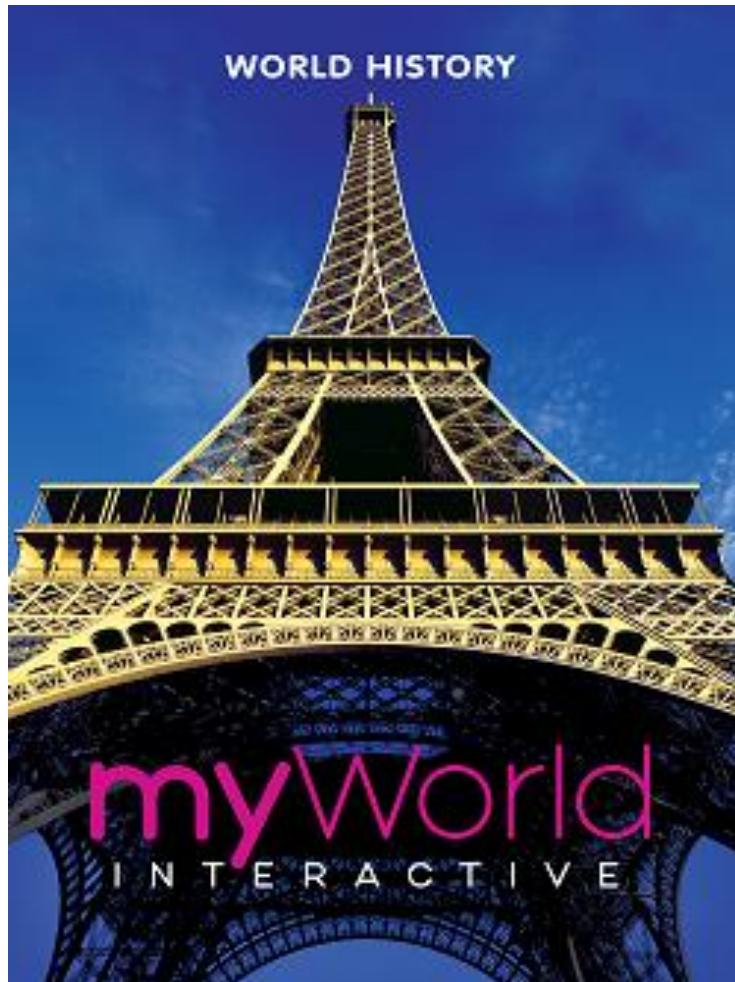


A Correlation of



**To the
Massachusetts
History and Social Science
Curriculum Framework
Grade 7**

A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019 to the Massachusetts History and Social Science Curriculum Framework

Introduction

This document demonstrates how *myWorld Interactive Social Studies, World History, ©2019* meets the Massachusetts History and Social Science Curriculum Framework, Grade 7. 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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Massachusetts History and Social Science Curriculum Framework	myWorld Interactive Social Studies World History, Survey Edition, ©2019
Grade 7 Content Standards: World Geography and Ancient Civilizations II	
Topic 1: Central and South Asia Physical and political geography of Central and South Asia	
<p>1. Explain how different academic fields 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: Maps (Topic 4), 126, 127, 130, 132, 136, 148, 160, 169, 173, 175; (Topic 5), 178, 179, 182, 186, 205, 215 Active Journal: Map Skills, 75, 103</p> <p>Digital Sources 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>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: Maps (Topic 4), 126, 127, 130, 132, 136, 148, 160, 169, 173, 175; (Topic 5), 178, 179, 182, 186, 205, 215 Active Journal: Map Skills, 75, 103</p> <p>Digital Sources 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>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: The Indus Valley Civilization, 129–134; The Huang Valley, 181–184; also see: Maps (Topic 4), 126, 127, 130, 132, 136, 148, 160, 169, 173, 175; (Topic 5), 178, 179, 182, 186, 205, 215 Active Journal: Map Skills, 75, 103</p> <p>Digital Sources 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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Early Indian and Central Asian civilizations, religions, and cultures	
<p>4. 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: The Spread of Hinduism, 147–149; How Did Buddhism Spread? 156–157; The Maurya Empire Begins, 159–162; The Gupta Empire, 168–172</p> <p>Active Journal: Take Notes, 89, 92</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 4: Teachings and Spread of Buddhism; Lesson 7: The Golden Age of the Gupta</p>
<p>5. 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.</p>	
<p>a. the origins of Indian society in the Indus Valley, c. 3000-1300 BCE</p>	<p>SE/TE: The Indus Valley Civilization, 129–134; India's Vedic Age, 135–140</p> <p>Active Journal: Take Notes, 84, 87</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 1: Indus Valley Achievements</p>
<p>b. the evolution and central principles of Hinduism</p>	<p>SE/TE: Origins and Beliefs in Hinduism, 142–149; Primary Sources: The Ramayana, 150</p> <p>Active Journal: Take Notes, 89</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 3: Hindu Traditions and Practices</p>
<p>c. the teachings of Gautama Buddha in India in the 6th to 4th centuries BCE</p>	<p>SE/TE: Origins and Beliefs of Buddhism, 151–157; Primary Sources, The Life or Legend of Gaudma, 158</p> <p>Active Journal: Take Notes, 92</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 4: Teachings and Spread of Buddhism</p>

