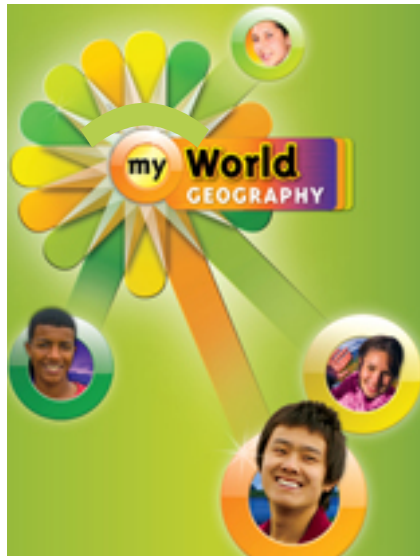


A Correlation of

Savvas

myWorld Geography

Survey Edition, © 2011



To the

**2009 New Jersey Core Curriculum
Content Standards for Social Studies**

Grades 5-8

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INTRODUCTION

This document demonstrates how **Savvas myWorld Geography © 2011 Survey Edition** meets the objectives of the 2009 New Jersey Core Curriculum Content Standards for Social Studies for Grades 5-8. Correlation page references are to the Student Edition.

- **Connect, Experience, and Understand** with *myWorld Geography*™! Take your classroom on a virtual exploration around the globe and through time with the exciting new digitally driven social studies program.
- *myWorld Geography* engages 21st century learners by integrating myWorldGeography.com and the Student Edition with the goal of expanding their understanding of the world and its people.
- **Connect** with *myStory*: Watch your students connect to the stories of real teens – from around the world – in this one-of-a-kind video series.
- **Experience** Virtual Travel: Students travel across regions and through time completing game-based assignments tied to Essential Questions.
- **Understand** World Geography: Informal and formal assessments, both in print and online, ensure that your students grasp the important concepts.

Units found in myWorldGeography.com & *myWorld Geography*™ Survey Edition:

- Unit 1: United States and Canada
- Unit 2: Middle America
- Unit 3: South America
- Unit 4: Europe and Russia
- Unit 5: Africa
- Unit 6: Southwest Asia
- Unit 7: South and Central Asia
- Unit 8: East and Southeast Asia
- Unit 9: Australia and the Pacific

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2009 New Jersey Core Curriculum Content Standards for Social Studies – by the end of Grade 8	myWorld Geography Survey Edition © 2011
Standard	
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
Era Three Worlds Meet (Beginnings to 1620)	
Content Statement Strand CPI# Cumulative Progress Indicator (CPI)	
1. Three Worlds Meet	
Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans.	
European exploration expanded global economic and cultural exchange into the Western Hemisphere.	
A. Civics, Government, and Human Rights	
6.1.8.A.1.a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	SE: 92-93, 146-148, 172-173, 422-423, 427, 435, 440, 521, 545, 547-549, 550, 574-575
B. Geography, People, and the Environment	
6.1.8.B.1.a Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.	SE: 146-147, 151, 172-173, 177
6.1.8.B.1.b Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.	SE: 125, 291, 341, 346, 352, 361, 362, 383, 602, 693, 843
C. Economics, Innovation, and Technology	
6.1.8.C.1.a Evaluate the impact of science, religion, and technology innovations on European exploration.	SE: 382-387, 408-409
6.1.8.C.1.b Explain why individuals and societies trade, how trade functions, and the role of trade during this period.	SE: 66-67, 385-387, 408

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D. History, Culture, and Perspectives	
6.1.8.D.1.a Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	SE: 146-147, 151, 172-173, 177
6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.	SE: 147-148, 173, 177, 184
6.1.8.D.1.c Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.	SE: 385
Era Colonization and Settlement (1585-1763)	
Content Statement Strand CPI# Cumulative Progress Indicator (CPI)	
<p>2. Colonization and Settlement</p> <p>The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems.</p> <p>The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.</p>	
A. Civics, Government, and Human Rights	
6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.	SE: 148-149, 159
6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.	SE: 148-151, 159
6.1.8.A.2.c Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.	SE: 147-148, 159
B. Geography, People, and the Environment	
6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.	SE: 147-148

