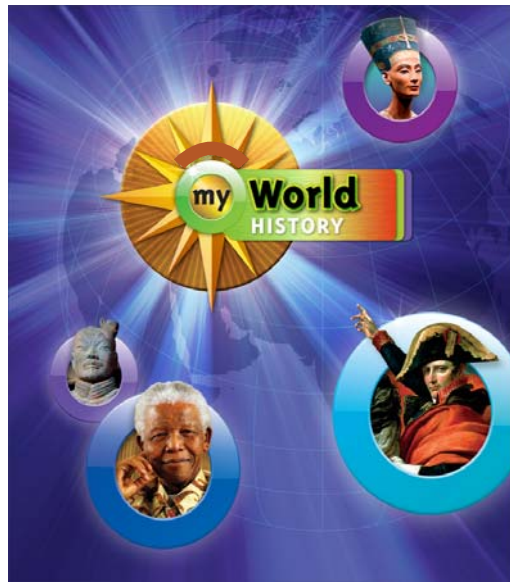


A Correlation of

# myWorld History

Survey Edition  
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To the

# Nevada Social Studies Standards Social Studies Skills & World History

Grades 6-8

**myWorld History, Survey Edition ©2012**  
**Correlated to**  
**Nevada Social Studies Standards, Skills & World History, Grades 6-8**

## Introduction

This document demonstrates how **Savvas myWorld History Survey Edition, ©2012** meets the objectives of the Nevada Social Studies Standards for World History, Grades 6-8. Correlation page references are to the Student and Teacher Editions.

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 21<sup>st</sup> century learners by integrating [myWorldHistory.com](http://myWorldHistory.com) and the Student Edition with the goal of connecting history to their lives today.
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**myWorldHistory.com & myWorld History™** Survey Edition Units:

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- Unit 8: Civilizations of the Americas
- Unit 9: Europe in the Middle Ages
- Unit 10: The Rise of Europe
- Unit 11: The Early Modern World
- Unit 12: The Modern World

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**Table of Contents**

<b>Content Literacy.....</b>	<b>4</b>
<b>Information, Media &amp; Technology Literacy.....</b>	<b>4</b>
<b>Historical Interpretation &amp; Analysis .....</b>	<b>6</b>
<b>Civic Participation .....</b>	<b>7</b>
<b>Content Standard H1.0 - People, Cultures, and Civilizations.....</b>	<b>7</b>
<b>Content Standard H2.0 - Nation Building and Development .....</b>	<b>9</b>
<b>Content Standard H3.0 - Social Responsibility &amp; Change.....</b>	<b>9</b>
<b>Content Standard H4.0 - International Relationships &amp; Power.....</b>	<b>10</b>

