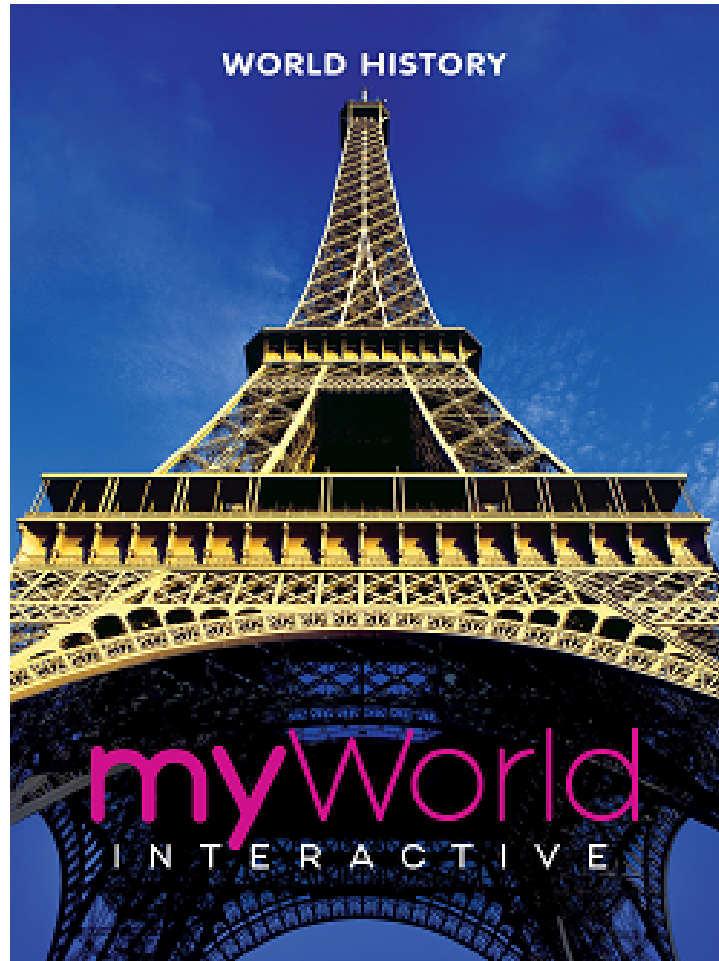


A Correlation of
myWorld Interactive World History
Survey Edition, ©2019



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 Survey Edition ©2019 to the 2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8

Introduction

This document demonstrates how *myWorld Interactive World History Survey Edition*, ©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.

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

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	28
Social Studies Practices.....	45
Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections	52
Amistad Law: N.J.S.A. 18A 52:16A-88	58
Holocaust Law: N.J.S.A. 18A:35-28.....	58
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35.....	58
6.3: Active Citizenship in the 21st Century	58

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
6.2: World History/Global Studies	
6.2.1: The Beginnings of Human Society	
Relationships between humans and environments impact spatial patterns of settlement and movement.	
<p>6.2.8.GeoPP.1.a: 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>SE/TE:</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>Realize Digital Resources:</p> <p>Topic 1>Lesson 2>Video: How Hunter-Gatherers Lived Topic 1>Lesson 3>Video: Migrating and Adapting to New Environments Topic 1>Lesson 4>Video: The Birth of Farming Topic 1>Writer's Workshop: Origins of Civilization Topic 1>Fillable Active Journal: Origins of Civilization, pp. 4-11</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>6.2.8.GeoPP.1.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>SE/TE: 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>Realize Digital Resources: Topic 1>Lesson 2>Interactive Map: Migrations of <i>Homo Sapiens</i> Topic 1>Lesson 5>Interactive Map: River Valley Civilizations</p>
<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	
<p>6.2.8.HistoryCC.1.a: 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>SE/TE: What Were the Effects of Food Surpluses?, 30-31 Lesson Check #1, 32</p>
<p>6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p>	<p>SE/TE: 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>	<p>SE/TE: When Did Modern Humans Appear?, 16 Lesson Check #4, 19 Systems of Writing, 37</p> <p>Realize Digital Resources: Topic 1>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>6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p>	<p>SE/TE: What Happened and When?, 4-5 Analysis Skills: Relate Events in Time, 20 When Did People Start to Farm?, 24</p> <p>Realize Digital Resources: Topic 1>Introduction>Interactive Topic Timeline: Origins of Civilization Topic 1>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>6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.</p>	<p>SE/TE: 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>Realize Digital Resources: Topic 1>Lesson 1>Video: Unearthing Evidence of the Earliest Humans; Interactive Gallery: Piecing the Past Together</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
6.2.2: Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)	
Political and civil institutions impact all aspects of people’s lives.	
6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.	For opportunities to address this standard please see: SE/TE: 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.	
6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.	For opportunities to address this standard please see: SE/TE: 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.	
6.2.8.GeoSV.2.a: 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.

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
The physical and human characteristics of places and regions are connected to human identities and cultures.	
<p>6.2.8.GeoHE.2.a: 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>SE/TE: 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>6.2.8.GeoGE.2.a: 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>SE/TE: 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Chronological sequencing helps us track events over time as well as events that took place at the same time.	
<p>6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.</p>	<p>SE/TE: 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>6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.</p>	<p>SE/TE: 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.</p>	<p>SE/TE: 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>Realize Digital Resources: Topic 5>Lesson1>Interactive Gallery: Chinese Writing</p>
<p>Historians develop arguments using evidence from multiple relevant historical sources.</p>	
<p>6.2.8.HistoryCA.2.a: 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>SE/TE: 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
6.2.3: The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)	
Governments have different structures which impact development (expansion) and civic participation.	
6.2.8.CivicsPI.3.a: 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: SE/TE: 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.	
6.2.8.CivicsDP.3.a: 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: SE/TE: 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
6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.	SE/TE: 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

