

**A Correlation of Pearson myWorld History, Early Ages, ©2012
to the
New York State Social Studies Framework, Grade 6**

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Common Core Learning Standards for English Language Arts and Literacy Grades 5-8	Pearson myWorld History Early Ages, ©2012
Common Core Reading Standards for Literacy in History/Social Studies	
Key Ideas and Details	
<p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>SE/PG: Historical Sources, 6–7; Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787; Writing Task: Comparing Documents, 323, 479, 619, 677, 701; also see: Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785</p> <p>PG only: Primary Source Lesson Plan and Teacher’s Edition Primary Sources: Core Concepts, 4, 22, 47; Unit 1: Origins, T44, 63; Unit 2: The Ancient Near East, T88, 108, 126, 136, 175, 187, 192; Unit 3: Ancient India and China, T98, 205, 210, 211, 215, 218, 232, 237, 290; Unit 4: Ancient Greece, T62, 299, 302, 314, 320, 333, 337, 347, 356; Unit 5: Ancient Rome, T68, 363, 411, 422; Unit 6: The Byzantine Empire and Islamic Civilization, T56, 439, 464, 466, 475; Unit 7: African and Asian Civilizations, T86, 496, 498, 515, 527, 546, 559, 569, 575; Unit 8: Civilizations of the Americas, T38, 595, 610, 613; Unit 9: Europe in the Middle Ages, T80, 627, 631, 643, 654, 662, 668, 674, 681, 699, 702; Unit 10: The Rise of Europe, T80, 732, 742, 764, 779, 786, 788. In addition, the Teacher’s Edition <i>Guide on the Side</i> lists learning strategies and questions on nearly every page of each of the unit books.</p>

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<p style="text-align: center;">Common Core Learning Standards for English Language Arts and Literacy Grades 5-8</p>	<p style="text-align: center;">Pearson myWorld History Early Ages, ©2012</p>
<p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>SE/ PG: Main Idea and Details, 101, 375, 379, 383, 395, 401, 407, 413, 419, 443, 459, 493, 570, 573; Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787; also see: 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. In addition, the teacher’s edition <i>Guide on the Side</i> lists learning strategies and questions on nearly every page of each of the unit books.</p>
<p>3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</p>	<p>SE/ PG: Studying the Distant Past, 58–63; History of Domestication, 83; Digging for Clues, 100–101; Be Good: Leading by Example, 264; Athenian Democracy, 316; The Right Way to Govern, 290–291; Trade, 522</p>

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<p style="text-align: center;">Common Core Learning Standards for English Language Arts and Literacy Grades 5-8</p>	<p style="text-align: center;">Pearson myWorld History Early Ages, ©2012</p>
<p>Craft and Structure</p>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>SE/ PG: Section Opener: Key Terms, 58, 64, 68, 82, 90, 110, 118, 124, 132, 144, 152, 158, 164, 170, 176, 182, 200, 206, 212, 220, 234, 242, 254, 258, 262, 274, 278, 282, 300, 306, 312, 318, 328, 334, 338, 344, 364, 370, 376, 380, 390, 396, 402, 408, 414, 432, 436, 440, 450, 454, 460, 468, 488, 494, 500, 504, 516, 524, 530, 534, 548, 554, 562, 582, 590, 602, 608, 628, 634, 640, 652, 658, 664, 672, 682, 688, 694, 712, 716, 722, 728, 740, 746, 750, 762, 770, 776; Section Assessment: Key Terms, 117, 123, 131, 137, 151, 157, 163, 175, 181, 187, 205, 211, 219, 227, 241, 247, 257, 261, 267, 277, 281, 287, 305, 311, 317, 321, 333, 337, 343, 351, 369, 375, 379, 383, 395, 401, 407, 413, 419, 435, 439, 443, 453, 459, 467, 475, 493, 499, 503, 509, 523, 529, 533, 541, 553, 561, 569, 589, 595, 607, 615, 633, 639, 645, 657, 663, 671, 675, 687, 693, 699, 715, 721, 727, 733, 745, 749, 755, 769, 775, 783; Chapter Assessment: Key Terms, 76, 98, 138, 164, 188, 228, 248, 268, 288, 322, 352, 384, 420, 444, 476, 510, 542, 570, 596, 616, 646, 676, 700, 734, 756, 784</p> <p>PG only: Academic Vocabulary (teacher's edition section preview wrap), Unit 1: Origins, 59, 65, 69, 83, 91; Unit 2: The Ancient Near East, 111, 119, 125, 133, 145, 153, 159, 165, 171, 177, 183; Unit 3: Ancient India and China, 201, 207, 213, 221, 235, 243, 255, 259, 263, 275, 279, 283; Unit 4: Ancient Greece, 301, 307, 313, 319, 329, 335, 339, 345; Unit 5: Ancient Rome, 365, 371, 377, 381, 391, 397, 403, 409, 415;</p>

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<p>(Continued) RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>(Continued) Unit 6: The Byzantine Empire and Islamic Civilization, 433, 437, 441, 451, 455, 461, 469; Unit 7: African and Asian Civilizations, 489, 495, 501, 505, 517, 525, 531, 535, 549, 555, 563; Unit 8: Civilizations of the Americas, 583, 591, 603, 609; Unit 9: Europe in the Middle Ages, 629, 635, 641, 653, 659, 665, 673, 683, 689, 695; Unit 10: The Rise of Europe, 713, 717, 723, 729, 741, 747, 751, 763, 771, 777</p>
<p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	<p>SE/ PG: Cause and Effect, 16, 38, 98, 101, 131, 164, 185, 219, 247, 248, 268, 277, 287, 288, 322, 384, 395, 407, 419, 420, 444, 475, 476, 523, 553, 561, 595, 596, 612, 618, 687, 693, 699, 700, 733, 734, 755, 783, 784; Compare and Contrast, 38, 76, 123, 151, 164, 191, 205, 211, 227, 228, 247, 257, 261, 268, 277, 281, 305, 317, 322, 352, 369, 375, 383, 384, 401, 420, 423, 439, 444, 453, 467, 476, 479, 503, 509, 510, 542, 570, 573, 612, 645, 727, 734, 745, 756, 769, 784; Sequence, 50, 444, 476, 510, 646, 755; Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775</p>
<p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>SE/ PG: Identify Bias, 499, 529, 533, 702, 703, 756, 775; also see: Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775; 21st 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</p>

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<p style="text-align: center;">Common Core Learning Standards for English Language Arts and Literacy Grades 5-8</p>	<p style="text-align: center;">Pearson myWorld History Early Ages, ©2012</p>
<p>Integration of Knowledge and Ideas</p>	
<p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>SE/ PG: Maps, 10, 11, 12, 13, 14, 15, 38, 42, 44, 50, 62, 69, 85, 92, 98, 112, 183, 185, 188, 201, 204, 207, 218, 226, 236, 243, 248, 255, 259, 279, 301, 310, 319, 330, 332, 336, 365, 381, 391, 403, 406, 418, 433, 438, 451, 452, 461, 469, 489, 492, 496, 501, 510, 518, 520, 525, 528, 532, 543, 549, 570, 583, 584, 591, 603, 609, 629, 630, 632, 636, 641, 653, 659, 667, 674, 685, 696, 713, 714, 734, 751, 764, 766, 771, 777; Charts, Graphs, and Diagrams, 29, 30, 39, 47, 49, 51, 60, 66, 83, 88, 93, 94, 111, 128, 130, 136, 149, 155, 174, 179, 186, 186, 209, 217, 223, 224, 226, 228, 236, 246, 247, 255, 256, 260, 280, 316, 317, 321, 339, 341, 349, 368, 375, 395, 397, 412, 412, 437, 439, 458, 458, 459, 495, 496, 523, 527, 539, 555, 557, 587, 588, 588, 592, 596, 615, 642, 645, 655, 656, 661, 663, 692, 698, 732, 733, 745, 747, 757, 773, 777, 779, 785</p> <p>PG only: myworldhistory.com: Core Concepts (Visual Glossary), T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 8: Civilizations of the Americas, T4, T24; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58</p>

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8. Distinguish between fact, opinion, and reasoned judgment in a text.	<p>SE/ PG: Identify Bias, 499, 529, 533, 702, 703, 756, 775; also see: 21st Century Learning: Analyze Media Content, 39, 511, Evaluate Web Sites, 353, 701–702; Analyze Primary and Secondary Sources, 76, 100, 190, 248, 291, 354, 384, 413, 444, 476, 703, 784, 786</p> <p>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</p>
9. Analyze the relationship between a primary and secondary source on the same topic.	<p>SE/PG: Historical Sources, 6–7; Writing Task: Comparing Documents, 323, 479, 619, 677, 701; also see: Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787</p> <p>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</p>
Range of Reading and Level of Text Complexity	
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.	<p>This objective is met throughout Pearson <i>myWorld History</i>, including:</p> <p>SE: 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;</p>

