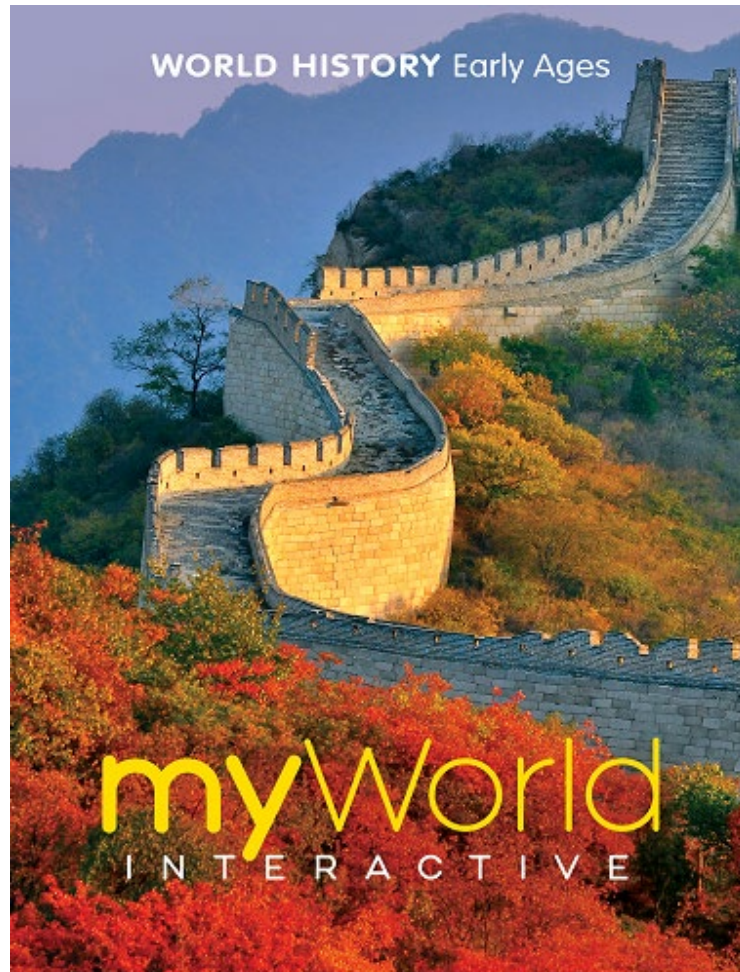


**A Correlation of**



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to the

**Nevada Academic Content Standards  
for Social Studies  
Early World Civilizations (prior to 1500)  
Grades 6-8**

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**Introduction**

This document demonstrates how *myWorld Interactive World History Early Ages*, meets the Nevada Academic Content Standards for Social Studies Grade 6-8 (m). Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

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

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

**Inspire Active Learning**

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

**Inspire Literacy Engagement**

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

**Inspire Your Classroom**

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

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<p align="center"><b>Nevada Academic Content Standards for Social Studies Early World Civilizations (prior to 1500)</b></p>	<p align="center"><b>myWorld Interactive World History Early Ages, ©2019</b></p>
<p><b>Disciplinary Skills Disciplinary Skills Standards</b></p>	
<p><b>1 Constructing compelling questions</b></p>	
<p>1.SS.6-8.EWC.1 Construct compelling questions based upon disciplinary concepts.</p>	<p><b>SE/TE:</b>            Quests: Ask Questions, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728,            Analysis Skills: Frame Questions, 121, 481            Generate Question to Focus Research, 134, 140, 410, 496,   <b>Digital Resources:</b>            21st Century Skills Tutorials&gt;Ask Questions</p>
<p>1.SS.6-8.EWC.2 Evaluate various interpretations in answer to compelling questions within and across disciplines.</p>	<p><b>SE/TE:</b>            Quest: Discussion Inquiry: Debate Punishments for Crimes, 44            Quest Findings, 92            Analysis Skills: Detect Historical Points of View, 141            Analysis Skills: Assess Credibility of a Source, 163, 441            Analysis Skills: Distinguish Fact from Opinion, 190            Analysis Skills: Draw Sound Conclusions from Sources, 202            Analysis Skills: Compare Different Points of View, 250, 411            Analysis Skills: Update an Interpretation, 265, 559            Quest: Discussion Inquiry: Freedom vs. Security, 362            Quest Findings, 398            Quest: Discussion Inquiry: Colonizing Planets, 670            Quest Findings, 722</p>

