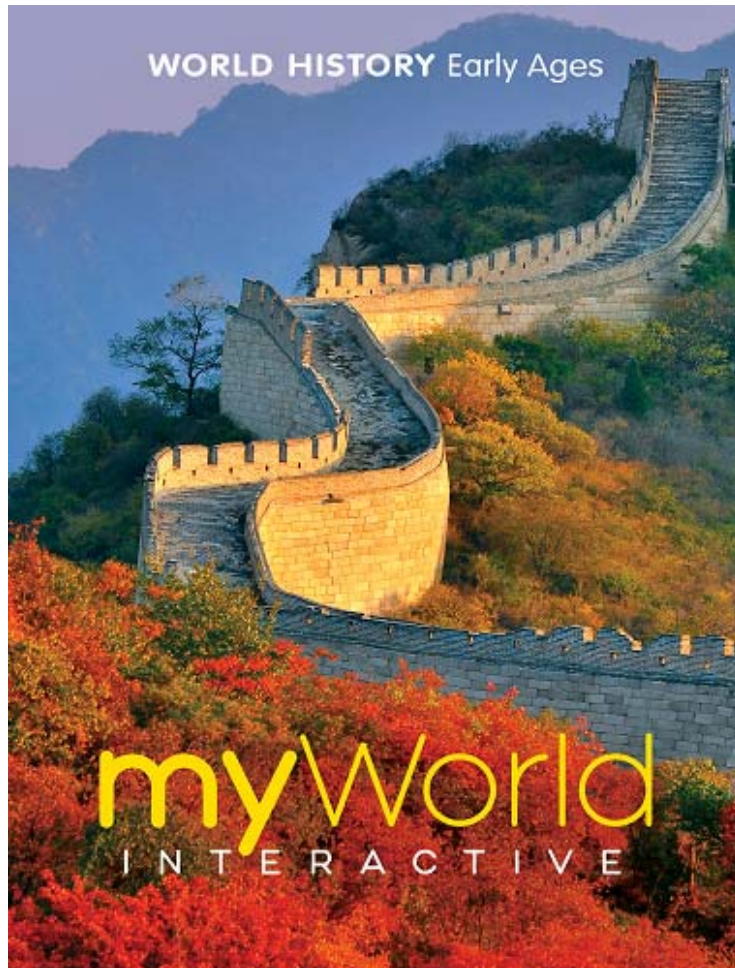


# A Correlation of



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to the

## **Missouri Social Studies Grade Level Expectations Grade 6-8 World History**

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**Introduction**

This document demonstrates how *myWorld Interactive World History: Early Ages* ©2019 meets the Missouri Social Studies Grade Level Expectations, Grade 6-8 World History Standards. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

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

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

**Inspire Active Learning**

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

**Inspire Literacy Engagement**

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

**Inspire Your Classroom**

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

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<b>6-8</b>	
<b>WH World History</b>	
<b>1 Tools of Social Science Inquiry</b>	
<b>CC History: Continuity and Change</b>	
<p>6-8.WH.1.CC.A Create and use tools to analyze a chronological sequence of related events in world history.</p>	<p><b>SE/TE:</b> Analysis Skills: Relate Events in Time, 20, 376; Construct a Timeline, 91, 467; Compare Different Points of View, 250, 411; Update an Interpretation, 265; English-Language Arts Handbook: Write Narrative Essays, ELA 11</p> <p>Timelines, 4, 20, 42, 96, 126, 136, 218, 276, 306, 360, 376, 402, 423, 446, 486, 548, 586, 618, 668, 681</p> <p>Go back in time &amp; Explore the Essential Question, 2, 40, 94, 124, 216, 274, 304, 358, 400</p> <p>Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448</p> <p>Writing Workshop: Narrative (examples): Introduce Characters, 12, 26, 51, 58; Establish Setting, 19, 64; Organize Sequence of Events, 32, 70, 75; Use Narrative Techniques, 82; Use Descriptive Details and Sensory Language, 37, 90; End Strongly, 401; Prepare a Final Draft, 471; Write a Narrative, 39, 93</p> <p><b>TE only:</b> Recognize Cultural and Experiential Backgrounds, 3, 44, 95, 125, 177, 217, 275, 305</p> <p><u>Digital Resources:</u> Interactive Timelines; 21<sup>st</sup> Century Skills: Sequence</p>

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<p>6-8.WH.1.CC.B Explain connections between historical context and peoples' perspectives at the time in world history</p>	<p><b>SE/TE:</b> Primary Sources, 13, 52, 76, 107, 150, 158, 189, 196, 232, 257, 284, 316, 330, 368, 397, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 649, 679; Primary Quote Citations (examples), 9, 36, 63, 79, 93, 118, 137, 175, 190, 224, 265, 303, 328, 366, 422, 454, 504, 545, 583, 615, 653, 683, 723; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p> <p>Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114, 663, 686; Detect Historical Points of View, 141; Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411; Update an Interpretation, 265</p> <p><u>Digital Resources:</u> Interactive Primary Sources</p> <p>21st Century Skills: Analyze Political Cartoons; Analyze Primary and Secondary Sources; Compare Viewpoints; Interpret Sources; Search for Information on the Internet</p>

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<p>6-8.WH.1.CC.C With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of world history prior to c.1450 to a contemporary issue.</p>	<p><b>SE/TE:</b> In the Quest Discussion Inquiry for Topic 2 on p. 44 and Realize digital resources Topic 2 Quest and Fillable Active Journal pp. 28-35, students formulate questions, investigate to answer the questions using primary sources and engage in discussion to answer the question “Are harsh punishments necessary for a safe society?”</p> <p>In the Quest Discussion Inquiry for Topic 9 on p. 362 and Realize digital resources Topic 9 Quest and Fillable Active Journal pp. 210-217, students formulate questions, investigate to answer the questions using primary sources and engage in discussion to answer the question “Is it worth trading freedom for security?”</p> <p><i>For additional supporting content please see:</i>            Analysis Skills: Detect Historical Points of View, 141; Assess Credibility of a Source, 163; Compare Different Points of View, 250, 411; Update an Interpretation, 265</p> <p>Writing Workshop: Generate Questions to Focus Research, 496; Support Ideas with Evidence, 507; Develop a Clear Thesis, 514; Find and Use Credible Sources, 521; Cite Sources, 528; Organize Your Essay, 536; Draft Your Essay, 543; Write a Research Paper, 545</p> <p>English-Language Arts Handbook: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14</p> <p><b>TE only:</b> Research Activities: Differentiate Instruction: Advanced (examples), 4, 8, 18, 23, 230, 245, 250, 259, 406, 421, 429  <u>Digital Resources:</u>            21st Century Skills: Create a Research Hypothesis; Search for Information on the Internet</p>