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<p>(Continued)</p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>(Continued)</p> <p>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; Analyze Primary and Secondary Sources, 100–101, 190–191, 290–291, 354–355, 422–423, 478–479, 572–573, 618–619, 702–703, 786–787</p> <p>PG only: myWorld Activity: Unit 1: Origins, T10, T16, T22, T34, T40; Unit 2: The Ancient Near East, T10, T16, T22, T28, T40, T46, T52, T72, T78, T84; Unit 3: Ancient India and China, T10, T16, T22, T28, T40, T46, T58, T64, T70, T82, T88, T94; Unit 4: Ancient Greece, T10, T16, T22, T28, T40, T46, T52, T58; Unit 5: Ancient Rome, T10, T16, T22, T28, T40, T46, T52, T58, T64; Unit 6: The Byzantine Empire and Islamic Civilization, T10, T16, T22, T40, T46, T52; Unit 7: African and Asian Civilizations, T10, T16, T22, T28, T40, T46, T52, T58, T70, T76, T82; Unit 8: Civilizations of the Americas, T10, T16, T28, T34; Unit 9: Europe in the Middle Ages, T10, T16, T22, T34, T40, T46, T52, T64, T70, T76; Unit 10: The Rise of Europe, T10, T16, T22, T28, T40, T46, T52, T64, T70, T76</p> <p>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> <p>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;</p>

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<p>(Continued)</p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>(Continued)</p> <p>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</p>
<p style="text-align: center;">Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</p>	
<p>Text Types and Purposes</p>	
<p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows and supports the argument presented.</p>	<p>SE/ PG: Writing Task: Paragraph Justifying Your Reasoning, 51, Opinion Piece, 77, Persuasive Letter, 445, Promotional Brochure, 511; also see: Essential Question: Advertisements 269, Commercial, 543</p>

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<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SE/ PG: Writing Task: Explanation, 17, 139, 165, 189, 191, 229, 269, 289, 291, 353, 355, 385, 421, 423, 479, 543, 617, 647, 735, Essay, 39, Summary, 477, 785; Essential Question: Article, 165, Outline a Documentary, 249, Historical Journal, 597; 21st Century Learning: Illustrated Informational Brochure, 51, Make a Plan, 99, 785, Report, 193, 511</p>
<p>3. (See note: not applicable as a separate requirement)</p>	

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<p style="text-align: center;">Common Core Learning Standards for English Language Arts and Literacy Grades 5-8</p>	<p style="text-align: center;">Pearson myWorld History Early Ages, ©2012</p>
<p>Production and Distribution of Writing</p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SE/ PG: Writing Task, 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; also see: Journal Activity, 17, 39, 51; Student Journal (Essential Question), 117, 123, 131, 137, 151, 157, 163, 175, 181, 187, 205, 211, 219, 227, 241, 247, 257, 261, 267, 277, 281, 287, 305, 311, 317, 321, 333, 337, 343, 351, 369, 375, 379, 383, 395, 401, 407, 413, 419, 435, 439, 443, 453, 459, 467, 475, 493, 499, 503, 509, 523, 529, 533, 541, 553, 561, 569, 589, 595, 607, 615, 633, 639, 645, 657, 663, 671, 675, 687, 693, 699, 715, 721, 727, 733, 745, 749, 755, 769, 775, 783</p>
<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>SE/ PG: Writing Task, 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; also see: Journal Activity, 17, 39, 51; Student Journal (Essential Question), 117, 123, 131, 137, 151, 157, 163, 175, 181, 187, 205, 211, 219, 227, 241, 247, 257, 261, 267, 277, 281, 287, 305, 311, 317, 321, 333, 337, 343, 351, 369, 375, 379, 383, 395, 401, 407, 413, 419, 435, 439, 443, 453, 459, 467, 475, 493, 499, 503, 509, 523, 529, 533, 541, 553, 561, 569, 589, 595, 607, 615, 633, 639, 645, 657, 663, 671, 675, 687, 693, 699, 715, 721, 727, 733, 745, 749, 755, 769, 775, 783</p> <p>PG only: Writing Activities exist throughout the Teacher’s Edition on the myWorld Chapter Activity pages and the myWorld Activity pages.</p> <p>myWorld Activity: Unit 1: Origins, T10, T16, T22, T34, T40; Unit 2: The Ancient Near East, T10, T16, T22, T28, T40, T46, T52, T72, T78, T84; Unit 3: Ancient India and China, T10, T16, T22, T28, T40, T46, T58, T64, T70, T82, T88, T94; Unit 4: Ancient Greece, T10, T16, T22, T28, T40,</p>

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<p>(Continued) 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>(Continued) T46, T52, T58; Unit 5: Ancient Rome, T10, T16, T22, T28, T40, T46, T52, T58, T64; Unit 6: The Byzantine Empire and Islamic Civilization, T10, T16, T22, T40, T46, T52, T58; Unit 7: African and Asian Civilizations, T10, T16, T22, T28, T40, T46, T52, T58, T70, T76, T82; Unit 8: Civilizations of the Americas, T10, T16, T28, T34; Unit 9: Europe in the Middle Ages, T10, T16, T22, T34, T40, T46, T52, T64, T70, T76; Unit 10: The Rise of Europe, T10, T16, T22, T28, T40, T46, T52, T64, T70, T76 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 (Continued) 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>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>SE/PG: Twenty-first Century Learning, 99, 102–103, 139, 165, 189, 192–193, 229, 249, 269, 289, 292–293, 323, 353, 356–357, 385, 421, 424–425, 445, 477, 480–481, 511, 543, 571, 574–575, 597, 617, 620–621, 647, 677, 701, 704–705, 735, 757, 785, 788–789 PG only: Explore myworldhistory.com: Core Concepts, T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 8: Civilizations of the Americas, T4, T24; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58</p>

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<p>Research to Build and Present Knowledge</p>	
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>SE/ PG: Twenty-first Century Learning, 99, 102–103, 139, 165, 189, 192–193, 229, 249, 269, 289, 292–293, 323, 353, 356–357, 385, 421, 424–425, 445, 477, 480–481, 511, 543, 571, 574–575, 597, 617, 620–621, 647, 677, 701, 704–705, 735, 757, 785, 788–789</p> <p>PG only: myworldhistory.com: Core Concepts, T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 8: Civilizations of the Americas, T4, T24; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58</p> <p>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>

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<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>SE/ PG: Twenty-first Century Learning, 99, 102–103, 139, 165, 189, 192–193, 229, 249, 269, 289, 292–293, 323, 353, 356–357, 385, 421, 424–425, 445, 477, 480–481, 511, 543, 571, 574–575, 597, 617, 620–621, 647, 677, 701, 704–705, 735, 757, 785, 788–789; also see: Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787; Document-Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785</p> <p>PG only: myworldhistory.com: Core Concepts, T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 8: Civilizations of the Americas, T4, T24; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58 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>

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<p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>SE/ PG: Document-Based Assessment Writing Task & 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; also see: Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787; Student Journal (Essential Question), 117, 123, 131, 137, 151, 157, 163, 175, 181, 187, 205, 211, 219, 227, 241, 247, 257, 261, 267, 277, 281, 287, 305, 311, 317, 321, 333, 337, 343, 351, 369, 375, 379, 383, 395, 401, 407, 413, 419, 435, 439, 443, 453, 459, 467, 475, 493, 499, 503, 509, 523, 529, 533, 541, 553, 561, 569, 589, 595, 607, 615, 633, 639, 645, 657, 663, 671, 675, 687, 693, 699, 715, 721, 727, 733, 745, 749, 755, 769, 775, 783</p>

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Common Core Learning Standards for English Language Arts and Literacy Grades 5-8	Pearson myWorld History Early Ages, ©2012
Range of Writing	
<p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE/ PG: Writing Task, 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; also see: Journal Activity, 17, 39, 51; Student Journal (Essential Question), 117, 123, 131, 137, 151, 157, 163, 175, 181, 187, 205, 211, 219, 227, 241, 247, 257, 261, 267, 277, 281, 287, 305, 311, 317, 321, 333, 337, 343, 351, 369, 375, 379, 383, 395, 401, 407, 413, 419, 435, 439, 443, 453, 459, 467, 475, 493, 499, 503, 509, 523, 529, 533, 541, 553, 561, 569, 589, 595, 607, 615, 633, 639, 645, 657, 663, 671, 675, 687, 693, 699, 715, 721, 727, 733, 745, 749, 755, 769, 775, 783</p> <p>PG only: Writing Activities exist throughout the Teacher’s Edition on the myWorld Chapter Activity pages and the myWorld Activity pages.</p> <p>myWorld Activity: Unit 1: Origins, T10, T16, T22, T34, T40; Unit 2: The Ancient Near East, T10, T16, T22, T28, T40, T46, T52, T72, T78, T84; Unit 3: Ancient India and China, T10, T16, T22, T28, T40, T46, T58, T64, T70, T82, T88, T94; Unit 4: Ancient Greece, T10, T16, T22, T28, T40, T46, T52, T58; Unit 5: Ancient Rome, T10, T16, T22, T28, T40, T46, T52, T58, T64; Unit 6: The Byzantine Empire and Islamic Civilization, T10, T16, T22, T40, T46, T52, T58; Unit 7: African and Asian Civilizations, T10, T16, T22, T28, T40, T46, T52, T58, T70, T76, T82; Unit 8: Civilizations of the Americas, T10, T16, T28, T34; Unit 9: Europe in the Middle Ages, T10, T16, T22, T34, T40, T46, T52, T64, T70, T76; Unit 10: The Rise of Europe, T10, T16, T22, T28, T40, T46, T52, T64, T70, T76</p> <p>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;</p>