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Governments have protected and abused human rights (to varying degree)s at different times throughout history.	
<p>6.2.8.CivicsHR.3.a: 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>SE/TE: 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>Realize Digital Resources: Topic 7>Lesson 3>Quick Activity: How Does Roman Society Compare?</p>
Relationships between humans and environments impact spatial patterns of settlement and movement.	
<p>6.2.8.GeoPP.3.a: 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>SE/TE: 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>6.2.8.GeoPP.3.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: SE/TE: 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.	
<p>6.2.8.EconEM.3.a: 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>SE/TE: 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>6.2.8.EconGE.3.a: 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>SE/TE: 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	
<p>6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.</p>	<p>SE/TE:</p> <ul style="list-style-type: none"> Economic Life, 210-211 Lesson Check #4, 212 Military Conquests, 235 The Greek Economy, 241-243 Lesson Check #4-5, 243 The Persian Wars, 244-248 The Peloponnesian War, 248-249 Greek Religion and Mythology, 251-253 What Fueled Macedonia’s Rise?, 266-268 Alexander on the March, 268-270 Roman Religion, 294 Lesson Check #5, 294 Conflict with Carthage, 296-297 How Did Rome Change from Republic to Empire?, 298-300 Topic 6 Assessment #2 and #6, 303 Trade and the Roman Economy, 314-315 Lesson Check #3 and #5, 315 Christianity and the Empire, 323 Why Did the Pax Romana End?. 339-340 Economic Problems Worsen, 340 Foreign Invaders Threaten the Empire, 340-341 The Rise of Islam, 451-452 How Did Cities and Trade Grow, 468-470 How Did Trade Fuel Prosperity?, 494-495 Chinese Belief Systems, 511-513 Support for Buddhism, 519 Economic Life, 533 Shinto, 534 Japanese Buddhism, 535-536

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
An individual's perspective is impacted by their background and experiences.	
<p>6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.</p>	<p>SE/TE: 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>6.2.8.HistoryUP.3.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: SE/TE: 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Historical contexts and events shaped and continue to shape people’s perspectives.	
<p>6.2.8.HistoryUP.3.c: 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>SE/TE:</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>Lesson 4>Interactive Map: Origins and Beliefs of Buddhism</p> <p>Topic 5>Lesson 3>Interactive Chart: Confucianism and Daoism</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Historians analyze claims within sources for perspective and validity.	
<p>6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time.</p>	<p>SE/TE: 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>6.2.8.HistoryCA.3.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: SE/TE: 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
6.2.4: Expanding Exchanges and Encounters (500 CE–1450 CE)	
Political and civil institutions impact all aspects of people’s lives.	
<p>6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.</p>	<p>SE/TE: 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>6.2.8.CivicsDP.4.a: 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>SE/TE: 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 See also: Conflict Between Parliament and the Monarchy, 744–745</p> <p>Realize Digital Resources: Topic 10>Lesson 2>Interactive Timeline: Key Events in Medieval English History Topic 17>Lesson 3> Topic 10> Video: English Monarchs and Parliament Clash; Interactive Gallery: Protections of the English Bill of Rights</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	
<p>6.2.8.GeoHE.4.a: 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>SE/TE:</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>6.2.8.GeoHP.4.a: 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>SE/TE:</p> <p>The Arabian Setting, 449-450 How Did Islam Spread?, 459-61 Trade Expands, 469-470</p> <p>Realize Digital Resources:</p> <p>Topic 11>Lesson 1>Interactive Gallery: Geography of the Arabian Peninsula Topic 11>Lesson 3>Interactive Map: The Spread of Islam</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>6.2.8.GeoHP.4.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>SE/TE: 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 See also: Asia Leads the World, 706</p>
<p>6.2.8.GeoHP.4.c: 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: SE/TE: 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>6.2.8.GeoHE.4.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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>6.2.8.GeoHE.4.c: 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>SE/TE: 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>Realize Digital Resources: Topic 12>Lesson 4>Interactive Map: Geography of Japan</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
The environmental characteristics of places and production of goods influences the spatial patterns of world trade.	
<p>6.2.8.GeoGI.4.a: Determine how Africa’s physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.</p>	<p>SE/TE: 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</p>
Economic interdependence is impacted by increased specialization and trade.	
<p>6.2.8.GeoSV.4.a: Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.</p>	<p>SE/TE: Revival of Trade, 503 Foreign Visitors, 503-504</p>
The production and consumption of goods and services influence economic growth, well-being and quality of life.	
<p>6.2.8.EconNE.4.a: Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.</p>	<p>SE/TE: 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</p> <p>Realize Digital Resources: Topic 12>Lesson 5>Interactive Gallery: Feudal Society in Japan</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Historical events may have single, multiple, direct and indirect causes and effects.	
<p>6.2.8.HistoryCC.4.a: Determine which events led to the rise and eventual decline of European feudalism.</p>	<p>SE/TE:</p> <p>A Violent Time, 377-378</p> <p>How Did Feudal Society Provide Protection?, 379-380</p> <p>Analyze Charts: Feudalism in Medieval Europe, 379</p> <p>How Did Medieval Manors Work?, 380-382</p> <p>Lesson Check #3-5, 382</p> <p>Famine and Warfare Strike, 434-436</p> <p>What Was the Black Death?, 436-438</p> <p>What Were the Effects of the Black Death?, 438-439</p> <p>Lesson Check #1 and #3-5, 439</p> <p>Quest Connections, 440</p> <p>Topic 10 Assessment #14, 443</p> <p>Realize Digital Resources:</p> <p>Topic 10>Lesson 5>Interactive Map: The Black Death</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