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<b>Missouri Social Studies Grade Level Expectations Grade 6-8 World History</b>	<b>myWorld Interactive World History, Early Ages, ©2019</b>
6-8.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history prior to c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.	<p><b>SE/TE:</b> Quest Inquiries, part 1, Ask Questions: 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 188, 550, 588, 620, 670</p> <p>Writing Workshop: Generate Questions to Focus Research, 496; Support Ideas with Evidence, 507; Develop a Clear Thesis, 514; Find and Use Credible Sources, 521; Cite Sources, 528; Organize Your Essay, 536; Draft Your Essay, 543; Write a Research Paper, 545</p> <p>English-Language Arts Handbook: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14</p> <p><b>TE only:</b> Research Activities: Differentiate Instruction: Advanced (examples), 4, 8, 18, 23, 230, 245, 250, 259, 406, 421, 429</p> <p><u>Digital Resources:</u> 21st Century Skills: Create a Research Hypothesis; Generate New Ideas</p>
6-8.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history prior to c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.	<p><b>SE/TE:</b> Identify Cause and Effect (examples), 12, 15, 26, 31, 39, 56, 67, 70, 93; Predict Consequences, 47; Compare Viewpoints, 215, 237, 249, 294</p> <p>Analysis Skills: Distinguish Cause and Effect, 53; Detect Historical Points of View, 141; Compare Different Points of View, 250</p> <p><b>TE only:</b> Predict Outcomes, 129, 181, 285, 291, 311, 318, 395</p> <p><u>Digital Resources:</u> 21<sup>st</sup> Century Skills: Analyze Cause and Effect; Compare Viewpoints; Make Predictions</p>
<b>GS Government Systems and Principals</b>	

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<p>6-8.WH.1.GS.A Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in world history prior to c.1450.</p>	<p><b>SE/TE:</b> Government: City Versus Village, 32; Organized as Civilization Feature, 35; Centralized, 199, 204; Forms of Government, 216, 227–228, 261, 274, 278, 282, 302; England, 413; China, 489, 494; Ancient Ghana, 592; English Colonies, 711–712; Japan, 519; Law: Written, 50–51, 52; Judaism, 71; Jewish Teachings, 79, 81; Virtue, 193; Byzantine, 346; China, 193, 200; Judeo-Christian Influence, 329; Roman, 337–338, 355; Magna Carta, 403, 416–417, 418, 419, 549</p> <p><u>Digital Sources (examples):</u> Core Concepts: Government and Civics</p> <p>Topic Videos: The Code of Hammurabi; Cicero and the Roman Republic</p> <p>Lesson Videos: How Confucius’s Life Shaped His View of Government; The Bureaucratic Structure of the Han Government</p> <p>Interactive Primary Sources: Plato, The Republic; Magna Carta; The Iroquois Constitution</p>



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<p><b>G Geographic Study</b></p>	
<p>6-8.WH.1.G.A Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in world history prior to c.1450.</p>	<p><b>SE/TE:</b> Analysis Skills: Identify Physical and Cultural Features, 108, 380; Interpret Thematic Maps, 173, 574</p> <p>Maps, 4, 5, 8, 17, 29, 39, 42, 43, 46, 61, 67, 73, 85, 93, 96, 97, 100, 108, 116, 123, 126, 127, 130, 132, 136, 148, 160, 169, 173, 175, 178, 179, 182, 186, 205, 215, 218, 219, 222, 235, 242, 246, 248, 269, 273, 276, 277, 280, 297, 303, 306, 307, 311, 314, 321, 342, 345, 357, 360, 361, 364, 378, 385, 389, 395, 399, 402, 403, 406, 413, 422, 430, 437, 443, 446, 447, 450, 460, 470, 483, 486, 487, 491, 499, 502, 506, 512, 517, 541, 544, 547, 548, 553, 561, 568, 574, 577, 583, 586, 587, 590, 599, 604, 615, 618, 622, 652, 665, 668, 669, 675, 684, 694, 697, 713, 716, 717, 723, Atlas</p> <p><u>Digital Resources:</u> 21st Century Skills; Interactive Maps, Charts, Timelines, Simulations, and 3D Models.</p>

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<p>6-8.WH.1.G.B Describe the impact of human settlement activities on the environmental and cultural characteristics of world regions prior to c. 1450.</p>	<p><b>SE/TE:</b> This standard is met throughout the program. Here are representative lessons: Why Did People Start to Farm? 24–26; New Ways of Life, 27–32; Humans Spread out, 15-19; Developing Complex Cultures, 21-26; New Ways of Life, 27-32; The Rise of Civilizations, 33-37; Analysis Skill: Identify Physical and Cultural Features, 108, 389; The Indus Valley Civilization, 129-134; The Huang Valley, 181-184; The Early Years of Greek Civilization, 221-226; Expansion of the Muslim World, 459-466; Emergence of Japan, 516-521; The Rise of Ghana in West Africa, 589-594; The Conquest of the Aztec and Incan Empires, 680-685; Impact of Global Trade, 700-706</p> <p><u>Digital Sources (examples):</u> Topic Videos: Çatalhöyük: Life in an Ancient Settlement</p> <p>Lesson Videos: How Hunter-Gatherers Lived; Learning to Live in New Environments; Indus Valley Achievements; The Influence of Geography on China</p>
<p>6-8.WH.1.G.C Locate major cities of the world and key world nations; the world’s continents, and oceans; and major topographical features of the world.</p>	<p><b>SE/TE:</b> Cities Emerge, 47; Causes and Effects of the Rise of the Sumerian City-State, 53; Population of the City of Rome, 369; Maps: Major Trade Routes and Cities of Medieval Europe, 385; Italy’s City-States and Sea Trade, 622; Atlas, 724-737</p> <p><u>Digital Resources:</u> Lesson Videos: Development of Cities in Mesoamerica</p> <p>Topic Video: The Conquest of a Golden City</p> <p>Interactive Maps: Cities of Medieval Christendom; Renaissance Italy’s City-States</p>

