</b> 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, slaves from Africa, and cloth, glass beads, and porcelain from Asia).</p>	<p><b>SE/TE:</b> Mali and Songhai, 595–600; Trading States of East Africa, 603–606; Assessment, 615 <b>Active Journal:</b> Take Notes, 343</p>
<p><b>42.</b> Identify the locations, sources of wealth and importance of West African cities and empires, including the city of Timbuktu (beginning c.5<sup>th</sup> century CE), and the empire of ancient Ghana (beginning c. 700 CE).</p>	<p><b>SE/TE:</b> What Led to the Rise of Ghana? 591–592; The Growth of the Ghana Empire, 592–594; Timbuktu, 597, 599; Assessment, 615 <b>Active Journal:</b> Take Notes, 343; Perspectives on West African Kingdoms (Compare Viewpoints), 345</p> <p><b>Digital Sources</b> Lesson Videos: Topic 14: Lesson 1: How Ghana Became a Wealthy Empire</p>
<p><b>43.</b> 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><b>SE/TE:</b> The Rise of Ghana in West Africa, 589-594; Mali and Songhai, 595-600; Trading States of East Africa, 603–606; African Traditions, 607–611; Assessment, 615 <b>Active Journal:</b> Take Notes, 340, 343, 346, 348; Perspectives on West African Kingdoms (Compare Viewpoints), 345</p>

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	(Continued) <b>Digital Sources</b> Lesson Videos: Topic 14: Lesson 1: How Ghana Became a Wealthy Empire
<b>Topic 5: Central America, the Caribbean Islands, and South America</b> <b>Physical and political geography and indigenous populations of Central America and the Caribbean Islands</b>	
<p><b>44.</b> 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><b>SE/TE:</b> Central America, 547, 549, 553, 561; Interpret Thematic Maps, 574; Atlas, 734, 735 <b>Active Journal:</b> Map Skills, 309</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
<p><b>45.</b> 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.</p>	<p><b>SE/TE:</b> Central America, 547, 549, 553, 561; Interpret Thematic Maps, 574; Atlas, 734, 735 <b>Active Journal:</b> Map Skills, 309</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
<p><b>46.</b> 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.</p>	<p><b>SE/TE:</b> Settlement and Geography of the Americas, 551–552; Maps: (Topic 13), 547, 549, 553, 561; Interpret Thematic Maps, 574; Atlas, 734, 735 <b>Active Journal:</b> Map Skills, 309</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>

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<p><b>47.</b> 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><b>SE/TE:</b> For supporting content please see: Topic 13: Lesson 1: The Maya, 551-559; Lesson 2: The Aztecs, 560-566; Lesson 3: The Incas, 567-574; Effects on Native Americans, 691; Analyze Images: Caribbean Natives, 692</p> <p><b><u>Digital Sources</u></b> Topic 13: Introduction: Video: Farming in Ancient Empires</p>
<p align="center"><b>Physical and political geography of South America</b></p>	
<p><b>48.</b> 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><b>SE/TE:</b> Maps: South America, 549, 568; Interpret Thematic Maps, 574; Atlas, 734, 735</p> <p><b>Active Journal:</b> Map Skills, 309</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>

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<p><b>49.</b> 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><b>SE/TE:</b> Maps: (Topic 13), 547, 549, 553, 561, 568, 574, 577, 583; Interpret Thematic Maps, 574; Atlas, 734, 735  <b>Active Journal:</b> Map Skills, 309</p> <p><b>Digital Sources</b>            21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
<p><b>50.</b> 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><b>SE/TE:</b> Settlement and Geography of the Americas, 551–552; Maps: (Topic 13), 547, 549, 553, 561, 568, 574, 577, 583; Interpret Thematic Maps, 574; Atlas, 734, 735  <b>Active Journal:</b> Map Skills, 309</p> <p><b>Digital Sources</b>            21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
<p><b>Major ancient societies in Central America and South America, c. 1400 BCE-1600 CE</b></p>	
<p><b>51.</b> Research and report on <b>one</b> 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.</p>	<p><b>SE/TE:</b> Quest: Project-Based Learning: Be a Map-Maker, 550; Writing Workshop: Develop a Clear Thesis, 557; Support Ideas with Evidence, 565; Support Thesis with Details, 573; Clarify Relationships with Transition Words, 581; Write an Explanatory Essay, 583  <b>TE only:</b> Differentiated Instruction, 555, 570; Recent Scholarship, 571  <b>Active Journal:</b> Quick Activity: Human Monument Game, 320 (Mayan); Write a Song (Incas), 325; Writing Workshop: Explanatory Essay, 328–329</p>

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	<p>(Continued)</p> <p><b><u>Digital Sources</u></b></p> <p>21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Support Ideas with Evidence; Search for Information on the Internet; Interpret Sources; Lesson Videos: Topic 13: Lesson 1: Development of Cities in Mesoamerica; Lesson 2: The Growth of the Aztec Empire; Lesson 3: How Inca Rulers Governed Their Empire</p>