<p align="center">2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>6.2.8.HistoryCC.4.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>SE/TE: 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 Trade and the Roman Economy, 314–315 Geography Skills: Roman Trade Routes, 314 How Did the French Monarchy Grow?, 409 How Did Cities and Trade Grow?, 468–470 The Chola Empire, 477 How Did Trade Fuel Prosperity?, 494–495 The Growth of the Ghana Empire, 592–594 Rise of Mali, 595–596 East African City-States, 605–606 Where Did the Renaissance Begin?, 623 Florence: Heart of the Early Renaissance, 624</p> <p>Realize Digital Resources: Topic 6>Lesson 4>Interactive Map: Expansion and Trade in the Greek World</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	
<p>6.2.8.HistoryCC.4.c: Assess the demographic, economic, and religious impact of the plague on Europe.</p>	<p>SE/TE:</p> <p>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>Realize Digital Resources:</p> <p>Topic 10>Introduction>Topic Video: The Black Death Topic 10>Lesson 5>Interactive Map: The Black Death, 1347-1351; Interactive Map: The Black Death</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>6.2.8.HistoryCC.4.d: 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>SE/TE: 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>TE Only: Differentiated Instruction, 421</p> <p>Realize Digital Resources: Topic 10>Lesson 3>Video: Causes of the First Crusade; Quick Activity: Crusade Diary; Quick Activity: Crusade Diary; Interactive Simulation: Conflicts and Crusades; Quick Activity, 424</p>
<p>6.2.8.HistoryCC.4.e: Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.</p>	<p>SE/TE: 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>6.2.8.HistoryCC.4.f: 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>SE/TE: 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>6.2.8.HistoryCC.4.g: 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>SE/TE: 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Disciplinary Concepts	
Civics, Government, and Human Rights: Civic and Political Institutions	
<ul style="list-style-type: none"> • Political and civic institutions impact all aspects of people's lives. 	This standard is outside of the scope of the program.
<ul style="list-style-type: none"> • Governments have different structures which impact development (expansion) and civic participation. 	<p>SE/TE:</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 Was Royal Power Limited In England?, 415-417 The Merit System, 492 How Was the Aztec Empire Ruled?, 562</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>Continued:</p> <ul style="list-style-type: none"> • Governments have different structures which impact development (expansion) and civic participation. 	<p>Continued:</p> <p>A Strong Government, 569-570 Calvin’s “City of God,” 645</p> <p>Realize Digital Resources:</p> <p>Topic 6>Lesson 2>Video: The Athenian Concept of Citizenship; Interactive Gallery: Athenian Democracy Topic 6>Fillable Active Journal: Ancient Greece, 156-157 Topic 7>Lesson 2>Video: Citizenship in Rome</p>
<p align="center">Civics, Government, and Human Rights: Participation and Deliberation</p>	
<ul style="list-style-type: none"> • Civic participation and deliberation are the responsibility of every member of society. 	<p>This standard is outside of the scope of the program.</p>
<ul style="list-style-type: none"> • 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. 	<p>This standard is outside of the scope of the program.</p>
<p align="center">Civics, Government, and Human Rights: Democratic Principles</p>	
<ul style="list-style-type: none"> • 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. 	<p>For opportunities to address this standard please see: Establishing a New Government, 770–771</p>
<ul style="list-style-type: none"> • The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments. 	<p>For opportunities to address this standard please see: The Declaration of Independence, 768–769 Establishing a New Government, 770–771 Primary Sources: The Declaration of Independence, 772</p>
<p align="center">Civics, Government, and Human Rights: Processes and Rules</p>	
<ul style="list-style-type: none"> • In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy. 	<p>This standard is outside of the scope of the program.</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Civics, Government and Human Rights: Human and Civil Rights	
<ul style="list-style-type: none"> • Human and civil rights include political, social, economic, and cultural rights 	For opportunities to address this standard please see: SE/TE: Signing the Magna Carta, 416-417 The English Bill of Rights, 749 What New Political Ideas Developed?, 753–754 The Struggle for Human Rights, 860–862
<ul style="list-style-type: none"> • Social and political systems have protected and denied human rights (to varying degrees) throughout time.. 	For opportunities to address this standard please see: SE/TE: Signing the Magna Carta, 416-417 The English Bill of Rights, 749 The Struggle for Human Rights, 860–862
<ul style="list-style-type: none"> • Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.. 	For opportunities to address this standard please see: SE/TE: The English Bill of Rights, 749 What New Political Ideas Developed?, 753–754 The Struggle for Human Rights, 860–862
Civics, Government and Human Rights: Civic Mindedness	
<ul style="list-style-type: none"> • The well-being of a democracy depends upon informed and effective participation of individuals committed to civility, compromise, and toleration of diversity. 	This standard is outside of the scope of the program.