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<b>CC Economic Concepts</b>	
6-8.WH.1.EC.A Using a world history lens, examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals prior to c. 1450.	<p><b>SE/TE:</b> What Were the Costs and Benefits of Farming, 28-29; How Did the Caste System Develop, 139-140; Asoka Rises to Power, 164; Trade Grows, 314; Analysis Skills: Conduct a Cost-Benefit Analysis, 350; China Turns Inward, 506; Explore the Essential Question, 666; Quest Discussion Inquiry: Colonizing Planets, Quest Quick Off, 670; Quest Connections, 675</p> <p><u>Digital Resources:</u> Topic 16, Quest Discussion Inquiry; Topic 16, Fillable Active Journal Fillable Active Journal, p. 378; Core Concepts: Economics</p> <p>Topic Video: Çatalhöyük: Life in an Ancient Settlement; In the Artifact Lab</p> <p>Topic Video: How Hunter-Gatherers Lived</p>
<b>PC People, Groups and Cultures</b>	
6.8.WH.1.PC.A Using a world history lens, describe how peoples' perspectives shaped the sources/artifacts they created.	<p><b>SE/TE:</b> Why Do Scientists Look for Artifacts, 8-9; How Were the First Tools Made?, 11; Analyze Images, 11; Analyze Images, 22; Analyze Images, 23; Analyze Images, 31; Analyze Images, 49; Analyze Images, 63; Analyze Images, 133; Analyze Images, 312; What Early Cultures Inhabited North America?, 575-576;</p> <p>Document-Based Inquiry Step 3, 98, 180, 278, 488, 620; Analysis Skills: Detect Historical Points of View, 141; Compare Different Points of View, 250, 411</p> <p><u>Digital Resources:</u> Topic 16, Quest Discussion Inquiry, Quest Kick Off 21<sup>st</sup> Century Skills: Analyze Images; Compare Viewpoints</p>

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<p>6.8.WH.1.PC.B Using a world history lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.</p>	<p><b>SE/TE:</b> Social Classes, 48; What Was the Diaspora? 86–87; How was Egyptian Society Organized? 103; The Caste System, 138–140; What Was Gupta Culture Like? 170; Governing the Zhou, 187; A Legalist Government, 199–200; The Unification of China, 197–201; How Did the Han Govern China? 203–205; Han Society and Achievements, 208–212; What Was the Role of Women in Ancient Greece? 238–239; What Were the Social Divisions in Greek Society? 239–241; Government of the Republic, 285–290; Society in the Republic, 291–294; Government by Citizens, 337; What Were the Twelve Tables? 338; Church Organization, 352; What Was the Great Schism? 353–354; Feudalism and the Manor Economy, 377–382; guilds Practice Crafts, 387; Conflicts Between Popes and Monarchs, 405–410; How Was Royal Power Limited in England? 416–418; Japanese Feudalism, 522–528; The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573; African Traditions, 607–611</p> <p><u>Digital Resources:</u> Topic Videos: Women in Medieval Towns</p> <p>Lesson Videos: The Caste System; Men, Women and Children in Ancient Greece; Knighthood and Chivalry</p>

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<b>2 Key Concepts and Understandings</b>	
<b>CC History: Continuity and Change</b>	
<b>Early Civilizations: Geography's Impact on History</b>	
6-8WH.2.CC.A Explain the causes and results of the Agricultural Revolution in relation to the development of new and more complex societies Asia, Africa, and the Americas.	<p><b>SE/TE:</b> Why Did People Start to Farm? 24–26; New Ways of Life, 27–32; The Rise of Civilizations, 33–37; How Was Agriculture Important in Mesopotamia, 45–47; Floods and the Black Land, 100; Agricultural Techniques Create a Surplus, 101; Indus Valley Civilization, 131–132; Geography of China, 181; China: Physical Geography, 182</p> <p><u>Digital Resources:</u> Lesson Videos: The Agricultural Revolution; Effects of the Agricultural Revolution</p>
6-8.WH.2.CC.B Analyze the role early civilizations had in shaping concepts of government, law, and social order.	<p><b>SE/TE:</b> This standard is met throughout the program. Here are representative lessons: Law: Written, 50–51, 52; Jewish Influences on Law, 71; Jewish Teachings, 79, 81; Virtue, 193; Byzantine, 346; China, 193, 200; Judeo-Christian Influence, 329; Roman, 337–338, 355; <i>also see:</i> Government: City Versus Village, 32; Organized as Civilization Feature, 35; Centralized, 199, 204; Forms of Government, 216, 227–228, 261, 274, 278, 282, 302; Social Classes, 48; How was Egyptian Society Organized? 103; The Caste System, 138–140</p> <p><u>Digital Resources:</u> Topic Videos: The Code of Hammurabi</p> <p>Lesson Videos: Hammurabi’s Code; The Caste System</p> <p>Interactive Primary Sources: Code of Hammurabi; Magna Carta; The Iroquois Constitution; Mayflower Compact</p> <p>Interactive Biographies: Hammurabi</p>

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<b>3 Key Concepts and Understandings</b>	
<b>CC History: Continuity and Change</b>	
<b>Early Civilizations: Foundations of Representative Government</b>	
6-8.WH.3.CC.A Analyze the rise and fall of classical civilizations to determine their significance to future societies.	<p><b>SE/TE:</b> Reuniting and Expanding China, 203-204; Decline of the Han, 205; Emergence of City States, 225-226; Primary Source: Pericles, Funeral Oration, 232; What Fueled Macedonia’s Rise?, 266-268; Earliest Days of Rome, 280-281; Rome Becomes a Republic, 281-282; The end of the Republic, 300; The Rise of the Roman Empire, 309-312; The West Collapses, 342-343;</p> <p><u>Digital Sources (examples):</u> Topic Videos: Pericles and The Golden Age of Athens; Augustus and the Pax Romana</p> <p>Lesson Videos: Pharaohs of Ancient Egypt; Causes and Effects of the Persian Wars; Rome’s Founding and Early Days; Why Did the Roman Empire End?</p>
6-8.WH.3.CC.B Trace the impact of conflicts, competition, and cooperation within and among classical civilizations.	<p><b>SE/TE:</b> The Trojan War, 224; The Greek Economy, 241–243; The Persian Wars, 244–246; Why Were Athens and Sparta Rivals? 247; The Peloponnesian War, 248–249; Analysis Skills: Compare Different Points of View, 250; Alexander and the Hellenistic World, 266–271; Government of the Republic, 285–290; The Republic Struggles, 296–300; The Roman Empire Begins, 309–315; The Decline of the Roman Empire, 339–343; The Byzantine Empire Rises, 344–349</p> <p><u>Digital Sources (examples):</u> Topic Videos: Augustus and the Pax Romana</p> <p>Lesson Videos: Trade Between Egypt and Kush; Teachings and Spread of Buddhism; Causes and Effects of the Persian Wars; Cultural Exchange in the Hellenistic Age; Trade in the Roman Empire</p>