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<b>Nevada Social Studies Standards Skills &amp; World History</b>	<b>myWorld History Survey Edition</b>
<p><b>Social Studies Skills:</b> <i>As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21<sup>st</sup> Century Skills. <u>Content literacy</u> is the acquisition and application of reading, writing and oral communication skills to construct knowledge. <u>Information, media, and technology literacy</u> is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens. These skills are an essential part of the study of social studies and should be integrated within the content.</i></p>	
<b>Content Literacy</b>	
6 <sup>th</sup> Grade - 8 <sup>th</sup> Grade	
<ul style="list-style-type: none"> <li>o Read texts by using reading strategies (i.e., prior knowledge, key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes).</li> </ul>	<p><i>This standard is addressed extensively throughout the text; representative citations include the following:</i></p> <p><b>SE/TE:</b> 10-17, 38, 50, 76, 98, 112, 138, 159, 164, 188, 201, 228, 248, 255, 268, 288, 301, 322, 352, 365, 384, 403, 420, 444, 451, 476, 501, 510, 542, 570, 596, 603, 616, 646, 653, 676, 700, 713, 734, 751, 756, 784, 805, 822, 850, 870, 880, 908, 920, 948, 958, 970, 998</p>
<ul style="list-style-type: none"> <li>o Read to identify cause and effect relationships, compare and contrast information, fact v. opinion, and author bias.</li> </ul>	<p><b>SE/TE:</b> 7, 98, 188, 248, 268, 288, 444, 476, 570, 596, 700, 734, 756, 784, 850, 851, 998, 1002-1003</p>
<ul style="list-style-type: none"> <li>o Apply reading and writing strategies to construct and express knowledge.</li> </ul>	<p><b>SE/TE:</b> 16-17, 38-39, 50-51, 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, 616-646, 676-677, 700-701, 734-735, 756-757, 784-785, 822-823, 880-881, 920-921, 948-949, 970-971, 998-999</p>
<ul style="list-style-type: none"> <li>o Use reading and writing to respond to historical literature.</li> </ul>	<p><b>SE/TE:</b> 17, 39, 51, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 646, 677, 701, 735, 757, 785, 850, 881, 921, 949, 971, 999</p>
<ul style="list-style-type: none"> <li>o Gather information by taking notes, making outlines, and creating graphic organizers.</li> </ul>	<p><b>SE/TE:</b> 139, 249, 421, 785</p>
<ul style="list-style-type: none"> <li>o Formulate essential questions on a given topic.</li> </ul>	<p><b>SE/TE:</b> 54, 78, 106, 140, 166, 196, 230, 250, 270, 296, 324, 360, 386, 428, 446, 484, 512, 544, 578, 598, 624, 648, 678, 708, 736, 758, 792, 824, 852, 888, 922, 950, 972</p>
<b>Information, Media &amp; Technology Literacy</b>	
<ul style="list-style-type: none"> <li>o Formulate appropriate research questions.</li> </ul>	<p><b>SE/TE:</b> 17, 51, 102-103, 139, 165, 249, 323, 385, 421, 477, 511, 677, 757, 785, 921, 949, 999</p>

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<b>Nevada Social Studies Standards Skills &amp; World History</b>	<b>myWorld History Survey Edition</b>
o Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.	<b>SE/TE:</b> 17, 51, 102-103, 139, 165, 249, 323, 385, 421, 477, 511, 677, 757, 785, 921, 949, 999
o Effectively communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology.	<b>SE/TE:</b> 77, 139, 189, 269, 323, 385, 421, 424-425, 445, 543, 647, 677, 757, 921
o Identify propaganda, censorship, and bias in the media.	<b>SE/TE:</b> 39, 1002-1003
o Explain content through the use of maps, graphs, charts, and diagrams.	<i>This standard is addressed extensively throughout the text; representative citations include the following:</i> <b>SE/TE:</b> 10-17, 29, 38, 50, 51, 111, 112, 155, 159, 201, 209, 255, 301, 317, 365, 368, 403, 412, 451, 458, 501, 523, 555, 570, 603, 615, 653, 655, 713, 732, 751, 757, 803, 805, 870, 873, 902, 908, 955, 958, 997
o Use technology resources for problem solving, self-directed learning, and extended learning activities.	<b>SE/TE:</b> 77, 139, 165, 229, 249, 385, 421, 477, 511, 543, 677, 757, 921, 949, 999
o Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> 17, 51, 102-103, 139, 165, 249, 323, 385, 421, 477, 511, 677, 757, 785, 921, 949, 999
o Use content specific technology tools to support learning and research.	<b>SE/TE:</b> 77, 139, 165, 229, 249, 385, 421, 477, 511, 543, 677, 757, 921, 949, 999
o Evaluate the accuracy, relevancy, appropriateness, and bias of online and print sources.	<b>SE/TE:</b> 7, 39, 353, 701, 881, 1002-1003