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Nevada Academic Content Standards for Social Studies Early World Civilizations (prior to 1500)	myWorld Interactive World History Early Ages, ©2019
<p><b>Continued:</b> 1.SS.6-8.EWC.2 Evaluate various interpretations in answer to compelling questions within and across disciplines.</p>	<p><b>Continued:</b> <b>Digital Resources:</b> 21st Century Skills Tutorials&gt; Evaluate Existing Arguments</p>
<b>2 Creating supporting questions</b>	
<p>2.SS.6-8.EWC.3 Generate supporting questions that will lead to inquiry and research on compelling issues within the discipline in order to answer compelling questions.</p>	<p><b>SE/TE:</b> Quests: Ask Questions, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, Analysis Skills: Frame Questions, 121, 481 Generate Question to Focus Research, 134, 140, 410, 496</p> <p><b>Digital Resources:</b> 21st Century Skills Tutorials&gt;Ask Questions</p>
<b>3 Gathering and evaluating sources</b>	
<p>3.SS.6-8.EWC.4 Gather relevant information from multiple texts and evaluate the sourcing, context and corroboration of the texts with close reading and disciplinary skills.</p>	<p><b>SE/TE:</b> Analyze Primary and Secondary Sources, ELA 4 Writing Workshop: Find and Use Credible Sources, 149, 201, 329, 367, 418, 466, 521, 640, 656, 699 Analysis Skills: Assess Credibility of a Source, 163, 441 Analysis Skills: Draw Sound Conclusions from Sources, 202 Writing Workshop: Distinguish Claims from Opposing Claims, 474, 692</p> <p><b>Digital Resources:</b> 21st Century Skills Tutorials&gt;Analyze Primary and Secondary Sources 21st Century Skills Tutorials&gt;Interpret Sources</p>

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<p>3.SS.6-8.EWC.5 Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.</p>	<p><i>Students practice the skill of using media sources for research using the following references:</i></p> <p><b>SE/TE:</b> See the following for reminders about how to use credible sources in research assignments: Writing Workshop: Find and Use Credible Sources, 149, 201, 329, 367, 418, 466, 521, 640, 656, 699</p>
<p><b>4 Developing claims and using evidence</b></p>	
<p>4.SS.6-8.EWC.6 Using varied source material, develop an argument based on substantive claims, with strong evidence, and clear reasoning.</p>	<p><b>SE/TE:</b> Write an Argument, ELA 9 Quest: Discussion Inquiry: Debate Punishments for Crimes, 44 Quest Findings, 92 Topic 5: Writing Workshop: Write an Argument, 184, 188, 195, 201, 207, 212, 215 Topic 8: Write Arguments, 315, 329, 332, 338, 343, 349, 355, 357 Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 480, 483 Quest: Discussion Inquiry: Freedom vs. Security, 362 Quest Findings, 398 Quest: Discussion Inquiry: Colonizing Planets, 670 Quest Findings, 722 Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723</p> <p><b>Digital Resources:</b> 21st Century Skills Tutorials&gt;Evaluate Existing Arguments</p>

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<p>4.SS.6-8.EWC.7 Examine different arguments while pointing out the strengths and limitations of each.</p>	<p><b>SE/TE:</b>            Quest: Discussion Inquiry: Debate Punishments for Crimes, 44            Quest Findings, 92            Topic 8: Writing Workshop: Write Arguments: Distinguish Claims from Opposing Claims, 349            Quest: Discussion Inquiry: Freedom vs. Security, 362            Quest Findings, 398            Topic 11: Writing Workshop: Write an Argumentative Essay: Distinguish Claims from Opposing Claims, 474            Quest: Discussion Inquiry: Colonizing Planets, 670            Topic 16: Writing Workshop: Write an Argument: Distinguish Claims from Opposing Claims, 692            Quest Findings, 722  <b>Digital Resources:</b>            21st Century Skills Tutorials&gt;Evaluate Existing Arguments</p>
<p><b>5 Communicating and critiquing conclusions</b></p>	
<p>5.SS.6-8.EWC.8 Construct organized explanations for various audiences and purposes using evidence and reasoning.</p>	<p><b>SE/TE:</b>            Write Informative or Explanatory Essays, ELA 10            Topic 3: Writing Workshop: Explanatory Essay, 106, 113, 120, 123            Topic 6: Writing Workshop: Write an Explanatory Essay, 226, 231, 237, 243, 249, 256, 264, 271, 273            Topic 13: Writing Workshop: Write an Explanatory Essay, 557, 565, 573, 581, 583            Topic 14: Writing Workshop: Write an Explanatory Essay, 594, 600, 606, 611, 615            Topic 15: Writing Workshop: Write an Explanatory Essay, 628, 645, 640, 648, 656, 662, 665    <b>Digital Resources:</b>            21st Century Skills Tutorials&gt;Write an Essay</p>

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<p>5.SS.6-8.EWC.9 Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued.</p>	<p><b>SE/TE:</b> Speaking and Listening: Discuss Your Ideas, ELA 15 Effective Listening, ELA 1 Quest: Discussion Inquiry: Debate Punishments for Crimes, 44 Quest Findings, 92 Quest: Discussion Inquiry: The Fall of Rome, 308 Quest Findings, 356 Quest: Discussion Inquiry: Freedom vs. Security, 362 Quest Findings, 398 Quest: Discussion Inquiry: Colonizing Planets, 670 Quest Findings, 722</p> <p><b>TE only:</b> Active Classroom, 61, 116, 171, 299, 387, 416, 494, 643</p> <p><b>Digital Resources:</b> 21st Century Skills Tutorials&gt;Participate in a Discussion or Debate&gt;Evaluate Existing Arguments</p>
<p><b>6 Taking informed action</b></p>	
<p>6.SS.6-8.EWC.10 Draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional and global problems at various times and places.</p>	<p><b>SE/TE:</b> Quest: Discussion Inquiry: Debate Punishments for Crimes, 44 Quest Findings, 92 Lesson Check: Solve Problems, 195, 699 Analysis Skill: Identify Central Issues and Problems, 317 Analysis Skill: Conduct a Cost-Benefit Analysis, 350 Quest: Discussion Inquiry: Freedom vs. Security, 362 Quest Findings, 398 Analyze Diagrams: The Scientific Method (State the Problem), 661 Analyze Diagrams: Improvements in Navigation, 677</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials&gt;Solve a Problem&gt;Being an Informed Citizen&gt;Political Participation&gt;Work in Teams&gt;Serving on a Jury&gt;Voting</p>