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<b>4 Key concepts and Understandings</b>	
<b>CC History: Continuity and Change</b>	
<b>Middle Ages-Regional Interconnectedness and Conflict</b>	
6-8.WH.4.CC.A Compare how the collapse of government and resulting instability led to the development of feudal kingdoms in Europe and Japan.	<p><b>SE/TE:</b> Feudalism and the Manor Economy, 377-382; Japanese Feudalism, 522-527</p> <p><u>Digital Resources:</u> Lesson Videos: Knighthood and Chivalry; Structure and Values of Feudal Japan Interactive Primary Sources: Murasaki Shikibu, <i>The Tale of Genji</i></p>
6-8.WH.4.CC.B Explain the origins and significance of the expansion of the Muslim and Mongol rule in Europe, Asia and Africa.	<p><b>SE/TE:</b> Project-Based Learning Inquiry: Growth of Muslim Empires, 448; Origins of Islam, 449-452; Beliefs of Islam, 453-457; Primary Sources: The Sunnah, 458; Expansion of the Muslim World, 459-466; Analysis Skill: Construct a Timeline, 467; Achievements of Islamic Civilization, 468-474; Primary Sources: Ibn Khaldun, The Muqaddimah, 475; The Mongol and Ming Empires, 498-507</p> <p><u>Digital Resources:</u> Lesson Videos: The Life of Muhammad; The Five Pillars of Islam; Rise and Fall of the Abbasid Dynasty; Importance and Preservation of Learning in the Muslim World; Rise of the Mughal Empire; The Influence of Islam in West Africa; Interaction of Christians, Muslims, and Jews in Muslim Spain</p> <p>Interactive Primary Sources: Ibn Battuta, <i>Travels</i></p> <p>Interactive Biographies: Ghengis Khan</p>
6-8.WH.4.CC.C Analyze how the Crusades and Black Death affected existing societies in Europe, Asia and Africa.	<p><b>SE/TE:</b> The Crusades, 420-427; Black Death, 436-439, 440, 441, 671</p> <p><u>Digital Resources:</u> Topic Videos: The Black Death</p> <p>Lesson Videos: Causes of the First Crusades</p>

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<p>6-8.WH.4.CC.D Analyze the cultures of civilizations in sub-Saharan Africa, Mesoamerica, and Andean South America.</p>	<p><b>SE/TE:</b> Project-Based Learning Inquiry: Be a Map-Maker, 550; The Maya, 551-557; Primary Sources: The Popol Vuh, 558; Analysis Skill: Update an Interpretation, 559; The Aztecs, 560-565; The Incas, 567-573; Analysis Skill: Interpret Thematic Maps, 574; The Rise of Ghana in West Africa, 589-594; Mali and Songhai, 595-600; Primary Sources: Djibril Tamsir Niane, Sundiata: An Epic of Old Mali, 612</p> <p><u>Digital Resources:</u> Lesson Videos: Development of Cities in Mesoamerica; The Growth of the Aztec Empire; How Inca Rulers Governed Their Empire; Contrasting Two North American Cultures; How Ghana Became a Wealthy Empire; Family Life and Social Structure in Africa</p>



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<b>2 Key Concepts and Understandings</b>	
<b>GS Governmental Systems and Principles</b>	
<b>Early Civilizations: Geography's Impact on History</b>	
<p>6-8.WH.2.GS .A Explain the origins, functions, and structure of monarchies, theocracies, city states, empires and dynasties.</p>	<p><b>SE/TE:</b> City-States, 47; How Did Sumerian Government Work? 50–51; The First Empires, 54–58; The Assyrian and Persian Empires, 59–64; Colonies and City-States, 69; Egypt Under the Pharaohs, 99–106; The Maurya Empire Begins, 159–162; The Gupta Empire, 168–172; Governing the Zhou, 187; A Legalist Government, 199–200; The Unification of China, 197–201; How Did the Han Govern China? 203–205; Politics in the Polis, 224; Experimenting with Forms of Government, 227-228; World's First Democracy, 229; How Did Athenian Democracy Work?, 230-231; Government in Sparta, 235; What Were the Principles of Roman Government?, 285-286; Who Were the Citizens of Rome?, 287; What Did the Assemblies and the Senate Do?, 287-288; Who Were the Magistrates?, 288-289; The Rise of the Roman Empire, 309-312; Roman Government and Law, 337-338; What Was the Age of Charlemagne?, 366-367; How Did the French Monarchy Grow?, 409-410; Norman England, 414; How Was Royal Power Limited in England?, 416-418; The Caliphs, 462-464; Non-Arab Muslim Empires, 465-466; What Was the Tang Dynasty?, 489-490; The Song Dynasty, 491; Ruling the empire, 500; Mongol Rule in China, 501; The Ming Restore Chinese Power, 504-505The Yamato Clan Triumphs, 519; The First Shogun, 524; Feudalism in Japan, 525-526; How Was the Aztec Empire Ruled?, 562; A Strong Government, 569-570</p> <p><u>Digital Resources:</u> Topic Videos: Shi Huangdi, First Emperor of Unified China Lesson Videos: Pharaohs of Ancient Egypt; Chandraputra Maurya's Rule Interactive Biographies: Shi Huangdi</p>

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<p style="text-align: center;"><b>Missouri Social Studies Grade Level Expectations Grade 6-8 World History</b></p>	<p style="text-align: center;"><b>myWorld Interactive World History, Early Ages, ©2019</b></p>
<p>6-8.WH.2.GS.B Distinguish the powers and responsibilities of subjects and political leaders in monarchies, theocracies, city-states, and empires.</p>	<p><b>SE/TE:</b> Social Classes, 48; How Did Sumerian Government Work? 50–51; The First Empires, 54–58; The Assyrian and Persian Empires, 59–64; Egypt Under the Pharaohs, 99–106; The Caste System, 138–140; The Maurya Empire Begins, 159–162; Asoka’s Rule, 164–167; The Gupta Empire, 168–172; Governing the Zhou, 187; A Legalist Government, 199–200; The Unification of China, 197–201; How Did the Han Govern China? 203–205; Politics in the Polis, 224; Experimenting with Forms of Government, 227-228; World’s First Democracy, 229; How Did Athenian Democracy Work?, 230-231; Government in Sparta, 235; What Were the Principles of Roman Government?, 285-286; Who Were the Citizens of Rome?, 287; What Did the Assemblies and the Senate Do?, 287-288; Who Were the Magistrates?, 288-289; Norman England, 414; How Was Royal Power Limited in England?, 416-418; How Was the Aztec Empire Ruled?, 562</p> <p><u>Digital Sources (examples):</u> Topic Videos: The Code of Hammurabi; Cicero and the Roman Republic</p> <p>Lesson Videos: Hammurabi’s Code; Pharaohs of Ancient Egypt; The Caste System; The Dynastic Cycle and the Mandate of Heaven; Men, Women, and Children in Ancient Greece</p> <p>Interactive Biographies: Hammurabi; Shi Huangdi</p>