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<b>Nevada Social Studies Standards Skills &amp; World History</b>	<b>myWorld History Survey Edition</b>
<p><b>Social Studies Skills:</b> <i>As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21<sup>st</sup> Century Skills. To engage in <u>historical analysis and interpretation</u> students must draw upon their skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past. <u>Civic Participation</u> includes the skills necessary to prepare students to be active, informed, and literate citizens. These skills are an integral part of the study of social studies and are taught as an integral part with the content standards.</i></p>	
<b>Historical Interpretation &amp; Analysis</b>	
6 <sup>th</sup> Grade - 8 <sup>th</sup> Grade	
o Develop a clear sense of historical time, past, present, and future in order to identify the sequence in which events occurred.	<b>SE/TE:</b> 4, 55, 79, 141, 167, 197, 231, 251, 271, 297, 325, 361, 387, 429, 447, 485, 513, 543, 545, 625, 649, 667, 669, 737, 759, 793, 825, 889, 923, 951, 973
o Identify primary and secondary sources as historical content.	<b>SE/TE:</b> 6-7, 100-101, 190-191, 290-291, 354-355, 422-423, 478-479, 572-573, 618-619, 702-703, 786-787, 882-883, 1000-1001
o Identify historical myths and historical fact.	<b>SE/TE:</b> 338-339, 367, 566, 586, 1038
o Apply social studies (content & skills) to real life situations.	<b>SE/TE:</b> 102-103, 192-193, 292-293, 356-357, 424-425, 480-481, 574-575, 620-621, 704-705, 788-789, 884-885, 1002-1003
o Formulate historical questions.	<b>SE/TE:</b> 54, 78, 106, 140, 166, 196, 230, 250, 270, 296, 324, 360, 386, 428, 446, 484, 512, 544, 578, 598, 624, 648, 678, 708, 736, 758, 792, 824, 852, 888, 922, 950, 972
o Interpret history through the use of primary and secondary sources.	<b>SE/TE:</b> 17, 39, 51, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 646, 677, 701, 735, 757, 785, 823, 850, 881, 921, 949, 971, 999
o Identify multiple perspectives of historical events.	<b>SE/TE:</b> 17, 39, 51, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 646, 677, 701, 735, 757, 785, 823, 850, 881, 921, 949, 971, 999
o Answer a historical question through the interpretation of primary sources.	<b>SE/TE:</b> 6-7, 100-101, 190-191, 290-291, 354-355, 422-423, 478-479, 572-573, 618-619, 702-703, 786-787, 882-883, 1000-1001

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<b>Nevada Social Studies Standards Skills &amp; World History</b>	<b>myWorld History Survey Edition</b>
<b>Civic Participation</b>	
o Accept responsibility for the well-being of oneself, family, and the community.	<b>SE/TE:</b> 192-193, 292-293, 356-357, 480-481, 574-575, 704-705, 788-789, 884-885
o Identify issues and events that have an impact on people at local, state, national, and global levels.	<b>SE/TE:</b> 192-193, 292-293, 356-357, 480-481, 574-575, 704-705, 788-789, 884-885, 1002-1003
o Actively participate in civic and community life at local, state, national, and global levels.	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> 192-193, 292-293, 356-357, 480-481, 574-575, 704-705, 788-789, 884-885, 1002-1003
o Ask meaningful questions to evaluate information.	<b>SE/TE:</b> 16-17, 38-39, 50-51, 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, 616-646, 676-677, 700-701, 734-735, 756-757, 784-785, 822-823, 880-881, 920-921, 948-949, 970-971, 998-999
o Use effective decision-making and problem-solving skills in public and private life.	<b>SE/TE:</b> 192-193, 292-293, 356-357, 480-481, 574-575, 704-705, 788-789, 884-885, 1002-1003
o Collaborate effectively as a member of a group.	<b>SE/TE:</b> 99, 165, 189, 249, 323, 353, 597, 677, 735, 785, 881, 921, 949
<b>Content Standard H1.0 - People, Cultures, and Civilizations - Students understand the development, characteristics, and interaction of people, cultures, societies, religion and ideas.</b>	
<b>At a minimum, students will maintain previous content and attain the following:</b>	
Benchmarks: Grades 6 – 8	
Pre-Civilization	
<i>H1.[6-8].12</i> Identify and describe the characteristics of <b>pre-agricultural societies</b> .	<b>SE/TE:</b> 64-67, 68-75, 76-77
<i>H1.[6-8].13</i> Identify and describe the technological innovations of early <b>agrarian societies</b> .	<b>SE/TE:</b> 82-89, 98
<i>H1.[6-8].14</i> Identify the characteristics of pre-Columbian civilizations in South America that became part of American <b>culture</b> .	<b>SE/TE:</b> 605-607