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<p style="text-align: center;">Common Core Learning Standards for English Language Arts and Literacy Grades 5-8</p>	<p style="text-align: center;">Pearson myWorld History Early Ages, ©2012</p>
<p>(Continued) 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>(Continued) 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>
<p>Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.</p>	
<p style="text-align: center;">Common Core Standards for Speaking and Listening Comprehension and Collaboration</p>	
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>SE/ PG: Unit Activities, 102–103, 192–193, 292–293, 356–357, 424–425, 480–481, 574–575, 620–621, 704–705, 788–789; Essential Question & 21st Century Learning, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785 PG only: The Ancient Near East: Farm Fresh Lyrics, T40–T41; Historian Talk Show, T81; Ancient Greece: Taking Sides, T16–T17; Respond With a Speech, T63; Ancient Rome: Tonight's Guest Is..., T64–T65; The Byzantine Empire and Islamic Civilization: Can We Talk? T16–T17</p>

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<p style="text-align: center;">Common Core Learning Standards for English Language Arts and Literacy Grades 5-8</p>	<p style="text-align: center;">Pearson myWorld History Early Ages, ©2012</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>SE/ PG: myStory Video, 57, 81, 109, 143, 169, 199, 233, 253, 273, 299, 327, 363, – 389, 431, 449, 487, 515, 547, 627, 651, 681; Unit Activities, 102–103, 192–193, 292–293, 356–357, 424–425, 480–481, 574–575, 620–621, 704–705, 788–789 PG only: myworldhistory.com: Core Concepts (Visual Glossary), T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 8: Civilizations of the Americas, T4, T24; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58</p>
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	<p>SE/ PG: Identify Bias, 499, 529, 533, 702, 703, 756, 775; also see: 21st Century Learning: Analyze Media Content, 39, 511, Evaluate Web Sites, 353, 701–702; 21st Century Learning: Debate the Digital Future, 788–789 PG only: Ancient Greece: Taking Sides, T16–T17; The Byzantine Empire and Islamic Civilization: Can We Talk? T16–T17; African and Asian Civilizations: A Trading Empire, T10–T11; The Rise of Europe: A Poem for Two Voices, T70–T71</p>

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<p style="text-align: center;">Common Core Learning Standards for English Language Arts and Literacy Grades 5-8</p>	<p style="text-align: center;">Pearson myWorld History Early Ages, ©2012</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SE/ PG: Unit Activities, 102–103, 192–193, 292–293, 356–357, 424–425, 480–481, 574–575, 620–621, 704–705, 788–789; Essential Question & 21st Century Learning, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785 PG only: The Ancient Near East: Farm Fresh Lyrics, T40–T41; Historian Talk Show, T89; Ancient Greece: Taking Sides, T16–T17; Respond With a Speech, T63; Ancient Rome: Tonight’s Guest Is..., T64–T65; The Byzantine Empire and Islamic Civilization: Can We Talk? T16–T17</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SE/ PG: 21st Century Learning: Make Maps, 139, 165; Essential Question: Travel Brochure About Ancient India, 229; Presentation on a Chinese Innovation, 543; Evaluate Web Sites About Middle Ages, 701; Web Page About a Renaissance Artist, 735; Internet to Research a Key Figure of the Reformation, 757; Unit Activities, 102–103, 192–193, 292–293, 356–357, 424–425, 480–481, 574–575, 620–621, 704–705, 788–789; PG only: Explore myworldhistory.com: Core Concepts, T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58</p>

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<p style="text-align: center;">Common Core Learning Standards for English Language Arts and Literacy Grades 5-8</p>	<p style="text-align: center;">Pearson myWorld History Early Ages, ©2012</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SE/ PG: Unit Activities, 102–103, 192–193, 292–293, 356–357, 424–425, 480–481, 574–575, 620–621, 704–705, 788–789; Essential Question & 21st Century Learning, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785 PG only: The Ancient Near East: Farm Fresh Lyrics, T40–T41; Historian Talk Show, T89; Ancient Greece: Taking Sides, T16–T17; Respond With a Speech, T63; Ancient Rome: Tonight’s Guest Is..., T64–T65; The Byzantine Empire and Islamic Civilization: Can We Talk? T16–T17</p>
<p><i>Note on range and content of student speaking and listening:</i></p>	
<p><i>To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.</i></p> <p><i>New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.</i></p> <p>From NYS Common Core Learning Standards: http://www.engageny.org/sites/default/files/resource/attachments/nysp12cclsela.pdf</p>	

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New York State Social Studies Framework Grades 6: Social Studies Practices	Pearson myWorld History Early Ages, ©2012
Grade 6: Social Studies Practices	
A. Gathering and Using Evidence	
<p>1. Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, using, and interpreting evidence.</p>	<p>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, 646–647, 676–677, 700–701, 734–735, 756–757, 784–785</p> <p>TE only: Explore myworldhistory.com: Core Concepts, T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58</p>

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<p>2. Identify, effectively select, and analyze different forms of evidence used to make meaning in social studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).</p>	<p>SE/ PG: Historical Sources, 6–7; Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787; Writing Task: Comparing Documents, 323, 479, 619, 677, 701; also see: Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785; A Closer Look, 61, 73, 87, 115, 122, 134, 136, 154, 172, 185, 203, 225, 240, 256, 304, 316, 350, 368, 392, 418, 441, 457, 498, 508, 522, 536, 558, 564, 614, 632, 644, 656, 661, 697, 725, 730, 742, 754, 765, 767</p> <p>PG only: Primary Source Lesson Plan and Teacher’s Edition Primary Sources: Core Concepts, 4, 22, 47; Unit 1: Origins, T44, 63; Unit 2: The Ancient Near East, T88, 108, 126, 136, 175, 187, 192; Unit 3: Ancient India and China, T98, 205, 210, 211, 215, 218, 232, 237, 290; Unit 4: Ancient Greece, T62, 299, 302, 314, 320, 333, 337, 347, 356; Unit 5: Ancient Rome, T68, 363, 411, 422; Unit 6: The Byzantine Empire and Islamic Civilization, T56, 439, 464, 466, 475; Unit 7: African and Asian Civilizations, T86, 496, 498, 515, 527, 546, 559, 569, 575; Unit 8: Civilizations of the Americas, T38, 595, 610, 613; Unit 9: Europe in the Middle Ages, T80, 627, 631, 643, 654, 662, 668, 674, 681, 699, 702; Unit 10: The Rise of Europe, T80, 732, 742, 764, 779, 786, 788. In addition, the teacher’s edition <i>Guide on the Side</i> lists learning strategies and questions on nearly every page of each of the unit books.</p>

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<p>3. Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience.</p>	<p>SE/ PG: Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785; Identify Bias, 499, 529, 533, 702, 703, 756, 775</p> <p>PG only: Ancient Greece: Taking Sides, T16–T17; The Byzantine Empire and Islamic Civilization: Can We Talk? T16–T17; African and Asian Civilizations: A Trading Empire, T10–T11; The Rise of Europe: A Poem for Two Voices, T70–T71</p>
<p>4. Describe the arguments of others.</p>	<p>SE/ PG: Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775</p> <p>PG only: Ancient Greece: Taking Sides, T16–T17; The Byzantine Empire and Islamic Civilization: Can We Talk? T16–T17; African and Asian Civilizations: A Trading Empire, T10–T11; The Rise of Europe: A Poem for Two Voices, T70–T71</p>
<p>5. Identify implicit ideas and draw inferences with support.</p>	<p>SE/ PG: Draw Conclusions, 16, 38, 50, 89, 101, 117, 123, 132, 163, 175, 187, 191, 219, 228, 257, 267, 268, 288, 290, 291, 311, 317, 322, 333, 337, 343, 355, 369, 479, 503, 510, 541, 569, 570, 595, 615, 612, 618, 619, 633, 646, 657, 671, 675, 676, 700, 702, 721, 727, 745, 749, 756, 783, 784, 786, 787; Draw/Make Inferences, 16, 38, 50, 63, 67, 75, 97, 100, 127, 132, 151, 157, 163, 164, 185, 190, 191, 228, 241, 248, 261, 287, 290, 311, 321, 322, 337, 351, 352, 355, 422, 423, 444, 459, 475, 476, 478, 499, 509, 510, 523, 529, 533, 553, 561, 572, 573, 589, 596, 612, 618, 657, 663, 671, 676, 687, 699, 700, 703, 734, 756, 775, 784, 787</p>

