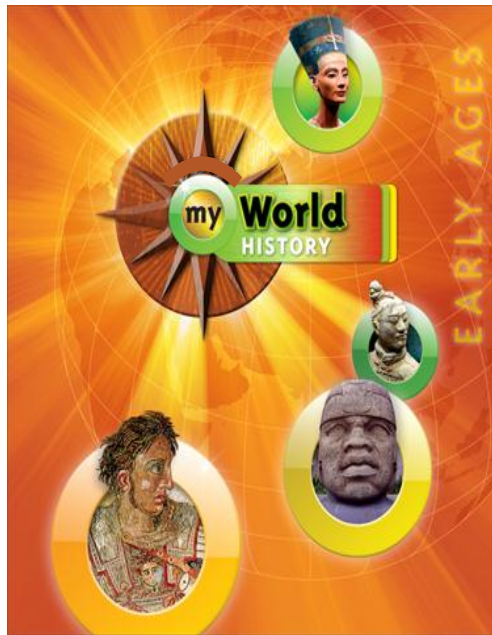


A Correlation of

Savvas
myWorld History
Early Ages
©2012



To the

New Mexico Social Studies
Performance Standards

Grade 6

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

Introduction

This document demonstrates how **Savvas myWorld History, Early Ages, ©2012** meets the New Mexico Content Standards with Benchmarks and Performance Standards for Grade 6. Correlation page references are to the Student Edition and Teacher ProGuide.

The ProGuide is a next generation Teacher’s Edition that combines a lightweight unit-by-unit approach with time-saving strategies, comprehensive *Understanding by Design*™ lesson plans, activity-based curriculum options, and reproducible student resources.

- **myWorld History** engages 21st century learners by integrating myWorldHistory.com and the Student Edition with the goal of connecting history to their lives today.
- **Connect** Watch your students connect to engaging stories from some of the most compelling and eventful times in the history of our world through *myStory*.
- **Experience** Students will journey through time without leaving the classroom with myWorldHistory.com where they will actively experience the history of the world in which they live.
- **Understand** Informal and formal assessment options, both in print and online, provide students with multiple ways to demonstrate mastery of important concepts.

myWorldHistory.com & myWorld History Early Ages Units

- Unit 1: Origins
- Unit 2: The Ancient Near East
- Unit 3: Ancient India and China
- Unit 4: Ancient Greece
- Unit 5: Ancient Rome
- Unit 6: The Byzantine Empire and Islamic Civilization
- Unit 7: African and Asian Civilizations
- Unit 8: Civilizations of the Americas
- Unit 9: Europe in the Middle Ages
- Unit 10: The Rise of Europe

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.
Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

Table of Contents

STRAND: History 4

STRAND: Geography 13

STRAND: Civics and Government 17

STRAND: Economics 19

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
STRAND: History	
Content Standard I: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience. Students will:	
5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to the present day:	
Performance Standards	
1. describe the relationships among ancient civilizations of the world (e.g., scientific discoveries, architecture, politics, cultures and religious systems) and their connection to the early development of New Mexico.	SE/PG: Studying the Distant Past, 58–63; Hunter-Gatherer Societies, 64–67; North American Cultures, 608–615
5-8 Benchmark 1-B. United States: analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history:	
Performance Standards	
1. explain and describe the origins, obstacles and impact of the age of exploration, to include: improvements in technology (e.g., the clock, the sextant, work of Prince Henry the navigator), voyages of Columbus to the new world and the later searches for the northwest passage, introduction of disease and the resulting population decline (especially among indigenous peoples), exchanges of technology, ideas, agricultural products and practices.	SE/PG: The Age of Exploration, 758–761; The Voyages of Discovery, 762–769; The Conquest of the Americas, 770–775; The Growth of Trade, 776–783; Chapter Assessment, 784–785; Primary Source, 786 PG only: The Rise of Europe: Around the World in 1,000 Days, T59–T61; A Memorable Map, T64–T65; Enrichment: Henry the Navigator, T66; Enrichment: How Silver Made Spain Poor, T72; Mercantilism Mixer, T76–T77; Enrichment: History of Sugar, T78; Conquest Biographies, T81

