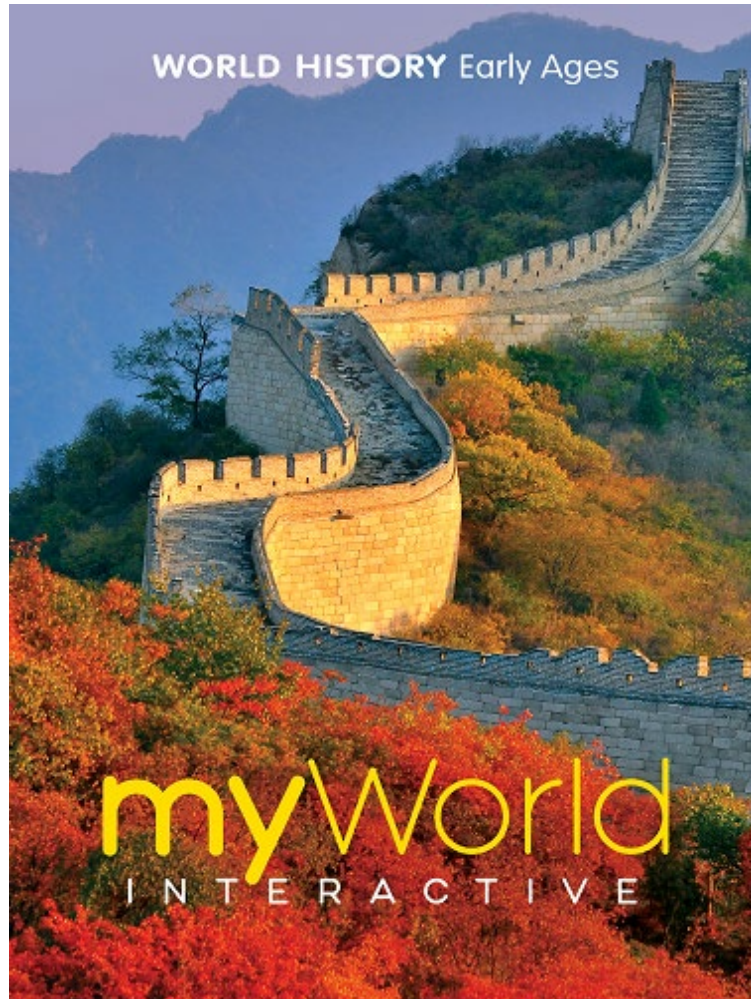


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**Early Ages ©2019**



**to the**  
**2020 New Jersey Student Learning Standards**  
**Social Studies**

**World History: Global Studies**  
**by the End of Grade 8**

# A Correlation of myWorld Interactive World History Early Ages ©2019 to the 2020 New Jersey Student Learning Standards – Social Studies

## Introduction

This document demonstrates how *myWorld Interactive World History Early Ages*, ©2019 meets the 2020 New Jersey Student Learning Standards Social Studies. Correlation page references are to the Student, Teacher Edition, and Realize digital resources.

*myWorld Interactive World History* 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 World History* 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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**A Correlation of myWorld Interactive World History Early Ages ©2019 to the  
2020 New Jersey Student Learning Standards – Social Studies**

**Table of Contents**

**6.2: World History/Global Studies**

6.2.1: The Beginnings of Human Society .....	4
6.2.2: Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE) .....	7
6.2.3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE) .....	11
6.2.4: Expanding Exchanges and Encounters (500 CE–1450 CE).....	18
Disciplinary Concepts .....	26
Social Studies Practices.....	41
Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections	47
Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).	47
Amistad Law: N.J.S.A. 18A 52:16A-88 .....	47
Holocaust Law: N.J.S.A. 18A:35-28 .....	48
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35.....	48
6.3: Active Citizenship in the 21st Century .....	48

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**A Correlation of myWorld Interactive World History Early Ages ©2019 to the  
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<b>6.2: World History/Global Studies</b>	
<b>6.2.1: The Beginnings of Human Society</b>	
Relationships between humans and environments impact spatial patterns of settlement and movement.	
<p><b>6.2.8.GeoPP.1.a:</b> Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p>	<p><b>SE/TE:</b></p> <p>Quest Project-Based Learning: Design a Village, 6 How Did Hunter-Gatherers Live?, 11-12 Lesson Check #6, 12 How did Humans Adapt to Varied Environments?, 18-19 When Did People Start to Farm?, 24 What Were the Costs and Benefits of Farming?, 28-29 How Did Farming Change Human Culture?, 29-31 Quest Connection, 30 Quest Findings, 38 Topic 1 Assessment #2-6, #10, and #13; 39</p> <p><b>Realize Digital Resources:</b></p> <p>Topic 1&gt;Lesson 2&gt;Video: How Hunter-Gatherers Lived Topic 1&gt;Lesson 3&gt;Video: Migrating and Adapting to New Environments Topic 1&gt;Lesson 4&gt;Video: The Birth of Farming Topic 1&gt;Writer's Workshop: Origins of Civilization Topic 1&gt;Fillable Active Journal: Origins of Civilization, pp. 4-11</p>

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2020 New Jersey Student Learning Standards – Social Studies**

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<p><b>6.2.8.GeoPP.1.b:</b> Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.</p>	<p><b>SE/TE:</b>            Geography Skills: Approximate Ages of Human Ancestor Remains in East Africa, 8            What Do We Know About Early Human Migration?, 17-18            Geography Skills: Migrations of <i>Homo Sapiens</i>, 17            Where Were the First Centers of Agriculture?, 28            Geography Skills: Origins of Agriculture, 29</p> <p><b>Realize Digital Resources:</b>            Topic 1&gt;Lesson 2&gt;Interactive Map: Migrations of <i>Homo Sapiens</i>            Topic 1&gt;Lesson 5&gt;Interactive Map: River Valley Civilizations</p>
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	
<p><b>6.2.8.HistoryCC.1.a:</b> Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).</p>	<p><b>SE/TE:</b>            What Were the Effects of Food Surpluses?, 30-31            Lesson Check #1, 32</p>
<p><b>6.2.8.HistoryCC.1.b:</b> Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p>	<p><b>SE/TE:</b>            How Were the First Tools Made?, 11            How Did Fire Effect Human Development?, 11-12            Lesson Check #5, 12            How Did Domesticated Plants and Animals Change People’s Lives?, 25-26            What New Kinds of Shelter Did People Build?, 29-30            How Did Farming Change Clothing?, 30            How Did Cities First Begin?, 31-32            Arts and Architecture, 37            Systems of Writing, 37</p>

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2020 New Jersey Student Learning Standards – Social Studies**

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<p><b>6.2.8.HistoryCC.1.c:</b> Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>	<p><b>SE/TE:</b> When Did Modern Humans Appear?, 16 Lesson Check #4, 19 Systems of Writing, 37</p> <p><b>Realize Digital Resources:</b> Topic 1&gt;Fillable Active Journal: Origins of Civilization, p. 21</p>
<p>Chronological sequencing helps us track events over time as well as events that took place at the same time.</p>	
<p><b>6.2.8.HistoryCC.1.d:</b> Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p>	<p><b>SE/TE:</b> What Happened and When?, 4-5 Analysis Skills: Relate Events in Time, 20 When Did People Start to Farm?, 24</p> <p><b>Realize Digital Resources:</b> Topic 1&gt;Introduction&gt;Interactive Topic Timeline: Origins of Civilization Topic 1&gt;Fillable Active Journal: Origins of Civilization, p. 14</p>
<p>Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.</p>	
<p><b>6.2.8.HistorySE.1.a:</b> Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<p><b>SE/TE:</b> Get Ready to Read, 7 Studying Early Humans, 7-9 Where Did Human Ancestors Live?, 9-10 Lesson Check #1 and #3-4, 12 Topic 1 Assessment #1, 39</p> <p><b>Realize Digital Resources:</b> Topic 1&gt;Lesson 1&gt;Video: Unearthing Evidence of the Earliest Humans; Interactive Gallery: Piecing the Past Together</p>

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<b>6.2.2: Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)</b>	
Political and civil institutions impact all aspects of people’s lives.	
<b>6.2.8.CivicsPI.2.a:</b> Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	For opportunities to address this standard please see: <b>SE/TE:</b> How Did Sumerian Government Work?, 50-51 How Did Sargon Rule an Empire? 55 The Babylonian Empire, 56-58 Political Order in the Empire, 60 Local Self-Government, 62 Central Control, 62 The Political Order of Egypt, 102 How Did the Shang Government Rule?, 183
Human rights can be protected or abused in various societies.	
<b>6.2.8.CivicsHR.2.a:</b> Determine the role of slavery in the economic and social structures of early river valley civilizations.	For opportunities to address this standard please see: <b>SE/TE:</b> Social Classes, 36 Social Classes, 48 Life in the Babylonian Empire, 58 Lesson Check #7, 58 How Was Egyptian Society Organized?, 103 Quest Connections, 103
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.	
<b>6.2.8.GeoSV.2.a:</b> Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).	This standard is outside of the scope of the program.