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<p>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: The Maurya Empire Begins, 159–162; Asoka’s Rule, 164–167; The Gupta Empire, 168–172; Interpret Thematic; Assessment, 175; Maps (The Spread of Buddhism), 173 Active Journal: Take Notes, 94, 96</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 5: Chandraputra Maurya’s Rule; Lesson 6: The Life of Asoka</p>
<p>e. the development of the caste system in India</p>	<p>SE/TE: The Caste System, 138–140 Active Journal: Take Notes, 87</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 2: The Caste System</p>
<p>f. achievements in art, architecture, technology, astronomy, and mathematics</p>	<p>SE/TE: What Was Gupta Culture Like? 170; Mathematics and Science, 171–172; Assessment, 175 Active Journal: Take Notes, 98</p> <p>Digital Sources Lesson Videos: Topic 4: Lesson 7: The Golden Age of the Gupta</p>
<p>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>	<p>SE/TE: The Silk Road, 205–207; Geography Skills, 205; Assessment: Summarize, 215 Active Journal: Take Notes, 122</p> <p>Digital Sources 21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps</p>

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<p align="center">Massachusetts History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition, ©2019</p>
<p>Topic 2. East Asia: Physical and political geography of East Asia</p>	
<p>6. 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: Maps (Topic 5), 178, 179, 182, 186, 205, 215; (Topic 12), 486, 487, 491, 493, 499, 502, 506, 512, 517, 541, 544 Active Journal: Map Skills, 103, 281</p> <p>Digital Sources 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>7. 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: Maps (Topic 5), 178, 179, 182, 186, 205, 215; (Topic 12), 486, 487, 491, 493, 499, 502, 506, 512, 517, 541, 544 Active Journal: Map Skills, 103, 281</p> <p>Digital Sources 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>8. 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: The Huang Valley, 181–184; also see: Maps (Topic 5), 178, 179, 182, 186, 205, 215; (Topic 12), 486, 487, 491, 493, 499, 502, 506, 512, 517, 541, 544 Active Journal: Map Skills, 103, 281</p> <p>Digital Sources 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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Early East Asian societies, religions, and cultures: Ancient China, c. 1600 BCE-500 CE	
<p>9. 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>	<p>SE/TE: The Huang Valley, 181–184; Assessment, 215 Active Journal: Take Notes, 112 Digital Sources Lesson Videos: Topic 5: Lesson 1: The Influence of Geography on China</p>
<p>10. 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.</p>	
<p>a. the continuity of rule and encouragement of learning in the Shang and Zhou dynasties (c. 1600-256 BCE)</p>	<p>SE/TE: The Shang Dynasty, 183–184; The Zhou Dynasty, 185–188; Primary Sources: Sun Tzu, <i>The Art of War</i>, 189 Active Journal: Take Notes, 112, 114 Digital Sources Lesson Videos: Topic 5: Lesson 2: The Dynastic Cycle and the Mandate of Heaven</p>
<p>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: Chinese Belief Systems, 191–195; Primary Sources: Confucius, <i>The Analects</i>, 196; Assessment, 215; Chinese Belief Systems, 511–513 Active Journal: Quick Activity: How Do Ideas Change Lives? (Confucianism and Daoism), 119 Digital Sources Lesson Videos: Topic 5: Lesson 3: How Confucius’s Life Shaped His View of Government; Lesson 4: Comparing Legalism and Confucianism</p>