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
5-8 Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:	
Performance Standards	
1. describe and compare the characteristics of the ancient civilizations of Egypt, Mesopotamia and China and explain the importance of their contributions to later civilizations, to include:	
a. significance of river valleys; early irrigation and its impact on agriculture;	SE/PG: Early Agriculture, 82–86; Farming the Land, 111–112; Maps: The Fertile Crescent, 112; The Nile River System, 144–145; Growing a Surplus, 146; 21 st Century Learning: Hold an Agricultural Fair, 102–103; Settling Along the Huang River, 254–257
b. forms of government (e.g., the theocracies in Egypt, dynasties in China);	SE/PG: The First Empires, 118–123; Egypt Under the Pharaohs, 144–151; China Under the Zhou Dynasty, 258–261
c. effect on world economies and trade;	SE/PG: Assyrian and Persian Empires, 126; Phoenician Trade Routes, 133; Egypt and Nubia, 158–163; The Silk Road, 280–281
d. key historical figures;	SE/PG: System of Writing, 97; The Invention of the Wheel, 101; Sumerian Writing, 115; Epic of Gilgamesh, 79–81, 115–116; Sumerian Writing, 115; Sumerian Arts, 117; Sumerian Ziggurat, 114; Arts of Mesopotamia, 131; Legacy of the Phoenicians, 136–137; Development of the Alphabet, 136–137; Hammurabi, 120–123; Sargon, 118, 119–120; King Tut, 144; Khufu, 154; Queen Hatshepsut, 104, 141–143, 148; Ramses the Great, 140, 148, 150, 161; An Emperor in this Life and the Next, 271–273; Shi Huangdi Unites China, 274–277; New Ideas: Buddhism Enters China, 281 PG only: The Ancient Near East: Interviewing Moses, T73

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
e. religious traditions, cultural, and scientific contributions (e.g., writing systems, calendars, building of monuments such as the pyramids);	SE/PG: Sumerian Religion, 114; Religion, 129; Egyptian Religion, 150–151; Hieroglyphic Writing, 152–153; Architecture and Art, 154–155; The Egyptian Calendar, 156; The Origins of Judaism, 170–175; The Mandate of Heaven, 258–259; The Teachings of Confucius, 265; Beliefs of Daoism, 266–267 PG only: Ancient Egypt and Nubia: Math and the Pyramids, T46–T47; Enrichment: The Great Pyramid, T48; Voices from the Bible, T78–T79; Enrichment: Dead Sea Scrolls, T80
2. describe and analyze the geographic, political, economic, religious and social structures of early civilizations of India, to include:	
a. location and description of the river systems and other topographical features that supported the rise of this civilization;	SE/PG: The Indian Subcontinent, 200–201
b. significance of the Aryan invasions;	SE/PG: The Origins of the Indo-Aryans, 206–209
c. structure and function of the caste system;	SE/PG: The Caste System (chart), 209 PG only: Ancient India and China: Caste Tableau, T16–T17
d. important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the number zero);	SE/PG: Hindu Search for Divine Reality: <i>The Upanishads</i> , 215; <i>Bhagavad Gita</i> , 216; Medicine, 246; Metallurgy, 247; A New World of Mathematics, 246

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
3. describe and analyze the geographic, political, economic, religious and social structures of the early civilizations in China, to include:	
a. location and description of the origins of Chinese civilization in the Huang-He valley, Shang dynasty, geographical features of China that made governance and movement of ideas and goods difficult and served to isolate the country;	<p>SE/PG: Settling Along the Huang River, 254–257</p> <p>PG only: Ancient India and China: A Bronze Pot Tells a Story, T58–T59; Enrichment: Shang Bronzes, T60</p>
b. life of Confucius and the fundamental teachings of Confucianism and Taoism;	<p>SE/PG: Closer Look: Be Good: Leading by Example. 264; The Teachings of Confucius, 265; Beliefs of Daoism, 266–267</p> <p>PG only: Ancient India and China: Ideas Shape Lives, T70–T71; Enrichment: Ancestor Worship, T72</p>
c. rule by dynasties (e.g., Shang, Qin, Han, Tang, and Ming);	<p>SE/PG: An Emperor in this Life and the Next, 271–273; Shi Huangdi Unites China, 274–277; Expansion Under the Han Dynasty, 278–281; Han Society and Improvements, 282–287; Tang and Song China, 516–523; The Mongol Empire, 524–529; The Ming Dynasty, 530–533; Chinese Society, 534–541; Chapter Assessment, 542–543</p> <p>PG only: Ancient India and China: Another Brick in the Great Wall, T82–T83; Enrichment: Han Fezi and Legalism, T84; Ancient India and China: Join the Han, T88–T89; Enrichment: Wudi, T90</p>
d. historical influence of China on other parts of the world (e.g., tea, paper, wood-block printing, compass, gunpowder);	<p>SE/PG: Silk Making, 284; Han Achievements, 286–287; Technological Advances, 534–536; Chinese Arts and Culture, 537–538; Map: Chinese Influence, 540; Chinese Influence Spreads, 541</p> <p>PG only: Ancient India and China: Continuum of Han Achievements, T94–T95; African and Asian Civilizations: The Flow of Culture, T65–T67</p>