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<b>Missouri Social Studies Grade Level Expectations Grade 6-8 World History</b>	<b>myWorld Interactive World History, Early Ages, ©2019</b>
6-8.WH.2.GS.C Explain how the codification of law impacted early civilizations.	<p><b>SE/TE:</b> Quest: Debate Punishments for Crimes, 44; The Significance of Hammurabi’s Code, 56–58; Assessment, 93; What Were the Twelve Tables? 338; Justinian: Organizing Roman Law, 355; Assessment, 357; How Was Royal Power Limited in England? 416–418</p> <p><u>Digital Resources:</u> Topic Videos: The Code of Hammurabi</p> <p>Lesson Videos: Hammurabi’s Code</p> <p>Interactive Primary Sources: Code of Hammurabi; Magna Carta; The Iroquois Constitution; Mayflower Compact</p> <p>Interactive Biographies: Hammurabi</p>
<b>3 Key Concepts and Understandings</b>	
<b>GS Governmental Systems and Principles</b>	
<b>Classical Civilizations: Foundations of Representative Governments</b>	
6-8.WH.3.GS.A Explain the origins, functions, and structure of governmental systems within classical civilizations.	<p><b>SE/TE:</b> Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; Government of the Republic, 285–290; The Rise of the Roman Empire, 309–312; Roman Government and Law, 337–338; Organizing Roman Law, 355</p> <p><u>Digital Resources:</u> Topic Videos: The Code of Hammurabi; Pericles and The Golden Age of Athens; Cicero and the Roman Republic</p> <p>Lesson Videos: Hammurabi’s Code; The Athenian Concept of Citizenship; Citizenship in Rome</p> <p>Interactive Primary Sources: Code of Hammurabi</p>

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<b>Missouri Social Studies Grade Level Expectations Grade 6-8 World History</b>	<b>myWorld Interactive World History, Early Ages, ©2019</b>
6-8.WH.3.GS.B Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights and civic duty.	<p><b>SE/TE:</b> How Did Athenian Democracy Work? 230; Direct and Representative Democracy: The Differences, 231; Government of the Republic, 285–290; Roman Government and Law, 337–338</p> <p><u>Digital Resources:</u> Topic Videos: Pericles and The Golden Age of Athens; Cicero and the Roman Republic</p> <p>Lesson Videos: The Athenian Concept of Citizenship; Citizenship in Rome</p>
6-8.WH.3.GS.C Explain how the rule of law developed from a written code of laws as well as concepts of separation of powers and checks and balances.	<p><b>SE/TE:</b> Oligarchies, 228; The World’s First Democracy, 229; What Were the Principles of Roman Government? 285–286; How Did the Romans Set an Example? 290; Roman Government and Law, 337–338</p> <p><u>Digital Resources:</u> Core Concepts: Government and Civics</p>
<b>4 Key Concepts and Understandings</b>	
<b>GS Governmental Systems and Principles</b>	
<b>Regional Interconnectedness and Conflict</b>	
6-8.WH.4.GS.A Explain the origins, functions, and structure of governmental systems within civilizations.	<p><b>SE/TE:</b> The Early Middle Ages in Europe, 363–367; Feudalism and the Manor Economy, 377–382; The Church and Medieval Culture, 390–396; Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts, 404; England Takes Shape, 412–418; Expansion of the Muslim World, 459–466; The Mongol and Ming Empires, 498–507; Japanese Feudalism, 522–528; The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573; The Rise of Ghana in West Africa, 589–594; Mali and Songhai, 595–600</p> <p><u>Digital Sources (examples):</u> Lesson Videos: The Impact of Magna Carta on the Modern World Interactive Primary Sources: Machiavelli, The Prince; Mayflower Compact</p>

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<p>6-8.WH.4.GS.B Explain how the rule of law is further developed by the Magna Carta, and other documents including limited government and due process.</p>	<p><b>SE/TE:</b> How Was Royal Law Limited in England? 416–418; Primary Sources: The Magna Carta, 419, 549; The Pilgrims Arrive, 709</p> <p><u>Digital Resources:</u> Lesson Videos: The Impact of Magna Carta on the Modern World</p> <p>Interactive Primary Sources: Magna Carta; Mayflower Compact</p>
<p>6-8.WH.4.GS.C Analyze the conflict and cooperation between religions and the states to determine their impact on people and societies.</p>	<p><b>SE/TE:</b> The Church and Medieval Culture, 390–396; Conflicts Between Popes and Monarchs, 405–410; Analysis Skill: Compare Different Points of View, 411; The Crusades, 420–427; The Reconquista, 428–433; Expansion of the Muslim World, 459–466; Reformation and Reaction, 641–648; Primary Sources: Martin Luther, Preface, 649; Analysis Skill: Analyze Sequence, Causation, and Correlation, 650; Legacy of the Protestant Reformation, 651–656</p> <p><u>Digital Sources (examples):</u> Lesson Videos: Causes of the First Crusade; Interaction of Christians, Muslims, and Jews in Muslim Spain; Compare Protestant England and Catholic Spain</p>

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<b>2 Key Concepts and Understandings</b>	
<b>G Geographical Study</b>	
<b>Early Civilizations: Geography's Impact on History</b>	
6-8.WH.2.G.A Describe how physical characteristics of river valleys supported permanent settlements and the rise of early civilizations.	<p><b>SE/TE:</b> How Did Humans Adapt to Varied Environments? 18–9; When Did People Start to Farm? 24–26; New Ways of Life, 27–32; The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51; The Nile River Valley, 99–100; How Did Egyptian Civilization Develop? 101; The Indus Valley Civilization, 129–134; The Huang Valley, 181–184</p> <p><u>Digital Resources:</u> Lesson Videos: Adapting to Life in Mesopotamia; Indus Valley Achievements; The Influence of Geography on China</p>
6-8.WH.2.G.B Analyze the cultural characteristics of civilizations to explain how they are similar and different.	<p><b>SE/TE:</b> The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51; Social Classes, 48; What Was the Diaspora? 86–87; The Nile River Valley, 99–100; How Did Egyptian Civilization Develop? 101; How was Egyptian Society Organized? 103; The Indus Valley Civilization, 129–134; The Caste System, 138–140; The Huang Valley, 181–184; The Caste System, 138–140; Han Society and Achievements, 208–212</p> <p><u>Digital Resources:</u> Core Concepts: Culture</p> <p>Lesson Videos: The Legacy of Ancient Egypt; Hindu Traditions and Practices; The Golden Age of the Gupta</p>