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<p>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; Assessment, 215 Active Journal: Take Notes, 120</p> <p>Digital Sources Topic 5: Introduction: Topic Video; Shi Huangdi; Lesson Videos: Topic 5: Lesson 4: Comparing Legalism and Confucianism</p>
<p>d. the Chinese ideographic writing system (characters, which are symbols for concepts/ideas) and how it differs from an alphabetic writing system</p>	<p>SE/TE: Han Achievements, 211; Paper and Printing, 509 Active Journal: Take Notes, 124</p> <p>Digital Sources: Topic 5: Lesson 1: Interactive Gallery: Chinese Writing</p>
<p>e. important technologies of China such as bronze casting, silk and gunpowder manufacture.</p>	<p>SE/TE: Han Achievements, 211; Chinese Inventions, 212; Technological Advances, 508–510 Active Journal: Take Notes, 124</p> <p>Digital Sources: Lesson Videos: Topic 5: Lesson 6: China’s Economy Under the Han</p>
<p>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, 205; China’s Golden Age, 496; Trade Routes and Traveler’s Routes, 502; The Spread of Buddhism, 511–513; How Did Chinese Culture Spread, 514 Active Journal: Take Notes, 122</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 6: China’s Economy Under the Han</p>

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Ancient Japan and Korea, c.300 BCE-1300 CE	
<p>11. 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: The Spread of Buddhism, 511–513; Emergence of Japan, 516–521; Japanese Buddhism, 535–536 Active Journal: Take Notes, 294</p> <p>Digital Sources Lesson Videos: Topic: 2 Lesson 4: Teachings and Spread of Buddhism</p>
<p>12. 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: A Major Trade Route, 205; China’s Golden Age, 496; Trade Routes and Traveler’s Routes, 502; The Spread of Buddhism, 511–513; How Did Chinese Culture Spread, 514; Emergence of Japan, 516–521; Korea and Southeast Asia, 538–543; Assessment, 545 Active Journal: Take Notes, 122, 302, 304</p> <p>Digital Sources Lesson Videos: Topic 12: Lesson 6: Religion and Thought in Japan; Lesson 7: Korea’s Role as a Cultural Bridge</p>
Topic 3: Southeast Asia and Oceania Physical and political geography of Southeast Asia and Oceania	
<p>13. 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: For supporting content please see: What Do We Know About Early Human Migration? 17–18; Atlas, 878–879, 888</p> <p>Digital Sources 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>14. 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: What Do We Know About Early Human Migration? 17–18; Atlas, 878–879, 888</p> <p>Digital Sources 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>15. 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: For supporting content please see: What Do We Know About Early Human Migration? 17–18; Atlas, 878–879, 888</p> <p>Digital Sources 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>First People of Australia and New Zealand</p>	
<p>16. 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>	<p>SE/TE: For supporting content please see: What Do We Know About Early Human Migration? 17–18</p>