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

<p style="text-align: center;">New Mexico Social Studies Performance Standards Grade 6</p>	<p style="text-align: center;">Savvas myWorld History Early Ages, ©2012</p>
<p>4. describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs);</p>	<p>SE/PG: Religion, 44–45; Polytheism and Monotheism, 190–191; Judaism, 170–175, 176–181, 182–187, 351, 403, 405, 453, 456, 461, 462; Christianity, 387–389, 402–407, 408–413, 436–439, 501, 502, 506–507, 631–633, 634–639; Islam, 447–449, 452–457, 459, 460–464, 466–467, 468–475, 478–479, 485–487, 495–499, 503, 506–507, 826; Buddhism, 220–227, 230, 238, 239, 281, 244, 527, 538–539, 540, 541, 551–553, 565–569; Hinduism, 196, 212–219, 222, 225, 238, 239, 244; Confucius, 265; Daoism, 266–267</p>
<p>5. compare and contrast the geographic, political, economic, and social characteristics of the ancient Greek, ancient Roman, Ottoman, Indian, Arabic, African and middle eastern civilizations and their enduring impacts on later civilizations, to include:</p>	
<p>a. influence of Mediterranean geography on the development and expansion of the civilizations;</p>	<p>SE/PG: Geography of the Greek World, 300–301; The Geography of Italy, 364; The Geography of Europe, 628</p>
<p>b. development of concepts of government and citizenship (e.g., democracy, republic, codification of laws, Code of Hammurabi);</p>	<p>SE/PG: Political Structures, 24–25; Democracy in Athens, 312–317; Oligarchy in Sparta, 318–320; Venn Diagram: Governments of Athens and Sparta, 321; The Government of the Republic, 370–375; Hammurabi’s Code, 121–123, 131; Magna Carta, 662–663</p>
<p>c. scientific and cultural advancements (e.g., networks of roads, aqueducts, art, architecture, literature, theater, philosophy);</p>	<p>SE/PG: Ancient Greek Beliefs and Arts, 338–343; Ancient Greek Learning, 344–351; 21st Century Learning: Plan a Museum Exhibit, 356–357; Rome’s Practical Achievements, 392–393; The Roman Economy, 394; Greco-Roman Culture, 395</p>

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
d. contributions and roles of key figures (e.g., Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, Augustus); and	<p>SE/PG: Greek Philosophy, 344–345; Aristotle, 347; Alexander the Great: Opening Story: A Prophecy Fulfilled, 325–327; Alexander’s Empire, 334–337; J Julius Caesar, 382, 383; Augustus Caesar, 383, 390; Cyrus the Great, 105, 107–109; Tiberius Gracchus, 382; Herodotus, 346; Thucydides, 346; Homer, 303, 310, 336, 342, 398; Aeschylus, 342, 353; Sophocles, 342; Aristophanes, 343; Euripides, 342</p> <p>PG only: Ancient Greece: Alexander’s Bio, T46–T47</p>
6. compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include:	
a. creation and expansion of the Byzantine empire;	<p>SE/PG: The Byzantine Empire, 428–431; Survival of the Eastern Empire, 432–435; Chapter Assessment, 444–445</p> <p>PG only: The Byzantine Empire and Islamic Civilization: Put the Pieces Together, T5–T7; Put It Here, T10–T11; Spread the Word, T22–T23; Enrichment: Byzantine Mosaics, T24</p>
b. reasons for the fall of the Roman Empire;	SE/PG: Decline of the Roman Empire, 414–419
c. new forms of government, feudalism and the beginning of limited government with the Magna Carta;	<p>SE/PG: The Development of European Feudalism, 640–645; Chapter Assessment, 646–647; Kings, Nobles, and the Magna Carta, 658–663</p> <p>PG only: Europe in the Middle Ages: Enrichment: Magna’s Carta Lasting Legacy, T42</p>