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<b>Nevada Social Studies Standards Skills &amp; World History</b>	<b>myWorld History Survey Edition</b>
<i>H1.[6-8].15</i> Evaluate factors that contributed to the fall of pre-Columbian civilizations.	<b>SE/TE:</b> 586, 604
Early Civilizations	
<i>H1.[6-8].16</i> Identify the characteristics of a <b>civilization</b> .	<b>SE/TE:</b> 90-97, 98
<i>H1.[6-8].17</i> Explain how a civilization's geographic <b>location</b> influenced its development.	<b>SE/TE:</b> 92, 93, 98-99, 111-112, 144-145, 200-201, 254-255, 300-301, 364, 602-603
<i>H1.[6-8].18</i> Describe the achievements of ancient and classical civilizations.	<b>SE/TE:</b> 93-97, 98-99, 101, 152-157, 203, 206-211, 282-287, 344-351, 396-401
<i>H1.[6-8].19</i> Locate ancient, classical, and <b>regional</b> civilizations and describe their contributions of social structure, religion, and political systems.	<b>SE/TE:</b> 106-139, 140-165, 166-189, 196-229, 230-249, 250-269, 270-289, 296-323, 324-353, 360-385, 386-421, 428-445, 446-477, 484-511, 512-543, 544-571, 578-597, 598-617
<i>H1.[6-8].20</i> Describe the origin, traditions, customs, and spread of the five major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism).	<b>SE/TE:</b> 170-175, 176-181, 182-187, 188-189, 190-191, 212-219, 220-227, 228-229, 450-453, 454-459, 460-467, 476-477, 634-639, 672-675, 688-693
<i>H1.[6-8].21</i> Describe the cultural achievements of societies in the Middle East, Far East, the Americas, Africa, South Asia, and Europe.	<b>SE/TE:</b> 152-157, 206-211, 282-287, 344-351, 396-401, 468-475, 504-509, 587-589, 594-595
Middle Ages	
<i>H1.[6-8].22</i> Identify contributions of individuals around the world during the Middle Ages.	<b>SE/TE:</b> 652-657, 658-663, 676-677
<i>H1.[6-8].23</i> Explain the impact of the Crusades, trade, and the Plague on society during the Middle Ages.	<b>SE/TE:</b> 664-671, 676-677, 684-687, 696-699, 700-701, 702-703



