

**A Correlation of
myWorld Interactive World History
Survey Edition**

©2019



**to the
New York State
Social Studies Framework 2016
Grade 6**

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

Introduction

This document demonstrates how *myWorld Interactive Social Studies, World History, Survey Edition, ©2019* meets the 2016 New York State Social Studies Framework, Grade 6. Correlation page references are to the Student Edition and Teacher Edition.

myWorld Interactive Social Studies encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive Social Studies provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

Table of Contents

Social Studies Practices

A Gathering, Interpreting and Using Evidence	4
B Chronological Reasoning	7
C Comparison and Contextualization	10
D Geographic Reasoning	13
E Economics and Economic Systems	18
F Civic Participation.....	21

The Eastern Hemisphere

6.1 Present-Day Eastern Hemisphere Geography.....	26
6.2 The First Humans Through the Neolithic Revolution in the Eastern Hemisphere:	31
6.3 Early River Valley Civilizations in The Eastern Hemisphere (ca. 3500 B.C.E. – ca. 500 B.C.E.):.	33
6.4 Comparative World Religions (ca. 2000 B.C.E – ca. 630 C.E).....	36
6.5 Comparative Classical Civilizations in the Eastern Hemisphere (ca. 600 B.C.E. – ca. 500 C.E.)	38
6.6 Mediterranean World: Feudal Western Europe, the Byzantine Empire, and The Islamic Caliphates (ca. 600 c.e. – ca. 1450)	41
6.7 Interactions Across the Eastern Hemisphere (ca. 600 c.e. – ca. 1450)	43