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Geography, People and the Environment: Spatial Views of the World	
<ul style="list-style-type: none"> • Geospatial technologies and representations help us to make sense of the distribution of people, places, and environments and spatial patterns across Earth's surface. 	<p>There are numerous instances of using geospatial representations throughout the book. For examples, see:</p> <p>SE/TE: 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 Geography Skills: The Trade in Enslaved Africans, 1450–1900, 717 Geography Skills: European Alliances, 1914, 816</p> <p>Realize Digital Resources: Topic 1>Lesson 2>Interactive Map: Migrations of <i>Homo sapiens</i> Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent Topic 4>Lesson 4>Interactive Map: The Origins and Beliefs of Buddhism Topic 6>Lesson 1>Interactive Map: The Journey of Odysseus Topic 10>Lesson 5>Interactive Map: The Black Death, 1347-1351 Topic 14>Lesson 1>Interactive Map: Africa's Vegetation Regions Topic 16>Lesson 5>Interactive Map: Trade Among Europe, Africa, and Asia Topic 19>Lesson 6>Interactive Map: Changing Boundaries of the State of Israel</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Geography, People and the Environment: Human Population Patterns	
<ul style="list-style-type: none"> • The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. 	<p>SE/TE:</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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>Continued:</p> <ul style="list-style-type: none"> • The diffusion of ideas and cultural practices are impacted by the movement of people and advancements in transportation, communication, and technology. 	<p>Continued:</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"> • Relationships between humans and environments impact spatial patterns of settlement and movement. 	<p>SE/TE:</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>SE/TE:</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>Origins of the Atlantic Slave Trade, 716–717</p>
<p align="center">Geography, People and the Environment: Human Environment Interaction</p>	
<ul style="list-style-type: none"> • Cultural patterns and economic decisions influence environments and the daily lives of people. 	<p>This standard is outside of the scope of the program.</p>
<ul style="list-style-type: none"> • The physical and human characteristics of places and regions are connected to human identities and cultures. 	<p>This standard is outside of the scope of the program.</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Geography, People and the Environment: Global Interconnections	
<ul style="list-style-type: none"> • Cultural and environmental practices impact the geography of an area. 	<p>SE/TE:</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"> • The environmental characteristics of places and production of goods influences the spatial patterns of world trade. 	<p>SE/TE:</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 The New Global Economy, 865–867</p>
Economics, Innovation and Technology: Economic Ways of Thinking	
<ul style="list-style-type: none"> • Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.. 	<p>For opportunities to address this standard please see:</p> <p>SE/TE:</p> <p>Analysis Skills: Conduct a Cost-Benefit Analysis, 350 Analysis Skills: Conduct a Cost-Benefit Analysis, 848</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Economics, Innovation and Technology: Exchange and Markets	
<ul style="list-style-type: none"> • People voluntarily exchange goods and services when all parties expect to gain as a result of the trade 	For opportunities to address this standard please see: SE/TE: Analyze Diagrams: Key Features of Capitalism, 703 Goods and Profits, 704-705
<ul style="list-style-type: none"> • Buyers and sellers interact in competitive markets based on prices that reflect scarcity of goods and services in the market. 	For opportunities to address this standard please see: SE/TE: A Commercial Revolution in Europe, 703-705
<ul style="list-style-type: none"> • Markets exist to facilitate the exchange of goods and services 	SE/TE: How Does a Market Economy Work?, 705
<ul style="list-style-type: none"> • Competition among sellers and buyers exists in specific markets 	For opportunities to address this standard please see: SE/TE: What Was the Price Revolution?, 703-704
Economics, Innovation and Technology: National Economy	
<ul style="list-style-type: none"> • A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. 	For opportunities to address this standard please see: SE/TE: What Was Mercantilism?, 702-703 A Commercial Revolution in Europe, 703-705
<ul style="list-style-type: none"> • The production and consumption of goods and services influence economic growth, well-being, and quality of life 	SE/TE: Industry Flourishes, 385 The Middle Class Grows, 705