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6. Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.	SE/ PG: Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775, 822, 867, 883, 905, 969, 970, 989, 997; Identify Bias, 499, 529, 533, 702, 703, 756, 775 PG only: Core Concepts: Debate and Defend, T31; Ancient Greece: Taking Sides, T16–T17; The Byzantine Empire and Islamic Civilization: Can We Talk? T16–T17; African and Asian Civilizations: A Trading Empire, T10–T11; Europe in the Middle Ages: Medieval Debate, T22
B. Chronological Reasoning	
1. Identify ways that events are related chronologically to one another in time.	SE/ PG: Measuring Time, 4–5; Sequence, 50, 444, 476, 510, 646, 755; Timelines, 4, 55, 79, 83, 107, 141, 167, 197, 231, 234–235, 251, 271, 297, 325, 361, 387, 416–417, 429, 447, 485, 513, 545, 625, 649, 667, 669, 679, 709, 718–719, 737, 744, 759 PG only: Core Concepts: Timeline Builders, T5; Measuring Time, T4; Ancient Greece: Polis Timeline, T10–T11; The Byzantine Empire and Islamic Civilization: Who Was Then? T46–T47; Europe in the Middle Ages: Spain Over Time, T52–T53; Crusade Timelines, T81; The Rise of Europe: Enrichment: Events of the Counter Reformation, T48
2. Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines with teacher support.	SE/ PG: Measuring Time, 4–5 PG only: Core Concepts: Timeline Builders, T5; Measuring Time, T4; Ancient Greece: Polis Timeline, T10–T11; The Byzantine Empire and Islamic Civilization: Who Was Then? T46–T47; Europe in the Middle Ages: Spain Over Time, T52–T53; Crusade Timelines, T81
3. Identify causes and effects from current events, grade-level content, and historical events.	SE/ PG: Cause and Effect, 16, 38, 98, 101, 131, 164, 185, 219, 247, 248, 268, 277, 287, 288, 322, 384, 395, 407, 419, 420, 444, 475, 476, 523, 553, 561, 687, 693, 699, 700, 733, 734, 755, 783, 784

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4. Identify and classify the relationship between multiple causes and multiple effects.	SE/ PG: Cause and Effect, 16, 38, 98, 101, 131, 164, 185, 219, 247, 248, 268, 277, 287, 288, 322, 384, 395, 407, 419, 420, 444, 475, 476, 523, 553, 561, 687, 693, 699, 700, 733, 734, 755, 783, 784
5. Distinguish between long-term and immediate causes and effects of an event from current events or history.	SE/ PG: Cause and Effect, 101, 131, 247, 268, 288, 322, 476, 523; The Invention of the Wheel, 101
6. Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.	SE/ PG: Cause and Effect, 16, 38, 98, 101, 131, 164, 185, 219, 247, 248, 268, 277, 287, 288, 322, 384, 395, 407, 419, 420, 444, 475, 476, 523, 553, 561, 687, 693, 699, 700, 733, 734, 755, 783, 784; Sequence, 50, 444, 476, 510, 646, 755; Timelines, 4, 55, 79, 83, 107, 141, 167, 197, 231, 234–235, 251, 271, 297, 325, 361, 387, 416–417, 429, 447, 485, 513, 545, 625, 649, 667, 669, 669, 679, 709, 718–719, 737, 744, 759
7. Compare histories in different places in the Eastern Hemisphere utilizing time lines. Identify ways that changing periodization affects the historical narrative.	SE/ PG: Measuring Time, 4–5; Timelines, 4, 55, 79, 83, 107, 141, 167, 197, 231, 234–235, 251, 271, 297, 325, 361, 387, 416–417, 429, 447, 485, 513, 545, 625, 649, 667, 669, 669, 679, 709, 718–719, 737, 744, 759 PG only: Core Concepts: Timeline Builders, T5; Measuring Time, T4; Ancient Greece: Polis Timeline, T10–T11; The Byzantine Empire and Islamic Civilization: Who Was Then? T46–T47; Europe in the Middle Ages: Spain Over Time, T52–T53; Crusade Timelines, T81; The Rise of Europe: Enrichment: Events of the Counter Reformation, T48

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<p>8. Identify the relationships of patterns of continuity and change to larger historical processes and themes.</p>	<p>SE/ PG: Sequence, 50, 444, 476, 510, 646, 755; Timelines, 4, 55, 79, 83, 107, 141, 167, 197, 231, 234–235, 251, 271, 297, 325, 361, 387, 416–417, 429, 447, 485, 513, 545, 625, 649, 667, 669, 669, 679, 709, 718–719, 737, 744, 759 PG only: Core Concepts: Timeline Builders, T5; Measuring Time, T4; Ancient Greece: Polis Timeline, T10–T11; The Byzantine Empire and Islamic Civilization: Who Was Then? T46–T47; Europe in the Middle Ages: Spain Over Time, T52–T53; Crusade Timelines, T81; The Rise of Europe: Enrichment: Events of the Counter Reformation, T48</p>
<p>9. Understand that historians use periodization to categorize events. Describe general models of periodization in history.</p>	<p>SE/ PG: Measuring Time, 4–5; Timelines, 4, 55, 79, 83, 107, 141, 167, 197, 231, 234–235, 251, 271, 297, 325, 361, 387, 416–417, 429, 447, 485, 513, 545, 625, 649, 667, 669, 669, 679, 709, 718–719, 737, 744, 759 PG only: Core Concepts: Timeline Builders, T5; Measuring Time, T4; Ancient Greece: Polis Timeline, T10–T11; The Byzantine Empire and Islamic Civilization: Who Was Then? T46–T47; Europe in the Middle Ages: Spain Over Time, T52–T53; Crusade Timelines, T81; The Rise of Europe: Enrichment: Events of the Counter Reformation, T48</p>
C. Comparison and Contextualization	
<p>1. Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.</p>	<p>SE/ PG: Maps: Region, 112, 126, 148, 183, 255, 391, 403, 452, 469, 489, 492, 501, 518, 525, 528, 532, 549, 584, 629, 674, 696</p>

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2. Categorize and evaluate divergent perspectives on an individual historical event.	<p>SE/ PG: Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775 PG only: Ancient Greece: Taking Sides, T16–T17; The Byzantine Empire and Islamic Civilization: Can We Talk? T16–T17; African and Asian Civilizations: A Trading Empire, T10–T11; The Rise of Europe: A Poem for Two Voices, T70–T71</p>
3. Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.	<p>SE/ PG: Compare and Contrast, 38, 76, 123, 151, 164, 191, 205, 211, 227, 228, 247, 257, 261, 268, 277, 281, 305, 317, 322, 352, 369, 375, 383, 384, 401, 420, 423, 439, 444, 453, 467, 476, 479, 503, 509, 510, 542, 570, 573, 612, 645, 727, 734, 745, 756, 769, 784</p>
4. Identify how the relationship among geography, economics, and history helps to define a context for events in the study of the Eastern Hemisphere.	<p>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, 646–647, 676–677, 700–701, 734–735, 756–757, 784–785 TE only: Explore myworldhistory.com: Core Concepts, T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 8: Civilizations of the Americas, T4, T24; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58</p>

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<p>5. Describe historical developments in the history of the Eastern Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes.</p>	<p>SE/ PG: Section Assessment, 117, 123, 131, 137, 151, 157, 163, 175, 181, 187, 205, 211, 219, 227, 241, 247, 257, 261, 267, 277, 281, 287, 305, 311, 317, 321, 333, 337, 343, 351, 369, 375, 379, 383, 395, 401, 407, 413, 419, 435, 439, 443, 453, 459, 467, 475, 493, 499, 503, 509, 523, 529, 533, 541, 553, 561, 569, 633, 639, 645, 657, 663, 671, 675, 687, 693, 699, 715, 721, 727, 733, 745, 749, 755, 769, 775; 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, 646–647, 676–677, 700–701, 734–735, 756–757, 784–785</p>
<p>6. Understand the role that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period with teacher support.</p>	<p>SE/ PG: Maps: Region, 112, 126, 148, 183, 255, 391, 403, 452, 469, 489, 492, 501, 518, 525, 528, 532, 549, 584, 629, 674, 696; Compare and Contrast, 38, 76, 123, 151, 164, 191, 205, 211, 227, 228, 247, 257, 261, 268, 277, 281, 305, 317, 322, 352, 369, 375, 383, 384, 401, 420, 423, 439, 444, 453, 467, 476, 479, 503, 509, 510, 542, 570, 573, 612, 645, 727, 734, 745, 756, 769, 784; Categorize, 16, 89, 228, 384, 420, 444, 467, 476, 755, 756, 769, 784</p>