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<p>6-8.WH.2.G.C Explain how various characteristics of civilizations are connected to identities and cultures.</p>	<p><b>SE/TE:</b> This standard is met throughout the program. Here are representative lessons: The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51; The Phoenicians, 66–70; Origins of Judaism, 71–75; Egypt Under the Pharaohs, 99–106; Achievements of Egyptian Civilization, 109–113; The Indus Valley Civilization, 129–134; India’s Vedic Age, 135–140; The Huang Valley, 181–184; The Zhou Dynasty, 185–188; The Unification of China, 197–201; The Han Dynasty Expands, 203–207; Han Society and Achievements, 208–212</p> <p><u>Digital Resources:</u> Core Concepts: Culture</p> <p>Lesson Videos: The Central Beliefs of Judaism; Hindu Traditions and Practices; Teachings and Spread of Buddhism</p>
<p><b>3 Key Concepts and Understandings</b></p>	
<p><b>G Geographical Study</b></p>	
<p><b>Classical Civilizations: Founding of Representative Government</b></p>	
<p>6-8.WH.3.G.A Explain the significance of physical geography to the development of classical civilizations.</p>	<p><b>SE/TE:</b> How Did Geography Shape the Greek World? 221–223; Emergence of City-States, 225–226; The Greek Economy, 241–243; Italy’s Varied Geography, 279–280</p> <p><u>Digital Resources:</u> Lesson Videos: Impact of Geography on Early Greece</p>

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6-8.WH.3.G.B Identify the effect of natural forces upon human activities.	<p><b>SE/TE:</b> How Did Geography Shape the Greek World?, 221-222; What Were Rome’s Natural Advantages? 281</p> <p><u>Digital Resources:</u> The Influence of Geography on China</p>
<b>4 Key Concepts and Understandings</b>	
<b>G Geographical Study</b>	
<b>Middle Ages-Regional Interconnectedness and Conflict</b>	
6-8.WH.4.G.A Explain how the spread of cultural patterns and economic decisions shape and are shaped by environments.	<p><b>SE/TE:</b> Feudalism and the Manor Economy, 377–382; Revival of Towns and Trade, 383–388; The Crusades, 420–427; The Reconquista, 428–433; Decline of Medieval Society, 434–439; Expansion of the Muslim World, 459–466; Achievements of Islamic Civilization, 468–474; The Mongol and Ming Empires, 498–507; Chinese Thought and Achievements, 508–514; Japanese Feudalism, 522–528; The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573; Mali and Songhai, 595–600; Primary Sources: Ibn Battuta, Travels in Asia and Africa, 1325–1354, 601; Trading States of East Africa, 603–606</p> <p><u>Digital Sources (examples):</u> Core Concepts: Culture</p> <p>Topic Videos: Elements of a Culture</p> <p>Lesson Videos: Technology of Exploration; Struggle to Control the Spice Trade; The Commercial Revolution in Europe; Korea’s Role as a Cultural Bridge</p>



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6-8.WH.4.G.B Explain how physical geographic characteristics influence human identities and cultures.	<p><b>SE/TE:</b> The Geography of Europe, 363–364; What New Kingdoms Formed in Europe? 365; Feudalism and the Manor Economy, 377–382; Revival of Towns and Trade, 383–388; The Crusades, 420–427; The Reconquista, 428–433; Origins of Islam, 449–452; The Mongol and Ming Empires, 498–507; Emergence of Japan, 516–521; The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573; The African Landscape, 589–591; What Led to the Rise of Ghana? 591–594</p> <p><u>Digital Resources:</u> Core Concepts: Culture</p> <p>Topic Videos: The Black Death; Elements of a Culture</p> <p>Lesson Videos: The Growth of Medieval Towns; Struggle to Control the Spice Trade; The Commercial Revolution in Europe</p>
<b>2 Key Concepts and Understandings</b>	
<b>CC Economic Concepts</b>	
<b>Early Civilizations: Geography’s Impact on History</b>	
6-8.WH.2.EC.A Using a world history lens, explain how the concept of economic surplus led to trade and the emergence of specialized labor	<p><b>SE/TE:</b> Job Specialization, 36; City States of Sumer: Trade, 47; Phoenician Traders, 67; How Did Phoenicians Use the Sea? 68–69; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Kush’s Links to Africa and the World, 120; Indus Valley: Trade, 132; Economy and Technology, 188; A Major Trade Route, 206–207</p> <p><u>Digital Resources:</u> Topic Videos: Çatalhöyük: Life in an Ancient Settlement</p> <p>Lesson Videos: The Agricultural Revolution; Effects of the Agricultural Revolution; What Makes a Civilization?</p>

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6-8.WH.2.EC.B Explain how standardization affects the early stability of a society.	<p><b>SE/TE:</b> Job Specialization, 36; Primary Source: Contracts in Ancient Mesopotamia, 52; Economy and Technology: (Chinese Coins), 188; China: Uniform Standards, 198</p> <p><u>Digital Resources:</u> Core Concepts: Economics</p> <p>Lesson Videos: What Makes a Civilization?</p>
<b>3 Key Concepts and Understandings</b>	
<b>CC Economic Concepts</b>	
<b>Classical Civilizations: Foundations of Representative Government</b>	
6-8.WH.3.EC.A Describe trade patterns and how they influence the movement of resources, goods and services.	<p><b>SE/TE:</b> The Greek Economy, 241–242; What Was the Pax Romana? 311; Trade and the Roman Economy, 314–315; Byzantine Empire: Location and Trade, 345</p> <p><u>Digital Resources:</u> Lesson Videos: Impact of Geography on Early Greece; Trade in the Roman Empire</p>
6-8.WH.3.EC.B Explain how standardization impacts the stability of a civilization.	<p><b>SE/TE:</b> Greece: Currency, 242–243; What Was the Pax Romana? 311; Trade and the Roman Economy, 314–315; Currency Aids Trade, 315; Primary Source (photo Roman coin), 316; <i>also see:</i> Currency, 495</p> <p><u>Digital Resources:</u> Core Concepts: Economics</p> <p>Topic Videos: Augustus and the Pax Romana</p> <p>Lesson Videos: Trade in the Roman Empire</p>