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<p>6.SS.6-8.EWC.11 Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.</p>	<p><i>Students engage in discussion and problem solving using the following references:</i></p> <p><b>SE/TE:</b>            Quest: Discussion Inquiry: Debate Punishments for Crimes, 44            Quest Findings, 92            Also see:            Speaking and Listening: Discuss Your Ideas, ELA 15            Effective Listening, ELA 1</p> <p><b>Digital Resources:</b>            21<sup>st</sup> Century Skills Tutorials&gt;Compromise&gt;Make Decisions&gt;Being an Informed Citizen&gt;Political Participation&gt;Work in Teams&gt;Serving on a Jury&gt;Voting</p>
<p><b>Content Themes Grades 6-8: Early World Civilizations (prior to 1500)</b></p>	
<p><b>H History</b></p>	
<p><b>Power and politics</b></p>	
<p>H.SS.6-8.EWC.12 Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.</p>	<p><b>SE/TE:</b>            How Did Cities Lead to Civilizations?, 33–34            What Are the Features of Civilizations?, 34–37            Analyze Maps, 93            Visual Review: Comparing Egypt and Kush, 122            Critical Thinking: Compare and Contrast, 123, 188, 207            Lesson Check: Compare and Contrast, 134            Visual Review: Early Indian Civilizations and Empires, 174            Visual Review: Early Chinese Dynasties, 214            Visual Review: Comparing Athens and Sparta, 272            Quest: Discussion Inquiry: The Fall of Rome, 308            Visual Review: Comparing the Roman and Byzantine Empires, 356            Quest Findings, 356</p>

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<p><b>Continued:</b> H.SS.6-8.EWC.12 Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.</p>	<p><b>Continued:</b> <b>Digital Resources:</b> Topic 1: Lesson 5&gt;Lesson Videos&gt;What Makes a Civilization? Topic 7: Lesson 1&gt;Lesson Videos&gt; Rome’s Founding and Early Days Topic 8: Lesson 5&gt;Lesson Videos&gt;Why Did the Roman Empire End?</p>
<p>H.SS.6-8.EWC.13 Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.</p>	<p><i>This standard is met throughout the program. Conflict, oppression, and the violation of rights were a repeated theme across the Ancient World. See these representative examples for opportunities to match this standard:</i></p> <p><b>SE/TE:</b> The Conquest of Sumer, 54–56 Analyze Images, 57 Critical Thinking and Writing, 58 What Was the Exodus?, 72–74 The Babylonian Captivity, 85 Egypt Conquers Kush, 118 Kush Conquers Egypt, 118 Reading Check: Cause and Effect, 118 The Caste System, 138–140 Analyze Charts, 139 The Mandate of Heaven (Divinity of Emperor as example of oppression), 186 The Warring States Period, 187 Primary Source: Sun Tzu, the Art of War, 189 Harsh Laws, 200 Thought Control, 201 Analyze Images, 201 Military Conquests, 235 The Helot Revolts, 235 Slavery in Ancient Greece, 240–241 Warfare in Ancient Greece, 244–249 Critical Thinking and Writing, 249</p>

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<p><b>Continued:</b> H.SS.6-8.EWC.13 Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations</p>	<p><b>Continued:</b> Alexander on the March, 268–270 Roman Slavery, 293 Conflict with Carthage, 296 What Did the Pax Romana End?, 339–340 Critical Thinking and Writing, 357</p> <p><b>Digital Resources:</b> Topic 2: Lesson 7&gt;Lesson Videos&gt;Israel and the Jewish Diaspora Topic 4: Lesson 2&gt;Lesson Videos&gt;The Caste System Topic 6: Lesson 5&gt;Lesson Videos&gt;Causes and Effects of the Persian Wars</p>

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<p>Identity</p>	
<p>H.SS.6-8.EWC.14 Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.</p>	<p><i>This standard is met throughout the program. See these lessons on how the World History program presents the various elements that shaped identity in the Ancient World:</i></p> <p><b>SE/TE:</b></p> <p>Quest: Project-Based Learning Inquiry: Design a Village, 6</p> <p>How Did Farming Change Human Culture?, 29–31</p> <p>Organized Government, 35</p> <p>Established Religion, 35–36</p> <p>Analyze Diagrams: Eight Features of Civilization, 35</p> <p>Social Classes, 36</p> <p>Arts and Architecture, 37</p> <p>Analyze Diagrams: Sumerian Social Hierarchy, 48</p> <p>What Role Did Religion Have in Sumerian Society?, 48</p> <p>Akkadian Culture, 55</p> <p>Analyze Diagrams: Purposes and Effects of Hammurabi’s Code, 57</p> <p>Arts of Mesopotamia, 64</p> <p>Origins of Judaism, 71–75</p> <p>Critical Thinking and Writing, 75</p> <p>Primary Sources: Psalm 23, 76</p> <p>Beliefs of Judaism, 77–82</p> <p>The Nile River Valley, 99–100</p> <p>Analyze Diagrams: Egypt’s Social Pyramid, 103</p> <p>Writing and Literature, 109–110</p> <p>Origins and Beliefs of Hinduism, 142–149</p> <p>Origins and Beliefs of Buddhism, 151–157</p> <p>Critical Thinking and Writing, 175</p> <p>Chinese Belief Systems, 191–195</p> <p>Quest: Project-Based Learning Inquiry: The Influence of Ancient Greece, 220</p>