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
Social Studies Practices	
A Gathering, Interpreting and Using Evidence	
A.1 Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.	<p>SE/TE: Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666, 724, 762, 810; Topic 4: Generate Question to Focus Research, 134, 140; Topic 10: Generate Questions to Focus Research, 410; Topic 12: Generate Questions to Focus Research, 496; Topic 18: Generate Questions to Focus Research, 778; Quests, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814; Quest Connections, 62; Lesson Check, 113; Lesson Check, 113, 188, 195; Get Ready to Read, 168, 238, 339, 344</p> <p>Active Journal: Essential Question, 2, 26, 54, 74, 102, 128, 158, 180, 208, 232, 256, 280, 308, 330, 352, 378, 406, 428, 454</p> <p>Digital Sources 21st Century Skills Tutorials: Ask Questions; Generate New Ideas</p>
A.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>SE/TE: Analyze Sources: Assess Credibility of a Source, 163, 441; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Writing Workshop: Use Credible Sources, 149, 201, 329, 367, 418, 466, 521, 640, 656, 699, 784</p> <p>Active Journal: Quests: Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217, 282–289, 354–361, 408–415, 430–437, 456–463</p> <p>Digital Resources 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>A.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/TE: Analysis Skills: Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Determine Author’s Point of View, 158, 196, 232, 257, 636, 758, 772, 782, 790; Identify/Recognize Points of View, 52, 665, 685, 873; Compare Viewpoints, 215, 237, 249, 294, 573; Lesson Check, 507; Lesson Check, 685</p> <p>Active Journal: Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40; Letter to the People (Zhou Dynasty), 116; Perspectives on West African Kingdoms, 345</p> <p>Digital Sources 21st Century Skills Tutorials: Identify Bias; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>
<p>A.4 Describe the arguments of others.</p>	<p>SE/TE: Evaluate Arguments, ELA 2; Analyze Images, 774; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750</p> <p>Active Journal: Writing Workshop: Argument, 206–207; Quests: Discussion Inquiry, 28–35, 182–189, 380–387</p> <p>Digital Sources: 21st Century Skills Tutorials: Identify Evidence; Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>A.5 Identify implicit ideas and draw inferences, with support.</p>	<p>SE/TE: Opportunities to address this standard appear in multiple locations in myWorld Interactive World History. For examples please see: Lesson Check, 157, 271, 315, 427, 721, 819; Analyze Images, 31, 154, 224, 367, 536, 856</p> <p>Active Journal: Support Ideas with Evidence, 120, 145, 244; Synthesize Visual Information, 149, 476</p> <p>Digital Sources 21st Century Skills Tutorials: Draw Inferences; Support Ideas with Evidence; Identify Main Idea and Details</p>
<p>A.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.</p>	<p>SE/TE: Evaluate Arguments, ELA 2; Support Your Analyses with Evidence, ELA 6; Effective Listening, 1; Analysis Skills: Distinguish Relevant from Irrelevant Information; Analyzing Primary Sources, 257; Lesson Check, 656; Analyze Images, 774; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750</p> <p>Active Journal: Writing Workshop: Argument, 206–207; Quests: Discussion Inquiry, 28–35, 182–189, 380–387</p> <p>Digital Sources: 21st Century Skills Tutorials: Identify Evidence; Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments; Participate in a Discussion or Debate</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
B Chronological Reasoning	
B.1 Identify ways that events are related chronologically to one another in time.	<p>SE/TE: Timelines, 4, 20, 42, 96, 136, 218, 276, 306, 360, 376, 402, 423, 446, 486, 548, 618, 681, 726, 764, 812; Quest Connections, 467; Relate Events in Time, 15, 376; Construct a Timeline, 91, 467; Distinguish Cause and Effect, 53, 537; Identify Sources of Continuity, 213, 613; Detect Changing Patterns, 324, 369; Analyze Sequence, Causation, and Correlation, 301, 650; Reading Check & Lesson Check: Sequence (examples), 28, 32, 51, 75, 169, 170, 297, 342, 466, 483, 656, 718, 719, 823</p> <p>Active Journal: Timeline Skills, 2–3, 26–27, 54–55, 74–75, 102–103, 158–159, 180–181, 208–209, 232–233, 256–257, 280–281, 308–309, 330–331, 352–353, 378–379, 406–407, 428–429, 454–455</p> <p>Digital Sources 21st Century Skills Tutorials: Sequence</p>
B.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.	<p>SE/TE: Please see the Interactive Timeline Activity found in the beginning pages of each Topic, for examples: 4-5, 126-127, 226-227, 446-447, 764-765; Also see: Analyze Diagrams, 28; Analyze Timelines, 423; Analyze Images, 681</p> <p>Active Journal: Timeline Skills, 2–3, 26–27, 54–55, 74–75, 102–103, 158–159, 180–181, 208–209, 232–233, 256–257, 280–281, 308–309, 330–331, 352–353, 378–379, 406–407, 428–429, 454–455</p> <p>Digital Sources See all Interactive Timelines: Examples: Topic 2: Lesson 4; Topic 4: Lesson 6; Topic 8; Lesson 1</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
B.3 Identify causes and effects from current events, grade-level content, and historical events.	<p>SE/TE: <i>Literacy Skills: Identify Cause and Effect</i> are found throughout the World History program in the <i>Get Ready to Read</i> feature before each lesson. For examples please see, 27, 159, 309, 468, 621, 821; Also see: Lesson Check, 283, 343, 721, 862; Analyze Images, 749, 866</p> <p>Active Journal: Take Notes: Analyze Cause and Effect, 14, 19, 38, 48, 70, 94, 122, 138, 168, 190, 199, 251, 273, 300, 346, 362, 388, 421, 438, 445, 474</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Cause and Effect</p>
B.4 Identify and classify the relationship between multiple causes and multiple effects.	<p>SE/TE: Analysis Skills: Distinguish Cause and Effect, 53, 537; Cause and Effect (Examples), 45, 68, 74, 130, 147, 172, 412, 416, 447, 761, 777, 820, 836, 843, 883, 899, 904</p> <p>Active Journal: Take Notes: Analyze Cause and Effect, 14, 19, 38, 48, 70, 94, 122, 138, 168, 190, 199, 251, 273, 300, 346, 362, 388, 421, 438, 445, 474</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Cause and Effect</p>
B.5 Distinguish between long-term and immediate causes and effects of an event from current events or history.	<p>SE/TE: Analysis Skills: Distinguish Cause and Effect, 53, 537; Get Ready to Read, 651</p> <p>Active Journal: Take Notes: Analyze Cause and Effect, 14, 19, 38, 48, 70, 94, 122, 138, 168, 190, 199, 251, 273, 300, 346, 362, 388, 421, 438, 445, 474</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Cause and Effect</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>B.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.</p>	<p>SE/TE: Analysis Skills: Identify Sources of Continuity, 213, 613; Analyze Sequence, Causation, and Correlation, 301, 650; Detect Changing Patterns, 324, 369; also see: Analyze Timeline, 7, 20, 166, 740; Sequence, 72, 74, 257, 619, 679, 872; Identify Patterns, 110, 112, 396, 405, 410, 503, 893</p> <p>Active Journal: Timeline Skills, 2–3, 26–27, 54–55, 74–75, 102–103, 158–159, 180–181, 208–209, 232–233, 256–257, 280–281, 308–309, 330–331, 352–353, 378–379, 406–407, 428–429, 454–455; Take Notes: Sequence, 16, 50, 89, 96, 154, 193, 218, 246, 271, 292, 297, 318, 343, 372, 391, 440, 469, 472</p> <p>Digital Sources 21st Century Skills Tutorials: Sequence</p>
<p>B.7 Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative.</p>	<p>SE/TE: Analysis Skill: Construct a Timeline, 91, 467; Timelines, 4, 20, 42, 96, 126, 136, 218, 276, 306</p> <p>Active Journal: Quest: Science/Technology Timeline, 456–463</p>