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
<p>d. role of the roman catholic church and its monasteries;</p>	<p>SE/PG: An Age of Faith, 688–693; The Spread of Christianity in Europe, 634–639; Conflicts and Crusades, 648–651; Popes and Rulers, 652–657; Religious Crusades, 664–671; Christians and Muslims in Spain, 672–675; Chapter Assessment, 676–677</p> <p>PG only: Europe in the Middle Ages: Medieval Monastery, T16–T17; Enrichment: Life in a Monastery, T18; Enrichment: The Dominican Order, T54; Faithful Observations, T70–T71; Enrichment: Joan of Arc, In Her Own Words, T78; Crusade Timelines, T81</p>
<p>e. causes, course and effects of the Crusades; impact of the black plague; contributions and roles of key figures (e.g., Charlemagne, Joan of Arc, Marco Polo).</p>	<p>SE/PG: Religious Crusades, 664–671; Revival of Trade and Towns, 682–687; Breakdown of Medieval Society, 694–699; Chapter Assessment, 700–701</p> <p>PG only: Europe in the Middle Ages: Crusade Timelines, T81</p>

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
5-8 Benchmark 1-D. Skills: research historical events and people from a variety of perspectives:	
Performance Standards	
1. organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions;	SE/PG: Chapter Assessment, 76–77, 98–99, 138–139, 164–165, 188–189, 228–229, 248–249, 268–269, 288–289, 322–323, 352–353, 384–385, 420–421, 444–445, 476–477, 510–511, 542–543, 570–571, 596–597, 616–617, 646–647, 676–677, 700–701, 734–735, 756–757, 784–785
2. identify different points of view about an issue or topic; and	SE/PG: Historical Sources, 6–7; Identify Bias, 499, 529, 533, 702, 703, 756, 775; also see: Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775; 21 st Century Learning: Analyze Media Content, 39, 511; Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787; Writing Task: Comparing Documents, 323, 479, 619, 677, 701; Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785 PG only: Primary Source Lesson Plan: Unit 1: Origins, T44; Unit 2: The Ancient Near East, T88; Unit 3: Ancient India and China, T98; Unit 4: Ancient Greece, T62; Unit 5: Ancient Rome, T68; Unit 6: The Byzantine Empire and Islamic Civilization, T56; Unit 7: African and Asian Civilizations, T86; Unit 8: Civilizations of the Americas, T38; Unit 9: Europe in the Middle Ages, T80; Unit 10: The Rise of Europe, T80

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

<p style="text-align: center;">New Mexico Social Studies Performance Standards Grade 6</p>	<p style="text-align: center;">Savvas myWorld History Early Ages, ©2012</p>
<p>3. use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.</p>	<p>SE/PG: Essential Question & 21st Century Learning, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785; 21st Century Learning, 102–103, 192–193, 292–293, 356–357, 424–425, 480–481, 574–575, 620–621, 704–705, 788–789</p> <p>PG only: myWorld Chapter Activity: Unit 1: Origins, T5, T29; Unit 2: The Ancient Near East, T5, T35, T67; Unit 3: Ancient India and China, T5, T35, T53, T77; Unit 4: Ancient Greece, T5, T35; Unit 5: Ancient Rome, T5, T35; Unit 6: The Byzantine Empire and Islamic Civilization, T5, T28; Unit 7: African and Asian Civilizations, T5, T35, T65; Unit 8: Civilizations of the Americas, T5, T25; Unit 9: Europe in the Middle Ages, T5, T29, T59; Unit 10: The Rise of Europe, T5, T35, T59</p>