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<p><b>Continued:</b> H.SS.6-8.EWC.14 Describe the factors that shape identity, including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.</p>	<p><b>Continued:</b> Democracy in Athens, 227–231 Ancient Greek Beliefs and Arts, 251–256 Ancient Greek Learning, 258–264 Government of the Republic, 285–290 Society in the Republic, 291–294 Critical Thinking and Writing, 303 Origins of Christianity, 318–323 Beliefs of Christianity, 325–329 Roman Culture and Its Legacy, 331–338 Critical Thinking and Writing, 357</p> <p><b>Digital Resources:</b> Topic 2: Lesson 6&gt;Lesson Videos&gt;The Central Beliefs of Judaism Topic 4: Lesson 3&gt;Lesson Videos&gt;Hindu Traditions and Practices Topic 6: Lesson 4&gt;Lesson Videos&gt;Men, Women, and Children in Ancient Greece</p>
<p>H.SS.6-8.EWC.15 Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Romans vs. “barbarians,” conquerors vs. conquered, Mongols vs. Ming Chinese.</p>	<p><b>SE/TE:</b> Analysis Skill: Detect Historical Points of View, 141 Critical Thinking and Writing: Compare Viewpoints, 249 Analysis Skill Compare Different Points of View, 250 Also see: The Early Israelites and the Worship of One God, 71 Primary Sources: The Life or Legend of Gaudama: Determine Author’s Point of View, 158 Primary Sources: Sun Tzu, the Art of War: Explain an Argument, 189 Primary Sources: Confucius, The Analects: Determine Author’s Point of View, 196</p>

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<p><b>Continued:</b> H.SS.6-8.EWC.15 Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Romans vs. “barbarians,” conquerors vs. conquered, Mongols vs. Ming Chinese.</p>	<p><b>Continued:</b> Primary Sources: Pericles, Funeral Oration, 232 Analyze Charts: Governments of Athens and Sparta, 237 Primary Sources: The Gospel of Matthew, The Sermon on the Mount: Draw Conclusions, 330 Critical Thinking and Writing: Compare and Contrast, 338 The Huns Arrive, 342 The Germans Invade, 342–343 Religious Differences, 351–352 The Great Schism, 353–354 Critical Thinking and Writing: Compare and Contrast, 355 How Did Society in Yuan China Change?, 501 The Ming Restore Chinese Power, 504–505 Chinese Belief Systems, 511–513</p> <p><b>Digital Resources:</b> Topic 5: Lesson 4&gt;Lesson Videos&gt;Comparing Legalism and Confucianism Topic 8: Lesson 5&gt;Lesson Videos&gt;Why Did the Roman Empire End? Topic 12: Lesson 2&gt;Lesson Videos&gt;The Growth and Importance of the Mongol Empire</p>

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<p><b>People and ideas</b></p>	
<p>H.SS.6-8.EWC.16 Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.</p>	<p><i>This standard is met throughout the program. See these representative lessons on how the World History program presents cultural developments within and across ancient societies:</i></p> <p><b>SE/TE:</b>            Developing Complex Cultures, 21–26            How Did Farming Change Human Culture?, 29–31            Critical Thinking and Writing: Understand Effects, 26            Analyze Diagrams: Eight Features of Civilization, 35            What Is the Cultural Legacy of the Phoenicians, 69–70            Origins of Judaism, 71–75            Analysis Skills: Identify Physical and Cultural Features, 108            Achievements of Egyptian Civilization, 109–113            Critical Thinking and Writing: Infer, 113            What is the Impact of Hinduism, 147–149            How Did Buddhism Spread?, 156–157            Exchange of Ideas, 207            Critical Thinking and Writing: Understand Effects, 207            Han Achievements, 211–212            Analysis Skills: Identify Sources of Continuity, 213            Democracy in Athens, 227–231            Critical Thinking and Writing: Compare and Contrast, 231            Ancient Greek Beliefs and Arts, 251–256            Critical Thinking and Writing: Draw Conclusions, 256            Ancient Greek Learning, 258–264            Origins of Christianity, 318–323            Analysis Skills: Detect Changing Patterns, 324</p>