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<p>Topic 4: Europe: Physical and political geography of Europe</p>	
<p>17. 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: Analysis Skills: Interpret Thematic Maps, 173, 574; Maps (examples), 4, 17, 46, 73, 93, 100, 116, 127, 136, 169, 179, 205, 218, 222, 235, 248, 276, 280, 306, 311, 321, 361, 378, 399, 406, 430, 446, 460, 487, 499, 541, 561, 577, 587, 604, 622, 665, 669, 697, 713, 723, 726, 741, 765, 783, 812, 822, 832, 853</p> <p>Active Journal: Quest: Be a Map-Maker, 310–317; Quick Activity: A Memorable Map, 390</p> <p>Digital Sources 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>18. 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, 574; Maps (examples), 4, 17, 46, 73, 93, 100, 116, 127, 136, 169, 179, 205, 218, 222, 235, 248, 276, 280, 306, 311, 321, 361, 378, 399, 406, 430, 446, 460, 487, 499, 541, 561, 577, 587, 604, 622, 665, 669, 697, 713, 723, 726, 741, 765, 783, 812, 822, 832, 853</p> <p>Active Journal: Quest: Be a Map-Maker, 310–317; Quick Activity: A Memorable Map, 390</p> <p>Digital Sources 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>19. 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: Maps: Europe (Greece and Rome), 218, 219, 222, 235, 242, 246, 248, 269, 273, 276, 277, 280, 297, 303, 306, 307, 311, 314, 321, 342 Active Journal: Quest: Be a Map-Maker, 310–317</p> <p>Digital Sources 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>20. 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.</p>	<p>SE/TE: For supporting content please see: Map: U.S. Political, 876 (Includes time zones), International Date Line: Maps, 882, 883, 886, 887, 888, 889, 890</p>
<p>Ancient and Classical Greece, c. 1200-300 BCE</p>	
<p>21. 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: Map: Geography of Ancient Greece, 222; Geography Skills, 221; Trade Routes of Ancient Greece, 242 Active Journal: Map Skills, 129</p> <p>Digital Sources 21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps; Read Political Maps; Lesson Videos: Topic 6: Lesson 1: Impact of Geography on Early Greece</p>

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<p>22. 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>	<p>SE/TE: How Did Geography Shape the Greek World? 221–223; Lesson Check, 226 Active Journal: Take Notes, 138</p> <p>Digital Sources 21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps; Read Political Maps; Lesson Videos: Topic 6: Lesson 1: Impact of Geography on Early Greece</p>
<p align="center">23. Explain the democratic political concepts developed in ancient Greece.</p>	
<p>a. The “polis’ or city-state</p>	<p>SE/TE: Emergence of City-States, 225–226 Active Journal: Take Notes, 138</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship</p>
<p>b. Civic participation and voting rights</p>	<p>SE/TE: Citizens, 225; Politics in the Polis, 226; The Age of Pericles, 229 Active Journal: Take Notes, 138</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship</p>
<p>c. legislative bodies</p>	<p>SE/TE: How Did Athenian Democracy Work? 230–231 Active Journal: Take Notes, 140</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship</p>
<p>d. constitution writing</p>	<p>SE/TE: Democracy in Athens, 227–231 Active Journal: Take Notes, 140</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship</p>

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e. rule of law	<p>SE/TE: Democracy in Athens, 227–231 Active Journal: Take Notes, 140</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship</p>
24. Compare and contrast life in Athens and Sparta, including the status and role of women and enslaved people in the two city-states.	<p>SE/TE: Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; What Was the Role of Women in Ancient Greece? 238; What Were the Social Divisions in Greek Society? 239–241 Active Journal: Take Notes, 140, 142, 145</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship; Lesson 3: Growing Up Spartan</p>
25. 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>SE/TE: Warfare in Ancient Greece, 244–249; Analysis Skills: Compare Different Points of View, 250; Assessment, 273 Active Journal: Take Notes, 147</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 5: Causes and Effects of the Persian Wars</p>
26. 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., <i>Pandora's box, a Herculean task, the wrath of Achilles, Amazon, Olympics, marathon, narcissism</i>).	<p>SE/TE: Greek Religion and Mythology, 250–253; Lesson Check, 256 Active Journal: Take Notes, 149</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 6: Greek Mythology</p>