<p>B.8 Identify the relationships of patterns of continuity and change to larger historical processes and themes.</p>	<p>SE/TE: Identify Patterns, 110, 112, 396, 405, 410, 503, 893; Analysis Skills: Identify Sources of Continuity, 213, 613; Analyze Sequence, Causation, and Correlation, 301, 650; Detect Changing Patterns, 324, 369; also see: Analyze Timeline, 7, 20, 166, 740; Sequence, 72, 74, 257, 619, 679, 872</p> <p>Active Journal: Timeline Skills, 2–3, 26–27, 54–55, 74–75, 102–103, 158–159, 180–181, 208–209, 232–233, 256–257, 280–281, 308–309, 330–331, 352–353, 378–379, 406–407, 428–429, 454–455; Take Notes: Sequence, 16, 50, 89, 96, 154, 193, 218, 246, 271, 292, 297, 318, 343, 372, 391, 440, 469, 472</p> <p>Digital Sources 21st Century Skills Tutorials: Sequence</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>B.9 Understand that historians use periodization to categorize events. Describe general models of periodization in history.</p>	<p>SE/TE: Prehistory, 7; Dating of ancient remains, 8; Relate Events in Time, 15, 376; The History of Domestication, 28; also see: Analyze Timeline, 7, 20, 166, 740; Sequence, 72, 74, 257, 619, 679, 872</p> <p>Active Journal: Timeline Skills, 2–3, 26–27, 54–55, 74–75, 102–103, 158–159, 180–181, 208–209, 232–233, 256–257, 280–281, 308–309, 330–331, 352–353, 378–379, 406–407, 428–429, 454–455</p> <p>Digital Sources 21st Century Skills Tutorials: Sequence</p>
<p>C Comparison and Contextualization</p>	
<p>C.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/TE: Analysis Skills: Identify Physical and Cultural Features, 108, 389; also see: Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; What Is the Indian Subcontinent? 129–130; Geography of China, 181–182; The African Landscape, 589–590; How Did Geography Set Japan Apart? 516–517</p> <p>Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342; The Middle Passage (letter to end slave trade), 403; Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 350–351 (How did the environment affect the development of African empires and the trade</p> <p>Digital Sources Social Studies Core Concepts: Economics; 21st Century Skills Tutorials: Read Physical Maps; Analyze Data and Models</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>C.2 Categorize and evaluate divergent perspectives on an individual historical event.</p>	<p>SE/TE: Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Determine Author’s Point of View, 158, 196, 232, 257, 636, 758, 772, 782, 790; Identify/Recognize Points of View, 52, 665, 685, 873; Compare Viewpoints, 215, 237, 249, 294, 573; Quest, 44, 236, 362; Quick Activity, 236</p> <p>Active Journal: Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40; Letter to the People (Zhou Dynasty), 116; Perspectives on West African Kingdoms, 345</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>
<p>C.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>	<p>SE/TE: Analysis Skills: Relate Events in Time, 15, 376; Identify Physical and Cultural Features, 108, 389; Identify Sources of Continuity, 213, 613; Compare Different Points of View, 250, 411; Analyze Sequence, Causation, and Correlation, 301, 650; Detect Changing Patterns, 324, 369; also see: Cities compared to; farming villages, 31–32; Egypt compared to Fertile Crescent, 99; Mauryan Empire compared to Persian Empire, 161; Hinduism compared to Buddhism, 174; Sparta compared to Greece, 234–235, 236–237, 238, 272; Rome and United States compared, 290; Roman empire compared to Byzantine Empire, 356; Arab Muslim empire compared to Byzantine Empire, 461; China compared to Europe, 493</p> <p>Active Journal: How Does Roman Society compare with Han and Greece, 175; Perspectives on West African Kingdoms 345</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Compare and Contrast; Compare Viewpoints</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>C.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>	<p>SE/TE: Review and Assessment, 39, 93, 123, 175, 215, 273, 303, 357, 399; Lesson Check, 12, 19, 26, 32, 37, 51, 58, 64, 70, 75, 82, 90, 106, 113, 120, 134, 140, 149, 157, 162, 167, 172, 184, 188, 195, 201, 207, 212, 231, 237, 243, 249, 256, 264, 271, 283, 290, 294, 300, 315, 323, 329, 338, 349, 355</p> <p>Active Journal: Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Compare and Contrast; Develop Cultural Awareness; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
<p>C.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/TE: Quest: Evaluating a Leader’s Legacy, 180; The Influence of Ancient Greece, 220; The Roman Influence, 278; The Fall of Rome, 308; Growth of Muslim Empires, 448; A Strong Influence, 488; Analysis Skills: Relate Events in Time, 15, 376; Detect Historical Points of View, 141, 411, 750; Analyze Sequence, Causation, and Correlation, 301, 650; Identify Central Issues and Problems, 317</p> <p>Active Journal: Quests, 28–35, 56–63, 104–111, 130–137, 160–167, 182–189, 210–217, 234–241; Quick Activity: Did the Roman Empire Fall? 201</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Analyze Cause and Effect; Lesson Videos: Topic 1: Lesson 3: The Agricultural Revolution; Lesson 4: Effects of the Agricultural Revolution; Topic 6: Lesson 5: Persian Wars</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
<p>C.6 Understand the roles 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/TE: Analysis Skills: Relate Events in Time, 15, 376; Identify Physical and Cultural Features, 108, 389; Identify Sources of Continuity, 213, 613; Analyze Sequence, Causation, and Correlation, 301, 650; Detect Changing Patterns, 324, 369; also see: Analyze Timeline, 7, 20, 166, 740; Identify Patterns, 110, 112, 396, 405, 410, 503, 893; Sequence, 72, 74, 257, 619, 679, 872</p> <p>Active Journal: Timeline Skills, 2–3, 26–27, 54–55, 74–75, 102–103, 158–159, 180–181, 208–209, 232–233, 256–257, 280–281, 308–309, 330–331, 352–353, 378–379, 406–407, 428–429, 454–455; Take Notes: Sequence, 16, 50, 89, 96, 154, 193, 218, 246, 271, 292, 297, 318, 343, 372, 391, 440, 469, 472</p> <p>Digital Sources 21st Century Skills Tutorials: Sequence</p>
<p>D Geographic Reasoning</p>	
<p>D.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 between places, and to evaluate the benefits of particular places for purposeful activities.</p>	<p>SE/TE: Analysis Skills: Interpret Thematic Maps, 173, 574; Maps (examples), 4, 17, 46, 73, 93, 116, 127, 169, 179, 205, 222, 235, 248, 276, 306, 311, 321, 378, 399, 406, 430, 446, 460, 487, 499, 541, 561, 587, 604, 622, 669, 697, 723, 726, 765, 783, 812, 832, 853; Charts, Graphs, Tables, and Infographics (examples), 18, 38, 50, 69, 89, 122, 155, 174, 240, 281, 313, 366, 387, 442, 544, 596, 614, 661, 683, 722; Timelines, 4, 20, 42, 96, 126, 136, 218, 276, 306, 360, 402, 423, 446, 467, 486, 548, 586, 618, 668, 681, 726, 764, 812</p> <p>Active Journal: Quest: Be a Map-Maker, 310–317; Quick Activity: A Memorable Map, 390</p> <p>Digital Sources 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Charts, Graphs, and Tables; Create Databases; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>D.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/TE: Analysis Skills: Identify Physical and Cultural Features, 108, 389; also see: Hunter-Gatherer Societies, 11–12; Why Did People Start to Farm? 24–26; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; Cultural diffusion, 69, 70, 93; What Was the Diaspora? 86–87; The Nile River Valley, 99–100; Indo-Aryan Migrations, 136, 141; Spread of Hinduism, 147–148; Spread of Buddhism, 156–157; Greeks in Ionia, 224; Greek Colonization, 241; Revival of Towns and Trade, 383; Expansion of the Muslim World, 459–466; How Did Cities and Trade Grow? 468–470; How Did Geography Set Japan Apart? 516–517; Settlement and Geography of the Americas, 551–552; The African Landscape, 589–590; Impact of Global Trade, 700–706; The Middle East, 849–856; Continuing Conflicts, 857–862</p> <p>Active Journal: Quick Activity: Explore Cave Paintings, 18; Travelling the Rhine (placement of cities), 220; Packing for the Caravan (West African Trade), 342</p> <p>Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness Purpose Maps; Develop Cultural Awareness</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>D.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/TE: Humans Spread out, 15–19; Developing Complex Cultures, 21–26; New Ways of Life, 27–32; The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51; The Indus Valley Civilization, 129–134; The Huang Valley, 181–184; The Unification of China, 197–201; Revival of Towns and Trade, 383–388; Trading States of East Africa, 603–606; Impact of Global Trade, 700–706; Imperialism, 793–800; Water resources (Africa), 859; Environmental issues in India and China, 865; Earth’s Water Supply, 870; Water in developing countries, 871; Deforestation and Desertification & Analyze Images, 872</p> <p>Active Journal: Quick Activity: Explore Ancient Innovations, 21; Packing for the Caravan (West African Trade), 342; Before and After Industrialization, 447</p> <p>Digital Sources 21st Century Skills Tutorials: Read Political Maps; Develop Cultural Awareness; Social Studies Core Concepts: Geography</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>D.