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6-8.WH.3.EC.C Explain how political and economic stability affects the well-being of individuals and society.	<p><b>SE/TE:</b> The Greek Economy, 241–242; What Was the <i>Pax Romana</i>? 311; Trade and the Roman Economy, 314–315</p> <p><u>Digital Resources:</u> Core Concepts: Economics</p> <p>Topic Videos: Augustus and the Pax Romana</p> <p>Lesson Videos: Trade in the Roman Empire</p>
<b>4 Key Concepts and Understandings</b>	
<b>CC Economic Concepts</b>	
<b>Middle Ages-Regional Interconnectedness and Conflict</b>	
6-8.WH.4.EC.A Explain how inter-regional trade intensified the exchange of goods, ideas and people.	<p><b>SE/TE:</b> Revival of Towns and Trade, 383; Analysis Skill: Identify Physical and Cultural Features, 389; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503; Voyages of Discovery, 671–678; The Spanish Empire, 687–692; The Portuguese Empire, 693–699; Impact of Global Trade, 700–706; Analysis Skill: Interpret Economic Performance, 707</p> <p><u>Digital Resources:</u> Lesson Videos: The Growth of Medieval Towns; Interaction of Christians, Muslims, and Jews in Muslim Spain; Technology of Exploration; Struggle to Control the Spice Trade; The Commercial Revolution in Europe</p>

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<b>2 Key Concepts and Understandings</b>	
<b>PC People, Groups and Cultures</b>	
<b>Early Civilizations: Geography's Impact on History</b>	
6-8.WH.2.PC.A Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.	<p><b>SE/TE:</b> What Role Did Religion Have in Sumerian Society? 48; Persia's Religion, 63; Origins of Judaism, 71–75; Primary Sources: <i>Psalm 23</i>, 76; Beliefs of Judaism, 77–82; Egyptian Religion, 104–105; Origins and Beliefs of Hinduism, 142–149; Primary Sources: <i>The Ramayana</i>, 150; Origins and Beliefs of Buddhism, 151–157; Primary Sources: <i>The Legend of Guadama</i>, 158</p> <p><u>Digital Resources:</u> Lesson Videos: <i>The Origins of Judaism</i>; <i>The Central Beliefs of Judaism</i>; <i>Hindu Traditions and Practices</i>; <i>Teachings and Spread of Buddhism</i></p>
6-8.WH.2.PC.B Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.	<p><b>SE/TE:</b> Origins of Judaism, 71–75; Beliefs of Judaism, 77–82; <i>New Ways to Worship</i>, 87; <i>Judaism's Support for Society</i>, 88–90; <i>What Is the Legacy of Judaism?</i> 90; <i>What Are the Vedas?</i> 136–138; Origins and Beliefs of Hinduism, 142–149; Primary Sources: <i>The Ramayana</i>, 150; Origins and Beliefs of Buddhism, 151–157; Primary Sources: <i>The Legend of Guadama</i>, 158</p> <p><u>Digital Resources:</u> Lesson Videos: <i>The Origins of Judaism</i>; <i>The Central Beliefs of Judaism</i>; <i>Israel and the Jewish Diaspora</i>; <i>Hindu Traditions and Practices</i>; <i>Teaching and Spread of Buddhism</i></p> <p>Interactive Primary Sources: <i>Psalm 23</i>; <i>The Bhagavad-Gita</i></p>

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<p>6-8.WH.2.PC.C Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.</p>	<p><b>SE/TE:</b> How did Farming Change Social Organization? 31; Job Specialization, 36; Social Classes, 48; The Significance of Hammurabi’s Code, 56–57; Assyrians: Political Order in the Empire, 60; What Is the Cultural Legacy of the Phoenicians? 69–70; How was Egyptian Society Organized? 103; The Caste System, 138–140; What Was Gupta Culture Like? 170; Governing the Zhou, 187; A Legalist Government, 199–200; The Unification of China, 197–201; How Did the Han Govern China? 203–205; Han Society and Achievements, 208–212</p> <p><u>Digital Resources:</u> Topic Videos: The Code of Hammurabi; Lesson Videos: Hammurabi’s Code; Pharaohs of Ancient Egypt; The Caste System; The Dynastic Cycle and the Mandate of Heaven</p> <p>Interactive Biographies: Hammurabi; Shi Huangdi</p>
<p>6-8.WH.2PC.D Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the ancient civilizations.</p>	<p><b>SE/TE:</b> What Was the Sumerian Writing System Like? 49–50; Sumerian Achievements, 51; Primary Sources: Contracts in Ancient Mesopotamia, 52; Akkadian Culture, 55; Persia: New Roads, 63; Arts of Mesopotamia, 64; What Is the Cultural Legacy of the Phoenicians? 69–70; Achievements of Egyptian Civilization, 109–113; What Were Kush’s Accomplishments, 119–120; What Was Gupta Culture Like? 170; Mathematics and Science, 171–172; Han Society and Achievements, 208–212</p> <p><u>Digital Resources:</u> Topic Videos: In the Artifact Lab; Indian Classical Dance in the Modern World</p> <p>Lesson Videos: What Makes a Civilization? The Alphabet; The Legacy of Ancient Egypt</p>

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<b>3 Key Concepts and Understandings</b>	
<b>PC People, Groups and Cultures</b>	
<b>Classical Civilizations: Foundations of Representative Government</b>	
6-8.WH.3.PC.A Explain the significance of art, mythology, literature and philosophy to the culture and social order of classical civilizations	<p><b>SE/TE:</b> Ancient Greek Beliefs and Arts, 251–256; Primary Sources: Homer, the Odyssey, 257; Ancient Greek Learning, 258–264; Origins of Christianity, 318–323; Beliefs of Christianity, 325–329; Primary Sources: The Gospel of Matthew, The Sermon on the Mount, 330; Roman Culture and Its Legacy, 331-338; Byzantine Religion and Culture, 351–355</p> <p><u>Digital Resources:</u> Topic Videos: Indian Classical Dance in the Modern World; Pericles and The Golden Age of Athens</p> <p>Lesson Videos: Greek Mythology; Socrates and Plato; Cultural Exchange in the Hellenistic Age; Rome’s Cultural Gifts</p> <p>Interactive Primary Sources: The Bhagavad-Gita; Confucius, Analects; Laozi, The Dao de Jing</p>
6-8.WH.3.PC.B Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of the classical civilizations.	<p><b>SE/TE:</b> Ancient Greek Beliefs and Arts, 251–256; Primary Sources: Homer, the Odyssey, 257; Ancient Greek Learning, 258–264; Analysis Skill: Update an Interpretation, 265; Alexander and the Hellenistic World, 266–271; Roman Culture and Its Legacy, 331-338; Byzantine Religion and Culture, 351–355</p> <p><u>Digital Resources:</u> Lesson Videos: The Golden Age of the Gupta; How Confucius’s Life Shaped His View of Government; Comparing Legalism and Confucianism; Socrates and Plato</p>