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D. Economics and Economic Systems	
1. Explain how scarcity necessitates decision making; employ examples from the Eastern Hemisphere to illustrate the role of scarcity historically and in current events; compare through historical examples the costs and benefits of economic decisions.	SE/ PG: Economic Basics, 28–29; Economic Process, 30–31; Economic Systems, 32–33; also see: Trans–Saharan Trade, 491–492; Columbian Exchange, 776–778 PG only: Core Concepts: Economic Basics, T26; Economics Memory, T27; Economics Process, T28; Entrepreneurs, T29; Economics Systems, T31
2. Examine the role that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.	SE/ PG: Economic Basics, 28–29; Economic Process, 30–31; Economic Systems, 32–33; The Importance of Resources, 93; 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; The African Landscape, 488–490; Geography of Japan, 548–549 PG only: Core Concepts: Economic Basics, T26; Economics Memory, T27; Economics Process, T28; Entrepreneurs, T29; Economics Systems, T31
3. Compare market economies to other economic systems in the Eastern Hemisphere.	SE/ PG: Economic Systems, 32–33; Free Market Economy, 32; Traditional Economy, 32, 783; Barter, 30, 113, 310; Mercantilism, 779–780; also see: China, 275, 285, 522; England, 782, 783; Greece, 309–311; Japan, 565; Middle Ages, 643–645; Muslims, 468–470; Netherlands, 782, 783; Reformation and, 755; Renaissance, 712–715; Roman Empire, 394–395, 415; Uruk, 91; West Africa, 506 PG only: Core Concepts: Trade, T32; International Traders, T33; The Ancient Near East: Water in the Desert, T35–T37; Ancient India and China: The Empire Game, T77–T79; African and Asian Civilizations: A Trading Empire, T10–T11; Trade With Other Lands, T35–T37; Trade in Asia and Africa, T86; Europe in the Middle Ages: Global Trade, T64

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<p>4. Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.</p>	<p>SE/ PG: Job Specialization, 30, 88–89, 94, 95; Trade, 34–35; Trading Between Countries (examples): Africa, 15, 491–493, 500–503, 506, 573, 574–575; Asia, 572, 574–575; China, 35, 279, 280–281, 517, 522–523, 528–529, 533, 535, 536, 537–538, 541; Columbian Exchange, 776–778; Egypt, 148, 158–159; Europe, 657, 684–685; Greece, 311; Indus Valley Civilizations, 202, 203, 204; Japan, 561, 565; Mesopotamia, 113; Muslim, 469–470; Nubia, 158–159, 160, 163; Phoenician Civilization, 133–136; Renaissance, 713–715; Roman Empire, 394–395, 415; Russia, 443; Sumer, 113, 202; Trans–Saharan, 491–492</p> <p>PG only: Core Concepts: Trade, T32; International Traders, T33; Origins: When I Grow Up! T34–T35; The Ancient Near East: Water in the Desert, T35–T37; Ancient India and China: The Empire Game, T77–T79; African and Asian Civilizations: A Trading Empire, T10–T11; Trade With Other Lands, T35–T37; Trade in Asia and Africa, T86; Europe in the Middle Ages: Global Trade, T64</p>
<p>5. Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere.</p>	<p>SE/ PG: Economic Basics, 28–29; Economic Process, 30–31; Economic Systems, 32–33</p> <p>PG only: Core Concepts: Economic Basics, T26; Economics Memory, T27; Economics Process, T28</p>

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<p>6. Describe government decisions that impact economies in case studies from the Eastern Hemisphere.</p>	<p>SE/ PG: Economic Basics, 28–29; Economic Process, 30–31; Economic Systems, 32–33; Trade, 34–35; Columbian Exchange, 776–778; Egyptian Trade, 148, 158–159; Greece, 311; Japan, 561, 565; Mesopotamia, 113; Muslim, 469–470; Nubia, 158–159, 160, 163; Phoenician Civilization, 133–136; Renaissance, 713–715; Roman Empire, 394–395, 415; Sumer, 113, 202; Trans–Saharan, 491–492 PG only: Core Concepts: Trade, T32; International Traders, T33; The Ancient Near East: Water in the Desert, T35–T37; Ancient India and China: The Empire Game, T77–T79; African and Asian Civilizations: A Trading Empire, T10–T11; Trade With Other Lands, T35–T37; Trade in Asia and Africa, T86; Europe in the Middle Ages: Global Trade, T64</p>
<p>E. Geographic Reasoning</p>	
<p>1. Use location terms and geographic representations such as maps, photographs, satellite images, and models to describe where places in the Eastern Hemisphere are in relation to each other, to describe connections among places, and to evaluate the benefits of particular places for purposeful activities.</p>	<p>SE/ PG: Geography’s Five Themes, 10–11; Understanding Maps, 12–13; Historical Maps, 14–15; Maps and Map Skill Questions, 10, 11, 12, 13, 14, 15, 38, 42, 44, 50, 62, 69, 85, 92, 98, 112, 183, 185, 188, 201, 204, 207, 218, 226, 236, 243, 248, 255, 259, 279, 301, 310, 319, 330, 332, 336, 365, 381, 391, 403, 406, 418, 433, 438, 451, 452, 461, 469, 489, 492, 496, 501, 510, 518, 520, 525, 528, 532, 543, 549, 570, 629, 630, 632, 636, 641, 653, 659, 667, 674, 685, 696, 713, 714, 734, 751, 764, 766, 771, 777</p>

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<p>2. Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) in the Eastern Hemisphere; identify the relationship between human activities and the environment.</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> <p>PG only: The Ancient Near East: Enrichment: Rebuilding Babylon, T22–T23; Water in the Desert, T35–T37; Enrichment: The Aswan High Dam, T42; Enrichment: The Great Pyramid and Others, T48; Ancient India and China: Clues to Ancient China, T53–T55; African and Asian Civilizations: Enrichment: The Technology of Irrigation, T60</p>
<p>3. Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.</p>	<p>SE/ PG: Adapting to Varied Environments, 70–71; The Importance of Resources, 93; 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; The Geography of Europe, 628</p> <p>PG only: The Ancient Near East: Water in the Desert, T35–T37; Ancient India and China: A Trip Through India, T5–T7; Ancient Greece: Ask the Oracle, T5–T7; The Byzantine Empire and Islamic Civilization: Living in Arabia, T34–T35</p>

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<p>4. Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.</p>	<p>SE/ PG: Region, 112, 126, 148, 183, 255, 391, 403, 452, 469, 489, 492, 501, 518, 525, 528, 532, 549, 584, 629, 674, 696</p>
<p>5. Describe how human activities alter places and regions in the Eastern Hemisphere.</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> <p>PG only: The Ancient Near East: Enrichment: Rebuilding Babylon, T22–T23; Water in the Desert, T35–T37; Enrichment: The Aswan High Dam, T42; Enrichment: The Great Pyramid and Others, T48; Ancient India and China: Clues to Ancient China, T53–T55; African and Asian Civilizations: Enrichment: The Technology of Irrigation, T60</p>

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<p>6. Describe the spatial organization of place considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definitions of location are historically constructed.</p>	<p>SE/ PG: Place, 145, 201, 204, 207, 226, 259, 279, 310, 319, 330, 332, 381, 403, 406, 433, 489, 501, 520, 549, 583, 629, 653, 667, 713, 751, 766; Region, 112, 126, 148, 183, 255, 391, 403, 452, 469, 489, 492, 501, 518, 525, 528, 532, 549, 584, 629, 674, 696; Closer Look, 87, 154, 240, 304, 399, 441, 644; Diagrams, 114, 130</p> <p>PG only: The Ancient Near East: Water in the Desert, T35–T37; Ancient India and China: A Trip Through India, T5–T7; Ancient Greece: Ask the Oracle, T5–T7; The Byzantine Empire and Islamic Civilization: Living in Arabia, T34–T35</p>
<p>F. Civic Participation</p>	
<p>1. Demonstrate respect for the rights of others in discussion and classroom debates regardless of whether one agrees with the other viewpoint. Consider alternate views in discussion.</p>	<p>SE/ PG: 21st Century Learning: Debate the Digital Future, 788–789; Solve Problems, 99, 249, 597, 788–789; Debate, 789; also see: Assessment: Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775</p> <p>PG only: Ancient Greece: Taking Sides, T16–T17; The Byzantine Empire and Islamic Civilization: Can We Talk? T16–T17; African and Asian Civilizations: A Trading Empire, T10–T11; The Rise of Europe: A Poem for Two Voices, T70–T71</p>
<p>2. Participate in activities that focus on a localized issue or problem in a country in the Eastern Hemisphere.</p>	<p>SE/ PG: Essential Question & 21st Century Learning activities, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785; Unit Activities, 102–103, 192–193, 292–293, 356–357, 424–425, 480–481, 574–575, 620–621, 704–705, 788–789</p>