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/TE: Humans Spread Out, 15–19; Why Did People Start to Farm? 24–26; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; Indo-Aryan Migrations, 136, 141; A Major Trade Route, 206–207; Greeks in Ionia, 224; Greek Colonization, 241; The Germans Invade, 342; The Geography of Europe, 363–364; The Crusades, 420–427; The Reconquista, 428–433; Expansion of the Muslim World, 459–466; Settlement and Geography of the Americas, 551–552; Impact of Global Trade, 700–706; Imperialism, 793–800; Changes to Society, 803; European Migration, 797, 804; India and Pakistan, 843–844; Israel and Its Neighbors, 853–854; Refugees, 856; Quest: Design a Village, 6; A Trip Through India, 128; Growth of Muslim Empires, 448</p> <p>Active Journal: Quest: Design a Village, 4–11; A Trip Through India, 76–83; Growth of Muslim Empires, 258–265</p> <p>Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>D.5 Describe how human activities alter places and regions in the Eastern Hemisphere.</p>	<p>SE/TE: Hunter-Gatherer Societies, 11–12; Why Did People Start to Farm? 24–26; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; Cultural diffusion, 69, 70, 93; What Was the Diaspora? 86–87; The Nile River Valley, 99–100; Indo-Aryan Migrations, 136, 141; Spread of Hinduism, 147–148; Spread of Buddhism, 156–157; Greeks in Ionia, 224; Greek Colonization, 241; Revival of Towns and Trade, 383; Expansion of the Muslim World, 459–466; How Did Cities and Trade Grow? 468–470; How Did Geography Set Japan Apart? 516–517; Settlement and Geography of the Americas, 551–552; The African Landscape, 589–590; Impact of Global Trade, 700–706; The Middle East, 849–856; Continuing Conflicts, 857–862</p> <p>Active Journal: Quick Activity: Explore Cave Paintings, 18; Travelling the Rhine (placement of cities), 220; Packing for the Caravan (West African Trade), 342</p> <p>Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>D.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/TE: New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; Indo-Aryan Migrations, 136, 141; A Major Trade Route, 206–207; Greeks in Ionia, 224; Greek Colonization, 241; The Germans Invade, 342; The Geography of Europe, 363–364; The Crusades, 420–427; The Reconquista, 428–433; Expansion of the Muslim World, 459–466; Quest: Design a Village, 6; A Trip Through India, 128; Growth of Muslim Empires, 448 Active Journal: Quest: Design a Village, 4–11; A Trip Through India, 76–83; Growth of Muslim Empires, 258–265</p> <p>Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>
<p>E Economics and Economic Systems</p>	
<p>E.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.</p>	<p>SE/TE: Analysis Skills: Conduct a Cost-Benefit Analysis, 350, 848; Key Features of Capitalism (supply, demand, scarcity), 703; also see: Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; Economy and Technology, 188; A Major Trade Route, 206–207; The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; The Revival of Towns and Trade, 383; How Did Trade Fuel Prosperity? 494–495 Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342</p> <p>Digital Sources Social Studies Core Concepts: Economics; 21st Century Skills Tutorials: Develop Cultural Awareness</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>E.2 Examine the role that various types of resources (human capital, physical capital, and natural resources) have in providing goods and services.</p>	<p>SE/TE: Goods and services, 32; iron goods, 120; economy and technology, 188; trade goods, 697; also see: Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; A Major Trade Route, 206–207; The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Trade in West and East African Kingdoms, 614; Impact of Global Trade, 700–706; The Atlantic Slave Trade, 715–721; What Are Free Trade Agreements?, 865–866</p> <p>Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342 Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 350–351 (How did the environment affect the development of African empires and the trade network that connected them to other lands)</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>
<p>E.3 Compare market economies to other economic systems in the Eastern Hemisphere.</p>	<p>SE/TE: Revolutions in Philosophy and Economics, 789–791; also see: Mercantilism and Wealth, 702–703; The Second Industrial Revolution, 801–806; Consumer, 804; Compare Different Points of View, 807; How Did a Financial Crisis Develop in the United State? 823–824; Changing National Economies, 863–864; The New Global Economy, 865–867</p> <p>Active Journal: Quick Activity: Before and After Industrialization, 447; Take Notes, 480</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>E.4 Examine the role of job specialization and trade historically and during contemporary times in the Eastern Hemisphere.</p>	<p>SE/TE: Job Specialization, 31, 36; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; A Major Trade Route, 206–207; The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Trade in West and East African Kingdoms, 614; Impact of Global Trade, 700–706; The Atlantic Slave Trade, 715–721; What Are Free Trade Agreements?, 865–866</p> <p>Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342 Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 350–351 (How did the environment affect the development of African empires and the trade network that connected them to other lands)</p>
<p>E.5 Provide examples of unemployment, inflation, total production, income, and economic growth in economies in the Eastern Hemisphere.</p>	<p>SE/TE: Analysis Skills: Interpret Economic Performance, 295, 707; Worldwide Depression, 1929–1939, 823; What New Economic Powers Emerged?, 864–865; Unemployment, 867; also see: Labor Unions, 790; Big Business, 802–803; Workers in the Age of Industry, 805; Changing National Economies, 863–864; The New Global Economy, 865–867</p> <p>Active Journal: Before and After Industrialization, 447</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>E.6 Describe government decisions that affect economies in case studies from the Eastern Hemisphere.</p>	<p>SE/TE: Tariffs, 790, 824; What Are Free Trade Agreements?, 865–866; also see: mercantilism and wealth, 702; Interpret Economic Performance, 707</p> <p>Active Journal: Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 350–351 (How did the environment affect the development of African empires and the trade network that connected them to other lands)</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>
<p>F Civic Participation</p>	
<p>F.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/TE: Speaking and Listening: ELA 15-1; Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; Freedom vs. Security, 362; Colonizing Planets, 670</p> <p>Active Journal: Discussion Inquiry, 28–35, 182–189, 380–387</p> <p>Digital Resources 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>F.2 Participate in activities that focus on a local issue or problem in a country in the Eastern Hemisphere.</p>	<p>SE/TE: Analysis Skills: Identify Central Issues and Problems, 317; Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766; Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; also see: New Nations Emerge, 842–847; The Arab Spring and After, 852–853; The Struggle for Human Rights, 860–862; Protecting the Environment, 871–873</p> <p>Active Journal: Quick Activity: The Power of Invention, 45 (voting); Discussion Inquiry, 28–35, 182–189, 380–387; Topic 19: Lesson 8, 480–481</p> <p>Digital Resources 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
<p>F.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/TE: The Significance of Hammurabi’s Code, 56–58, 93; Democracy in Athens, 227–231; Roman Government and Law, 337–338; Organizing Roman Law, 355; Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709; The English Bill of Rights, 749; Founding Documents for a New Nation, 757; Establishing a New Government, 770–771; Making the Peace, 818; United Nations, 833, 858, 866</p> <p>Active Journal: Writing Workshop: Research Paper, 178–179; Quick Activity: Guiding Principles (Principles that make Government Better in Japan), 299; Take Notes and Practice Vocabulary, 140–141, 170–171</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Government and Civics; Social Studies Reference Center: Biographies: Hammurabi; Asoka; Julius Caesar</p>