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Economics, Innovation and Technology: Global Economy	
<ul style="list-style-type: none"> • The global economy is the system of trade and industry across the world that has emerged due to globalization. 	<p>SE/TE: 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 Changing National Economies, 863–865 The New Global Economy, 865–867</p>
<ul style="list-style-type: none"> • Economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. 	<p>For opportunities to address this standard please see: SE/TE: What Was the Columbian Exchange?, 700-702 What Was Mercantilism?, 702-703 Changing National Economies, 863–865 The New Global Economy, 865–867</p>
<ul style="list-style-type: none"> • Economic policies require an analysis of policies that influence trade among individuals and businesses in different countries. 	<p>This standard is outside of the scope of the program.</p>
<ul style="list-style-type: none"> • Economic interdependence is impacted by increased specialization and trade. 	<p>This standard is outside of the scope of the program.</p>
History, Culture, and Perspectives: Continuity and Change	
<ul style="list-style-type: none"> • Chronological sequencing helps us understand the interrelationship of historical events. 	<p>SE/TE: 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<ul style="list-style-type: none"> • Political, economic, social, and cultural factors both change and stay the same over time. 	<p>SE/TE:</p> <p>How Did Humans Adapt to Varied Environments?, 18-19</p> <p>How Did Farming Change Human Culture?, 29-31</p> <p>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 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>Did the Renaissance Change Daily Life?, 637-638</p> <p>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>Changes to Society, 803-804</p> <p>What Ethnic and National Conflicts Did Nations Face?, 857–860</p> <p>The Struggle for Human Rights, 860–861</p> <p>Realize Digital Resources:</p> <p>Topic 4>Quest: Project: A Trip Through India</p> <p>Topic 10>Quest: Project: Medieval Monarchs Face Conflicts</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>• Historical events may have single, multiple, and direct and indirect causes and effects.</p>	<p>Cause and Effect are covered throughout the book. For representative citations see:</p> <p>SE/TE:</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 Topic 17 Assessment #10, 761 Explore the Essential Question: What forces can cause society to change?, 762 What Were the Causes of World War I?, 815 Topic 19 Assessment #8, 875</p> <p>Realize Digital Resources:</p> <p>Topic 12>Lesson 5>21st Century Skill: Analyze Cause and Effect: Video Topic 12>Lesson 6>Analysis Skill: Distinguish Cause and Effect Topic 16>Lesson 3>Interactive Chart: Causes and Effects of Spanish Colonization Topic 16>Fillable Active Journal: Global Convergence, 388 Topic 16>Lesson 3>Interactive Chart: Causes and Effects of Spanish Colonization Topic 19>Lesson 1>Video: Causes of World War I</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<ul style="list-style-type: none"> • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. 	<p>This standard is outside of the scope of the program.</p>
<p>History, Culture, and Perspectives: Understanding Perspectives</p>	
<ul style="list-style-type: none"> • An individual's perspective is impacted by one's background and experiences. 	<p>This standard is outside of the scope of the program.</p>
<ul style="list-style-type: none"> • Perspectives change over time. 	<p>This standard is outside of the scope of the program.</p>
<ul style="list-style-type: none"> • Historical contexts and events shaped and continue to shape people's perspectives. 	<p>SE/TE: Analysis Skills: Detecting Historical Points of View, 141 Primary Sources: Sun Tzu, <i>The Art of War</i> #2, 189 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Compare Different Points of View, 411</p>
<ul style="list-style-type: none"> • The perspectives of people in the present shape interpretations of the past. 	<p>For opportunities to address this standard please see: SE/TE: Analysis Skills: Update an Interpretation, 559</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
History, Culture, and Perspectives: Historical Sourcing and Evidence	
<ul style="list-style-type: none"> • Historical sources and evidence provide an understanding of different points of view about historical events. 	<p>Students use historical sources and evidence throughout the program, For representative examples, see:</p> <p>SE/TE:</p> <p>Primary Sources: The Epic of Gilgamesh, 13 Primary Sources: The Ramayana, 150 Primary Sources: Livy, History of Rome, 284 Primary Sources: Einhard, The Life of Charlemagne. 368 Primary Sources: The Sunnah, 458 Primary Sources: The Popol Vuh, 558 Primary Sources: Martin Luther, Preface, 649 Primary Sources John Locke, Two Treatises of Government, 758 Primary Sources Roland Mountford and Denis Winter, Life in the Trenches, 820</p> <p>Realize Digital Resources:</p> <p>Interactive Primary Sources> 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>• Determining the validity of sources is critical to analyzing historic events.</p>	<p>SE/TE:</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>Analysis Skills: Detect Historical Points of View, 749</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 5>Analysis Skill: Assess Credibility of a Source</p> <p>Topic 5>Lesson 2>Analysis Skill: Distinguish Fact and Opinion</p> <p>Topic 10>Lesson 5>Analysis Skill: Assess Credibility of a Source</p> <p>Topic 12>Lesson 1>Analysis Skill: Distinguish Fact and Opinion</p> <p>Topic 14>Lesson 2>Analysis Skill: Distinguish Verifiable from Unverifiable Information</p> <p>Topic 15>Lesson 6>Analysis Skill: Distinguish Essential from Incidental Information</p> <p>Topic 16>Lesson 2>Analysis Skill: Distinguish Relevant from Irrelevant Information</p> <p>Topic 17>Lesson 3>Analysis Skill: Detect Historical Points of View</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
History, Culture, and Perspectives: Claims and Argumentation	
<ul style="list-style-type: none"> • Historical sourcing and evidence are based on a review of materials and sources from the past. 	<p>Students use historical sourcing and evidence throughout the program, For representative examples, see:</p> <p>SE/TE:</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 Primary Sources John Locke, <i>Two Treatises of Government</i>, 758 Primary Sources Roland Mountford and Denis Winter, <i>Life in the Trenches</i>, 820</p> <p>Realize Digital Resources:</p> <p>Interactive Primary Sources> Code of Hammurabi; The Republic, Plato; Analects, Confucius; The Magna Carta; Institutes of the Christian Religion, John Calvin</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<ul style="list-style-type: none"> Examining historical sources may answer questions but may also lead to more questions 	<p>Students use historical sources and evidence throughout the program, For representative examples, see:</p> <p>SE/TE:</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 Primary Sources Roland Mountford and Denis Winter, <i>Life in the Trenches</i> #1-3, 820</p> <p>Realize Digital Resources:</p> <p>Interactive Primary Sources>Code of Hammurabi; The Republic, Plato; Analects, Confucius; The Magna Carta; Institutes of the Christian Religion, John Calvin</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<ul style="list-style-type: none"> Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments. 	<p>SE/TE:</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>Analysis Skills: Detect Historical Points of View, 749</p> <p>Realize Digital Resources:</p> <p>Topic 4>Lesson 5>Analysis Skill: Assess Credibility of a Source</p> <p>Topic 10>Lesson 5>Analysis Skill: Assess Credibility of a Source</p> <p>Topic 14>Lesson 2>Analysis Skill: Distinguish Verifiable from Unverifiable Information</p> <p>Topic 16>Lesson 2>Analysis Skill: Distinguish Relevant from Irrelevant Information</p> <p>Topic 17>Lesson 3>Analysis Skill: Detect Historical Points of View</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Social Studies Practices	