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<p>3. Identify and explore different types of political systems and ideologies used at various times and in various locations in the Eastern Hemisphere and identify the role of individuals and key groups in those political and social systems.</p>	<p>SE/ PG: Foundations of Government, 20–21; Political Systems, 22–23; also see: Absolute monarchy, 592; Assyrian empire, 125; Athens, 321, 354; Babylonian empire, 121; China, 256, 258–259, 275–280, 516, 518, 519, 520, 524–527, 530–531; City–states, 304–305, 312–317; Democracy, 314–317; Early Civilizations, 94; Egypt, 147; England, 662, 663; Greece, 312–317, 346; Gupta Empire, 243; Inca civilization, 604, 607; Indus Valley Civilizations, 204; Japan, 551–552; Mali, 494–495; Maurya Empire, 236, 290; Persian empire, 128–129; Phoenician Civilization, 132; Roman Empire, 395, 406; Roman Republic, 366, 370–375, 379, 381–382; Self–government, 305, 755; Southwest Asia, 20; Sparta, 312, 318–319, 321, 354–355; Sumer, 116–117; Tyranny and, 314; United Kingdom, 662, 663; United States, 19, 21, 24–25, 375 PG only: Core Concepts: Political Systems, T20; Political Structures, T22</p>
<p>4. Identify and describe opportunities for and the role of the individual in social and political participation at various times and in various locations in the Eastern Hemisphere.</p>	<p>SE/ PG: Citizenship, 26–27; Athens, 315; Greece, 307–308; Gupta Empire, 243; Roman Empire, 395; Roman Republic, 371–372; also see: myStory, 55–57, 79–81, 107–109, 141–143, 167–169, 197–199, 231–233, 251–253, 271–273, 297–299, 325–327, 361–363, 387–389, 429–431, 447–449, 485–487, 513–515, 545–547, 625–627, 649–651, 679–681</p>
<p>5. Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.</p>	<p>SE/ PG: 21st Century Learning: Solve Problems, 99, 249, 597, 788–789, 971; Make a Difference, 193, 823; Assessment: Solve Problems, 67, 248, 267, 281, 615 PG only: Core Concepts: Debate and Defend, T31; Europe in the Middle Ages: Medieval Debate, T22</p>

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6. Identify situations with a global focus in which social actions are required and suggest solutions.	SE/ PG: Unit Activities: Hold an Agricultural Fair, 102–103; Solve a Water Shortage, 192–193; Plan a Cultural Web Site, 292–293; Chart Cultural Change, 574–575; Script a Documentary, 620–621; Debate the Digital Future, 788–789; Essential Question, 139, 421, 477; 21 st Century Learning, 323, 445, 511
7. Describe the roles of people in power in the Eastern Hemisphere both historically and currently. Identify ways that current figures can influence people’s rights and freedom.	SE/ PG: Citizenship, 26–27; also see: Political Leaders (examples): Alexander the Great, 325–327; Julius Caesar, 382, 383; Augustus Caesar, 383, 390; Cyrus the Great, 105, 107–109; Tiberius Gracchus, 382; Charlemagne, 622, 625–627, 631–633; Elizabeth I, 731, 753; Elizabeth II, 22; Hammurabi’s Code, 121–123; Justinian, 428, 429–431, 433–434, 440–441; Magna Carta, 662–663; Shi Huangdi, 274–277
8. Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.	SE/ PG: Citizenship, 26–27; Athens, 315; Greece, 307–308; Gupta Empire, 243; Roman Empire, 395; Roman Republic, 371–372 PG only: Core Concepts: Citizenship, T24; Rank Responsibilities, T25
9. Develop an understanding of an interdependent global community by developing awareness and/or engaging in the political process as it relates to a global context.	SE/ PG: Political Systems, 22–23; Political Structures, 24–25; 21 st Century Learning, 139, 511; Essential Question, 477 PG only: Core Concepts: Political Systems, T20; Political Structures, T22

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New York State Social Studies Framework Grade 6: The Eastern Hemisphere	Pearson myWorld History Early Ages, ©2012
<p>Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences.</p> <p>The course begins with an examination of the Eastern Hemisphere today using geographic skills. This provides the foundation to make connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy. Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 6.3 Early River Valley Civilizations in the Eastern Hemisphere; 6.6 Mediterranean World: Feudal Western Europe, the Byzantine Empire, and the Islamic Caliphates; and 6.8 Interactions Across the Eastern Hemisphere.</p>	
<p>6.1 PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)</p>	
<p>6.1a Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.</p>	<p>SE/ PG: Geography’s Five Themes, 10–11; Understanding Maps, 12–13; Historical Maps, 14–15; Maps and Map Skill Questions, 10, 11, 12, 13, 14, 15, 38, 42, 44, 50, 62, 69, 85, 92, 98, 112, 183, 185, 188, 201, 204, 207, 218, 226, 236, 243, 248, 255, 259, 279, 301, 310, 319, 330, 332, 336, 365, 381, 391, 403, 406, 418, 433, 438, 451, 452, 461, 469, 489, 492, 496, 501, 510, 518, 520, 525, 528, 532, 543, 549, 570, 583, 584, 591, 603, 609, 629, 630, 632, 636, 641, 653, 659, 667, 674, 685, 696, 713, 714, 734, 751, 764, 766, 771, 777</p>
<p>6.1b The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:</p>	
<p>➤ Middle East (North Africa and Southwest Asia)</p>	<p>SE/ PG: Maps, 44, 69, 85, 92, 98, 112, 126, 133, 138, 145, 148, 159, 171, 172, 183, 185, 188, 391, 403, 406, 418, 433, 451, 452, 461, 469, 489, 667</p>
<p>➤ Sub-Saharan Africa</p>	<p>SE/ PG: Maps, 15, 44, 62, 69, 85, 489, 492, 496, 501, 510</p>

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➤ Europe (West, North, South, Central, and Southeast)	SE/ PG: Maps, 14, 38, 44, 69, 85, 301, 310, 319, 330, 332, 336, 365, 381, 391, 406, 418, 433, 438, 629, 630, 632, 636, 641, 653, 659, 667, 674, 685, 696, 713, 714, 734, 751
➤ Russia and the Independent States (Russia, Caucasus, Central Asia, the region of Belarus, Moldova, and Ukraine)	SE/ PG: Maps, 44, 69, 85
➤ East Asia (People’s Republic of China, North Korea, South Korea, Japan, and Taiwan)	SE/ PG: Maps, 44, 50, 69, 85, 255, 259, 279, 518, 520, 525, 528, 532, 549, 570
➤ Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)	SE/ PG: Maps, 44, 50, 69, 85
➤ South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)	SE/ PG: Maps, 44, 50, 69, 85, 201, 204, 207, 218, 226, 236, 243, 248
➤ Oceania (Australia, New Zealand, the Pacific)	SE/ PG: Maps, 44, 69, 85
6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.	
➤ Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere.	SE/ PG: Maps and Map Skill Questions, 10, 11, 12, 13, 14, 15, 38, 42, 44, 50, 62, 69, 85, 92, 98, 112, 183, 185, 188, 201, 204, 207, 218, 226, 236, 243, 248, 255, 259, 279, 301, 310, 319, 330, 332, 336, 365, 381, 391, 403, 406, 418, 433, 438, 451, 452, 461, 469, 489, 492, 496, 501, 510, 518, 520, 525, 528, 532, 543, 549, 570, 583, 584, 591, 603, 609, 629, 630, 632, 636, 641, 653, 659, 667, 674, 685, 696, 713, 714, 734, 751, 764, 766, 771, 777

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<p>➤ To understand scale, students will work with maps at a variety of scales so they can compare patterns in population density and land use, economic activity, and political connections across the present-day Eastern Hemisphere, within a region of the Eastern Hemisphere, and in a specific country. In doing so, students will examine maps of the hemisphere, three regions within the present-day Eastern Hemisphere, and one specific country within each region.</p>	<p>SE/ PG: 14, 15, 44–45, 50, 69, 790–791, 792–793, 798–805</p>
<p>6.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.</p>	
<p>➤ Students will examine current political and environmental issues in a region or country of the Eastern Hemisphere being studied.</p>	<p>SE/ PG: Current Issues, 17, 39, 51, 77, 139, 189, 192–193, 249, 477, 511 PG only: The Ancient Near East: Enrichment: The Aswan High Dam, T42; The Byzantine Empire and Islamic Civilization: Islamic Community Center, T29–T31; Enrichment: Sunni and Shia, T48</p>
<p>6.2 THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE: The first humans modified their physical environment as well as adapted to their environment. (Standards: 2, 3; Themes: MOV, TCC, GEO, ECO, TECH)</p>	
<p>6.2a Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.</p>	<p>SE/ PG: The Hunt for Early Humans, 60–63; Hunter-Gatherer Societies, 64–67 PG only: The Byzantine Empire and Islamic Civilization: Can We Talk? T16–T17; Enrichment: Sunni and Shia, T48</p>
<p>6.2b Early peoples in the Eastern Hemisphere are often studied by analyzing artifacts and archaeological features. Archaeologists engage in digs and study artifacts and features in a particular location to gather evidence about a group of people and how they lived at a particular time.</p>	<p>SE/ PG: Archeology and Other Sources, 8–9; Mary Leakey: Exploring the Stone Age, 55–57; Studying the Distant Past, 58–63; Chapter Assessment, 76–77; Primary Sources: Digging for Clues, 100–101 PG only: Origins: Archeological Mysteries Conference, T5–T7; Spread the News, T10–T11; Enrichment: Carbon Dating, T12</p>