<p>F.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/TE: Citizenship (Gupta Empire), 169, 175; The Significance of Hammurabi’s Code, 56–58, 93; Democracy in Athens, 227–231; Roman Government and Law, 337–338; Emergence of City-States, 225–226; Democracy in Athens, 227–231; Sparta, 234–235; Government of Athens and Sparta, 237; Citizens and Noncitizens, 240; Government of the Republic, 285–290; Government by Citizens, 337</p> <p>Active Journal: Writing Workshop: Research Paper, 178–179; Quick Activity: Evidence of Totalitarianism, 468</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>F.5 Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.</p>	<p>SE/TE: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766; Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750</p> <p>Active Journal: Quick Activity: The Power of Invention, 45 (voting); Discussion Inquiry, 28–35, 182–189, 380–387</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>
<p>F.6 Identify situations with a global focus in which social actions are required and suggest solutions.</p>	<p>SE/TE: The Arab Spring and After, 852–853; The Struggle for Human Rights, 860–862; Protecting the Environment, 871–873</p> <p>Active Journal: Quick Activity: The Power of Invention, 45 (voting); Discussion Inquiry, 28–35, 182–189, 380–387</p> <p><u>Digital Resources</u> Topic 19: Lesson videos: Lesson 5: Freedom and Challenges for New African Nations; Lesson 7: Two Examples of Ethnic Conflict Lesson 8: Globalization; Interactive Primary Sources: Topic 19: Lesson 7: Universal Declaration of Human Rights; Lesson 7: Nelson Mandela, “Glory and Hope”; Lesson 8: Rachel Carson, “Silent Spring”; 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>F.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.</p>	<p>SE/TE: The First Empires, 54–58; The Assyrian and Persian Empires, 59–64; Egypt Under the Pharaohs, 99–106; The Maurya Empire Begins, 159–152; The Zhou Dynasty, 185–188; The Unification of China, 197–201; Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; The Roman Republic Rises, 279–283; The Roman Empire Begins, 309–315; England Takes Shape, 412–418; Primary Sources: The Magna Carta, 419; The Mongol and Ming Empires, 498–507; Japanese Feudalism, 522–528; The First Empires, 54–58</p> <p>Active Journal: Writing Workshop: Explanatory Essay, 156–157 (Why did the power of Greek city states rise, peak, and fall?); Argument, 426–427 (Was the concept of absolute monarchy doomed?)</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics</p>
<p>F.8 Identify rights and responsibilities of citizens within societies in the Eastern Hemisphere.</p>	<p>SE/TE: Citizenship (Gupta Empire), 169, 175; Emergence of City-States, 225–226; Democracy in Athens, 227–231; Sparta, 234–235; Government of Athens and Sparta, 237; Citizens and Noncitizens, 240; Government of the Republic, 285–290; Government by Citizens, 337; English Law, 417; The English Bill of Rights, 749</p> <p>Active Journal: Writing Workshop: Research Paper, 178–179</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>F.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.</p>	<p>SE/TE: The Middle East, 849–856; Continuing Conflicts, 857–862; Living in Our Interdependent World, 863–873; Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750</p> <p>Active Journal: Quests, 456–463</p> <p>Digital Sources Lesson Videos: Topic 19: Lesson 3: Charter of the United Nations; Lesson 4: Ronald Reagan, “Tear Down This Wall”; Lesson 7: Universal Declaration of Human Rights; Lesson 7: Nelson Mandela, “Glory and Hope”; Lesson 8: Rachel Carson, “Silent Spring”</p>
<p>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.</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/TE: Analysis Skills: Interpret Thematic Maps, 173, 574; Maps (examples), 4, 17, 46, 73, 93, 100, 116, 127, 136, 169, 179, 205, 218, 222, 235, 248, 276, 280, 306, 311, 321, 361, 378, 399, 406, 430, 446, 460, 487, 499, 541, 561, 577, 587, 604, 622, 665, 669, 697, 713, 723, 726, 741, 765, 783, 812, 822, 832, 853</p> <p>Active Journal: Quest: Be a Map-Maker, 310–317; Quick Activity: A Memorable Map, 390</p> <p>Digital Sources 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Charts, Graphs, and Tables; Create Databases; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
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:	
6.1b.1 Middle East (North Africa and Southwest Asia)	<p>SE/TE: Civilization Emerges in Mesopotamia, 45–51; The First Empires, 54–58; The Assyrian and Persian Empires, 59–64; Egypt Under the Pharaohs, 99–106; Egypt and Kush, 115–120; Expansion of the Muslim World, 459–466</p> <p>Active Journal: Quest: Design a Village, 4–11; Writing Workshop: Narrative Essay, 52–53 (Life in Mesopotamia; What Technologies help them overcome obstacles; How did environment affect the way people lived?; Quick Activity: Caption This! 268 (geography affects life in Arabia)</p> <p>Digital Sources Social Studies Core Concepts: Geography; 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps</p>
6.1b.2 Sub-Saharan Africa	<p>SE/TE: The Rise of Ghana in West Africa, 589–594; Mali and Songhai, 595–600; Trading States of East Africa, 603–606</p> <p>Active Journal: Quick Activity: Packing for the Caravan (West African Trade), 342; Perspectives on West African Kingdoms (Compare Viewpoints), 345</p> <p>Digital Sources Social Studies Core Concepts: Geography; 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>6.1b.3 Europe (West, North, South, Central, and Southeast)</p>	<p>SE/TE: The Early Years of Greek Civilization, 221-226; Democracy in Athens, 227-231; The Roman Republic Rises, 279-283; The Roman Empire Begins, 309-315; Roman Culture and Its Legacy, 331-338; The Early Middle Ages in Europe, 363-367; England Takes Shape, 412-418</p> <p>Active Journal: Quick Activity: How Does Roman Society compare with Ancient Greece, 175; Writing Workshop: Argument, 206-207 (Which was greater, the Greek city-states or the Roman empire)</p> <p>Digital Sources Social Studies Core Concepts: Geography; 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps</p>
<p>6.1b.4 Russia and the Independent States (Russia, Caucasia, Central Asia, the region of Belarus, Moldova, and Ukraine)</p>	<p>SE/TE: Kiev, Ukraine, 349; Russia, 739-742, 760</p> <p>Digital Sources Social Studies Core Concepts: Geography; 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps</p>
<p>6.1b.5 East Asia (People’s Republic of China, North Korea, South Korea, Japan, and Taiwan)</p>	<p>SE/TE: The Huang Valley, 181-184; The Zhou Dynasty, 185-188; The Unification of China, 197-201; The Han Dynasty Expands, 203-207; Tang and Song China, 489-496; Emergence of Japan, 516-521; Korea and Southeast Asia, 538</p> <p>Active Journal: Quick Activity: Letter to the People (Zhou Dynasty), 116; How Do Ideas Change Lives? (Confucianism and Daoism), 119; Guiding Principles (Principles that make government better in Japan), 299</p> <p>Digital Sources Social Studies Core Concepts: Geography; 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
6.1b.6 Southeast Asia (Vietnam, Cambodia, Laos, Thailand, Myanmar [Burma], Malaysia, Singapore, Indonesia, Brunei, Philippines)	<p>SE/TE: Thailand, 148; Vietnam, 157, 204; Cambodia, 157, 797; Indonesia, 672, 797</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Geography; 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps</p>
6.1b.7 South Asia (Afghanistan, Pakistan, India, Bangladesh, Nepal, Bhutan)	<p>SE/TE: Project-Based Learning Inquiry: A Trip Through India, 128; The Indus Valley Civilization, 129-134; The Maurya Empire Begins, 159–152; The Gupta Empire, 168–172; India After the Fall of the Gupta, 476</p> <p>Active Journal: Quick Activity: Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Geography; 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps</p>
6.1b.8 Oceania (Australia, New Zealand, the Pacific)	<p>SE/TE: Australia, 18, 736, 890; New Zealand, 888</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Geography; 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps</p>
6.1c The physical environment influences human population distribution, land use, economic activities, and political connections.	