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
STRAND: Geography	
Content Standard II: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments. Students will	
5-8 Benchmark 2-A: analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues:	
Performance Standards	
1. identify the location of places using latitude and longitude; and	SE/PG: Understanding Maps, 12–13
2. draw complex and accurate maps from memory and interpret them to answer questions about the location of physical features.	SE/PG: 21 st Century Learning: Search for Information on the Internet, 139; Make a Map, 165; Essential Question, 229 PG only: Core Concepts: From Here to There!, T13; Mapping My Day, T15; Ancient India and China: Challenge: Create a Pop-Up Map, T8; Extra Support: Trace Aryans and Native Americans Migration on Maps, T14
5-8 Benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change:	
Performance Standards	
1. explain how places change due to human activity;	SE/PG: Human-Environment Interaction, 11; Modifying the Environment, 83; Farming, 48–49, 75, 82–84, 85–86, 88–89, 102–103, 111–112, 133, 146, 149, 160, 163, 202, 256, 285, 308, 394, 506, 520–521, 536, 550, 585, 591, 594, 602, 609, 610, 611, 615, 682–684; Irrigation, 49, 112, 192–193, 521, 536; Urbanization, 309, 520; Great Wall, 275, 512, 524, 533; Roads, 96, 129, 261, 275, 279, 280–281, 392, 393, 395; New Kinds of Shelters, 86; Map Skills: Interaction, 112, 126, 145, 159, 171, 218, 255, 310, 330, 332, 336, 391, 406, 452, 469, 496, 501, 532, 630, 636, 674, 696, 713
2. explain how places and regions serve as cultural symbols and explore the influences and effects of regional symbols; and	SE/PG: Jerusalem, 184, 186; Mecca, 447–449, 451–454, 457, 458, 459; Rome, 424–425; Pyramids, 154–155; Mayans, 586; Great Wall, 275, 279, 512, 524, 533

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

<p align="center">New Mexico Social Studies Performance Standards Grade 6</p>	<p align="center">Savvas myWorld History Early Ages, ©2012</p>
<p>3. identify a region by its formal, functional or perceived characteristics.</p>	<p>SE/PG: Geography’s Five Themes, 10–11; Understanding Maps, 12–13; Historical Maps, 14–15; Map Skills: Region, 112, 126, 148, 183, 255, 391, 403, 452, 469, 489, 492, 501, 518, 525, 528, 532, 549, 584, 629, 674, 696; Nile River Valley, 92, 93, 95; Geography of Mesopotamia, 111; Geography of Ancient Egypt, 144–145; The Indian Subcontinent, 200–201; Geography of China, 254–255; Geography of the Greek World, 300–301; The Geography of Italy, 364; Location of Constantinople, 432; Trade and Trade Routes, 469; The African Landscape, 488–490; Geography of Japan, 548–549; Geography of Mesoamerica, 583; Mexico: Building a City, 590–591; Geography Shapes Life, 602–603; The Eastern Woodlands, 610; The Great Plains, 611; The North and Northwest, 612; The West and Southwest, 613; The Geography of Europe, 628</p>
<p>5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes:</p>	
<p>Performance Standards</p>	
<p>1. compare and contrast the influences of man-made and natural environments upon ancient civilizations.</p>	<p>SE/PG: Human-Environment Interaction, 11; Modifying the Environment, 83; Farming, 48–49, 75, 82–84, 85–86, 88–89, 102–103, 111–112, 133, 146, 149, 160, 163, 202, 256, 285, 308, 394, 506, 520–521, 536, 550, 585, 591, 594, 602, 609, 610, 611, 615, 682–684; Irrigation, 49, 112, 192–193, 521, 536; Urbanization, 309, 520; Great Wall, 275, 512, 524, 533; Roads, 96, 129, 261, 275, 279, 280–281, 392, 393, 395; New Kinds of Shelters, 86; Map Skills: Interaction, 112, 126, 145, 159, 171, 218, 255, 310, 330, 332, 336, 391, 406, 452, 469, 496, 501, 532, 630, 636, 674, 696, 713</p>