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The physical and human characteristics of places and regions are connected to human identities and cultures.	
<p><b>6.2.8.GeoHE.2.a:</b> Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.</p>	<p><b>SE/TE:</b>                      Essential Question, 3                      Topic 1 Assessment #12, 39                      Geography of Mesopotamia, 45-46                      Analysis Skills: Distinguish Cause and Effect, 53                      Lesson Check #6, 58                      Farming and Manufacturing, 67                      Lesson Check #3 and #6, 106                      How Did Geography Affect Kush?, 117                      Topic 3 Assessment #13, 123                      What Is the Indian Subcontinent?, 129-130                      Geography of China, 181-182                      Lesson Check #5, 188</p>
Economic interdependence is impacted by increased specialization and trade.	
<p><b>6.2.8.GeoGE.2.a:</b> Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.</p>	<p><b>SE/TE:</b>                      Analysis Skills: Distinguish Cause and Effect, 53                      Farming the Land, 46-47                      Sumerian Achievements, 51                      Lesson Check #4-5, 51                      Topic 2 Assessment #9, 93                      Get Ready to Read, 109                      The Importance of Papyrus, 110                      Science and Mathematics, 112-113                      Lesson Check #1, 113                      Kush's Links to Africa and the World, 120                      Economy and Technology, 188</p>

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Chronological sequencing helps us track events over time as well as events that took place at the same time.	
<p><b>6.2.8.HistoryCC.2.a:</b> Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p><b>SE/TE:</b>                      Sumerian Achievements, 51                      Visual Review, 92                      Writing and Literature, 109-110                      Art and Architecture, 111-112                      Science and Mathematics, 112-113                      Lesson Check #1-2 and 4-5, 113                      Visual Review, 122                      Topic 3 Assessment #4-5                      Indus River Civilization, 130-131                      What Was Asoka’s Legacy?, 166</p>
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	
<p><b>6.2.8.HistoryCC.2.b:</b> Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p>	<p><b>SE/TE:</b>                      Explore The Essential Question, 40                      What Role Did Religion Play in Sumerian Society?, 48                      Religion, 63                      Lesson Check #5, 64                      Topic 2 Assessment #2 and #8, 93                      Get Ready to Read, 99                      Egyptian Religion, 104-105                      Lesson Check #5, 106                      What Are the Vedas?, 136-137                      What Are the Roots of Hinduism?, 142-143                      Spiritual Traditions, 191-192</p>

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<p><b>6.2.8.HistoryCC.2.c:</b> Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p>	<p><b>SE/TE:</b>                      Seals, 64                      What Was the Sumerian Writing System Like?, 65                      Analyze Information: Cuneiform, 66                      The Alphabet, 69                      What Was Hieroglyphic Writing?, 109-110                      Lesson Check #1, 113                      Analyze Images: Comparing Writing Systems, 119                      Topic 3 Assessment #4 and #10, 123                      Trade, 132                      Writing, 183-184</p> <p><b>Realize Digital Resources:</b>                      Topic 5&gt;Lesson1&gt;Interactive Gallery: Chinese Writing</p>
<p>Historians develop arguments using evidence from multiple relevant historical sources.</p>	
<p><b>6.2.8.HistoryCA.2.a:</b> Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.</p>	<p><b>SE/TE:</b>                      Where Were Early Civilizations?, 34                      City States of Sumer, 47-48                      Analysis Skills: Distinguish Cause and Effect, 53                      How Did the Akkadian Empire End?, 55-56                      The Empire Forms, 56                      How Did the Assyrian and Neo-Babylonian Empires Develop?, 59-60                      The Nile River Valley, 99-100                      How Did Egyptian Civilization Develop?, 101                      High Point and Decline, 102                      River Systems, 181-182                      How Did Isolation Affect China’s Development?, 182                      The Shang Rise, 183</p>

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2020 New Jersey Student Learning Standards – Social Studies**

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<b>6.2.3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)</b>	
Governments have different structures which impact development (expansion) and civic participation.	
<b>6.2.8.CivicsPI.3.a:</b> Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.	For opportunities to address this standard please see: <b>SE/TE:</b> How Did Chandragupta Rule an Empire?, 161-162 Lesson Check #1 and #4-5, 162 New Rules for the Empire, 165 Governing the Zhou, 187 Why Did Pompey and Caesar Fight?, 298-300
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	
<b>6.2.8.CivicsDP.3.a:</b> Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).	For opportunities to address this standard please see: <b>SE/TE:</b> The Significance of Hammurabi’s Code, 56-57 The Torah, 78 Laws, the Talmud, and Commentaries, 79 Judaism Changes and Develops, 87-88 Organizing Roman Law, 355
<b>6.2.8.CivicsDP.3.b:</b> Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.	<b>SE/TE:</b> Quest Connections, 230 Direct and Representative Democracy: The Differences, 231 Lesson Check #3 and #5, 231 Quest: Document-Based Writing Inquiry: The Roman Influence, 278 Quest Connections, 282 Get Ready to Read, 285 What Were the Principles of Roman Law?, 285-286 Quest Connections, 286 Analyze Charts: Three Branches of Roman Government, 286 How Did the Romans Set an Example?, 290 Lesson Check #5-6, 290 Topic 7 Assessment #8, 303

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**TE = Teacher Edition**

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**A Correlation of myWorld Interactive World History Early Ages ©2019 to the  
2020 New Jersey Student Learning Standards – Social Studies**

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Governments have protected and abused human rights (to varying degree)s at different times throughout history.	
<p><b>6.2.8.CivicsHR.3.a:</b> Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.</p>	<p><b>SE/TE:</b>            Structure of Society, 187-188            Family Relationships, 188            Han Society, 208-209            What Were the Social Divisions in Greek Society?, 239-241            Roman Men and Women, 291-292            Roman Slavery, 293            Analyze Diagrams: The Roman Republic’s Social Pyramid, 293</p> <p><b>Realize Digital Resources:</b>            Topic 7&gt;Lesson 3&gt;Quick Activity: How Does Roman Society Compare?</p>
Relationships between humans and environments impact spatial patterns of settlement and movement.	
<p><b>6.2.8.GeoPP.3.a:</b> Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.</p>	<p><b>SE/TE:</b>            Geography Skills: Indo-Aryan Migration, 136            Geography Skills: China: Physical Geography, 182            Geography Skills: Shang and Zhou Civilizations, 186            The Greek Economy, 241            What Fueled Macedonia’s Rise, 266-268            Geography Skills: Roman Empire in 118 CE, 311</p>
<p><b>6.2.8.GeoPP.3.b:</b> Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.</p>	<p>For opportunities to address this standard please see:  <b>SE/TE:</b>            The Rise and Fall of the Zhou, 185-187            Decline of the Han, 205            The Greek Economy, 241            How Did Rome Expand?, 283            Why Did the Pax Romana End?, 339            What Was the Imperial Crisis?, 340-341            The West Collapses, 342-343</p>

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People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.	
<p><b>6.2.8.EconEM.3.a:</b> Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.</p>	<p><b>SE/TE:</b>                      The Spread of Hinduism, 147-148                      Geography Skills: Spread of Hinduism, 148                      Monasteries and Missionaries, 156                      What Was Asoka’s Legacy?, 167                      Lesson Check #3, 167                      Geography Skills: Gupta Empire, 169                      Mathematics and Science, 171                      Analysis Skills: Interpret Thematic Maps, 173                      Economy and Technology, 188                      Lesson Check #5, 188                      Uniform Standards, 198                      Guiding Questions, 203                      The Silk Road, 205-207                      Geography Skills: The Silk Road, 205                      Analyze Diagrams: The Silk Road in the Han Dynasty, 206                      Lesson Check #2, 207                      Geography Skills: Trade Routes of Ancient Greece, 242                      Trade in Athens, 243                      Hellenistic Egypt, 270                      What Were Rome’s Natural Advantages?, 281                      Trade Grows, 314                      Geography Skills: Roman Trade Routes, 314                      Currency Aids Trade, 315                      International Influences, 332</p>
Economic interdependence is impacted by increased specialization and trade.	
<p><b>6.2.8.EconGE.3.a:</b> Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.</p>	<p><b>SE/TE:</b>                      Governing the Zhou, 187                      Economy and Technology, 188                      Economic Life, 210-211                      Chinese Inventions, 212                      A Military Tactic Changes Government, 228                      How Did Greeks Improve Technology?, 262                      What Were Rome’s Practical Achievements?, 312-314</p>

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Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	
<p><b>6.2.8.HistoryCC.3.a:</b> Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>	<p><b>SE/TE:</b></p> <ul style="list-style-type: none"> <li>Economic Life, 210-211</li> <li>Lesson Check #4, 212</li> <li>Military Conquests, 235</li> <li>The Greek Economy, 241-243</li> <li>Lesson Check #4-5, 243</li> <li>The Persian Wars, 244-248</li> <li>The Peloponnesian War, 248-249</li> <li>Greek Religion and Mythology, 251-253</li> <li>What Fueled Macedonia’s Rise?, 266-268</li> <li>Alexander on the March, 268-270</li> <li>Roman Religion, 294</li> <li>Lesson Check #5, 294</li> <li>Conflict with Carthage, 296-297</li> <li>How Did Rome Change from Republic to Empire?, 298-300</li> <li>Topic 6 Assessment #2 and #6, 303</li> <li>Trade and the Roman Economy, 314-315</li> <li>Lesson Check #3 and #5, 315</li> <li>Christianity and the Empire, 323</li> <li>Why Did the Pax Romana End?. 339-340</li> <li>Economic Problems Worsen, 340</li> <li>Foreign Invaders Threaten the Empire, 340-341</li> <li>The Rise of Islam, 451-452</li> <li>How Did Cities and Trade Grow, 468-470</li> <li>How Did Trade Fuel Prosperity?, 494-495</li> <li>Chinese Belief Systems, 511-513</li> <li>Support for Buddhism, 519</li> <li>Economic Life, 533</li> <li>Shinto, 534</li> <li>Japanese Buddhism, 535-536</li> </ul>