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6.2c The Neolithic Revolution was marked by technological advances in agriculture and domestication of animals that allowed people to form semi-sedentary and sedentary settlements.	
<ul style="list-style-type: none"> ➤ Students will explore the early human migration patterns and settlements through the use of multiple maps and the examination of various forms of archaeological evidence. 	SE/ PG: Populating the Earth, 68–75
<ul style="list-style-type: none"> ➤ Students will be introduced to pastoral nomadic peoples as a culture type that existed throughout history. 	SE/ PG: Wandering Bands, 68; The Human Migration, 68–69
<ul style="list-style-type: none"> ➤ Students will compare the use of tools and animals, types of dwellings, art, and social organizations of early peoples and distinguish between the Paleolithic Age and Neolithic Age. 	SE/ PG: Hunter-Gatherer Societies, 64–67; Neolithic Age, 75, 82, 87 PG only: Origins: What Do I Need? T22–T23
6.2d Historians use archaeological and other types of evidence to investigate patterns in history and identify turning points. A turning point can be an event, era, and/or development in history that has brought about significant social, cultural, ecological, political, or economic change.	
<ul style="list-style-type: none"> ➤ Students will determine if the Neolithic Revolution is a turning point in world history using various forms of evidence. 	SE/ PG: Early Agriculture, 82–89 PG only: Origins: When I Grow Up! T34–T35; Enrichment: Early Clothing, T36
6.3 EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. (Standards: 2, 3; Themes: ID, TCC, GEO, SOC)	
6.3a Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.	SE/ PG: New Ways of Living, 86–89; Cities and Civilization, 90–97 PG only: Origins: Pass the Civilization Test, T40–T41

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<p>6.3b Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley developed complex societies and civilizations.</p>	
<p>➤ Students will explore at least two river valley societies and civilizations: one in the Middle East (Mesopotamia or Nile river valley), one in South Asia (Indus river valley), or one in East Asia (Yellow river valley) by examining archaeological and historical evidence to compare and contrast characteristics of these complex societies and civilizations.</p>	<p>SE/ PG: The Civilization of Sumer, 110–117; The First Empires, 118–123; The Assyrian and Persian Empires, 124–131; The Phoenicians, 132–137; Egypt Under the Pharaohs, 144–151; Art, Architecture, and Learning in Egypt, 152–157; Egypt and Nubia, 158–163; Indus Valley Civilization, 200–205; India’s Vedic Age, 206–211; Settling Along the Huang River, 254–257; China Under the Zhou Dynasty, 258–261; Religions and Beliefs of Ancient China, 262–267</p> <p>PG only: The Ancient Near East: Enrichment: The City of Babylon, T24; Enrichment: The Great Pyramid and Others, T48; Enrichment: Dead Sea Scrolls, T80; Ancient India and China: A Trip Through India, T5–T7; Enrichment: The Vedas, T18; Hindu Wall of Words, T22–T23; Enrichment: Hindu Holidays and Festivals, T24; Enrichment: Shang Bronzes, T60; Ideas Shape Lives, T70–T71; Continuum of Han Achievements, T94–T95; Ancient Greece: Greek Art Mural, T52–T53; Enrichment: The Enduring Greek Theater, T54; Identity Challenge, T58–T59; Enrichment: In Their Own Words, T60; Ancient Rome: Enrichment: Roman Gods, T24; Roman Religion and Culture, T69</p>

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<p>6.3c Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p>	
<p>➤ Students will explore how the selected complex societies and civilizations adapted to and modified their environment to meet their basic needs of food, clothing, and shelter.</p>	<p>SE/ PG: The Civilization of Sumer, 110–117; The Nile River Valley, 144–145; Civilization Develops, 146; Indus Valley Civilization, 200–205; Settling Along the Huang River, 254–257 PG only: The Ancient Near East: Enrichment: Rebuilding Babylon, T22–T23 (understand culture) Enrichment: The City of Babylon, T24; Water in the Desert, T35–T37; Ancient India and China: A Trip Through India, T5–T7</p>
<p>6.3d Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.</p>	
<p>➤ Students will compare and contrast the gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations.</p>	<p>SE/ PG: The Civilization of Sumer, 110–117; The First Empires, 118–123; The Assyrian and Persian Empires, 124–131; The Phoenicians, 132–137; Egypt Under the Pharaohs, 144–151; Art, Architecture, and Learning in Egypt, 152–157; Egypt and Nubia, 158–163; Indus Valley Civilization, 200–205; India’s Vedic Age, 206–211; Settling Along the Huang River, 254–257; China Under the Zhou Dynasty, 258–261; Religions and Beliefs of Ancient China, 262–267 PG only: Caste Tableau, T16–T17; Ancient Greece: Taking Sides, T16–T17; Enrichment: From Childhood to Old Age in Sparta, T30; Ancient Rome: A Day in the Life..., T22–T23</p>

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<p>➤ Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions.</p>	<p>SE/ PG: Cuneiform, 115; Sumerian Achievements, 117; Hammurabi’s Code, 121–122 Legacy of the Phoenicians, 136–137; Art, Architecture, and Learning in Egypt, 152–157; Indus Valley Achievements, 203; Hinduism, 212–219; Buddhism, 220–227; A Rich Culture, 244; Mathematics and Science, 245–247</p> <p>PG only: The Ancient Near East: Enrichment: The City of Babylon, T24; Enrichment: The Great Pyramid and Others, T48; Enrichment: Dead Sea Scrolls, T80; Ancient India and China: A Trip Through India, T5–T7; Enrichment: The Vedas, T18; Hindu Wall of Words, T22–T23; Enrichment: Hindu Holidays and Festivals, T24; Enrichment: Shang Bronzes, T60; Ideas Shape Lives, T70–T71; Continuum of Han Achievements, T94–T95; Ancient Greece: Greek Art Mural, T52–T53; Enrichment: The Enduring Greek Theater, T54; Identity Challenge, T58–T59; Enrichment: In Their Own Words, T60; Ancient Rome: Enrichment: Roman Gods, T24; Roman Religion and Culture, T69</p>

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<p>6.4 COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems. (Standard: 2; Themes: ID, SOC)</p>	
<p>6.4a Civilizations and complex societies developed belief systems and religions that have similar as well as different characteristics.</p>	<p>SE/ PG: Religion, 44–45; Aztec, 593; East Africa, 501–503; Egypt, 149–151; Indus Valley 204–205; Persian, 129; Native Americans, 609, 611; Maya, 596; Zoroastrianism, 129; Greek Religion, 338, 339; Roman Religion, 378, 379; 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 PG only: The Ancient Near East: Interviewing Moses, T73; Voices from the Bible, T78–T79; Enrichment: Dead Sea Scrolls, T80; Exploring Dispersion, T84–T85; Ancient India and China: Hindu Wall of Words, T22–T23; Enrichment: Hindu Holidays and Festivals, T24; Challenge: Poem on Four Noble Truths, T26; What’s My Step? T28; Enrichment: Two Schools of Buddhism, T30; Enrichment: Roman Gods, T24; Comparing Religions, T52–T53; Roman Religion and Culture, T69; The Byzantine Empire and Islamic Civilization: Can We Talk? T16–T17; Enrichment: Nicene Creed, T18; Islamic Community Center, T29–T31; Pillars of Islam, T40–T41; Enrichment: Sunni and Shia, T48; African and Asian Civilizations: The Flow of Culture, T65–T67; Europe in the Middle Ages: Medieval Monastery, T16–T17; Enrichment: Life in a Monastery, T18; Enrichment: Joan of Arc, In Her Own Words, T78; Crusade Timelines, T81</p>

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6.4b Belief systems and religions are based on a set of mutually held values.	
<p>➤ Students will study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts for each. (Note: Although not within this historic period, students may also study Sikhism and other major belief systems at this point.)</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>PG only: The Ancient Near East: Interviewing Moses, T73; Voices from the Bible, T78–T79; Enrichment: Dead Sea Scrolls, T80; Exploring Dispersion, T84–T85; Ancient India and China: Hindu Wall of Words, T22–T23; Enrichment: Hindu Holidays and Festivals, T24; Challenge: Poem on Four Noble Truths, T26; What’s My Step? T28; Enrichment: Two Schools of Buddhism, T30; Enrichment: Roman Gods, T24; Comparing Religions, T52–T53; Roman Religion and Culture, T69; The Byzantine Empire and Islamic Civilization: Can We Talk? T16–T17; Enrichment: Nicene Creed, T18; Islamic Community Center, T29–T31; Pillars of Islam, T40–T41; Enrichment: Sunni and Shia, T48; African and Asian Civilizations: The Flow of Culture, T65–T67; Europe in the Middle Ages: Medieval Monastery, T16–T17; Enrichment: Life in a Monastery, T18; Enrichment: Joan of Arc, In Her Own Words, T78; Crusade Timelines, T81</p>