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6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.	SE: 147-148, 173, 177
C. Economics, Innovation, and Technology	
6.1.8.C.2.a Relate slavery and indentured servitude to Colonial labor systems.	SE: 235-236
6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.	SE: 293, 317
6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.	SE: 385-387
D. History, Culture, and Perspectives	
6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.	SE: 382-387
6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.	SE: 147-148, 173, 177, 235-236
Era Revolution and the New Nation (1754-1820s)	
Content Statement Strand CPI# Cumulative Progress Indicator (CPI)	
3. Revolution and the New Nation	
Disputes over political authority and economic issues contributed to a movement for independence in the colonies.	
The fundamental principles of the United States Constitution serve as the foundation of the United States government today	
A. Civics, Government, and Human Rights	
6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.	SE: 148-149, 151, 390

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6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	SE: 148-149
6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.	SE: 148-149
6.1.8.A.3.d Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-149
6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-151, 158-159
6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-151, 158-159
6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.	SE: 148-149, 151
B. Geography, People, and the Environment	
6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.	SE: 147-148
6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-151, 158-159
6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-149, 158-159

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6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-149, 158-159
C. Economics, Innovation, and Technology	
6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.	SE: 147-148
6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 147-149
6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.	SE: 149-151
D. History, Culture, and Perspectives	
6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.	SE: 148-149
6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.	SE: 148-149, 151, 390
6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-149
6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-149

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6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-149
6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-149
6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.	SE: 148-151
Era Expansion and Reform (1801-1861)	
Content Statement Strand CPI# Cumulative Progress Indicator (CPI)	
4. Expansion and Reform	
Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.	
A. Civics, Government, and Human Rights	
6.1.8.A.4.a Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	SE: 67, 907
6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	SE: 149, 151, 158
6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 149-150
B. Geography, People, and the Environment	
6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	SE: 149-151, 158

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6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.	SE: 149-151, 158
C. Economics, Innovation, and Technology	
6.1.8.C.4.a Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-151, 152-154
6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-151, 152-154
6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-151, 152-154
D. History, Culture, and Perspectives	
6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-150
6.1.8.D.4.b Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-150
6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 148-150

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Era Civil War and Reconstruction (1850-1877)	
Content Statement Strand CPI# Cumulative Progress Indicator (CPI)	
5. Civil War and Reconstruction	
The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.	
The Civil War and Reconstruction had a lasting impact on the development of the United States.	
A. Civics, Government, and Human Rights	
6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 149-150
6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 149-150
B. Geography, People, and the Environment	
6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.	SE: 149-150
C. Economics, Innovation, and Technology	
6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 149-150
6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 149-150
D. History, Culture, and Perspectives	
6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.	SE: 149-150
6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.	SE: 149-150

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6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 149-150
6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 149-150
Standard	
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.	
Era The Beginnings of Human Society	
Content Statement Strand CPI# Cumulative Progress Indicator (CPI)	
1. The Beginnings of Human Society: Paleolithic and Neolithic Ages	
Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.	
The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.	
Archaeology provides historical and scientific explanations for how ancient people lived.	
A. Civics, Government, and Human Rights	
6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies.	SE: 172-173, 290-291, 564-566
B. Geography, People, and the Environment	
6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.	SE: 74-75, 76-77, 78-79, 82-83, 172-173, 290-291
6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources.	SE: 172-173, 290-291
C. Economics, Innovation, and Technology	
6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 172-173, 290-291

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6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 172-173, 290-291
D. History, Culture, and Perspectives	
6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.	SE: 172-173, 290-291
6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures.	SE: 98, 119, 234, 348, 545, 598, 600, 626, 783
6.2.8.D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 18-19, 20-21, 22-23, 24-25, 26-27, 28-29
Era Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)	
Content Statement Strand CPI# Cumulative Progress Indicator (CPI)	
2. Early Civilizations and the Emergence of Pastoral Peoples: Ancient River Valley Civilizations	
Ancient river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.	
A. Civics, Government, and Human Rights	
6.2.8.A.2.a Explain why different ancient river valley civilizations developed similar forms of government.	SE: 104-105, 564-565, 569, 598-600, 717
6.2.8.A.2.b Explain how codifying laws met the needs of ancient river valley societies.	SE: 104, 565, 598-600, 717
6.2.8.A.2.c Determine the role of slavery in the economic and social structures of ancient river valley civilizations.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 564-565, 569, 717