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An individual's perspective is impacted by their background and experiences.	
<p><b>6.2.8.HistoryUP.3.a:</b> Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p>	<p><b>SE/TE:</b>                      The Caste System, 138-140                      The Social Order, 208                      Spartan Social Classes, 236                      What Were the Social Divisions in Greek Society?, 239-241                      Analyze Diagrams: Ancient Greek Society, 240                      How Did Rich and Poor Live?, 292                      Roman Slavery, 293                      Analyze Diagrams: The Roman Republic's Social Pyramid, 293</p>
Perspectives change over time.	
<p><b>6.2.8.HistoryUP.3.b:</b> Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).</p>	<p>For opportunities to address this standard please see:  <b>SE/TE:</b>                      The Caste System, 138-140                      The Social Order, 208                      Spartan Social Classes, 236                      What Was the Role of Women in Ancient Greece?, 238-239                      Greek Society?, 239-241                      Analyze Diagrams: Ancient Greek Society, 240                      Roman Men and Women, 291-292                      How Did Rich and Poor Live?, 292                      Roman Slavery, 293                      Analyze Diagrams: The Roman Republic's Social Pyramid, 293</p>

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Historical contexts and events shaped and continue to shape people’s perspectives.	
<p><b>6.2.8.HistoryUP.3.c:</b> Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.</p>	<p>For opportunities to address this standard please see:</p> <p><b>SE/TE:</b></p> <p>Beliefs of Judaism, 77-82</p> <p>Origins and Beliefs of Hinduism, 142-149</p> <p>Primary Sources: The Ramayana, 150</p> <p>Origins and Beliefs of Buddhism, 151-157</p> <p>What Is Jainism?, 157</p> <p>Primary Source: The Life or Legend of Guadama, 158</p> <p>Chinese Belief Systems, 191-195</p> <p>Primary Sources: Confucius, <i>The Analects</i>, 196</p> <p>How did Christianity Spread?, 321-322</p> <p>Beliefs of Christianity, 325-329</p> <p>Primary Sources: The Gospel of Matthew, The Sermon on the Mount, 330</p> <p>Spreading the Faith, 348</p> <p>Christianity Spreads, 370-375</p> <p>Analysis Skills: Relate Events in Time, 376</p> <p>Beliefs of Islam, 453-457</p> <p>Primary Sources: The Sunnah, 458</p> <p>Expansion of the Muslim World, 459-466</p> <p>The Founding of Sikhism, 480</p> <p>Topic 4&gt;Lesson 4&gt;Interactive Map: Origins and Beliefs of Buddhism</p> <p>Topic 5&gt;Lesson 3&gt;Interactive Chart: Confucianism and Daoism</p>

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Historians analyze claims within sources for perspective and validity.	
<p><b>6.2.8.HistoryCA.3.a:</b> Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p>	<p><b>SE/TE:</b>            Get Ready to Read, 203            Reuniting and Expanding China, 203-204            Decline of the Han, 205            Get Ready to Read, 208            Han Achievements, 211-212            Arts in Ancient Greece, 254            Greek Literature, 254-256            Greek Philosophy, 258-260            Science and Technology, 261-262            Quest Connections, 262            Mathematics, 263            City of Scholars, 271            What Were Rome’s Practical Achievements, 312-314            Literature and Science in Ancient Rome, 334-336            Achievements in Philosophy and Medicine, 471            Advances in Mathematics and Astronomy, 473            Islamic Traditions in Art and Architecture, 473-474            Technological Advances, 508-510            Chinese Arts and Culture, 511</p>
<p><b>6.2.8.HistoryCA.3.b:</b> Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.</p>	<p>For opportunities to address this standard please see:  <b>SE/TE:</b>            The Rise and Fall of the Zhou, 185-187            Decline of the Han, 205            The Greek Economy, 241            How Did Rome Expand?, 283            Why Did the Pax Romana End?, 339            What Was the Imperial Crisis?, 340-341            The West Collapses, 342-343</p>

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<b>6.2.4: Expanding Exchanges and Encounters (500 CE–1450 CE)</b>	
Political and civil institutions impact all aspects of people’s lives.	
<p><b>6.2.8.CivicsPI.4.a:</b> Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	<p><b>SE/TE:</b>            Charlemagne Spreads Christianity, 366            Christianity Spreads, 370-375            Analysis Skills: Relate Events in time, 376            The Holy Roman Empire, 406            The Crusades. 420-427            How Did Islam Spread?, 459-461            The Founding of the Mughal Empire, 479            How Did Shotoku Strengthen Japan?, 519-520            The Fujiwara Take Over, 523            The Silla Take Control, 540            Unifying the Empire, 570-571</p>
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	
<p><b>6.2.8.CivicsDP.4.a:</b> Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).</p>	<p><b>SE/TE:</b>            How Was Royal Power Limited in England?, 416-418            Analyze Diagrams: The Rule of Law in Medieval England, 417            Lesson Check #1-2 and #4-5, 418            Primary sources: The Magna Carta, 419</p> <p><b>Realize Digital Resources:</b>            Topic 10&gt;Lesson 2&gt;Interactive Timeline: Key Events in Medieval English History</p>

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Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	
<p><b>6.2.8.GeoHE.4.a:</b> Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires’ relationships with other parts of the world.</p>	<p><b>SE/TE:</b></p> <p>Geography Skills: Empires and Kingdoms of Southeast Asia, 541            Guiding Questions, 551            The Valley of Mexico, 560            Geographic Skills: The Aztec Empire, 561            Lesson Check #5, 565            Geography Skills: Civilizations of the Andes, 568            Topic 13 Assessment #3, 583            The Growth of the Ghana Empire, 592-594</p>
The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.	
<p><b>6.2.8.GeoHP.4.a:</b> Explain why the Arabian Peninsula’s physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.</p>	<p>For opportunities to address this standard please see:</p> <p><b>SE/TE:</b></p> <p>The Arabian Setting, 449-450            How Did Islam Spread?, 459-61            Trade Expands, 469-470</p> <p>Topic 11&gt;Lesson 1&gt;Interactive Gallery:            Geography of the Arabian Peninsula</p> <p>Topic 11&gt;Lesson 3&gt;Interactive Map: The Spread of Islam</p>

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<p><b>6.2.8.GeoHP.4.b:</b> Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).</p>	<p><b>SE/TE:</b>                      The Silk Road, 205-207                      Geography Skills: The Silk Road, 205                      Analyze Diagrams: The Silk Road in the Han Dynasty, 206                      Geography Skills: Major Trade Routes and Cities of Medieval Europe, 385                      Merchant Banking Expands, 386                      From Market Center to Busy Town, 386                      Lesson Check #5, 388                      How Did Cities and Trade Grow?, 468-470                      Geography Skills: Trade Routes in Muslim Lands, 470                      Southeast Asia as a Crossroads, 541-542                      A Flourishing Capital, 490                      How Did Trade Fuel Prosperity?, 494                      Geography Skills: Trade Routes and Travelers' Routes, 502                      Revival of Trade, 503                      Foreign Visitors, 503-504                      The Tributary System, 505                      How Did Indian and Chinese Culture Spread?, 542                      Topic 12 Assessment #2, 545                      The Growth of the Ghana Empire, 592-594                      Mansa Musa's Hajj, 597                      Indian Ocean Trade Routes, 605-606                      City and Village Life, 609</p>
<p><b>6.2.8.GeoHP.4.c:</b> Use maps to show how the interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation and impacted science, thought, and the arts.</p>	<p>For opportunities to address this standard please see:  <b>SE/TE:</b>                      How Did Cities and Trade Grow?, 468-470                      Geography Skills: Trade Routes in Muslim Lands, 470</p>
<p>The physical and human characteristics of places and regions are connected to human identities and cultures.</p>	
<p><b>6.2.8.GeoHE.4.b:</b> Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.</p>	<p>This standard is outside of the scope of the program.</p>

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<p><b>6.2.8.GeoHE.4.c:</b> Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.</p>	<p><b>SE/TE:</b>  Topic 9 Assessment #9, 399  Lesson Check #3, 367  Geography Skills: Settlements and Invasion Routes, 378  The Arabian Setting, 449-450  Geography Skills: Rainfall on the Arabian Peninsula, 450  Trade Expands, 469-470  How Did Geography Set Japan Apart?, 516-517  Geography Skills: Japan’s Physical Features, 517  Korea’s Geography, 538-539  Geography Skills: Empires and Kingdoms of Southeast Asia, 541  Essential Question, 546  Quest Project-Based Learning Inquiry: Be a Map-Maker, 550  Settlement and Geography of the Americas, 551-552  Lesson Check #7, 557  The Valley of Mexico, 560  The Great Capital, Tenochtitlan, 561  Geography Skills: The Aztec Empire, 561  How did the Andes Shape the Life?, 567-568  Quest Connections, 568  Geography Skills: Civilizations of the Andes, 568  Geography Skills: Native American Cultural Areas, 577  Lesson Check #6, 581  Topic 13 Assessment #11-12 583  The African Landscape, 589-591  Geography Skills: Africa’s Ecosystems, 590</p> <p><b>Realize Digital Resources:</b>  Topic 12&gt;Lesson 4&gt;Interactive Map: Geography of Japan</p>