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
5-8 Benchmark 2-D: explain how physical processes shape the earth’s surface patterns and biosystems:	
Performance Standards	
1. describe how physical processes shape the environmental patterns of air, land, water, plants and animals.	SE/PG: Geography of Mesopotamia, 111; Geography of Ancient Egypt, 144–145; The Indian Subcontinent, 200–201; Geography of China, 254–255; Geography of the Greek World, 300–301; The Geography of Italy, 364; Location of Constantinople, 432; Trade and Trade Routes, 469; The African Landscape, 488–490; Geography of Japan, 548–549; Geography of Mesoamerica, 583; Mexico: Building a City, 590–591; Geography Shapes Life, 602–603; The Eastern Woodlands, 610; The Great Plains, 611; The North and Northwest, 612; The West and Southwest, 613; The Geography of Europe, 628
5-8 Benchmark 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:	
Performance Standards	
1. explain how human migration impacts places, societies and civilizations;	SE/PG: Migration, 46–47, 68–69, 71, 207, 309–310, 582, 583
2. describe, locate and compare different settlement patterns throughout the world; and	SE/PG: Cities and Civilization, 90–97; Urbanization, 309, 520; Polis, 304, 305; Farming, 48–49, 75, 82–84, 85–86, 88–89, 102–103, 111–112, 133, 146, 149, 160, 163, 202, 256, 285, 308, 394, 506, 520–521, 536, 550, 585, 591, 594, 602, 609, 610, 611, 615, 682–684; The Rise of City-States, 300–305; Trading Empire, 488–493; The Maya, 582–589; The Aztecs, 590–595; The Development of European Feudalism, 640–645; A Changing Medieval World, 678–681

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

<p style="text-align: center;">New Mexico Social Studies Performance Standards Grade 6</p>	<p style="text-align: center;">Savvas myWorld History Early Ages, ©2012</p>
<p>3. explain how cultures create a cultural landscape, locally and throughout the world, and how these landscapes change over time.</p>	<p>SE/PG: What Is Culture? 42–43; Religion, 44–45; Cultural Diffusion and Change, 46–47; Hunter-Gatherer Societies, 64–67; Beginnings of Civilizations, 78–81, 82–89, 90–97, 98–99; The Fertile Crescent, 106–109, 110–117, 118–123, 124–131, 132–137, 138–139; Ancient Egypt and Nubia, 140–143, 144–151, 152–157, 158–163, 164–165; Judaism and the Jewish People, 166–169, 170–175, 176–181, 182–187, 188–189; Civilizations of Early India, 196–199, 200–205, 206–211, 212–219, 220–227, 228–229; India’s Empires, 230–233, 234–241, 242–247, 248–249; Ancient China, 250–253, 254–257, 258–261, 262–267, 268–269; The Chinese Empire, 270–273, 274–277, 278–281, 282–287, 288–289; The Ancient Greeks, 296–299, 300–305, 306–311, 312–317, 318–321, 322–323; Ancient Greek Civilization, 324–327, 328–333, 334–337, 338–343, 344–351, 352–353; The Roman Republic, 360–363, 364–369, 370–375, 376–379, 380–383, 384–385; The Roman Empire and Christianity, 386–389, 390–395, 396–401, 402–407, 408–413, 414–419, 420–421; The Byzantine Empire, 428–431, 432–435, 436–439, 440–443, 444–445; Islamic Civilization, 446–449, 450–453, 454–459, 460–467, 468–475, 476–477; Early African Civilizations, 484–487, 488–493, 494–499, 500–503, 504–509, 510–511; China in the Middle Ages, 512–515, 516–523, 524–529, 530–533, 534–541, 542–543; Japan Before Modern Times, 544–547, 548–553, 554–561, 562–569, 570–571; Mesoamerican Civilizations, 578–581, 582–589, 590–595, 596–597; Early North And South America, 598–601, 602–607, 608–615, 616–617; A New Civilization in Europe, 624–627, 628–633, 634–639, 640–645, 646–647; Conflicts and Crusades, 648–651, 652–657, 658–663, 664–671, 672–675, 676–677</p>

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
5-8 Benchmark 2-F: understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources	
1. understand how resources impact daily life	SE/PG: The Importance of Resources, 93; Natural Resources, 490, 821; Geography of Mesopotamia, 111; Geography of Ancient Egypt, 144-145; The Indian Subcontinent, 200-201; Geography of China, 254-255; Geography of the Greek World, 300-301
STRAND: Civics and Government	
Content Standard III: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels. Students will:	
5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national):	
Performance Standards	
1. describe the concept of democracy as developed by the Greeks and compare the evolution of democracies throughout the world; and	SE/PG: Democracy in Athens, 312-317 PG only: Ancient Greece: Report from Athens, T22-T23; Enrichment: Origins of the Vocabulary of Government, T24
2. describe the concept of republic as developed by the Romans and compare to other republican governments.	SE/PG: The Government of the Republic, 370-375; Document-Based Questions, 385 PG only: Ancient Rome: Speech to the Roman Government, T5-T7
5-8 Benchmark 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity:	
Performance Standards	
1. describe the significance of leadership in democratic societies and provide examples of local, national and international leadership, to include: qualities of leadership; names and contributions of New Mexico leaders; names and contributions of national leaders.	SE/PG: Foundations of Government, 20-21; Political Systems, 22-23; Political Structures, 24-25