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<p><b>Continued:</b> H.SS.6-8.EWC.16 Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts</p>	<p><b>Continued:</b> Christianity in the World Today, 328 What Is the Judeo-Christian Tradition?, 329 Roman Culture and Its Legacy, 331–338 African Traditions, 607–611 Analysis Skill: Identify Sources of Continuity, 613</p> <p><b>Digital Resources:</b> Topic 4: Lesson 3&gt;Lesson Videos&gt;Hindu Traditions and Practices Topic 4: Lesson 4&gt;Lesson Videos&gt;Teachings and Spread of Buddhism Topic 9: Lesson 2&gt;Lesson Videos&gt;The Spread of Christianity to Northern Europe Topic 14: Lesson 2&gt;Lesson Videos&gt;The Influence of Islam in West Africa</p>
<p>H.SS.6-8.EWC.17 Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.</p>	<p><i>Nearly every ancient culture developed technology that helped its advancement. See the following representative examples for the impact of key technological developments:</i></p> <p><b>SE/TE:</b> How Were the First Tools Made?, 11 How Did Domesticated Plants and Animals Change People’s Lives?, 25–26 Analyze Diagrams: The History of Domestication, 28 How Did Farming Change Human Culture?, 29–31 What Was the Sumerian Writing System Like?, 49 Analyze Information: Cuneiform Stages of Development, 50 The Importance of Papyrus, 110 Science, Technology, and Medicine, 113</p>

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<p><b>Continued:</b> H.SS.6-8.EWC.17 Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.</p>	<p><b>Continued:</b> Analyze Images: Comparing Writing Systems, 119 Mathematics and Science, 171–172 Writing, 183–184 Bronze Metalworking, 184 Advances in Science 211–212 Chinese Inventions, 212 Science and Technology, 261–262 A Golden Age for Mathematics and Science, 263–264 What Were Rome’s Practical Achievements?, 312–314 Analyze Charts: Impact of the Romans on the Environment, 313 Roman Advances in Science and Medicine, 335–336</p> <p><b>Digital Resources:</b> Topic 1: Lesson 3&gt;Lesson Videos&gt;The Agricultural Revolution Topic 1: Lesson 4&gt;Lesson Videos&gt;Effects of the Agricultural Revolution Topic 12: Lesson 3&gt;Lesson Videos&gt;Technology of China</p>

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<p><b>International relations</b></p>	
<p>H.SS.6-8.EWC.18 Analyze the use of conflict and/or diplomacy in ancient world interactions.</p>	<p><b>SE/TE:</b>            The Conquest of Sumer, 54–56            Analyze Images: Purpose and Effects of Hammurabi’s Code, 57            Trade in the Eastern Mediterranean (Anatolian diplomats), 116            Egypt Conquers Kush, 118            Kush Conquers Egypt, 118            Reading Check: Cause and Effect, 118            The Warring States Period, 187            Primary Source: Sun Tzu, the Art of War, 189            Military Conquests, 235            The Helot Revolts, 235            Warfare in Ancient Greece, 244–249            Critical Thinking and Writing, 249            Philip Conquers Greece (attempts at diplomacy), 267–268            Alexander on the March, 268–270            How Did Rome Expand? (force and diplomacy), 283            Conflict with Carthage, 296            What Did the Pax Romana End?, 339–340            Critical Thinking and Writing, 357</p> <p><b>Digital Resources:</b>            Topic 6: Lesson 5&gt;Lesson Videos&gt;Causes and Effects of the Persian Wars</p>

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<b>M Multicultural</b>	
<b>Social justice, consciousness, and action</b>	
M.SS.6-8.EWC.19 Analyze the ways in which dominant cultures have oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to this oppression.	<p><i>This standard is met throughout the program. See these representative examples:</i></p> <p><b>SE/TE:</b>            Analyze Diagrams: Sumerian Social Hierarchy, 48            The Babylonian Captivity, 85            What Was the Diaspora?, 86–88            Analyze Diagrams: Egypt’s Social Pyramid, 103            The Caste System, 138–140            Analyze Charts: The Caste System, 139            New Rules for the Empire (moral law and tolerance), 165            Politics in the Polis (exclusion of women, slaves, and foreigners), 226            The Helot Revolts, 235            Slavery in Ancient Greece, 240–241            Roman Slavery, 293            The Urban Poor, 298            Opposition, Arrest, and Death, 320            Christians Are Persecuted, 323</p> <p><b>Digital Resources:</b>            Topic 4: Lesson 2&gt;Lesson Videos&gt;The Caste System</p>

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<b>Respectful engagement with diverse people</b>	
M.SS.6-8.EWC.20 Assess the impacts of cultural diffusion when diverse groups interact within and across early civilizations.	<p><b>SE/TE:</b>            What Is the Cultural Legacy of the Phoenicians? (defines cultural diffusion), 69–70            Lesson Check, 70            Exchange of Ideas, 207            Quest: Project-Based Writing Inquiry: The Influence of Ancient Greece, 220            Greek Culture Spreads, 271            Exchange Between Continents, 271            Quest: Document-Based Writing Inquiry: The Roman Influence, 278            Rome as a Site of Encounter, 331–332            What Was Greco-Roman Culture? 332–333            What Was the Influence of Roman Law? 338</p> <p><b>TE only:</b>            Discuss, 331</p>
M.SS.6-8.EWC.21 Investigate the ways in which civilizations build communities of respect, equity, and diversity throughout early world history.	<p><i>Students can explore the ways civilizations build communities with the following lessons:</i></p> <p><b>SE/TE:</b>            Quest: Discussion Inquiry: Debate Punishments for Crimes, 44            The Significance of Hammurabi’s Code, 56–57            What Are the Ten Commandments, 74            How Does Judaism Help Ensure Social Justice? 88–89            Laws Supporting Animal Rights and the Environment, 89            Quest: Document-Based Writing Inquiry: Become a Pharaoh-in-training, 98            The Caste System, 138–139            What Were the Five Confucian Relationships? 193            How Did Civil Service Strengthen the Han government? 204–205</p>