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The environmental characteristics of places and production of goods influences the spatial patterns of world trade.	
<b>6.2.8.GeoGI.4.a:</b> Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.	<b>SE/TE:</b> The African Landscape, 589-591 Geography Skills: Africa’s Ecosystems, 590 Gold-Salt Trade , 592 Analyze Diagrams: Sites of Encounter: Mali, 595 Geography Skills: Early West African Empires, 599 Geography Skills, 604 Indian Ocean Trade Routes, 605 Topic 14 Assessment #7 and #12, 615
Economic interdependence is impacted by increased specialization and trade.	
<b>6.2.8.GeoSV.4.a:</b> Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.	<b>SE/TE:</b> Revival of Trade, 503 Foreign Visitors, 503-504
The production and consumption of goods and services influence economic growth, well-being and quality of life.	
<b>6.2.8.EconNE.4.a:</b> Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.	<b>SE/TE:</b> How Did Feudal Society Provide Protection?, 379-380 Get Ready to Read, 522 Feudalism in Japan, 525-526 Comparing Japanese and European Feudalism, 526 Analyze Diagrams: Comparing Japanese and European Feudalism, 526  <b>Realize Digital Resources:</b> Topic 12>Lesson 5>Interactive Gallery: Feudal Society in Japan

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Historical events may have single, multiple, direct and indirect causes and effects.	
<p><b>6.2.8.HistoryCC.4.a:</b> Determine which events led to the rise and eventual decline of European feudalism.</p>	<p><b>SE/TE:</b>            A Violent Time, 377-378            How Did Feudal Society Provide Protection?, 379-380            Analyze Charts: Feudalism in Medieval Europe, 379            How Did Medieval Manors Work?, 380-382            Lesson Check #3-5, 382            Famine and Warfare Strike, 434-436            What Was the Black Death?, 436-438            What Were the Effects of the Black Death?, 438-439            Lesson Check #1 and #3-5, 439            Quest Connections, 440            Topic 10 Assessment #14, 443</p> <p><b>Realize Digital Resources:</b>            Topic 10&gt;Lesson 5&gt;Interactive Map: The Black Death</p>
<p><b>6.2.8.HistoryCC.4.b:</b> Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).</p>	<p><b>SE/TE:</b>            City-States of Sumer, 47            How Did the Persian Empire Rise?, 60-62            How Did Egyptian Civilization Develop?, 101            Indus River Civilization, 131            The Shang Rise, 183            How Did the Shang Government Rule?, 183            Emergence of City-States, 225-226            Trade in Athens, 242</p>

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Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	
<p><b>6.2.8.HistoryCC.4.c:</b> Assess the demographic, economic, and religious impact of the plague on Europe.</p>	<p><b>SE/TE:</b>            Watch NBC Learn, 401            Get Ready to Read, 434            What Was the Black Death?, 436-438            Geography Skills, Origin and Spread of the Black Death, 437            Analyze Graphs: The Population of England, 438            What Were the Effects of the Black Death?, 439            Analyze Images, 439            Lesson Check #1-5, 439            Primary Sources: Giovanni Boccaccio, <i>The Decameron</i>, 440            Quest Connections, 440            Topic 10 Assessment #13-14 and #16, 443</p> <p><b>Realize Digital Resources:</b>            Topic 10&gt;Introduction&gt;Topic Video: The Black Death            Topic 10&gt;Lesson 5&gt;Interactive Map: The Black Death, 1347-1351; Interactive Map: The Black Death</p>

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<p><b>6.2.8.HistoryCC.4.d:</b> Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.</p>	<p><b>SE/TE:</b>            Trade Goes Global, 385-386            Get Ready to Read, 420            The First Crusade, 421-422            The Crusader's Creed, 421-422            The First Crusade Begins, 422            Second and Third Crusades, 422-423            Geography Skills: The Crusades, 422            Analyze Timelines: The Crusades, 423            The Fourth and Later Crusades, 424            Analyze Images, 424            How Did Religious Persecutions Arise?, 425-426, 425            Analyze Images, 425            Crusades Against Heretics, 425-426            What Were the Effects of the Crusades?, 426-427            Analyze Images, 426            Quest Connections, 426            Analyze Images, 427            Lesson Check #1-6, 427            Topic 10 Assessment #6-7 and #11-12, 443</p> <p><b>TE only</b>            Differentiated Instruction, 421</p> <p><b>Realize Digital Resources:</b>            Topic 10&gt;Lesson 3&gt;Video: Causes of the First Crusade; Quick Activity: Crusade Diary; Quick Activity: Crusade Diary; Interactive Simulation: Conflicts and Crusades; Quick Activity, 424</p>
<p><b>6.2.8.HistoryCC.4.e:</b> Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p>	<p><b>SE/TE:</b>            The Empire's Influence, 348            What Was the Great Schism?, 353-354            Medieval Universities, 394            The Umayyad Dynasty Begins, 463            Architecture and Influence, 474</p>

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<p><b>6.2.8.HistoryCC.4.f:</b> Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.</p>	<p><b>SE/TE:</b>            Get Ready to Read, 390            The Church Shapes Chivalry, 393            A Multicultural Society Advances, 428            Toward a New World, 439            Distinct Social Divisions, 461            Lesson Check #3, 466            Merchants Bring Economic Growth, 470            Social Order, 572-573            Feudalism in Japan, 525            Mayan Society, 554            Aztec Society, 563-564            Analyze Visual Information: Aztec Social Structure, 563            What Was the Makeup of Incan Society?, 572-573            Society in West African Empires, 607            The "Great Rebirth," 622-623            Patrons of the Arts, 623</p>
<p><b>6.2.8.HistoryCC.4.g:</b> Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.</p>	<p><b>SE/TE:</b>            Trade Increases, 409-410            Achievements in Philosophy and Medicine, 471            Advances in Mathematics and Astronomy, 473            Islamic Traditions in Art and Architecture, 473-474            Technological Advances, 508-510            Chinese Arts and Culture, 511            What were Some Mayan Achievements?, 556-557            Aztec Achievements, 564-565            Incan Achievements, 571-572            Topic 15 Review and Assessment, 664-665            Get Ready to Read, 657            New Inventions Support Scientific Discovery, 662            The Spread of Ideas, 752            Analyze Images, 774</p>
<b>Disciplinary Concepts</b>	
Civics, Government, and Human Rights: Civic and Political Institutions	
<ul style="list-style-type: none"> <li>Political and civic institutions impact all aspects of people's lives.</li> </ul>	This standard is outside of the scope of the program.

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<ul style="list-style-type: none"> <li>• Governments have different structures which impact development (expansion) and civic participation.</li> </ul>	<p><b>SE/TE:</b></p> <p>How Did Sumerian Government Work?, 50-51            The Empire Forms, 56            Persia's Government and Religion, 62-63            The Political Order in Egypt, 102            Building a Government, 161            How Did the Shang Government Rule, 183            Uniform Standards, 198            How Was the Empire Organized?, 198            Rule of the First Emperor, 198-200            Han Government, 204            Controlling Production and Price, 210-211            Essential Question, 216            Topic 6 Writing Workshop, 226, 231, 237, 243, 249, 256, 264, 271, 273            Emergence of City-States, 224            Politics of the Polis, 226            Experimenting with Forms of Government, 227-228            The World's First Democracy, 229            How Did Athenian Democracy Work?, 230-231            Government in Sparta, 234-235            Essential Question: What Is the Best Form of Government?, 275            Rome Becomes a Government, 281-282            What Were the Principles of Roman Government?, 285-286            Analyze Charts: The Three Branches of Roman Government, 286            What Did the Assemblies and the Senate Do?, 287-288            Whoa Were the Magistrates, 288-289            How Waws Royal Power Limited In England?, 415-417            The Merit System, 492            How Was the Aztec Empire Ruled?, 562            A Strong Government, 569-570            Calvin's "City of God," 645</p>