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
5-8 Benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government:	
Performance Standards	
1. explain how Greek and Roman societies expanded and advanced the role of citizen; and	SE/PG: Citizenship in Greece, 307–308; Democracy in Athens, 312–317; The Government of the Republic, 370–375 PG only: Ancient Greece: Enrichment: From Childhood to Old Age in Sparta, T30
2. identify historical origins of democratic forms of government (e.g., early civilizations, Native American governments).	SE/PG: Democracy in Athens, 312–317; The Government of the Republic, 370–375; Document-Based Questions, 385; Kings, Nobles, and the Magna Carta, 658–663 PG only: Ancient Greece: Report from Athens, T22–T23; Enrichment: Origins of the Vocabulary of Government, T24; Ancient Rome: Speech to the Roman Government, T5–T7; Europe in the Middle Ages: Enrichment: Magna’s Carta Lasting Legacy, T42
5-8 Benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries:	
1. understand that the nature of citizenship varies among societies	SE/PG: Citizenship in Greece, 307–308; Democracy in Athens, 312–317; The Government of the Republic, 370–375; Roman Empire, 395; also see: Citizenship, 24–25 PG only: Ancient Greece: Enrichment: From Childhood to Old Age in Sparta, T30

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
STRAND: Economics	
Content Standard IV: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. Students will:	
5-8 Benchmark 4-A: explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating:	
Performance Standards	
1. explain and predict how people respond to economic and intrinsic incentives.	SE/PG: Economic Basics, 28–29; Economic Process, 30–31; Economic Systems, 32–33; Trade, 34–35
5-8 Benchmark 4-B: explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:	
Performance Standards	
1. describe the characteristics of traditional, command, market and mixed economic systems;	SE/PG: Economic Systems, 32–33; Traditional Economy, 32, 783; Barter, 30, 113, 310; Mercantilism, 779–780
2. explain how different economic systems affect the allocation of resources; and	SE/PG: Economic Systems, 32–33; also see: Economic Basics, 28–29; Economic Process, 30–31
3. understand the role that “factors of production” play in a society’s economy (e.g., natural resources, labor, capital, entrepreneurs).	SE/PG: Factors of Production, 28–29

**A Correlation of Savvas myWorld History, Early Ages, ©2012
to the New Mexico Social Studies Performance Standards
Grade 6**

New Mexico Social Studies Performance Standards Grade 6	Savvas myWorld History Early Ages, ©2012
5-8 Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world:	
Performance Standards	
1. compare and contrast the trade patterns of early civilizations; and	SE/PG: Trade, 34–35; Africa, 15, 491–493, 500–503, 506, 573, 574–575; Asia, 572, 574–575; Aztec civilization, 594; Barter, 30, 113, 310; Black Death and, 696–699; Byzantine empire, 433; Capitalism, 780–783; China, 35, 279, 280–281, 517, 522–523, 528–529, 533, 535, 536, 537–538, 541; Columbian Exchange, 776–778; Crusades, 671, 671p, 685; Cultural Traits, 46; Egypt, 148, 158–159; Europe, 657, 684–685; First cities, 90; Greece, 311; Indus Valley civilizations, 202, 203, 204; Japan, 561, 565; Mali, 495; Mayan civilization, 586; Mercantilism, 779–780; Mesopotamia, 113; Middle Ages, 684–685; Mongol empire, 528–529; Muslim, 469–470; Nubia, 158–159, 160, 163; Phoenician civilization, 133–136; Renaissance, 713–715; Roman empire, 394–395, 415; Russia, 443; Silk Road, 279, 280–281, 285, 469, 513, 528–529, 533, 53p, 768; Spice, 762, 765; Sumer, 113, 202; Trans-Saharan, 491–492
2. analyze the impact of the Neolithic agricultural revolution on mankind, and the impact of technological changes in the Bronze Age and the Iron Age.	SE/PG: Early Agriculture, 82–89; Achievements, 117 PG only: Origins: When I Grow Up! T34–T35; Enrichment: Early Clothing, T36