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B. Geography, People, and the Environment	
6.2.8.B.2.a Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of ancient river valley civilizations.	SE: 717, 564, 598-599
6.2.8.B.2.b Compare and contrast physical and political maps of ancient river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.	SE: 552, 591, 599, 704, 714, 718
C. Economics, Innovation, and Technology	
6.2.8.C.2.a Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in ancient river valley civilizations.	SE: 717
D. History, Culture, and Perspectives	
6.2.8.D.2.a Analyze the impact of religion on daily life, government, and culture in various ancient river valley civilizations.	SE: 600-601, 717-718
6.2.8.D.2.b Explain how the development of written language transformed all aspects of life in ancient river valley civilizations.	SE: 565, 598
6.2.8.D.2.c Analyze the factors that led to the rise and fall of various ancient river valley civilizations and determine whether there was a common pattern of growth and decline.	SE: 564-567, 716-721
6.2.8.D.2.d Justify which of the major achievements of the ancient river valley civilizations represent the most enduring legacies.	SE: 564-569, 598-601, 716-723

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Era The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE-600 CE)	
Content Statement Strand CPI# Cumulative Progress Indicator (CPI)	
3. The Classical Civilizations of the Mediterranean World, India, and China	
<p>Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values.</p> <p>Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations.</p> <p>Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.</p>	
A. Civics, Government, and Human Rights	
6.2.8.A.3.a Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures; communication and transportation systems) used by the rulers of Rome, China, and India to control and unify their expanding empires.	SE: 350-351, 718-721, 723
6.2.8.A.3.b Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.	SE: 346-347, 351, 717
6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.	SE: 342-344, 348-349, 353, 368
6.2.8.A.3.d Compare and contrast the roles and responsibilities of citizens in Athens and Sparta to those of United States citizens today, and evaluate how citizens perceived the principles of liberty and equality then and now.	SE: 342-344, 348-349, 353, 368
6.2.8.A.3.e Compare and contrast the American legal system and the legal systems of classical civilizations, and determine the extent to which the early systems influenced the current legal system.	SE: 104, 342-344, 348-349, 353, 368, 565, 598-600, 717

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B. Geography, People, and the Environment	
6.2.8.B.3.a Determine how geography and 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.	SE: 340-342, 348-352
6.2.8.B.3.b Explain how geography and the availability of natural resources led to both the development of Greek city-states and to their demise.	SE: 340-347, 368
C. Economics, Innovation, and Technology	
6.2.8.C.3.a Analyze the impact of expanding land and sea trade routes through the Mediterranean Basin, India, and China.	SE: 342, 719
6.2.8.C.3.b Explain how the development of a uniform system of exchange facilitated trade in classical civilizations.	SE: 350-352
6.2.8.C.3.c 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.	SE: 350-351
D. History, Culture, and Perspectives	
6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.	SE: 342-344, 347, 349, 353, 717, 755
6.2.8.D.3.b Relate the Chinese dynastic system to the longevity of authoritarian rule in China.	SE: 755-759
6.2.8.D.3.c Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.	SE: 353, 718-721, 757

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6.2.8.D.3.d Compare the golden ages of Greece, Rome, India, and China, and justify major achievements that represent world legacies.	SE: 340-346, 347, 350-353, 718-721, 754-757
6.2.8.D.3.e Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.	SE: 345, 352-353, 717-719, 723, 756-757, 759
6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.	SE: 345, 352-353, 717-719, 756-757, 759
Era Expanding Exchanges and Encounters (500 CE-1450 CE)	
Content Statement Strand CPI# Cumulative Progress Indicator (CPI)	
4. Expanding Exchanges and Encounters	
<p>The emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization.</p> <p>The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict.</p> <p>While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.</p>	
A. Civics, Government, and Human Rights	
6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.	SE: 208-209, 292-293
6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.	SE: 358-359, 368, 783-784
6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.	SE: 364, 365, 367, 390, 422-423