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<p><b>Continued:</b></p> <ul style="list-style-type: none"> <li>• Governments have different structures which impact development (expansion) and civic participation.</li> </ul>	<p><b>Continued:</b></p> <p><b>Realize Digital Resources:</b></p> <p>Topic 6&gt;Lesson 2&gt;Video: The Athenian Concept of Citizenship; Interactive Gallery: Athenian Democracy</p> <p>Topic 6&gt;Fillable Active Journal: Ancient Greece, 156-157</p> <p>Topic 7&gt;Lesson 2&gt;Video: Citizenship in Rome</p>
<p>Civics, Government, and Human Rights: Participation and Deliberation</p>	
<ul style="list-style-type: none"> <li>• Civic participation and deliberation are the responsibility of every member of society.</li> </ul>	<p>This standard is outside of the scope of the program.</p>
<ul style="list-style-type: none"> <li>• Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</li> </ul>	<p>This standard is outside of the scope of the program.</p>
<p>Civics, Government, and Human Rights: Democratic Principles</p>	
<ul style="list-style-type: none"> <li>• The United States' system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law, and of opportunity, justice, and property rights.</li> </ul>	<p>This standard is outside of the scope of the program.</p>
<ul style="list-style-type: none"> <li>• The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.</li> </ul>	<p>This standard is outside of the scope of the program.</p>
<p>Civics, Government, and Human Rights: Processes and Rules</p>	
<ul style="list-style-type: none"> <li>• In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</li> </ul>	<p>This standard is outside of the scope of the program.</p>
<p>Civics, Government and Human Rights: Human and Civil Rights</p>	
<ul style="list-style-type: none"> <li>• Human and civil rights include political, social, economic, and cultural rights</li> </ul>	<p>For opportunities to address this standard please see:</p> <p><b>SE/TE:</b></p> <p>Signing the Magna Carta, 416-417</p>
<ul style="list-style-type: none"> <li>• Social and political systems have protected and denied human rights (to varying degrees) throughout time..</li> </ul>	<p>For opportunities to address this standard please see:</p> <p><b>SE/TE:</b></p> <p>Signing the Magna Carta, 416-417</p>

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<ul style="list-style-type: none"> <li>• Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights..</li> </ul>	<p>This standard is outside of the scope of the program.</p>
<p>Civics, Government and Human Rights: Civic Mindedness</p>	
<ul style="list-style-type: none"> <li>• The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity.</li> </ul>	<p>This standard is outside of the scope of the program.</p>
<p>Geography, People and the Environment: Spatial Views of the World</p>	
<ul style="list-style-type: none"> <li>• Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth’s surface.</li> </ul>	<p>There are numerous instances of using geospatial representations throughout the book. For examples, see:</p> <p><b>SE/TE:</b>            Geography Skills: The Nile Valley, 99            Geography Skills: China: Physical Geography, 182            Geography Skills: Empire of Alexander the Great, 269            Geography Skills: Roman Trade Routes, 314            Geography Skills: Physical Map of Europe, 364            Geography Skills: The Crusades, 422            Geography Skills: Trade Routes in Muslim Lands, 470            Geography Skills: Africa’s Ecosystems, 590            Geography Skills: Early Voyages of Exploration, 675</p> <p><b>Realize Digital Resources:</b>            Topic 1&gt;Lesson 2&gt;Interactive Map: Migrations of <i>Homo sapiens</i>            Topic 2&gt;Lesson 1&gt;Interactive Map: Sumer and the Fertile Crescent            Topic 4&gt;Lesson 4&gt;Interactive Map: The Origins and Beliefs of Buddhism            Topic 6&gt;Lesson 1&gt;Interactive Map: The Journey of Odysseus            Topic 10&gt;Lesson 5&gt;Interactive Map: The Black Death, 1347-1351            Topic 14&gt;Lesson 1&gt;Interactive Map: Africa’s Vegetation Regions</p>

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Geography, People and the Environment: Human Population Patterns	
<ul style="list-style-type: none"> <li>• The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.</li> </ul>	<p><b>SE/TE:</b></p> <p>Akkadian Culture, 55            Legacy of Sumer, 58            New Roads, 63            What Is the Cultural Legacy of the Phoenicians?, 69-70            Topic 2 Assessment #3, 93            Trade in the Nile Valley, 116            Lesson Check #3, 120            Colonization, 241-242            The Effects of Expansion, 243            Alexander on the March, 268            The Hellenistic Period, 269            Greek Culture Spreads, 271            Exchange Between Continents, 271            Roman Roads Link the Empire, 312            The Grand Canal, 309            Trade Goes Global, 385            Cultural Exchange Increases, 427            Explore the Essential Question, 444            Trade Expands, 469-470            Spread of Ideas and Practices, 477            A Flourishing Capital, 490            Foreign Visitors, 503-504            Paper and Printing, 509            How Did Chinese Culture Spread?, 514            Lesson Check #4, 514            Borrowing From Neighbors, 521            How Did Indian-Chinese Culture Spread?, 542            Topic 12 Assessment #9, 545            Exchanges at Mali, 596            How Did Christianity Grow in East Africa?, 604-605            East African City-States, 605-606            Explore the Essential Question, 616            The Great "Rebirth," 622-623            Italian City-States, 623            Lesson Check #2, 628</p>

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<p><b>Continued:</b></p> <ul style="list-style-type: none"> <li>• The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology.</li> </ul>	<p><b>Continued:</b></p> <p>How Did Printing Presses Revolutionize Society?, 638-639</p> <p>Analyze Images: The Revolution in Printing, 639</p> <p>What New Tools Aided Exploration?, 676-678</p> <p>Lesson Check #3, 678</p> <p>European Influences, 685</p> <p>What Was the Columbian Exchange?, 700-702</p>
<ul style="list-style-type: none"> <li>• Relationships between humans and environments impact spatial patterns of settlement and movement.</li> </ul>	<p><b>SE/TE:</b></p> <p>Geography of Mesopotamia, 45-47</p> <p>How Did Geography Affect Kush?, 116</p> <p>What Is the Indian Subcontinent?, 129-130</p> <p>Geography of China, 181-182</p> <p>How Did Geography Shape the Greek World?, 221-223</p>
<p>Global changes in population distribution patterns affect changes in land use in particular places.</p>	<p>For opportunities to address this standard please see:</p> <p><b>SE/TE:</b></p> <p>Cities, 34</p> <p>The Greek Economy, 241-243</p> <p>Changes in Farming, 494</p> <p>The Great Capital, Tenochtitlan, 561</p> <p>What Was the Columbian Exchange?, 700-702</p>
<p align="center"><b>Geography, People and the Environment: Human Environment Interaction</b></p>	
<ul style="list-style-type: none"> <li>• Cultural patterns and economic decisions influence environments and the daily lives of people.</li> </ul>	<p>This standard is outside of the scope of the program.</p>
<ul style="list-style-type: none"> <li>• The physical and human characteristics of places and regions are connected to human identities and cultures.</li> </ul>	<p>This standard is outside of the scope of the program.</p>

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Geography, People and the Environment: Global Interconnections	
<ul style="list-style-type: none"> <li>• Cultural and environmental practices impact the geography of an area.</li> </ul>	<p><b>SE/TE:</b></p> <p>Farming the Land, 46-47 Lesson Check #5, 51 Agricultural Techniques Create a Surplus, 101 Farming, 131-132 An Arid Environment, 449-450 Changes in Farming, 494 The Great Capital, Tenochtitlan (building chinampas), 561 Andean Agriculture, 568</p>
<ul style="list-style-type: none"> <li>• The environmental characteristics of places and production of goods influences the spatial patterns of world trade.</li> </ul>	<p><b>SE/TE:</b></p> <p>The Silk Road, 205-207 Geography Skills: The Silk Road, 205 Analyze Diagrams: The Silk Road in the Han Dynasty, 206 Trade Expands, 469-470 Southeast Asia as a Crossroads, 541-542 The Growth of the Ghana Empire, 592 Gold-Salt Trade, 593 Exchanges at Mali, 596 Europe in the World Economy, 671-672 The Search for Spices, 672 An Atlantic Trade Network, 718-719</p>
Economics, Innovation and Technology: Economic Ways of Thinking	
<ul style="list-style-type: none"> <li>• Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals..</li> </ul>	<p>For opportunities to address this standard please see:</p> <p><b>SE/TE:</b></p> <p>Analysis Skills: Conduct a Cost-Benefit Analysis, 350</p>

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<b>Economics, Innovation and Technology: Exchange and Markets</b>	
<ul style="list-style-type: none"> <li>• People voluntarily exchange goods and services when all parties expect to gain as a result of the trade</li> </ul>	For opportunities to address this standard please see: <b>SE/TE:</b> Analyze Diagrams: Key Features of Capitalism, 703 Goods and Profits, 704-705
<ul style="list-style-type: none"> <li>• Buyers and sellers interact in competitive markets based on prices that reflect scarcity of goods and services in the market.</li> </ul>	For opportunities to address this standard please see: <b>SE/TE:</b> A Commercial Revolution in Europe, 703-705
<ul style="list-style-type: none"> <li>• Markets exist to facilitate the exchange of goods and services</li> </ul>	<b>SE/TE:</b> How Does a Market Economy Work?, 705
<ul style="list-style-type: none"> <li>• Competition among sellers and buyers exists in specific markets</li> </ul>	For opportunities to address this standard please see: <b>SE/TE:</b> What Was the Price Revolution?, 703-704
<b>Economics, Innovation and Technology: National Economy</b>	
<ul style="list-style-type: none"> <li>• A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</li> </ul>	For opportunities to address this standard please see: <b>SE/TE:</b> What Was Mercantilism?, 702-703 A Commercial Revolution in Europe, 703-705
<ul style="list-style-type: none"> <li>• The production and consumption of goods and services influence economic growth, well-being, and quality of life</li> </ul>	<b>SE/TE:</b> Industry Flourishes, 385 The Middle Class Grows, 705