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<p>6-8.WH.3.PC.C Analyze the extent and impact of cultural diffusion that results from empire building.</p>	<p><b>SE/TE:</b> The Silk Road, 205-207; Ancient Greek Society and Economic Expansion, 238-243; Ancient Greek Beliefs and Arts, 251-256; Primary Sources: Homer, the <i>Odyssey</i>, 257; Ancient Greek Learning, 258-264; Alexander and the Hellenistic World, 266-271; Origins of Christianity, 318-323; Roman Culture and Its Legacy, 331-338; Byzantine Religion and Culture, 351-355</p> <p><u>Digital Resources:</u> Topic Videos: Augustus and the Pax Romana</p> <p>Lesson Videos: Cultural Exchange in the Hellenistic Age; Byzantine Culture</p>
<p>6-8.WH.3.PC.D From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity.</p>	<p><b>SE/TE:</b> Origins of Christianity, 318-323; Analysis Skills, 324; Beliefs of Christianity, 325-329; Primary Sources: The Gospel of Matthew, The Sermon on the Mount, 330; Review and Assessment, 357; Byzantine Religion and Culture, 351-355</p> <p><u>Digital Resources:</u> Lesson Videos: Reasons for the Spread of Christianity; The New Testament</p> <p>Interactive Primary Sources: Psalm 23; Paul, First Letter to the Corinthians</p>

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<b>4 Key Concepts and Understandings</b>	
<b>PC People, Groups and Cultures</b>	
<b>Middle Ages Regional Interconnectedness and Conflict</b>	
<p>6-8.WH.4.PC.A Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of European, African and Mesoamerican civilizations.</p>	<p><b>SE/TE:</b> Why did Learning Grow? 394–396; Primary Sources: Thomas Aquinas, <i>Summa Theologica</i>, 397; Achievements in Philosophy and Medicine, 471; How Was Literature Important to Islamic Cultures, 472; Advances in Mathematics and Astronomy, 473–474; Primary Sources: Ibn Khaldun, <i>The Muqaddimah</i>, 475; China’s Golden Age, 496; Chinese Thought and Achievements, 508–514; Primary Sources: Zhu Xi, Neo-Confucianist Thought, 515; Japanese Society and Culture, 531–536; What were Some Mayan Achievements? 556–557; Primary Sources: The <i>Popol Vuh</i>, 558; Aztec Achievements, 564–565; Primary Sources: The <i>Florentine Codex</i>, 566; Incan Achievements, 571–573; Muslim Culture in Mali, 597</p> <p><u>Digital Resources:</u> Topic Videos: Elements of a Culture Lesson Videos: The Influence of the Church on the Arts; Importance and Preservation of Learning in the Muslim World; Technology of China; The Influence of Islam in West Africa; The Roots of the Italian Renaissance; New Artistic Themes and Techniques; The Printing Revolution; New Directions in Astronomy</p>



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<p>6-8.WH.4.PC.B From a historical perspective, explain the origin, structure, spread, and significant beliefs of Islam.</p>	<p><b>SE/TE:</b> Project-Based Learning Inquiry: Growth of Muslim Empires, 448; Origins of Islam, 449-452; Beliefs of Islam, 453-457; Primary Sources: The Sunnah, 458; Expansion of the Muslim World, 459-466; Analysis Skill: Construct a Timeline, 467; Achievements of Islamic Civilization, 468-474; Primary Sources: Ibn Khaldun, The Muqaddimah, 475</p> <p><u>Digital Resources:</u> Lesson Videos: The Life of Muhammad; The Five Pillars of Islam; Rise and Fall of the Abbasid Dynasty; Importance and Preservation of Learning in the Muslim World; Rise of the Mughal Empire; The Influence of Islam in West Africa; Interaction of Christians, Muslims, and Jews in Muslim Spain</p> <p>Interactive Primary Sources: Ibn Battuta, <i>Travels</i></p>
<p>6-8.WH.4.PC.C Describe how the world view of individuals, social groups, and institutions change as a result of connections among regions.</p>	<p><b>SE/TE:</b> Revival of Towns and Trade, 383-388; The Crusades, 420-427; Decline of Medieval Society, 434-439; Achievements of Islamic Civilization, 468-474; Primary Sources: Ibn Khaldun, The Muqaddimah, 475; Chinese Thought and Achievements, 508-514; Japan: Borrowing from Neighbors, 521; Mali and Songhai, 595-600; Primary Sources: Ibn Battuta, <i>Travels in Asia and Africa</i>, 1325-1354, 601; Trading States of East Africa, 603-606; African Traditions, 607-611</p> <p><u>Digital Resources:</u> Lesson Videos: Importance and Preservation of Learning in the Muslim World; The Influence of Islam in West Africa; Interaction of Christians, Muslims, and Jews in Muslim Spain; New Artistic Themes and Techniques; The Printing Revolution; New Directions in Astronomy</p>

**A Correlation of myWorld Interactive World History, Early Ages, ©2019  
To the Missouri Social Studies Learning Standards  
Grade 6-8 World History**

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<p>6-8.WH.4.PC.D Analyze the causes and effects of the-changing roles of class, ethnicity, race, gender and age on world cultures prior to c. 1450.</p>	<p><b>SE/TE:</b> Feudalism and the Manor Economy, 377–382; Revival of Towns and Trade, 383–388; The Church Shapes Chivalry, 393; Conflicts Between Popes and Monarchs, 405–410; England Takes Shape, 412–418; The Crusades, 420–427; Decline of Medieval Society, 434–439; Japanese Feudalism, 522–528; Japanese Society and Culture, 531–536; Mayan Society, 554; Aztec Society, 563–564; The Inga: Government, 569–570</p> <p><u>Digital Sources (examples):</u> Topic Videos: Women in Medieval Times</p> <p>Lesson Videos: Knighthood and Chivalry; The Growth of Medieval Towns; Structure and Values of Feudal Japan; Development of Cities in Mesoamerica; Family Life and Social Structure in Africa</p>