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<p><b>Continued:</b> M.SS.6-8.EWC.21 Investigate the ways in which civilizations build communities of respect, equity, and diversity throughout early world history.</p>	<p><b>Continued:</b> The World’s First Democracy, 229 How Did Athenian Democracy Work? 230–231 Rome Becomes a Republic, 281–282 Government of the Republic, 285–290</p> <p><b>Digital Resources:</b> Chapter 2: Lesson 2&gt;Interactive Primary Source&gt;Hammurabi’s Code</p>
<p align="center"><b>Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds</b></p>	
<p>M.SS.6-8.EWC.22 Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.</p>	<p><i>This standard is met throughout the program. See these representative lessons on the contributions of groups and individual from a wide variety of racial and ethnic backgrounds:</i></p> <p><b>SE/TE:</b> Judaism’s Support for Society, 88–89 What is the Legacy of Judaism?, 90 What is the Impact of Hinduism, 147–149 The Legacy of Buddhism, 157 Critical Thinking and Writing: Understand Effects, 207 Han Achievements, 211–212 Analysis Skills: Identify Sources of Continuity, 213 The World’s First Democracy, 229 Direct and Representative Democracy: The Differences, 231 Critical Thinking and Writing: Compare and Contrast, 231 Greek Religion and Mythology, 251–253 Arts in Ancient Greece, 254–256 Critical Thinking and Writing: Draw Conclusions, 256 Ancient Greek Learning, 258–264</p>

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<p><b>Continued:</b> M.SS.6-8.EWC.22 Analyze the intellectual, cultural, religious, and artistic contributions to our modern world of racially and ethnically diverse individuals and cultures of early civilizations.</p>	<p><b>Continued:</b> What Was the Impact of Hellenistic Learning?, 270–271 What Is the Judeo-Christian Tradition?, 329 Roman Culture and Its Legacy, 331–338 Analysis Skill: Identify Sources of Continuity, 613 Achievements of Islamic Civilization, 468–474 Chinese Thought and Achievements, 508–514 What Were Some Mayan Achievements?, 556–557 Aztec Achievements, 564–565 Incan Achievements, 571–572 What Are Key Features of Africa’s Cultural Legacy?, 610–611</p> <p><b>Digital Resources:</b> Topic 2: Lesson 6&gt;Lesson Videos&gt;The Central Beliefs of Judaism Topic 4: Lesson 4&gt;Lesson Videos&gt;Teachings and Spread of Buddhism Topic 6: Lesson 6&gt;Lesson Videos&gt;Greek Mythology</p>

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<b>C Civics</b>	
<b>Analyze civic and political institutions</b>	
C.SS.6-8.EWC.23 Describe the different political, civil, religious, and economic organizations of early civilizations.	<p><i>This standard is met throughout the program. See these representative citations on a range of religious, and economic organizations of early civilizations:</i></p> <p><b>SE/TE:</b>            Organized Government, 35            Established Religion, 35–36            Analyze Diagrams: Eight Features of Civilization, 35            Job Specialization, 36            Public Works, 36–37            Analyze Diagrams: Sumerian Social Hierarchy, 48            What Role Did Religion Have in Sumerian Society?, 48            How Did Sumerian Government Work?, 50–51            Primary Sources: Contracts in Ancient Mesopotamia, 52            Analyze Diagrams: Purposes and Effects of Hammurabi’s Code, 57            Analyze Diagrams: Egypt’s Social Pyramid, 103            Egyptian Religion, 104–105            Monasteries and Missionaries, 156            A Legalist Government, 199–201            How Did Civil Service Strengthen the Han Government?, 204–205            Economic Life, 210–211            Democracy in Athens, 227–231            Government of the Republic, 285–290            What Was the Government’s Role in Religion?, 294            Church Organization, 352–353            The Great Schism, 353–354</p>

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<p><b>Continued:</b> C.SS.6-8.EWC.23 Describe the different political, civil, religious, and economic organizations of early civilizations</p>	<p><b>Continued:</b> <b>Digital Resources:</b> Topic 2: Lesson 2&gt;Lesson Videos&gt;Hammurabi’s Code Topic 5: Lesson 5&gt;Lesson Videos&gt;The Bureaucratic Structure of the Han Government</p>
<p><b>Apply civic virtues and democratic principles</b></p>	
<p>C.SS.6-8.EWC.24 Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes.</p>	<p><i>For opportunities to address this standard please see:</i> <b>SE/TE:</b> Quest: Discussion Inquiry: Debate Punishments for Crimes, 44 How Does Judaism Help Ensure Social Justice? 88–89 Laws Supporting Animal Rights and the Environment, 89 Quest: Document-Based Writing Inquiry: Evaluating a Leader’s Legacy, 180 Analysis Skills: Identify Sources of Continuity, 213 Quest: Document-Based Writing Inquiry: The Roman Influence, 278 How Did the Romans Set an Example? 290 Practicing Christianity, 328–329 Quest: Discussion Inquiry: Freedom vs Security? 362 Islamic Law (Sharia law), 457 Quest: Project-Based Learning Inquiry: Create an Oral History, 588 Analysis Skills: Identify Sources of Continuity, 613 Quest: Document-Based Writing Inquiry: Learning Through the Ages, 620</p> <p><b>TE only:</b> Judaism’s Support for Society, 88</p>