1: Developing Questions and Planning Inquiry	<p>SE/TE:</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> <p>Quest Document-Based Writing Inquiry: The Right to Rule: Ask Questions, 728</p> <p>Quest Document-Based Writing Inquiry: Dateline: Revolution: Ask Questions, 766</p> <p>Quest Project-Based Learning Inquiry: Science/Technology Timeline: Ask Questions, 814</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
2: Gathering and Evaluating Sources	<p>SE/TE:</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> <p>Quest Document-Based Writing Inquiry: The Right to Rule: Examine Primary Sources, 728</p> <p>Quest Document-Based Writing Inquiry: Dateline: Revolution: Examine Primary Sources, 766</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>Continued: 2: Gathering and Evaluating Sources</p>	<p>Continued: Quest Project-Based Learning Inquiry: Science/Technology Timeline: Conduct Research, 814</p>
<p>3: Seeking Diverse Perspectives</p>	<p>SE/TE: Quest Project-Based Learning Inquiry: Design a Village: Conduct Research, 6 Quest Discussion Inquiry: Debate Punishments for Crimes: Examine Primary Sources, 44 Quest Document-Based Writing Inquiry: Becoming a Pharaoh-in-Training: Examine Primary Sources, 98 Analysis Skills: Frame Questions, 121 Quest Project-Based Learning Inquiry: A Trip Through India: Conduct Research, 128 Quest Document-Based Writing Inquiry: Evaluating a Leader’s Legacy: Examine Primary Sources, 180 Quest Project-Based Learning Inquiry: The Influence of Ancient Greece: Conduct Research, 220 Quest Document-Based Writing Inquiry: The Roman Influence: Examine Primary Sources, 278 Quest Discussion Inquiry: The Fall of Rome: Examine Primary Sources, 308 Quest Discussion Inquiry: Freedom vs. Security?: Examine Sources, 362 Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts Conduct Research, 404 Quest Project-Based Learning Inquiry: Growth of Muslim Empires Conduct Research, 448 Quest Document-Based Writing Inquiry: Strong Influence: Examine Primary Sources, 488 Quest Project-Based Learning Inquiry: Be a Map- Maker: Conduct Research, 550 Quest Project-Based Learning Inquiry: Create an Oral History Conduct Research, 588 Quest Document-Based Writing Inquiry: Learning Through the Ages: Examine Primary Sources, 620 Quest Discussion Inquiry: Colonizing Planets: Examine Primary Sources, 670</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>Continued: 3: Seeking Diverse Perspectives</p>	<p>Continued: Quest Document-Based Writing Inquiry: The Right to Rule: Examine Primary Sources, 728 Quest Document-Based Writing Inquiry: Dateline: Revolution: Examine Primary Sources, 766 Quest Project-Based Learning Inquiry: Science/Technology Timeline: Conduct Research, 814</p>
<p>4: Developing Claims and Using Evidence</p>	<p>SE/TE: Quest Project-Based Learning Inquiry: Design a Village: Design Your Village, 6 Quest Discussion Inquiry: Debate Punishments for Crimes: Discuss!, 44 Quest Document-Based Writing Inquiry: Becoming a Pharaoh-in-Training: Write Your Monument Inscriptions, 98 Analysis Skills: Frame Questions, 121 Quest Project-Based Learning Inquiry: A Trip Through India: Create a Travel Brochure, 128 Quest Document-Based Writing Inquiry: Evaluating a Leader's Legacy: Write Your Obituary, 180 Quest Project-Based Learning Inquiry: The Influence of Ancient Greece: Create Your News Magazine, 220 Quest Document-Based Writing Inquiry: The Roman Influence: Write Your Explanatory Essay, 278 Quest Discussion Inquiry: The Fall of Rome: Prepare Your Position, 308 Quest Discussion Inquiry: Freedom vs. Security?: Discuss!, 362 Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts: Create Your Comic Book, 404 Quest Project-Based Learning Inquiry: Growth of Muslim Empires Make a Illustrated Timeline, 448 Quest Document-Based Writing Inquiry: Strong Influence: Write an Explanatory Essay, 488 Quest Project-Based Learning Inquiry: Be a Map-Maker: Create Your Atlas, 550</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>Continued: 4: Developing Claims and Using Evidence</p>	<p>Continued: Quest Project-Based Learning Inquiry: Create an Oral History Retell a Piece of African History, 588 Quest Document-Based Writing Inquiry: Learning Through the Ages: Create a Chart, 620 Quest Discussion Inquiry: Colonizing Planets: Prepare Your Position, 670 Quest Document-Based Writing Inquiry: The Right to Rule: Write Your Position Paper, 728 Quest Document-Based Writing Inquiry: Dateline: Revolution: rite a News Article, 766 Quest Project-Based Learning Inquiry: Science/Technology Timeline: Build Your Timeline, 814</p>
<p>5: Presenting Arguments and Explanations</p>	<p>SE/TE: Quest Project-Based Learning Inquiry: Design a Village: Design Your Village, 6 Quest Discussion Inquiry: Debate Punishments for Crimes: Discuss!, 44 Quest Document-Based Writing Inquiry: Becoming a Pharaoh-in-Training: Write Your Monument Inscriptions, 98 Analysis Skills: Frame Questions, 121 Quest Project-Based Learning Inquiry: A Trip Through India: Create a Travel Brochure, 128 Quest Document-Based Writing Inquiry: Evaluating a Leader’s Legacy: Write Your Obituary, 180 Quest Project-Based Learning Inquiry: The Influence of Ancient Greece: Create Your News Magazine, 220 Quest Document-Based Writing Inquiry: The Roman Influence: Write Your Explanatory Essay, 278 Quest Discussion Inquiry: The Fall of Rome: Prepare Your Position, 308 Quest Discussion Inquiry: Freedom vs. Security?: Discuss!, 362 Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts: Create Your Comic Book, 404</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>Continued: 5: Presenting Arguments and Explanations</p>	<p>Continued: Quest Project-Based Learning Inquiry: Growth of Muslim Empires Make a Illustrated Timeline, 448 Quest Document-Based Writing Inquiry: Strong Influence: Write an Explanatory Essay, 488 Quest Project-Based Learning Inquiry: Be a Map-Maker: Create Your Atlas, 550 Quest Project-Based Learning Inquiry: Create an Oral History Retell a Piece of African History, 588 Quest Document-Based Writing Inquiry: Learning Through the Ages: Create a Chart, 620 Quest Discussion Inquiry: Colonizing Planets: Prepare Your Position, 670 Quest Document-Based Writing Inquiry: The Right to Rule: Write Your Position Paper, 728 Quest Document-Based Writing Inquiry: Dateline: Revolution: rite a News Article, 766 Quest Project-Based Learning Inquiry: Science/Technology Timeline: Build Your Timeline, 814</p>
<p>6: Engaging in Civil Discourse and Critiquing Conclusions</p>	<p>SE/TE: Quest Project-Based Learning Inquiry: Design a Village: Design Your Village, 6 Quest Discussion Inquiry: Debate Punishments for Crimes: Discuss!, 44 Quest Document-Based Writing Inquiry: Becoming a Pharaoh-in-Training: Write Your Monument Inscriptions, 98 Analysis Skills: Frame Questions, 121 Quest Project-Based Learning Inquiry: A Trip Through India: Create a Travel Brochure, 128 Quest Document-Based Writing Inquiry: Evaluating a Leader’s Legacy: Write Your Obituary, 180 Quest Project-Based Learning Inquiry: The Influence of Ancient Greece: Create Your News Magazine, 220 Quest Document-Based Writing Inquiry: The Roman Influence: Write Your Explanatory Essay, 278 Quest Discussion Inquiry: The Fall of Rome: Prepare Your Position, 308</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>Continued: 6: Engaging in Civil Discourse and Critiquing Conclusions</p>	<p>Continued: Quest Discussion Inquiry: Freedom vs. Security?: Discuss!, 362 Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts: Create Your Comic Book, 404 Quest Project-Based Learning Inquiry: Growth of Muslim Empires Make a Illustrated Timeline, 448 Quest Document-Based Writing Inquiry: Strong Influence: Write an Explanatory Essay, 488 Quest Project-Based Learning Inquiry: Be a Map-Maker: Create Your Atlas, 550 Quest Project-Based Learning Inquiry: Create an Oral History Retell a Piece of African History, 588 Quest Document-Based Writing Inquiry: Learning Through the Ages: Create a Chart, 620 Quest Discussion Inquiry: Colonizing Planets: Prepare Your Position, 670 Quest Document-Based Writing Inquiry: The Right to Rule: Write Your Position Paper, 728 Quest Document-Based Writing Inquiry: Dateline: Revolution: rite a News Article, 766 Quest Project-Based Learning Inquiry: Science/Technology Timeline: Build Your Timeline, 814</p>
<p>7: Taking Informed Action</p>	<p>This standard is outside of the scope of the program.</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections 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.</p>	