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B. Geography, People, and the Environment	
6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires' relationships with other parts of the world.	SE: 382-387, 512-515
6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.	SE: 382-387, 602, 692-693
6.2.8.B.4.c Determine how Africa's physical geography and natural resources posed challenges and opportunities for trade and development.	SE: 512-513, 567, 569
6.2.8.B.4.d 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.	SE: 599, 602-603
6.2.8.B.4.e Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 382-387, 602, 692-693
6.2.8.B.4.f Explain how the geographies of China and Japan influenced their development and their relationship with one another.	SE: 754-755, 784, 787
6.2.8.B.4.g Explain why the strategic location and economic importance of Constantinople and the Mediterranean Sea were a source of conflict between civilizations.	SE: 356, 658
6.2.8.B.4.h Explain how the locations, land forms, and climates of Mexico, Central America, and South America affected the development of Mayan, Aztec, and Incan societies, cultures, and economies.	SE: 206-207, 211

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C. Economics, Innovation, and Technology	
6.2.8.C.4.a Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.	SE: 80-81, 512, 749-750, 909
6.2.8.C.4.b Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.	SE: 206-207, 211, 602, 692-693
6.2.8.C.4.c Explain how the development of new business practices and banking systems impacted global trade and the development of a merchant class.	SE: 364, 692-693, 899
6.2.8.C.4.d Analyze the relationship between trade routes and the development of powerful city-states and kingdoms in Africa.	SE: 512-513, 517
6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade, enhanced technology innovation, and impacted scientific thought and the arts.	SE: 360-363, 367
D. History, Culture, and Perspectives	
6.2.8.D.4.a Explain how contact between nomadic peoples and sedentary populations had both positive and negative political, economic, and cultural consequences.	SE: 694
6.2.8.D.4.b Analyze how religion both unified and divided people.	SE: 208, 360-363, 367
6.2.8.D.4.c 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.	SE: 208, 354-355, 357-358, 360-363, 367

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6.2.8.D.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.	SE: 360-363, 367
6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe.	SE: 366-367, 368
6.2.8.D.4.f Determine which events led to the rise and eventual decline of European feudalism.	SE: 366-367
6.2.8.D.4.g Analyze the immediate and long-term impact on China and Europe of the open exchange between Europe and the Yuan (Mongol) Dynasty.	SE: 694-695
6.2.8.D.4.h Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.	SE: 354-356
6.2.8.D.4.i Explain how and why Islam spread in Africa, the significance of Timbuktu to the development and spread of learning, and the impact Islam continues to have on African society.	SE: 539, 567
6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.	SE: 207, 354-359, 512-513, 754-757, 782-784
Standard	
6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
Content Statement Strand CPI# Cumulative Progress Indicator (CPI)	
Active citizens in the 21st century:	
<ul style="list-style-type: none"> • Recognize the causes and effects of prejudice on individuals, groups, and society. 	SE: 151

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<ul style="list-style-type: none"> Recognize the value of cultural diversity, as well as the potential for misunderstanding. 	SE: 154-155, 858-859
<ul style="list-style-type: none"> Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. 	SE: 121, 888
<ul style="list-style-type: none"> Listens open-mindedly to views contrary to their own. 	SE: 120-121, 126-127
<ul style="list-style-type: none"> Collaboratively develop and practice strategies for managing and resolving conflict. 	<i>Opportunities to address this standard appear on the following pages:</i> SE: 45, 55, 71, 101, 127, 159, 186, 187, 328-329, 525, 551, 577, 613, 672-673, 703, 857
<ul style="list-style-type: none"> Demonstrate understanding of democratic values and processes. 	SE: 104-105, 106-107, 108-109, 112-113, 114-115, 148-149, 151, 390
<ul style="list-style-type: none"> Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. 	SE: 104-105, 106-107, 108-109, 110-111, 112-113, 114-115
<ul style="list-style-type: none"> Challenge unfair viewpoints and behavior by taking action. 	<i>Opportunities to address this standard appear on the following pages:</i> SE: 672-673, 858-859
<ul style="list-style-type: none"> Make informed and reasoned decisions. 	SE: 45, 55, 71, 101, 127, 159, 186, 187, 328-329, 525, 551, 577, 613, 672-673, 703, 857
<ul style="list-style-type: none"> Accept decisions that are made for the common good. 	SE: 672-673, 858-859
A. Civics, Government, and Human Rights	
6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	SE: 672-673, 858-859
6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).	SE: 672-673

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6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 672-673, 858-859
B. Geography, People and the Environment	
6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.	SE: 672-673
C. Economics, Innovation, and Technology	
6.3.8.C.1 Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 246-247, 672-673, 858-859
D. History, Culture, and Perspectives	
6.3.8.D.1 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.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 246-247, 672-673, 858-859