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<b>Economics, Innovation and Technology: Global Economy</b>	
<ul style="list-style-type: none"> <li>• The global economy is the system of trade and industry across the world that has emerged due to globalization.</li> </ul>	<p><b>SE/TE:</b>            Portugal’s Trade Empire in Asia, 696-698            What Was the Columbian Exchange?, 700-702            What Was Mercantilism?, 702-703            Asia Leads the World, 706            Origins of the Atlantic Slave Trade, 716-717            An Atlantic Trade Network, 718-719            Slave Trading Impacts Africa, 721</p>
<ul style="list-style-type: none"> <li>• Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital.</li> </ul>	<p>For opportunities to address this standard please see:  <b>SE/TE:</b>            What Was the Columbian Exchange?, 700-702            What Was Mercantilism?, 702-703</p>
<ul style="list-style-type: none"> <li>• Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries.</li> </ul>	<p>This standard is outside of the scope of the program.</p>
<ul style="list-style-type: none"> <li>• Economic interdependence is impacted by increased specialization and trade.</li> </ul>	<p>This standard is outside of the scope of the program.</p>
<b>History, Culture, and Perspectives: Continuity and Change</b>	
<ul style="list-style-type: none"> <li>• Chronological sequencing helps us understand the interrelationship of historical events.</li> </ul>	<p><b>SE/TE:</b>            Introduction Timelines: 4, 42, 96, 126, 136, 218, 276, 306, 360, 402, 446, 486, 548, 586, 618, 668            Analysis Skills: Relate Events in Time, 20            Analysis Skills: Construct a Timeline, 91            Analysis Skills: Relate Events in Time, 376            Timeline: The Crusades, 423            Analysis Skills: Construct a Timeline, 467            Timeline: Spanish Conquest in the Americas, 681</p>

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<ul style="list-style-type: none"> <li>• Political, economic, social, and cultural factors both change and stay the same over time.</li> </ul>	<p><b>SE/TE:</b></p> <p>How Did Humans Adapt to Varied Environments?, 18-19</p> <p>How Did Farming Change Human Culture?, 29-31</p> <p>How Did Farming Change Social Organization?, 31</p> <p>Lesson Check #3, 32</p> <p>Explore the Essential Question 124</p> <p>Quest Project-Based Learning: A Trip Through India, 128</p> <p>Quest Connection, 158</p> <p>Topic 4 Assessment #12, 175</p> <p>Analysis Skills: Identify Sources of Continuity, 213</p> <p>How Did Rome Change From Republic to Empire?, 298-300</p> <p>Explore the Essential Question, 304</p> <p>How Did Trade and Industry Increase?, 386-385</p> <p>Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflict, 404</p> <p>What Were the Effects of the Black Death?, 438-439</p> <p>Quest Connections, 440</p> <p>Topic 10 Assessment #14, 443</p> <p>Quest Connections, 462</p> <p>How Did Cultures Change?, 463</p> <p>How Did Hinduism and Buddhism Changes Over Time?, 477-478</p> <p>Lesson Check #6, 565</p> <p>People of the Great Plains, 578</p> <p>Analysis Skills: Identify Sources of Continuity, 613</p> <p>How Did the Renaissance Change Daily Life?, 637-638</p> <p>How Did Printing Presses Revolutionize Society?, 638-639</p> <p>Analyze Images: The Revolution in Printing, 639</p> <p>What Was the Columbian Exchange?, 700-702</p> <p><b>Realize Digital Resources:</b></p> <p>Topic 4&gt;Quest: Project: A Trip Through India</p> <p>Topic 10&gt;Quest: Project: Medieval Monarchs Face Conflicts</p>

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<ul style="list-style-type: none"> <li>Historical events may have single, multiple, and direct and indirect causes and effects.</li> </ul>	<p>Cause and Effect are covered throughout the book. For representative citations see:</p> <p><b>SE/TE:</b></p> <p>Lesson Check #5, 12            Reading Check, 26            Lesson Check #6, 26            Reading Check, 31            Topic 1 Assessment #10-11, 39            Analysis Skills: Distinguish Cause and Effect, 53            Lesson Check #4, 496            Reading Check, 510            Lesson Check #4, 521            Life in Peacetime, 528            Lesson Check #4, 528            Analysis Skills: Distinguish Cause and Effect, 537            Reading Check, 543            Topic 12 Assessment #5, 545            What Was the Price Revolution?, 703-704            Lesson Check #2 and 4, 706            Reading Check, 711            Lesson Check #4, 714            Topic 16 Assessment # 7, 723</p> <p><b>Realize Digital Resources:</b></p> <p>Topic 12&gt;Lesson 5&gt;21st Century Skill: Analyze Cause and Effect: Video            Topic 12&gt;Lesson 6&gt;Analysis Skill: Distinguish Cause and Effect            Topic 16&gt;Lesson 3&gt;Interactive Chart: Causes and Effects of Spanish Colonization            Topic 16&gt;Fillable Active Journal: Global Convergence, 388            Topic 16&gt;Lesson 3&gt;Interactive Chart: Causes and Effects of Spanish Colonization</p>
<ul style="list-style-type: none"> <li>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> </ul>	<p>This standard is outside of the scope of the program.</p>

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History, Culture, and Perspectives: Understanding Perspectives	
<ul style="list-style-type: none"> <li>• An individual’s perspective is impacted by one’s background and experiences.</li> </ul>	This standard is outside of the scope of the program.
<ul style="list-style-type: none"> <li>• Perspectives change over time.</li> </ul>	This standard is outside of the scope of the program.
<ul style="list-style-type: none"> <li>• Historical contexts and events shaped and continue to shape people’s perspectives.</li> </ul>	<p><b>SE/TE:</b> Analysis Skills: Detecting Historical Points of View, 141 Primary Sources: Sun Tzu, <i>The Art of War #2</i>, 189 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Compare Different Points of View, 411</p>
<ul style="list-style-type: none"> <li>• The perspectives of people in the present shape interpretations of the past.</li> </ul>	<p>For opportunities to address this standard please see: <b>SE/TE:</b> Analysis Skills: Update an Interpretation, 559</p>
History, Culture, and Perspectives: Historical Sourcing and Evidence	
<ul style="list-style-type: none"> <li>• Historical sources and evidence provide an understanding of different points of view about historical events.</li> </ul>	<p>Students use historical sources and evidence throughout the program, For representative examples, see: <b>SE/TE:</b> Primary Sources: <i>The Epic of Gilgamesh</i>, 13 Primary Sources: <i>The Ramayana</i>, 150 Primary Sources: Livy, <i>History of Rome</i>, 284 Primary Sources: Einhard, <i>The Life of Charlemagne</i>. 368 Primary Sources: <i>The Sunnah</i>, 458 Primary Sources: <i>The Popol Vuh</i>, 558 Primary Sources: Martin Luther, <i>Preface</i>, 649</p> <p><b>Realize Digital Resources:</b> Interactive Primary Sources&gt; Interactive Primary Source: Code of Hammurabi; Interactive Primary Source: The Republic, Plato; Interactive Primary Source: Analects, Confucius; Interactive Primary Source: The Magna Carta; Interactive Primary Source: Institutes of the Christian Religion, John Calvin</p>

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<ul style="list-style-type: none"> <li>• Determining the validity of sources is critical to analyzing historic events.</li> </ul>	<p><b>SE/TE:</b></p> <p>Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114</p> <p>Analysis Skills: Assess Credibility of a Source, 163</p> <p>Analysis Skills: Distinguish Fact from Opinion, 190</p> <p>Analysis Skills: Draw Sound Conclusions from Sources, 202</p> <p>Analysis Skills: Distinguish Relevant from Irrelevant Information, 233</p> <p>Analysis Skills: Assess Credibility of a Source, 441</p> <p>Analysis Skills: Distinguish Fact from Opinion, 497</p> <p>Analysis Skills: Distinguish Verifiable from Unverifiable Information, 602</p> <p>Analysis Skills: Distinguish Relevant from Irrelevant Information, 663</p> <p>Analysis Skills: Distinguish Relevant from Irrelevant Information, 686</p> <p><b>Realize Digital Resources:</b></p> <p>Topic 4&gt;Lesson 5&gt;Analysis Skill: Assess Credibility of a Source</p> <p>Topic 5&gt;Lesson 2&gt;Analysis Skill: Distinguish Fact and Opinion</p> <p>Topic 10&gt;Lesson 5&gt;Analysis Skill: Assess Credibility of a Source</p> <p>Topic 12&gt;Lesson 1&gt;Analysis Skill: Distinguish Fact and Opinion</p> <p>Topic 14&gt;Lesson 2&gt;Analysis Skill: Distinguish Verifiable from Unverifiable Information</p> <p>Topic 15&gt;Lesson 6&gt;Analysis Skill: Distinguish Essential from Incidental Information</p> <p>Topic 16&gt;Lesson 2&gt;Analysis Skill: Distinguish Relevant from Irrelevant Information</p>