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<p><b>Continued:</b> C.SS.6-8.EWC.24 Compare a current global issue to a historical event from an ancient civilization in order to propose a solution based upon past outcomes.</p>	<p><b>Continued:</b> <b>Digital Resources:</b> Chapter 4: Lesson 5: Interactive Gallery&gt;Village Life in India Chapter 8: Lesson 3: Interactive Gallery&gt;Practicing Christianity</p>
<p><b>Interpret processes, rules, and laws</b></p>	
<p>C.SS.6-8.EWC.25 Compare and contrast government structures, processes, and laws within and across early civilizations.</p>	<p><b>SE/TE:</b> Critical Thinking and Writing: Compare and Contrast, 201 Critical Thinking and Writing: Compare and Contrast, 207 The World’s First Democracy, 229 Direct and Representative Democracy: The Differences, 231 Critical Thinking and Writing: Compare and Contrast, 231 Analyze Charts: Governments of Athens and Sparta, 237 Assessment: Revisit the Essential Question, 273 Quest: Document–Based Writing Inquiry: The Roman Influence, 278 Critical Thinking and Writing: Compare and Contrast, 290 Quest Findings, 302 Assessment: Compare and Contrast, 357</p> <p><b>Digital Resources:</b> Topic 5: Lesson 4&gt;Lesson Videos&gt;Comparing Legalism and Confucianism Topic 6: Lesson 2&gt;Lesson Videos&gt;The Athenian Concept of Citizenship</p>

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<p><b>G Geography</b></p>	
<p><b>Create geographic representations</b></p>	
<p>G.SS.6-8.EWC.26 Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early civilizations.</p>	<p><b>SE/TE:</b>            Maps and Geography Skills (examples), 67, 85, 132, 148, 169, 175, 205, 246, 269, 297, 311, 342, 372, 443, 460, 545, 590, 599, 615            Analysis Skills: Identify Physical and Cultural Features, 108            Analysis Skills: Interpret Thematic Maps, 173            Analysis Skills: Identify Physical and Cultural Features, 389            Quest: Be a Map-Maker, 550</p> <p><b>Digital Resources:</b>            Social Studies Core Concepts: Geography:            Understanding Maps            21st Century Skills Tutorials&gt;Create Charts and Maps&gt;Use Parts of a Map&gt;Read Physical Maps; Read Political Maps&gt;Read Special Purpose Maps</p>

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<p><b>Evaluate human environment interaction</b></p>	
<p>G.SS.6-8.EWC.27 Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived there.</p>	<p><i>This standard is met throughout the program. See these representative citations on cultural, physical, and environmental characteristics of early civilizations:</i></p> <p><b>SE/TE:</b></p> <p>How Did Humans Adapt to Varied Environments?, 18–19</p> <p>When Did People Start to Farm, 24–26</p> <p>Where Did Farming Begin and How Did It Spread?, 27–29</p> <p>How Did Farming Change Human Culture?, 29–31</p> <p>How Did Farming Change Social Organization?, 31</p> <p>What Resources Were Important?, 33–34</p> <p>How Was Agriculture Important in Mesopotamia?, 45–47</p> <p>The Nile River Valley, 99–100</p> <p>Analysis Skills: Identify Physical and Cultural Features, 108</p> <p>Quest: A Trip Through India, 128</p> <p>What Is the Indian Subcontinent?, 129–130</p> <p>Farming, 131–132</p> <p>Geography of China, 181–182</p> <p>How Did Geography Shape the Greek World, 221–224</p> <p>Italy’s Varied Geography, 279–280</p> <p>What Were Rome’s Natural Advantages, 281</p> <p>Analysis Skills: Identify Physical and Cultural Features, 389</p> <p>How Did Geography Set Japan Apart?, 516–517</p> <p>Korea’s Geography, 538–539</p> <p>The African Landscape, 589–591</p> <p><b>Digital Resources:</b></p> <p>Topic 1: Lesson 4&gt;Lesson Videos&gt;Effects of the Agricultural Revolution</p> <p>Topic 5: Lesson 1&gt;Lesson Videos&gt;The Influence of Geography on China</p> <p>Topic 6: Lesson 1&gt;Lesson Videos&gt;Impact of Geography on Early Greece</p>