<p>1. District boards of education shall include interdisciplinary connections throughout the K-12 curriculum.</p>	<p>There are numerous interdisciplinary connection features in the text. For examples, please see:</p> <p>TE Only:</p> <p>Curriculum Connection: Art - Cave Paintings at Altamira, 22</p> <p>Curriculum Connection: Economics – Barter, 47</p> <p>Curriculum Connection: Environmental Education - Crop Rotation, 88</p> <p>Curriculum Connection: Science - Egyptian Medicine, 105</p> <p>Curriculum Connection: Visual And Performing Arts - Indian Dance and Music, 171</p> <p>Curriculum Connection: Mathematics - Pythagoras, 263</p> <p>Curriculum Connection: English/Language Arts- - The Canterbury Tales, 380</p> <p>Curriculum Connection: Visual And Performing Arts - Sufi Whirling Dervishes, 465</p> <p>Curriculum Connection: Geography – In Search of Tribute, 505</p> <p>Curriculum Connection: Performing Arts- -Kabuki, 532</p> <p>Curriculum Connection: Visual And Performing Arts - South American Music, 691</p> <p>Curriculum Connection: Economics – Enclosure, 704</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<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>Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3). “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>Twenty-first century themes and skills are integrated into all content standards areas. Please see sample citations:</p>	
<p>Financial literacy:</p>	<p>SE/TE:</p> <p>Analysis Skills: Conduct a Cost-Benefit Analysis, 350</p> <p>Analysis Skills: Interpret Economic Performance, 707</p>
<p>Economic literacy:</p>	<p>SE/TE:</p> <p>Analysis Skills: Conduct a Cost-Benefit Analysis, 350</p> <p>Analysis Skills: Interpret Economic Performance, 707</p> <p>Realize Digital Resources:</p> <p>Social Studies Core Concepts>Economics Core Concepts</p> <p>Social Studies Core Concepts> Personal Finance Core Concepts</p>
<p>Business literacy:</p>	<p>SE/TE:</p> <p>Analysis Skills: Conduct a Cost-Benefit Analysis, 350</p> <p>Analysis Skills: Interpret Economic Performance, 707</p> <p>Realize Digital Resources:</p> <p>Social Studies Core Concepts>Economics Core Concepts>Economics Core Concepts: Money Management</p> <p>Social Studies Core Concepts> Personal Finance Core Concepts</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Civic literacy:	<p>Realize Digital Resources: 21st Century Skills Tutorials>Being an Informed Citizen; Make a Difference; Paying Taxes; Political Participation; Serving on a Jury; Voting Social Studies Core Concepts>Government and Civics Core Concepts Social Studies Reference Center>Constitution Day Resources</p>
Learning and innovation literacy:	<p>Realize Digital Resources: 21st Century Skills Tutorials>Generate New Ideas; Innovate</p>
Creativity and innovation:	<p>SE/TE: Students have many opportunities to develop creativity and innovation completing the Quest Inquiry activities. See: Quest Inquiries: 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Generate New Ideas; Innovate</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>Critical thinking and problem solving:</p>	<p>SE/TE:</p> <p>Students develop critical inquiry and communication skills throughout this program. Please see the following examples:</p> <p>Students practice critical thinking and problem-solving skills while completing Quest Inquiry activities. See: Quest Inquiries: 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670</p> <p>Students learn about critical thinking in the English-Language Arts Handbook. Please see: Analyze Informational Text, ELA 1 Evaluate Arguments, ELA 2 Analyze Visuals, ELA 3 Analyze Primary and Secondary Sources, ELA 4–ELA 5 Support Your Analyses with Evidence, ELA 6</p> <p>Students use critical thinking and communication skills in Analysis Skills throughout the book. For examples, please see: Distinguish Essential from Inessential Information, 14 Distinguish Verifiable from Unverifiable Information, 114 Frame Questions, 121 Distinguish Relevant from Irrelevant Information, 233 Detect Changing Patterns, 324 Assess Credibility of a Source, 441 Recognize the Role of Chance, Error, and Oversight, 530 Identify Sources of Continuity, 613 Analyze Sequence, Causation, and Correlation, 650 Interpret Economic Performance, 707 Draw Sound Conclusions from Sources, 759 Compare Different Points of View, 807</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
<p>Continued: Critical thinking and problem solving:</p>	<p>Continued: Realize Digital Resources: 21st Century Skills Tutorials>Analyze Cause and Effect; Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Ask Questions; Categorize; Compare and Contrast; Compare Viewpoints; Consider and Counter Opposing Arguments; Develop Cultural Awareness; Distinguish Between Fact and Opinion; Draw Conclusions; Draw Inferences; Evaluate Existing Arguments; Evaluate Web Sites; Generalize; Identify Bias; Identify Evidence; Identify Main Ideas and Details; Identify Trends; Interpret Sources; Sequence ; Solve Problems; Summarize; Support Ideas With Evidence; Synthesize; Use Content Clues</p>
<p>Communication and collaboration:</p>	<p>SE/TE: Using the Writing Process, ELA 7– ELA 8 Write an Argument, ELA 9 Write Informative or Explanatory Essays, ELA 10 Write Narrative Essays, ELA 11 Find and Use Credible Sources, ELA 12–ELA 13 Write Research Papers, ELA 14 Discuss Your Ideas, ELA 15 Give an Effective Presentation, ELA 16 Effective Listening, 1 Quick Activity, 436</p> <p>TE Only: English Language Learners, Emerging, 16 English Language Learners, Expanding, 87</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Compromise; Create a Research Hypothesis; Develop a Clear Thesis; Give an Effective Presentation; Participate in a Discussion or Debate; Publish Your Work; Work in Teams; Write a Journal Entry; Write an Essay</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Information, media, and technology skills:	<p>SE/TE: Students develop information, media, and technology skills while completing Quest Inquiry activities. See: Quest Inquiries: 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670</p> <p>Realize Digital Resources: 21st Century Skills Tutorials>Create Charts and Maps; Create Databases; Evaluate Web Sites; Read Charts, Graphs, and Tables; Read Physical Maps; Read Special Purpose Maps; Search for Information on the Internet</p>
Life and career skills:	<p>Realize Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Core Concepts: Money Management Social Studies Core Concepts> Personal Finance Core Concepts</p>
Initiative and self-direction:	<p>SE/TE: Students develop initiative and self-direction skills while completing Quest Inquiry activities. See: Quest Inquiries: 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620</p>
Social and cross-cultural skills:	<p>Realize Digital Resources: 21st Century Skills Tutorials>Share Responsibility; Work in Teams</p>
Productivity and accountability:	<p>SE/TE: Students develop productivity and accountability skills while completing Quest Inquiry activities. See: Quest Inquiries: 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670</p>
Leadership and responsibility:	<p>SE/TE: Students develop leadership and responsibility skills while completing Quest Inquiry activities. See: Quest Inquiries: 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670</p>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Amistad Law: N.J.S.A. 18A 52:16A-88	
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.	SE/TE: 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
Holocaust Law: N.J.S.A. 18A:35-28	
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: SE/TE: What Was the Holocaust?, 830-831 Realize Digital Resources: Topic 19>Lesson 3>Video: The Holocaust; Interactive Primary Source: The Diary of a Young Girl, Anne Frank
LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35	
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.	SE/TE: The Struggle for Human Rights, 860
6.3: Active Citizenship in the 21st Century	
Civics, Government, and Human Rights: Civic and Political Institutions	
Political and civil institutions impact all aspects of people’s lives.	
6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	SE/TE: Quest Document-Based Writing Inquiry: The Roman Influence, 278 Quest Discussion Inquiry: Freedom vs. Security, 362