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
6.1c.1 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.	<p>SE/TE: Analysis Skills: Interpret Thematic Maps, 173, 574; Maps (examples), 4, 17, 46, 73, 93, 100, 116, 127, 136, 169, 179, 205, 218, 222, 235, 248, 276, 280, 306, 311, 321, 361, 378, 399, 406, 430, 446, 460, 487, 499, 541, 561, 577, 587, 604, 622, 665, 669, 697, 713, 723, 726, 741, 765, 783, 812, 822, 832, 853</p> <p>Active Journal: Quest: Be a Map-Maker, 310–317; Quick Activity: A Memorable Map, 390</p> <p>Digital Sources 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Charts, Graphs, and Tables; Create Databases; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
6.1c.2 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>SE/TE: Quest: Be a Map-Maker, 550; Analysis Skills: Interpret Thematic Maps, 173, 574</p> <p>Active Journal: Quest: Be a Map-Maker, 310–317</p> <p>Digital Sources 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
6.1d Issues and problems experienced in the regions of the Eastern Hemisphere have roots in the past.	
6.1d.1 Students will examine current political and environmental issues in a region or country of the Eastern Hemisphere being studied.	<p>SE/TE: The Middle East, 849–856; Continuing Conflicts, 857–862; Living in Our Independent World, 863–873</p> <p>Active Journal: Quick Activity: The Power of Invention, 45 (voting); Quest: The Right to</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
	<p>Rule, 408–415</p> <p><u>Digital Sources</u> Topic 19: Lesson 7: Two Examples of Ethnic Conflict; Lesson 8: Globalization; 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation</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.</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/TE: Explore the Essential Question, 2; How Were the First Tools Made?, 11; What Was Life Like for Hunter-Gatherers?, 12; How Did Fire Affect Human Development?, 11–12; Analyze Diagrams, 18; How Did People First Modify the Environment?, 25</p> <p>Active Journal: Quest: Design a Village, 4–11</p> <p><u>Digital Resources</u> Lesson Videos: Topic 1: Lesson 1: How Hunter-Gatherers Lived; Lesson 2: Learning to Live in New Environments</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/TE: How Are Ancient Remains Dated, 8; Why Do Scientists Look for Artifacts?, 8–9</p> <p>Digital Sources: Topic 1: Introduction: Topic Video: Catalhoyuk: Life in An Ancient Settlement</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
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.	
6.2c.1 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.	<p>SE/TE: Humans Spread Out, 15–19; When Did People Start to Farm?, 24–26; Where Did Farming Begin and How Did It Spread?, 27–31; Geography Skills, 136</p> <p>Active Journal: Quest: Design a Village, 4–11; Take Notes & Practice Vocabulary, 14–15</p> <p><u>Digital Sources</u> Lesson Videos: Topic 1: Lesson 2: Learning to Live in New Environments; 21st Century Skills Tutorials: Read Special Purpose Maps</p>
6.2c.2 Students will be introduced to pastoral nomadic peoples as a culture type that existed throughout history.	<p>SE/TE: How Did Domesticated Plants and Animals Change People’s Lives? 25; Lesson Check, 26; Writing Workshop, 39; The Zhou, 187; Nomads in China, 198</p> <p>Active Journal: Take Notes & Practice Vocabulary, 16–17</p>
6.2c.3 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.	<p>SE/TE: The Distant Past, 7–12; Humans Spread Out, 15–19; Developing Complex Cultures, 21–26; The Rise of Civilizations, 33–37; Topic Assessment, 38–39</p> <p>Active Journal: Quest: Design a Village, 4–11</p> <p><u>Digital Sources</u> Lesson Videos: Topic 1: Lesson 1: How Hunter-Gatherers Lived; Lesson 2: Learning to Live in New Environments; Lesson 3: The Agricultural Revolution; Lesson 4: Effects of the Agricultural Revolution; Lesson 5: What Makes a Civilization?</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
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.	
6.2d.1 Students will determine if the Neolithic Revolution is a turning point in world history, using various forms of evidence.	<p>SE/TE: When Did People Start to Farm?, 24–26; Where Did Farming Begin and How Did It Spread?, 27–31; Topic 1: Review and Assessment, 38–39</p> <p>Active Journal: Quest: Design a Village, 4–11</p> <p><u>Digital Resources</u> Lesson Videos: Topic 1: Lesson 3: The Agricultural Revolution; Lesson 4: Effects of the Agricultural Revolution</p>
<p>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.</p>	
6.3a Humans living together in settlements develop shared customs, beliefs, ideas, and languages that give identity to the group.	<p>SE/TE: The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51</p> <p>Active Journal: Take Notes & Practice Vocabulary, 22–23</p> <p><u>Digital Sources</u> Lesson Videos: Lesson 5: What Makes a Civilization?</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<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, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.</p>	
<p>6.3b.1 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/TE: The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51; Egypt Under the Pharaohs, 99–106; The Indus Valley Civilization, 129–133; Compare and Contrast, 134; The Huang Valley, 181–184</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia; Topic 3: Lesson 2: The Legacy of Ancient Egypt; Topic 4: Lesson 1: Indus Valley Achievements</p>
<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>6.3c.1 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/TE: The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51; Egypt Under the Pharaohs, 99–106; Writing Workshop, 123; The Indus Valley Civilization, 129–134; The Huang Valley, 181–184</p> <p>Active Journal: Quick Activity: How did they do it – build pyramids – hypothesize, 69; Writing Workshop: Narrative Essay, 52–53; Explanatory Essay, 72–73</p> <p>Digital Sources: Interactive Chart: Topic 4: Lesson 1: Technology of the Indus Civilization; Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia; Topic 3: Lesson 1: Pharaohs of Ancient Egypt; Topic 4: Lesson 1: Indus Valley Achievements; Topic 5: Lesson 1: The Influence of Geography on China</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</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>6.3d.1 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/TE: Social Classes, 36; Lesson Check, 37; Social Classes, 48; How Did Sumerian Government Work? 50–51; Analyze Diagrams, 48; How was Egyptian Society Organized? 103; Lesson Check: Compare and Contrast, 134; The Caste System, 138–140; A New Empire in India, 168–169; Zhou Society, 187–188; The Social Order, 208–209; Get Ready to Read, 234; Analyze Charts, 237</p> <p><u>Digital Sources</u> Lesson Videos: Topic 4: Lesson 2: The Caste System; Topic 5: Lesson 5: The Bureaucratic Structure of the Han Government</p>
<p>6.3d.2 Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions.</p>	<p>SE/TE: Civilization Emerges in Mesopotamia, 45–51; Akkadian Culture, 55; Arts of Mesopotamia, 64; What Is the Cultural Legacy of the Phoenicians? 69–70; Achievements of Egyptian Civilization, 109–113; India’s Vedic Age, 135–140; Chinese Belief Systems, 191–195; Han Society and Achievements, 208–212</p> <p>Active Journal: Quick Activity: Explore Ancient Innovations, 21; Museum Gallery (artifacts), 86; Ancient Indian Poetry, 91; How Do Ideas Change Lives? (Confucianism and Daoism), 119; Writing Workshop: Research Paper, 100–101</p> <p><u>Digital Sources</u> Lesson Videos: Topic 2: Lesson 2: Hammurabi’s Code; Lesson 4: The Alphabet; Topic 3: Lesson 2: The Legacy of Ancient Egypt; Topic 4: Lesson 1: Indus Valley Achievements</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<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.</p>	
<p>6.4a Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.</p>	<p>SE/TE: Origins of Judaism, 71–75; Origins and Beliefs of Hinduism, 142–149; Origins and Beliefs of Buddhism, 151–157; Spiritual Tradition, 191-193; Life and Teachings of Confucius, 192–194; Beliefs of Christianity, 325–329; Beliefs of Islam, 453–457</p> <p>Active Journal: Quick Activity: Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296; Writing Workshop: Argument, 126–127</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 2: The Origins of Judaism; Topic 4: Lesson 3: Hindu Traditions and Practices; Lesson 6: The Central Beliefs of Judaism; Topic 11: Lesson 2: The Five Pillars of Islam</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>6.4b Belief systems and religions are based on a set of mutually held values.</p>	
<p>6.4b.1 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/TE: Established Religion, 35; Origins of Judaism, 71–75; Early History of the Jewish People, 83–90; Origins and Beliefs of Hinduism, 142–149; Primary Sources: The Ramayana, 150; Origins and Beliefs of Buddhism, 151–157; Primary Sources: The Legend of Guadma, 158; Life and Teachings of Confucius, 192–194; Ancient Greek Learning, 258–264; Origins of Christianity, 318–323; Beliefs of Christianity, 325–329; Primary Sources: The Gospel of Matthew, The Sermon on the Mount, 330; Christianity Spreads, 370–375; Origins of Islam, 449–452; Beliefs of Islam, 453–457; Achievements of Islamic Civilization, 468–474</p> <p>Active Journal: Quick Activity: Crusade Diary, 248; Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296; Writing Workshop: Argument, 126–127</p> <p><u>Digital Resources</u> Lesson Videos: Topic 2: Lesson 2: The Origins of Judaism; Lesson 6: The Central Beliefs of Judaism; Lesson 7: Israel and the Jewish Diaspora; Topic 4: Lesson 3: Hindu Traditions and Practices; Lesson 4: Teachings and Spread of Buddhism; Topic 5: Lesson 3: How Confucius’s Life Shaped His View of Government; Lesson 4: Comparing Legalism and Confucianism; Topic 8: Lesson 2: Reasons for the Spread of Christianity; Lesson 3: The New Testament; Topic 11: Lesson 1: The Life of Muhammad; Lesson 2: The Five Pillars of Islam</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
6.4c Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.	
6.4c.1 Students will be able to identify similarities and differences across belief systems, including their effect on social order and gender roles.	<p>SE/TE: Established Religion, 35; Origins of Judaism, 71–75; Early History of the Jewish People, 83–90; Egyptian Religion, 104–105; Spiritual Tradition, 191-193; Origins and Beliefs of Hinduism, 142–149; Origins and Beliefs of Buddhism, 151–157; Life and Teachings of Confucius, 192–194; Beliefs of Christianity, 325–329; Beliefs of Islam, 453–457</p> <p>Active Journal: Quick Activity: Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296; Writing Workshop: Argument, 126–127</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 2: The Origins of Judaism; Topic 4: Lesson 3: Hindu Traditions and Practices; Lesson 6: The Central Beliefs of Judaism; Topic 11: Lesson 2: The Five Pillars of Islam</p>
6.4c.2 Students will explore the influence of various belief systems on contemporary cultures and events.	<p>SE/TE: Origins of Judaism, 71–75; Spiritual Tradition, 191-193; Origins and Beliefs of Hinduism, 142–149; Primary Sources: The Ramayana, 150; Origins and Beliefs of Buddhism, 151–157; Primary Sources: The Legend of Guadma, 158; Life and Teachings of Confucius, 192–194; Beliefs of Christianity, 325–329; Primary Sources: The Gospel of Matthew, The Sermon on the Mount, 330; Beliefs of Islam, 453–457</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 2: The Origins of Judaism; Topic 4: Lesson 3: Hindu Traditions and Practices; Lesson 6: The Central Beliefs of Judaism; Topic 11: Lesson 2: The Five Pillars of Islam</p>
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	