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<b>Analyze human population, movements, and patterns</b>	
G.SS.6-8.EWC.28 Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.	<b>SE/TE:</b> Public Works, 36–37 System of Writing, 37 Lesson Check, 37 New Roads, 63 Farming and Manufacturing, 67 Navigation, 68 The Alphabet, 70 Agricultural Techniques Create a Surplus, 101 What was Hieroglyphic Writing? 109 Farming, 131–132 Technology, 131 Decimal System, 171 Economy and Technology, 188 Uniform Standards, 198–199 A Major Trade Route, 206–207 Roman Roads Link the Empire, 312
<b>Analyze global interconnections</b>	
G.SS.6-8.EWC.29 Explain how global changes in population distribution patterns affect changes in land use in early civilizations including, but not limited to: rural vs. urban, major waterways, pandemics, slavery.	<b>SE/TE:</b> How Did Farming Change Social Organization? 31 How Did the First Cities Develop? 31–32 Colonies and City-States, 69 What Was the Exodus? 72–73 The Babylonian Captivity, 85 Lands of the Diaspora, 87 Agricultural Techniques Create a Surplus, 101 How Did Cities Develop? 101 Indo-Aryan Migrations, 136 Analyze Charts, 313 Famine and Warfare Strike, 434–436 What Was the Black Death? 436–438 Analyze Graphs, 438 What Were the Effects of the Black Death? 438–439 Lesson Check, 439 <b>Digital Resources:</b> Topic 1: Lesson 2: Interactive Map>Migrations of <i>Homo sapiens</i> Topic 10: Lesson 5: Interactive Map>The Black Death

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<p><b>E Economics</b></p>	
<p><b>Critique exchange and markets</b></p>	
<p>E.SS.6-8.EWC.30 Differentiate economic systems, patterns of trade and how those impact civilizations.</p>	<p><b>SE/TE:</b>            How Did Cities Become Centers of Wealth? (economy defined), 32            Lesson Check, 32            Trade (Barter), 47            Central Control (tribute and currency), 63            Phoenician Traders (imports and exports), 67            Why Was Trade Important for Egypt and Kush? 115–117            Lesson Check, 120            Indus Valley: Trade, 132            A Major Trade Route, 206–207            The Greek Economy, 241–243            Trade and the Roman Economy, 314–315            Geography Skills, 314            Lesson Check, 315            How Did Manors Work? 380–382            How Did Trade and Industry Grow? (banking), 385–386            How Did Cities and Trade Grow? 468–470            How Did Trade Fuel Prosperity? 494–495</p> <p><b>TE only:</b>            Curriculum Connection: Economics, 47</p> <p><b>Digital Resources:</b>            Social Studies Core Concepts: Economics&gt;Economic Systems            Topic 3: Lesson 3: Interactive Simulation&gt;Ancient Egypt and Kush Trade            Topic 5: Lesson 6: The Economy of China Under the Han            Topic 6: Lesson 4: Interactive Map&gt;Expansion of Trade in the Greek World</p>

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<b>Evaluate the national economy</b>	
E.SS.6-8.EWC.31 Assess the economies of ancient civilizations based on trade, resources, labor, monetary system, and other factors.	<p><i>For opportunities to address this standard please see:</i></p> <p><b>SE/TE:</b>            Trade, 47            Currency, 63            Farming and Manufacturing, 67            Colonies and City-States, 69            New Roads, 63            Why Was Trade Important for Egypt and Kush? 115–117            Lesson Check, 120            Economy and Technology, 188            Lesson Check, 188            The Silk Road, 205–207            Lesson Check, 207            The Greek Economy, 241–243            Lesson Check, 243            Assessment: Determine Relevance, 273            Trade and the Roman Economy, 314–315            Lesson Check, 315            Quest Connections, 340            Assessment: Identify Cause and Effect, 357</p> <p><b>TE only:</b>            Infer, 47            Identify Cause and Effect, 47, 67, 241            Cite Evidence, 67            Curriculum Connection: Economics, 47</p> <p><b>Digital Resources:</b>            Topic 3: Lesson 3: Interactive Simulation&gt;Ancient Egypt and Kush Trade            Topic 6: Lesson 4: Interactive Map&gt;Expansion of Trade in the Greek World</p>

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<b>Assess the global economy</b>	
E.SS.6-8.EWC.32 Explain how trade has impacted economic growth, labor markets, rights of citizens, the environment, and resources and income distribution in different ancient civilizations.	<p><b>SE/TE:</b> Trade, 47 Currency, 63 New Roads, 63 Phoenician Traders, 67 Colonies and City-States, 69 Why Was Trade Important for Egypt and Kush? 115–117 How Did Geography Affect the Kush? 117 Lesson Check, 120 The Silk Road, 205–207 Lesson Check, 207 The Greek Economy, 241–243 Lesson Check, 243 Assessment: Determine Relevance, 273 Trade and the Roman Economy, 314–315 Geography Skills, 314 Lesson Check, 315 International Influences, 332 Assessment: Identify Cause and Effect, 357</p> <p><b>TE only:</b> Infer, 47 Identify Cause and Effect, 47, 63, 241 Curriculum Connection: Economics, 47</p> <p><b>Digital Resources:</b> Topic 3: Lesson 3: Interactive Simulation&gt;Ancient Egypt and Kush Trade Topic 6: Lesson 4: Interactive Map&gt;Expansion of Trade in the Greek World</p>

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