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<p align="center">27. Identify the major accomplishments of the ancient Greeks by researching and reporting on one of the following:</p>	
<p>a. a scientist or mathematician (e.g., Thales, Pythagoras, Euclid, or Hippocrates)</p>	<p>SE/TE: Science and Technology, 261–262; A Golden Age for Mathematics and Medicine, 263–264 Active Journal: Take Notes, 152 Digital Resources: Topic 6: Lesson 7: Interactive Biography: Hypatia</p>
<p>b. 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: 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 Active Journal: Take Notes, 149, 152 Digital Sources Lesson Videos: Topic 6: Lesson 7: Socrates and Plato</p>
<p>c. architecture (e.g., the Parthenon, the Acropolis, and the Temple of Apollo)</p>	<p>SE/TE: Arts in Ancient Greece, 254; Analyze Images, 255 Active Journal: Take Notes, 149</p>
<p>d. writing (e.g., development of the first complete alphabet with symbols for consonants and vowels)</p>	<p>SE/TE: Development of the Alphabet, 69–70; Greek Alphabet, 243, 349 Active Journal: Take Notes, 145</p>
<p>e. art (e.g., the development of ideals of beauty and proportions in the human body in sculpture or the depiction of myths an heroes in vase painting)</p>	<p>SE/TE: Arts in Ancient Greece, 254 Active Journal: Take Notes, 149 Digital Sources Lesson Videos: Topic 6: Lesson 6: Euripides, Medea</p>

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Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE-500 CE	
28. 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>SE/TE: Italy’s Varied Geography, 279–288; Map: Italy: Physical, 280 Active Journal: Map Skills, 159</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 1: Rome’s Founding and Early Days</p>
29. 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>SE/TE: The Roman Republic Rises, 279–283; Government of the Republic, 285–290; Roman Government and Law, 337–338 Active Journal: Writing Workshop: Research Paper, 178–179; Take Notes, 168, 170, 173, 176</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 1: Rome’s Founding and Early Days; Lesson 2: Citizenship in Rome</p>
30. 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	
a. Military organization, tactics, and conquests; and decentralized administration	<p>SE/TE: Rome’s Army, 283; The Rise of the Roman Empire, 309–312 Active Journal: Take Notes, 168</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 1: Rome’s Founding and Early Days</p>
b. the purpose and functions of taxes	<p>SE/TE: Rights and Responsibilities, 287 TE only: Summarize, 290 Active Journal: Take Notes, 170</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 2: Citizenship in Rome</p>

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<p>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 <i>Pax Romana</i></p>	<p>SE/TE: The Roman Empire Begins, 309–315; Primary Sources: Augustus, <i>The Deeds of the Divine Augustus</i>, 316 Active Journal: Quick Activity: Explore Roman Numerals, 172</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 1: Trade in the Roman Empire</p>
<p>31. Describe the characteristics of the system of classes and slavery under the Romans.</p>	<p>SE/TE: Society in the Republic, 291–294 Active Journal: Quick Activity: How Does Roman Society compare with Ancient Greece, 175</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 3: Roman Society</p>
<p>32. 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 Active Journal: Quick Activity: Did the Roman Empire Fall? 201</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 5: Why Did the Roman Empire End?</p>
<p>33. 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: Aqueduct, 281; What Were Rome’s Practical Achievements, 312–314; Summarize, 315; Analyze Images, 336 Active Journal: Take Notes, 190</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 4: Rome’s Cultural Gifts</p>

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<p>34. 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>	<p>SE/TE: What Was Greco-Roman Culture? 332; Roman Art and Language, 333–336 Active Journal: Take Notes, 197</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 4: Rome’s Cultural Gifts</p>
<p>35. Describe how scientific, philosophical, and aesthetic ideas diffused throughout Europe, Asia, and Africa as a result of trade, migration, conquest, and colonization.</p>	<p>SE/TE: The Greek Economy, 240–243; What Was the Impact of Hellenistic Learning? 270–271; Trade and the Roman Economy, 314–315; What Was Greco-Roman Culture? 332; The Empire’s Influence, 348 Active Journal: Take Notes, 197</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 8: Cultural Exchange in the Hellenistic Age</p>