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
period of time that is peaceful, prosperous, and demonstrates great cultural achievements.	
6.5a Geographic factors influence the development of classical civilizations and their political structures.	
6.5a.1 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.	<p>SE/TE: The Indus Valley Civilization, 129–134; The Huang Valley, 181–184; The Early Years of Greek Civilization, 221–226; The Roman Empire Begins, 309–315 Maps: 126, 132, 160, 169, 178, 179, 186, 218, 242, 269, 26, 277 Active Journal: Take Notes & Practice Vocabulary, 84–85, 112–113, 138–139, 168–169, 190–191</p> <p>Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Topic 5: Lesson 1: The Influence of Geography on China; Topic 6: Lesson 1: Impact of Geography on Early Greece; Topic 8: Lesson 1: Trade in the Roman Empire</p>
6.5a.2 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>SE/TE: Compare and Contrast, 207, 282; Writing Workshop, 283, 300, 303, 329, 334 TE only: Compare and Contrast, 187, 229, 280 Active Journal: Quick Activity: How Does Roman Society compare with Han and Greece, 175</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 5: The Bureaucratic Structure of the Han Government; Topic 6: Lesson 2: The Athenian Concept of Citizenship; Lesson 3: Growing Up Spartan; Lesson 4: Men, Women, and Children in Ancient Greece; Topic 7: Lesson 3: Roman Society</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
6.5b Political structures were developed to establish order, to create and enforce laws, and to enable decision making.	
6.5b.1 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>SE/TE: The Unification of China, 197–201; The Han Dynasty Expands, 203–207; Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; Quest: Document-Based Writing Inquiry: The Roman Influence, 278; Government of the Republic, 285–290; The Roman Empire Begins, 309–315; The Byzantine Empire Rises, 344–349</p> <p>Active Journal: Take Notes & Practice Vocabulary, 140–143, 170–171</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 2: The Dynastic Cycle and the Mandate of Heaven; Topic 6: Lesson 2: The Athenian Concept of Citizenship</p>
6.5c A period of peace, prosperity, and cultural achievements may be indicative of a golden age.	
6.5c.1 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>SE/TE: Quest Document-Based Writing Inquiry: Evaluating a Leader's Legacy, 180; The Unification of China, 197–201; The Han Dynasty Expands, 203–207; Han Society and Achievements, 208–212; Quest: The Influence of Ancient Greece, 220; Democracy in Athens, 227–231; Ancient Greek Learning, 258–264; Quest: The Roman Influence, 278; The Roman Empire Begins, 309–315; Roman Culture and Its Legacy, 331–338</p> <p>Active Journal: Writing Workshop: Argument, 206–207; Quests, 104–111, 130–137, 160–167</p> <p>Digital Sources Topic Videos: Topic 6: Pericles and The Golden Age of Athens; Lesson Videos: Topic 4: Lesson 7: The Golden Age of the Gupta</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>6.5c.2 Students will examine how cultural achievements of these civilizations have influenced contemporary societies.</p>	<p>SE/TE: Han Society and Achievements, 208–212; Quest: The Influence of Ancient Greece, 220; Ancient Greek Beliefs and Arts, 251–256; Primary Sources: Homer, the Odyssey, 257; Ancient Greek Learning, 258–264; Quest: Document-Based Writing Inquiry: The Roman Influence, 278; Society in the Republic, 291–294; Roman Architecture, 312–313; Origins of Christianity, 318–323; Roman Culture and Its Legacy, 331–338; Architecture and Influence, 474</p> <p>Active Journal: Quests, 130–137, 160–167</p> <p><u>Digital Sources</u> Topic Videos: Topic 6: Pericles and The Golden Age of Athens; Lesson Videos: Topic 4: Lesson 7: The Golden Age of the Gupta; Topic 6: Lesson 2: The Athenian Concept of Citizenship</p>
<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.</p>	
<p>6.6a Over expansion, 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>6.6a.1 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/TE: Quest: Discussion Inquiry: The Fall of Rome, 308; Decline of the Roman Empire, 339–342; The Early Middle Ages in Europe, 363–367; Christianity Spreads, 370–375; Feudalism and the Manor Economy, 377–382; The Church and the Medieval Culture, 390–396</p> <p>Active Journal: Quests, 182–189; Quick Activity: Did the Roman Empire Fall? 201</p> <p><u>Digital Sources</u> Lesson Videos: Topic 8: Lesson 5: Why Did the Roman Empire End?; Topic 9: Lesson 2: The Spread of Christianity to Northern Europe; Lesson 4: The Growth of Medieval Towns</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</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>6.6b.1 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/TE: The Byzantine Empire Rises, 344–349; Byzantine Religion and Culture, 351–355; Review and Assessment, 357 Active Journal: Take Notes & Vocabulary Practice, 202–205</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 6: The Byzantine Empire’s Place in History; Lesson 7: Byzantine Culture</p>
<p>6.6c Islam spread within the Mediterranean region from southwest Asia to northern Africa and the Iberian Peninsula.</p>	
<p>6.6c.1 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/TE: The Reconquista, 428–433; Expansion of the Muslim World, 459–466; Review and Assessment, 483 Active Journal: Take Notes & Vocabulary Practice, 249–250, 271–272</p> <p>Digital Sources Lesson Videos: Topic 10: Lesson 4: Interaction of Christians, Muslims, and Jews in Muslim Spain; Topic 11: Lesson 3: Rise and Fall of the Abbasid Dynasty</p>
<p>6.6d Competition and rivalry over religious, economic, and political control over the holy lands led to conflict such as the Crusades.</p>	
<p>6.6d.1 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.</p>	<p>SE/TE: The Byzantine Empire Rises, 344–349; Byzantine Religion and Culture, 351–355; Review and Assessment, 357; The Early Middle Ages in Europe, 363–367; Christianity Spreads, 370–375; Feudalism and the Manor Economy, 377–382; The Crusades, 420–427; Expansion of the Muslim World, 459–466 Active Journal: Take Notes & Vocabulary Practice, 202–205, 218–219, 271–272; Quick Activity: Crusade Diary, 248</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 6: The Byzantine Empire’s Place in History; Lesson 7: Byzantine Culture; Topic 10: Lesson 3: Causes of the First Crusade; Topic 11: Lesson 3: Rise and Fall of the Abbasid Dynasty</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>6.6d.2 Students will examine the conflict of the Crusades from three different perspectives: feudal Europe, Byzantine, and Islamic.</p>	<p>SE/TE: The Crusades, 420–427 Active Journal: Quick Activity: Crusade Diary, 248</p> <p><u>Digital Sources</u> Lesson Videos: Topic 10: Lesson 3: Causes of the First Crusade</p>
<p>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.</p>	
<p>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.</p>	
<p>6.7a.1 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.</p>	<p>SE/TE: The Growth of the Ghana Empire, 592-593; Silk Road, 203, 210, 332, 470, 490, 494, 503, 507; Geography Skills, 205, 470, 502; Analyze Diagrams, 206; Exchanges of Ideas, 207; A Major Trade Route, 206-207; Exchange Between Continents, 271; Trading States of East Africa, 603–607</p> <p>Active Journal: Quests: Be a Map Maker, 310–317</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Use Parts of a Map; Lesson Videos: Topic 14: Lesson 1: How Ghana Became a Wealthy Empire</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