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History, Culture, and Perspectives: Claims and Argumentation	
<ul style="list-style-type: none"> <li>• Historical sourcing and evidence are based on a review of materials and sources from the past.</li> </ul>	<p>Students use historical sourcing and evidence throughout the program, For representative examples, see:</p> <p><b>SE/TE:</b></p> <p>Primary Sources: <i>The Epic of Gilgamesh</i>, 13            Primary Sources: <i>The Ramayana</i>, 150            Primary Sources: Livy, <i>History of Rome</i>, 284            Primary Sources: Einhard, <i>The Life of Charlemagne</i>. 368            Primary Sources: <i>The Sunnah</i>, 458            Primary Sources: <i>The Popol Vuh</i>, 558            Primary Sources: Martin Luther, <i>Preface</i>, 649</p> <p><b>Realize Digital Resources:</b>            Interactive Primary Sources&gt; Code of Hammurabi; The Republic, Plato; Analects, Confucius; The Magna Carta; Institutes of the Christian Religion, John Calvin</p>
<ul style="list-style-type: none"> <li>• Examining historical sources may answer questions but may also lead to more questions</li> </ul>	<p>Students use historical sources and evidence throughout the program, For representative examples, see:</p> <p><b>SE/TE:</b></p> <p>Primary Sources: <i>Contracts in Mesopotamia</i>, 52            Analysis Skills: Frame Questions, 121            Primary Sources: <i>The Ramayana</i>, 150            Quest Connection, 196            Primary Sources: Livy, <i>History of Rome</i>, 284            Primary Sources: The Gospel of Matthew, The Sermon on the Mount #2, 330            Quest Connection, 368            Primary Sources: The Magna Carta #1-3, 419            Primary Sources: <i>The Popol Vuh</i> #2, 558</p> <p><b>Realize Digital Resources:</b>            Interactive Primary Sources&gt;Code of Hammurabi; The Republic, Plato; Analects, Confucius; The Magna Carta; Institutes of the Christian Religion, John Calvin</p>

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<ul style="list-style-type: none"> <li>Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.</li> </ul>	<p><b>SE/TE:</b></p> <p>Primary Sources: The Victory of Ramses II #2, 107</p> <p>Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114</p> <p>Analysis Skills: Assess Credibility of a Source, 163</p> <p>Analysis Skills: Distinguish Relevant from Irrelevant Information, 233</p> <p>Analysis Skills: Assess Credibility of a Source, 441</p> <p>Analysis Skills: Distinguish Verifiable from Unverifiable Information, 602</p> <p>Analysis Skills: Distinguish Relevant from Irrelevant Information, 663</p> <p>Analysis Skills: Distinguish Relevant from Irrelevant Information, 686</p> <p><b>Realize Digital Resources:</b></p> <p>Topic 4&gt;Lesson 5&gt;Analysis Skill: Assess Credibility of a Source</p> <p>Topic 10&gt;Lesson 5&gt;Analysis Skill: Assess Credibility of a Source</p> <p>Topic 14&gt;Lesson 2&gt;Analysis Skill: Distinguish Verifiable from Unverifiable Information</p> <p>Topic 16&gt;Lesson 2&gt;Analysis Skill: Distinguish Relevant from Irrelevant Information</p>

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<b>Social Studies Practices</b>	
1: Developing Questions and Planning Inquiry	<p><b>SE/TE:</b></p> <p>Quest Project-Based Learning Inquiry: Design a Village: Ask Questions, 6</p> <p>Quest Discussion Inquiry: Debate Punishments for Crimes: Ask Questions, 44</p> <p>Quest Document-Based Writing Inquiry: Becoming a Pharaoh-in-Training: Ask Questions, 98</p> <p>Analysis Skills: Frame Questions, 121</p> <p>Quest Project-Based Learning Inquiry: A Trip Through India: Ask Questions, 128</p> <p>Quest Document-Based Writing Inquiry: Evaluating a Leader’s Legacy: Ask Questions, 180</p> <p>Quest Project-Based Learning Inquiry: The Influence of Ancient Greece: Ask Questions, 220</p> <p>Quest Document-Based Writing Inquiry: The Roman Influence: Ask Questions, 278</p> <p>Quest Discussion Inquiry: The Fall of Rome: Ask Questions, 308</p> <p>Quest Discussion Inquiry: Freedom vs. Security?: Ask Questions, 362</p> <p>Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts Ask Questions, 404</p> <p>Quest Project-Based Learning Inquiry: Growth of Muslim Empires Ask Questions, 404</p> <p>Quest Document-Based Writing Inquiry: Strong Influence: Ask Questions, 488</p> <p>Quest Project-Based Learning Inquiry: Be a Map-Maker: Ask Questions, 550</p> <p>Quest Project-Based Learning Inquiry: Create an Oral History Ask Questions, 588</p> <p>Quest Document-Based Writing Inquiry: Learning Through the Ages: Ask Questions, 620</p> <p>Quest Discussion Inquiry: Colonizing Planets: Ask Questions, 670</p>

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2: Gathering and Evaluating Sources	<p><b>SE/TE:</b></p> <p>Quest Project-Based Learning Inquiry: Design a Village: Conduct Research, 6</p> <p>Quest Discussion Inquiry: Debate Punishments for Crimes: Examine Primary Sources, 44</p> <p>Quest Document-Based Writing Inquiry: Becoming a Pharaoh-in-Training: Examine Primary Sources, 98</p> <p>Analysis Skills: Frame Questions, 121</p> <p>Quest Project-Based Learning Inquiry: A Trip Through India: Conduct Research, 128</p> <p>Quest Document-Based Writing Inquiry: Evaluating a Leader’s Legacy: Examine Primary Sources, 180</p> <p>Quest Project-Based Learning Inquiry: The Influence of Ancient Greece: Conduct Research, 220</p> <p>Quest Document-Based Writing Inquiry: The Roman Influence: Examine Primary Sources, 278</p> <p>Quest Discussion Inquiry: The Fall of Rome: Examine Primary Sources, 308</p> <p>Quest Discussion Inquiry: Freedom vs. Security?: Examine Sources, 362</p> <p>Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts Conduct Research, 404</p> <p>Quest Project-Based Learning Inquiry: Growth of Muslim Empires Conduct Research, 448</p> <p>Quest Document-Based Writing Inquiry: Strong Influence: Examine Primary Sources, 488</p> <p>Quest Project-Based Learning Inquiry: Be a Map-Maker: Conduct Research, 550</p> <p>Quest Project-Based Learning Inquiry: Create an Oral History Conduct Research, 588</p> <p>Quest Document-Based Writing Inquiry: Learning Through the Ages: Examine Primary Sources, 620</p> <p>Quest Discussion Inquiry: Colonizing Planets: Examine Primary Sources, 670</p>

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3: Seeking Diverse Perspectives	<p><b>SE/TE:</b></p> <p>Quest Project-Based Learning Inquiry: Design a Village: Conduct Research, 6</p> <p>Quest Discussion Inquiry: Debate Punishments for Crimes: Examine Primary Sources, 44</p> <p>Quest Document-Based Writing Inquiry: Becoming a Pharaoh-in-Training: Examine Primary Sources, 98</p> <p>Analysis Skills: Frame Questions, 121</p> <p>Quest Project-Based Learning Inquiry: A Trip Through India: Conduct Research, 128</p> <p>Quest Document-Based Writing Inquiry: Evaluating a Leader’s Legacy: Examine Primary Sources, 180</p> <p>Quest Project-Based Learning Inquiry: The Influence of Ancient Greece: Conduct Research, 220</p> <p>Quest Document-Based Writing Inquiry: The Roman Influence: Examine Primary Sources, 278</p> <p>Quest Discussion Inquiry: The Fall of Rome: Examine Primary Sources, 308</p> <p>Quest Discussion Inquiry: Freedom vs. Security?: Examine Sources, 362</p> <p>Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts Conduct Research, 404</p> <p>Quest Project-Based Learning Inquiry: Growth of Muslim Empires Conduct Research, 448</p> <p>Quest Document-Based Writing Inquiry: Strong Influence: Examine Primary Sources, 488</p> <p>Quest Project-Based Learning Inquiry: Be a Map-Maker: Conduct Research, 550</p> <p>Quest Project-Based Learning Inquiry: Create an Oral History Conduct Research, 588</p> <p>Quest Document-Based Writing Inquiry: Learning Through the Ages: Examine Primary Sources, 620</p> <p>Quest Discussion Inquiry: Colonizing Planets: Examine Primary Sources, 670</p>

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4: Developing Claims and Using Evidence	<p><b>SE/TE:</b></p> <p>Quest Project-Based Learning Inquiry: Design a Village: Design Your Village, 6</p> <p>Quest Discussion Inquiry: Debate Punishments for Crimes: Discuss!, 44</p> <p>Quest Document-Based Writing Inquiry: Becoming a Pharaoh-in-Training: Write Your Monument Inscriptions, 98</p> <p>Analysis Skills: Frame Questions, 121</p> <p>Quest Project-Based Learning Inquiry: A Trip Through India: Create a Travel Brochure, 128</p> <p>Quest Document-Based Writing Inquiry: Evaluating a Leader’s Legacy: Write Your Obituary, 180</p> <p>Quest Project-Based Learning Inquiry: The Influence of Ancient Greece: Create Your News Magazine, 220</p> <p>Quest Document-Based Writing Inquiry: The Roman Influence: Write Your Explanatory Essay, 278</p> <p>Quest Discussion Inquiry: The Fall of Rome: Prepare Your Position, 308</p> <p>Quest Discussion Inquiry: Freedom vs. Security?: Discuss!, 362</p> <p>Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts: Create Your Comic Book, 404</p> <p>Quest Project-Based Learning Inquiry: Growth of Muslim Empires Make a Illustrated Timeline, 448</p> <p>Quest Document-Based Writing Inquiry: Strong Influence: Write an Explanatory Essay, 488</p> <p>Quest Project-Based Learning Inquiry: Be a Map-Maker: Create Your Atlas, 550</p> <p>Quest Project-Based Learning Inquiry: Create an Oral History Retell a Piece of African History, 588</p> <p>Quest Document-Based Writing Inquiry: Learning Through the Ages: Create a Chart, 620</p> <p>Quest Discussion Inquiry: Colonizing Planets: Prepare Your Position, 670</p>