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Governments have different structures which impact development (expansion) and civic participation.	
<p>6.3.8.CivicsPI.2: 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>SE/TE:</p> <p>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>Realize Digital Resources:</p> <p>Topic 10>Lesson 2>Interactive Timeline: Key Events in Medieval English History</p>
<p>6.3.8.CivicsPI.3: 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>6.3.8.CivicsPI.4: 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>

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol >indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
Civics, Government, and Human Rights: Participation and Deliberation	
Civic participation and deliberation are the responsibility of every member of society.	
6.3.8.CivicsPD.1: 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.
6.3.8.CivicsPD.2: 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.	
6.3.8.CivicsPD.3: 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.	
6.3.8.CivicsDP.1: 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.
6.3.8.CivicsDP.2: 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.
6.3.8.CivicsDP.3: 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.	
6.3.8.CivicsPR.1: 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.
6.3.8.CivicsPR.2: 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: SE/TE: The Constitution Is Created, 770-771 Analyze Images, 774

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive World History Survey Edition ©2019 to the
2020 New Jersey Student Learning Standards for Social Studies, World History, Grade 8**

2020 New Jersey Student Learning Standards Social Studies, World History, Grade 8	myWorld Interactive World History Survey Edition, ©2019
6.3.8.CivicsPR.3: 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.
6.3.8.CivicsPR.4: 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.
6.3.8.CivicsPR.5: 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.
6.3.8.CivicsPR.6: 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.
6.3.8.CivicsPR.7: 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.	
6.3.8.CivicsHR.1: 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.	
6.3.8.EconET.1: 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.
6.3.8.EconET.2: 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.

©2021 Savvas Learning Company LLC.

SE = Student Edition

TE = Teacher Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.