<p align="center">New York State Social Studies Framework 2016 Grade 6</p>	<p align="center">myWorld Interactive World History Survey Edition, ©2019</p>
<p>6.7a.2 Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources.</p>	<p>SE/TE: The Crusades, 420–427; The Mongol and Ming Empires, 498–507; Expansion of the Muslim World, 459–466; Trading States of East Africa, 603–606; Map: Italy’s City-States and Sea Trade, 622; Voyages of Discovery, 671–678; The Spanish Empire, 687–692; The Portuguese Empire, 693–699; Impact of Global Trade, 700–706</p> <p>Active Journal: Quick Activity: Crusade Diary, 248; Packing for the Caravan (West African Trade), 342; Perspectives on West African Kingdoms (Compare Viewpoints), 345</p> <p><u>Digital Sources</u> Lesson Videos: Topic 10: Lesson 3: Causes of the First Crusade; Topic 11: Lesson 3: Rise and Fall of the Abbasid Dynasty; Topic 14: Lesson 1: How Ghana Became a Wealthy Empire; Topic 16: Lesson 1: Technology of Exploration</p>
<p>6.7a.3 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.</p>	<p>SE/TE: Analyzing Primary Sources, 60; History and Geography, 472; Geography Skills, 502; Foreign Visitors, 503–504; The Voyages of Zheng He, 506; Mansa Musa’s Hajj, 597; Analyze Images, 598; Primary Sources: Ibn Battuta, Travels in Asia and Africa, 1325–1354, 601; Analysis Skills, 602</p> <p>Active Journal: Packing for the Caravan (West African Trade), 342</p> <p><u>Digital Sources</u> Interactive Primary Sources: Topic 14: Lesson 3: Ibn Battuta, Travels</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
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.	
6.7b.1 Students will map the extent of the Mongol Empire at the height of its power.	<p>SE/TE: What Were the Mongol Conquests? 498-503; Geography Skills, 499, 502; Analyze Diagrams, 501</p> <p>Active Journal: Take Notes & Practice Vocabulary, 292–293</p> <p>Digital Sources Lesson Video: Topic 12: Lesson 2: The Growth and Importance of the Mongol Empire; Interactive Biographies: Topic 12: Lesson 2: Ghengis Khan</p>
6.7b.2 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>SE/TE: What Were the Mongol Conquests? 498–500; Primary Source, 499; Ruling the Empire, 500; Analyze Diagrams, 501; The Yuan Dynasty, 501–502; Life in Yuan China, 502–504; Lesson Check, 507</p> <p>Active Journal: Take Notes & Practice Vocabulary, 292–293</p> <p>Digital Sources Lesson Video: Topic 12: Lesson 2: The Growth and Importance of the Mongol Empire; Interactive Biographies: Topic 12: Lesson 2: Ghengis Khan</p>
6.7b.3 Students will examine the spread of the Black Death (Bubonic Plague) as a result of interregional exchange and its effects on various regions within Afro-Eurasia, using a variety of sources, such as maps, poetry, and other primary source documents.	<p>SE/TE: What Was the Black Death? 436–438; What Were the Effects of the Black Death? 438–439; Primary Sources: Giovanni Boccaccio, <i>The Decameron</i>, 440</p> <p>Active Journal: Quick Activity: Dark Times Skit, 253</p> <p>Digital Sources 21st Century Skills Tutorials: Draw Conclusions</p>

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019
to the New York State Social Studies Framework 2016 Grade 6**

New York State Social Studies Framework 2016 Grade 6	myWorld Interactive World History Survey Edition, ©2019
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.	
6.7c.1 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>SE/TE: Trade and Transportation, 47, 198; Roads in Persian Empire, 63; Roads in Roman Empire, 312; The Art of Design and Calligraphy, 473–474; What New Tools Aided Exploration?, 677–678; Colonial Africa, 795–796; Shipbuilding Revolution, 678; Shipping Routes, 713; Railroads, 802</p> <p>Active Journal: Quick Activity: Before and After Industrialization, 447; Writing Workshop: Research Paper, 100–101</p> <p>Digital Sources Lesson Videos: Topic 15: Lesson 6: New Directions in Astronomy; Topic 16: Lesson 1: Technology of Exploration; Topic 19: Lesson 8: Globalization</p>

©2021 Savvas Learning Company LLC.