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5: Presenting Arguments and Explanations	<p><b>SE/TE:</b></p> <p>Quest Project-Based Learning Inquiry: Design a Village: Design Your Village, 6</p> <p>Quest Discussion Inquiry: Debate Punishments for Crimes: Discuss!, 44</p> <p>Quest Document-Based Writing Inquiry: Becoming a Pharaoh-in-Training: Write Your Monument Inscriptions, 98</p> <p>Analysis Skills: Frame Questions, 121</p> <p>Quest Project-Based Learning Inquiry: A Trip Through India: Create a Travel Brochure, 128</p> <p>Quest Document-Based Writing Inquiry: Evaluating a Leader’s Legacy: Write Your Obituary, 180</p> <p>Quest Project-Based Learning Inquiry: The Influence of Ancient Greece: Create Your News Magazine, 220</p> <p>Quest Document-Based Writing Inquiry: The Roman Influence: Write Your Explanatory Essay, 278</p> <p>Quest Discussion Inquiry: The Fall of Rome: Prepare Your Position, 308</p> <p>Quest Discussion Inquiry: Freedom vs. Security?: Discuss!, 362</p> <p>Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts: Create Your Comic Book, 404</p> <p>Quest Project-Based Learning Inquiry: Growth of Muslim Empires Make a Illustrated Timeline, 448</p> <p>Quest Document-Based Writing Inquiry: Strong Influence: Write an Explanatory Essay, 488</p> <p>Quest Project-Based Learning Inquiry: Be a Map-Maker: Create Your Atlas, 550</p> <p>Quest Project-Based Learning Inquiry: Create an Oral History Retell a Piece of African History, 588</p> <p>Quest Document-Based Writing Inquiry: Learning Through the Ages: Create a Chart, 620</p> <p>Quest Discussion Inquiry: Colonizing Planets: Prepare Your Position, 670</p>

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6: Engaging in Civil Discourse and Critiquing Conclusions	<p><b>SE/TE:</b></p> <p>Quest Project-Based Learning Inquiry: Design a Village: Design Your Village, 6</p> <p>Quest Discussion Inquiry: Debate Punishments for Crimes: Discuss!, 44</p> <p>Quest Document-Based Writing Inquiry: Becoming a Pharaoh-in-Training: Write Your Monument Inscriptions, 98</p> <p>Analysis Skills: Frame Questions, 121</p> <p>Quest Project-Based Learning Inquiry: A Trip Through India: Create a Travel Brochure, 128</p> <p>Quest Document-Based Writing Inquiry: Evaluating a Leader’s Legacy: Write Your Obituary, 180</p> <p>Quest Project-Based Learning Inquiry: The Influence of Ancient Greece: Create Your News Magazine, 220</p> <p>Quest Document-Based Writing Inquiry: The Roman Influence: Write Your Explanatory Essay, 278</p> <p>Quest Discussion Inquiry: The Fall of Rome: Prepare Your Position, 308</p> <p>Quest Discussion Inquiry: Freedom vs. Security?: Discuss!, 362</p> <p>Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts: Create Your Comic Book, 404</p> <p>Quest Project-Based Learning Inquiry: Growth of Muslim Empires Make a Illustrated Timeline, 448</p> <p>Quest Document-Based Writing Inquiry: Strong Influence: Write an Explanatory Essay, 488</p> <p>Quest Project-Based Learning Inquiry: Be a Map-Maker: Create Your Atlas, 550</p> <p>Quest Project-Based Learning Inquiry: Create an Oral History Retell a Piece of African History, 588</p> <p>Quest Document-Based Writing Inquiry: Learning Through the Ages: Create a Chart, 620</p> <p>Quest Discussion Inquiry: Colonizing Planets: Prepare Your Position, 670</p>
7: Taking Informed Action	This standard is outside of the scope of the program.

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<p><b>Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections</b>  <b>District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.</b></p>	
<p>1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum.</p>	<p>This standard is outside of the scope of the program.</p>
<p>2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c).</p>	<p>This standard is outside of the scope of the program.</p>
<p><b>Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).</b>  “Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.</p>	<p>This standard is outside of the scope of the program.</p>
<p><b>Amistad Law: N.J.S.A. 18A 52:16A-88</b></p>	
<p>Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.</p>	<p><b>SE/TE:</b>  Origins of the Atlantic Slave Trade, 716-717  An Atlantic Trade Network, 718-719  What Was Life Like Under Slavery, 719-720  Slave Trading Impacts Africa, 721  Lesson Check #1-7  Topic 16 Assessment #14, 726</p>

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<b>Holocaust Law: N.J.S.A. 18A:35-28</b>	
Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.	For opportunities to address this standard please see: <b>SE/TE:</b> Attacks on Jewish Community
<b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</b>	
A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.	This standard is outside of the scope of the program.
<b>6.3: Active Citizenship in the 21st Century</b>	
Civics, Government, and Human Rights: Civic and Political Institutions	
Political and civil institutions impact all aspects of people’s lives.	
<b>6.3.8.CivicsPI.1:</b> Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	<b>SE/TE:</b> Quest Document-Based Writing Inquiry: The Roman Influence, 278 Quest Discussion Inquiry: Freedom vs. Security, 362

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Governments have different structures which impact development (expansion) and civic participation.	
<p><b>6.3.8.CivicsPI.2:</b> Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p>	<p><b>SE/TE:</b>            How Did Sumerian Government Work?, 50-51            How Did Sargon Rule an Empire? 55            The Babylonian Empire, 56-58            Political Order in the Empire, 60            Local Self-Government, 62            Central Control, 62            The Political Order of Egypt, 102            How Did the Shang Government Rule?, 183            How Was Royal Power Limited in England?, 416-418            Analyze Diagrams: The Rule of Law in Medieval England, 417            Lesson Check #1-2 and #4-5, 418            Primary sources: The Magna Carta, 419            How Was the Aztec Empire Ruled?, 562            Calvin’s “City of God,” 645            Experiments in Self-Government, 655-656            How Did Spain Rule Its Empire, 688            Forms of Colonial Government, 711-712</p> <p><b>Realize Digital Resources:</b>            Topic 10&gt;Lesson 2&gt;Interactive Timeline: Key Events in Medieval English History</p>
<p><b>6.3.8.CivicsPI.3:</b> Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p>	<p>This standard is outside of the scope of the program.</p>
<p><b>6.3.8.CivicsPI.4:</b> Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.</p>	<p>This standard is outside of the scope of the program.</p>

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Civics, Government, and Human Rights: Participation and Deliberation	
Civic participation and deliberation are the responsibility of every member of society.	
<b>6.3.8.CivicsPD.1:</b> Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	This standard is outside of the scope of the program.
<b>6.3.8.CivicsPD.2:</b> Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.	This standard is outside of the scope of the program.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	
<b>6.3.8.CivicsPD.3:</b> Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.	This standard is outside of the scope of the program.
Civics, Government, and Human Rights: Democratic Principles	
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	
<b>6.3.8.CivicsDP.1:</b> Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.	This standard is outside of the scope of the program.
<b>6.3.8.CivicsDP.2:</b> Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).	This standard is outside of the scope of the program.
<b>6.3.8.CivicsDP.3:</b> Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.	This standard is outside of the scope of the program.
Civics, Government, and Human Rights: Processes, Rules and Laws	
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	
<b>6.3.8.CivicsPR.1:</b> Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.	This standard is outside of the scope of the program.

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<b>6.3.8.CivicsPR.2:</b> Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	For opportunities to address this standard please see: <b>SE/TE:</b> The Constitution Is Created, 770-771 Analyze Images, 774
<b>6.3.8.CivicsPR.3:</b> Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).	This standard is outside of the scope of the program.
<b>6.3.8.CivicsPR.4:</b> Use evidence and quantitative data to propose or defend a public policy related to climate change.	This standard is outside of the scope of the program.
<b>6.3.8.CivicsPR.5:</b> Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.	This standard is outside of the scope of the program.
<b>6.3.8.CivicsPR.6:</b> Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.	This standard is outside of the scope of the program.
<b>6.3.8.CivicsPR.7:</b> Compare how ideas become laws at the local, state, and national level.	This standard is outside of the scope of the program.
Civics, Government, and Human Rights: Human and Civil Rights	
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	
<b>6.3.8.CivicsHR.1:</b> Construct an argument as to the source of human rights and how they are best protected.	This standard is outside of the scope of the program.
Economics, Innovation, and Technology: Economic Ways of Thinking	
Economic decision-involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	
<b>6.3.8.EconET.1:</b> Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).	This standard is outside of the scope of the program.
<b>6.3.8.EconET.2:</b> Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).	This standard is outside of the scope of the program.

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