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<b>Nevada Social Studies Standards Skills &amp; World History</b>	<b>myWorld History Survey Edition</b>
<b>Content Standard H2.0 - Nation Building and Development</b> - <i>Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.</i>	
<b>At a minimum, students will maintain previous content and attain the following:</b>	
Benchmarks: Grades 6 – 8	
Early Civilizations	
<i>H2.[6-8].24</i> Identify the characteristics that led to the emergence and decline of empires around the world.	<b>SE/TE:</b> 110-117, 118-123, 124-131, 132-137, 138-139, 144-151, 158-163, 200-205, 234-241, 242-247, 248-249, 258-261
<i>H2.[6-8].25</i> Identify the characteristics of various political systems of ancient civilizations.	<b>SE/TE:</b> 94, 116-117, 121, 125, 147, 243, 256-257, 258-259, 321, 586, 592, 604
Middle Ages	
<i>H2.[6-8].26</i> Explain how <b>feudal relationships</b> provided a foundation for political order in Europe and Japan.	<b>SE/TE:</b> 554-561, 562-569, 570-571, 640-645, 646-647
<i>H2.[6-8].27</i> Determine the causes and consequences of political revolutions.	<b>SE/TE:</b> 868-873, 874-879, 880-881
<i>H2.[6-8].28</i> Define <b>nation states</b> and explain their political development.	<b>SE/TE:</b> 828-831, 832-837, 838-843, 850-851, 892-897, 906-913, 920-921
Exploration & Trade	
<i>H2.[6-8].29</i> Define <b>mercantilism</b> and explain how it influenced patterns of economic activity.	<b>SE/TE:</b> 779-780, 783, 784
<i>H2.[6-8].30</i> Explore how a desire for foreign <b>goods</b> led to an increase of economic and cultural diversity.	<b>SE/TE:</b> 776-783, 784-785, 796-801, 802-807, 808-815, 816-821, 822-823
<b>Content Standard H3.0 - Social Responsibility &amp; Change</b> - <i>Students understand how social ideas and individual action lead to social, political, economic, and technological change.</i>	
<b>At a minimum, students will maintain previous content and attain the following:</b>	
Benchmarks: Grades 6 – 8	
Early Civilizations	
<i>H3.[6-8].13</i> Explain how democratic principles introduced by the Greeks and Romans developed the concept of <b>social responsibility</b> .	<b>SE/TE:</b> 312-317, 322-323, 370-375, 384-385
<i>H3.[6-8].14</i> Analyze the social impact of <b>technology</b> , i.e., ships, iron, water delivery systems, wheel, and the printing press.	<b>SE/TE:</b> 48-49, 112, 113, 117, 157, 202, 348

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<b>Nevada Social Studies Standards Skills &amp; World History</b>	<b>myWorld History Survey Edition</b>
<i>H3.[6-8].15</i> Explain the spread of the five major world religions and their impact on society.	<b>SE/TE:</b> 170-175, 176-181, 182-187, 188-189, 190-191, 212-219, 220-227, 228-229, 450-453, 454-459, 460-467, 476-477, 634-639, 672-675, 688-693
<i>H3.[6-8].16</i> Identify <b>institutions of social responsibility</b> and explain their impact on society, i.e., church, government, family.	<b>SE/TE:</b> 261, 265, 283, 306-307, 312-317, 322-323, 370-375, 376, 384-385, 565, 585, 593
<i>H3.[6-8].17</i> Compare the economic and social importance of slavery with other forms of coerced labor from ancient times to the present.	<b>SE/TE:</b> 149, 155, 261, 283, 305, 308
Middle Ages	
<i>H3.[6-8].18</i> Explain how civilizations create order through social groupings, i.e., caste system, class system, <b>feudalism</b> .	<b>SE/TE:</b> 209-211, 228, 640-645, 646-647
<b>Content Standard H4.0 - International Relationships &amp; Power - <i>Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.</i></b>	
<b>At a minimum, students will maintain previous content and attain the following:</b>	
Benchmarks: Grades 6 – 8	
Middle Ages	
<i>H4.[6-8].10</i> Examine how the Crusades led to a diffusion of ideas throughout Europe and Asia.	<b>SE/TE:</b> 670-671, 676-677
Nevada & the World	
<i>H4.[6-8].11</i> Examine how decisions made in the settlement of the West affected modern foreign <b>commerce</b> , i.e., energy, mining, and <b>multinational corporations</b> .	<i>Opportunities to address this standard appear on the following pages:</i> <b>SE/TE:</b> 984-989, 990-997, 998-999, 1000-1001
<i>H4.[6-8].12</i> Explain the significance of major news events Nevada and at the national and world levels.	<b>SE/TE:</b> 976-983, 984-989, 990-997, 998-999, 1000-1001, 1002-1003