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6.4c Belief systems and religions often are used to unify groups of people and may affect social order and gender roles.	
<ul style="list-style-type: none"> ➤ Students will be able to identify similarities and differences across belief systems including their effect on social order and gender roles. 	SE/ PG: 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
<ul style="list-style-type: none"> ➤ Students will explore the influence of various belief systems on contemporary cultures and events. 	SE/ PG: Religion, 44–45; The Teaching of Judaism, 176–181; The Diaspora, 184–187; The Impact of Hinduism, 218–219; The Legacy of Buddhism, 227; Beliefs of Christianity, 408–413
6.5 COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)	
6.5a Geographic factors influence the development of classical civilizations and their political structures.	
<ul style="list-style-type: none"> ➤ Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures. 	SE/ PG: Maps: Qin and Han China, 279; Geography of Ancient Greece, 301; Italy: Physical, 365; The Growth of Roman Power, 381; Roman Empire, 391

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<p>➤ Students will compare and contrast the similarities and differences of the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.</p>	<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; The Rise of City-States, 300–305; Greek Society and Economy, 306–311; Democracy in Athens, 312–317; Oligarchy in Sparta, 318–321; War in Ancient Greece, 328–333; Alexander’s Empire, 334–337; Ancient Greek Beliefs and Arts, 338–343; Ancient Greek Learning, 344–351; The Rise of the Roman Republic, 364–369; The Government of the Republic, 370–375; Roman Society, 376–379; The Republic’s Growth and Crisis, 380–383; The Roman Empire, 390–395; Roman Culture and Its Legacy, 396 PG only: Ancient India and China: Announcement of Power, T64–T65; Enrichment: The Art of War, T66; Join the Han, T88–T89; Enrichment: Wudi, T90; Ancient Greece: Enrichment: Daily Life in Athens, T18; Greek Art Mural, T52–T53</p>
<p>6.5b Political structures were developed to establish order, to create and enforce laws, and to enable decision making.</p>	
<p>➤ Students will examine the similarities and differences in the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations.</p>	<p>SE/ PG: Shi Huangdi Unites China, 274–277; Democracy in Athens, 312–317; Oligarchy in Sparta, 318–321; The Government of the Republic, 370–375; The Roman Empire, 390–395 PG only: Ancient India and China: Enrichment: The Vedas, T18–T19; Continuum of Han Achievements, T94–T95; Ancient Greece: Enrichment: The Enduring Greek Theater, T54; Identity Challenge, T58–T59; Ancient Rome: Roman Religion and Culture, T69</p>
<p>6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.</p>	

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<p>➤ Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age.</p>	<p>SE/ PG: Han Society and Improvements, 282–287; 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; Greco-Roman Culture, 395; Roman Culture and Its Legacy, 396</p> <p>PG only: Ancient India and China: Announcement of Power, T64–T65; Enrichment: The Art of War, T66; Join the Han, T88–T89; Enrichment: Wudi, T90; Ancient Greece: Enrichment: Daily Life in Athens, T18; Greek Art Mural, T52–T53</p>
<p>➤ Students will examine how cultural achievements of these civilizations have influenced contemporary societies.</p>	<p>SE/ PG: Silk Making, 284; Chinese Inventions, 287; 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; Greco-Roman Culture, 395; Roman Culture and Its Legacy, 396</p> <p>PG only: Ancient Greece: Greek Art Mural, T52–T53; The Enduring Greek Theater, T54; Ancient Rome: Enrichment: The Enduring Greek Theater, T54 Identity Challenge, T58–T59</p>

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<p>6.6 MEDITERRANEAN WORLD: FEUDAL WESTERN EUROPE, THE BYZANTINE EMPIRE, AND THE ISLAMIC CALIPHATES (ca. 600 C.E. – ca. 1450): The Mediterranean world was reshaped with the fall of the Roman Empire. Three distinct cultural regions developed: feudal Western Europe, the Byzantine Empire, and the Islamic caliphates. These regions interacted with each other and clashed over control of holy lands. (Standards: 2, 3, 4, 5; MOV, TCC, GOV, CIV, EXCH)</p>	
<p>6.6a Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.</p>	
<p>➤ Students will examine reasons for the fall of the Roman Empire and the development of feudalism in Western Europe, including efforts to restore the empire, the decentralization of political authority, and the role of the Christian Church in providing some measure of central authority.</p>	<p>SE/ PG: Decline of the Roman Empire, 414–419; Europe in the Middle ages, 628–633; The Spread of Christianity in Europe, 634–639; The Development of European Feudalism, 640–645; Popes and Rulers, 652–657; Kings, Nobles, and the Magna Carta, 658–663 PG only: Ancient Rome: A Moving Experience, T35–T37; Europe in the Middle Ages: Medieval Monastery, T16–T17; Enrichment: Life in a Monastery, T18</p>
<p>6.6b The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.</p>	
<p>➤ Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture and developed a Christian faith, known as Orthodox Christianity, which united Church and state authority in the person of the emperor.</p>	<p>SE/ PG: The Byzantine Empire, 428–431; Survival of the Eastern Empire, 432–435; The Division of the Christian Church, 436–439; Byzantine Civilization, 440–443; Chapter Assessment, 444–445 PG only: The Byzantine Empire and Islamic Civilization: Put the Pieces Together, T5–T7 Put It Here, T10–T11; Can We Talk? T16–T17; Enrichment: Nicene Creed, T18; Spread the Word, T22–T23; Enrichment: Byzantine Mosaics, T24</p>
<p>6.6c Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.</p>	
<p>➤ Students will examine the Umayyad and Abbasid caliphates, noting how the introduction of Islam changed the societies and cultures each conquered, blending with those societies and cultures and creating dynamic new Islamic societies and cultures.</p>	<p>SE/ PG: Muslim Empires, 460–467; Muslim Achievements, 468–475 PG only: The Byzantine Empire and Islamic Civilization: Who Was Then? T46–T47</p>

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6.6d Competition and rivalry over religious, economic, and political control over the holy lands led to conflict such as the Crusades.	
<ul style="list-style-type: none"> ➤ Students will examine the three distinct cultural regions of the Mediterranean world in terms of their location, the extent of each region at the height of its power, and the political, economic, and social interactions between these regions. 	SE/ PG: Religious Crusades, 664–671; Christians and Muslims in Spain, 672–675 PG only: Europe in the Middle Ages: Crusade Timelines, T81
<ul style="list-style-type: none"> ➤ Students will examine the conflict of the Crusades from three different perspectives: feudal Europe, Byzantine, and Islamic. 	SE/ PG: Religious Crusades, 664–671; Christians and Muslims in Spain, 672–675; 21 st Century Learning: Develop Cultural Awareness, 677 PG only: Europe in the Middle Ages: Crusade Timelines, T81
6.7 INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450): Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH, EXCH)	
6.7a The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.	
<ul style="list-style-type: none"> ➤ Students will create maps that illustrate items exchanged and ideas spread along the Silk Roads, across the Indian Ocean, and on the Trans-Saharan trade routes. 	SE/ PG: Silk Road, 279, 280–281, 285, 528–529, 533; Trans-Saharan Trade Route, 491–492; Voyages of Zheng- He, 532
<ul style="list-style-type: none"> ➤ Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources. 	SE/ PG: Trans-Saharan Trade Route, 491–492; Silk Road, 279, 280–281, 285, 528–529, 533; Voyages of Zheng- He, 532 PG only: Ancient India and China: The Empire Game, T77–T79; African and Asian Civilizations: A Trading Empire, T10–T11; Trade With Other Lands, T35–T37
<ul style="list-style-type: none"> ➤ Students will study interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He and examine why they traveled, the places visited, what was learned, and what was exchanged as a result of their travel. 	SE/ PG: Marco Polo, 514, 528, 529, 534; I Ibn Battuta, 426, 447–449, 471, 496, 528; Mansa Musa, 482, 485–487, 495–497, 504; Zheng He, 532–533, 535 PG only: African and Asian Civilizations: Enrichment: Foreigners Welcome, T48

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<p>6.7b The Mongol conquests in Eurasia fostered connections between the East and the West and the Mongols served as important agents of change and cultural diffusion.</p>	
<p>➤ Students will map the extent of the Mongol Empire at the height of its power.</p>	<p>SE/ PG: Map: Mongol Empire, 525</p>
<p>➤ Students will examine the methods used by the Mongols to enable them to rule over a diverse population noting how Mongol rule expanded trade.</p>	<p>SE/ PG: The Mongol Empire, 524–529 PG only: African and Asian Civilizations: A Demand for Rights, T46–T47</p>
<p>➤ Students will examine the spread of the Black Death (Bubonic Plague) as a result of interregional exchange and its impact on various regions within Afro-Eurasia using a variety of sources such as maps, poetry, and other primary source documents.</p>	<p>SE/ PG: Black Death, 696–699</p>
<p>6.7c Complex societies and civilizations adapted and designed technologies for transportation that allowed them to cross challenging landscapes and move people and goods efficiently.</p>	
<p>➤ Students will examine how various technologies affected trade and exchanges. Some examples are types of ships including junks and caravels, improvements to ships such as sails and rudders, navigation tools such as the compass and astrolabe, and gunpowder.</p>	<p>SE/ PG: The Voyages of Discovery, 762–769 PG only: Europe in the Middle Ages: Global Trade, T64</p>