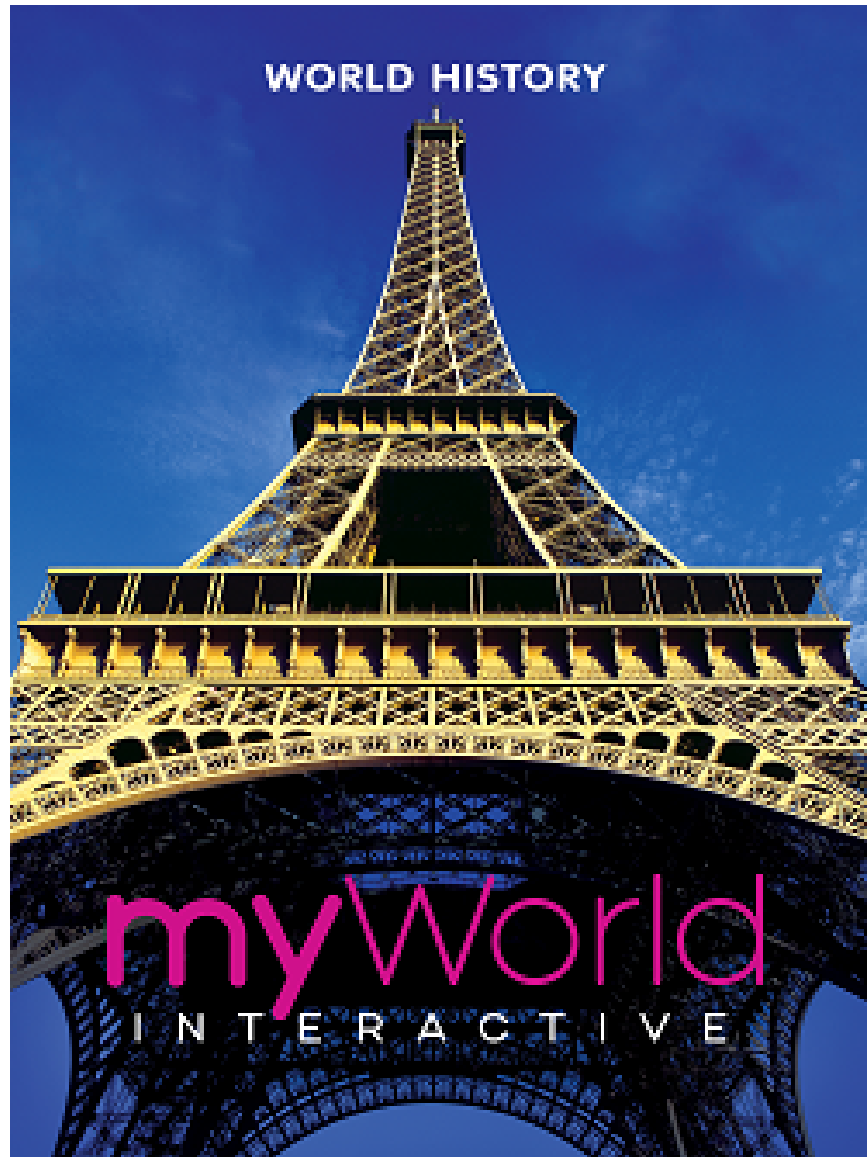


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Deconstructed Skills	
CO Comparison-Utilize broad characteristics of historical developments to create a comparative analysis.	
CO.a distinguish similarities and differences among or between world civilizations.	<p>SE/TE: Lesson Check #5, 134 Lesson Check #3 and #6, 188 The Spartan State: A Contrast to Athens, 236-237 Analyze Charts, 237 Lesson Check #6, 557</p> <p>Digital Resources: Topic 6>Lesson 3>Interactive Chart: Comparing Sparta and Athens</p>
CO.b categorize historical events according to similarities and differences.	<p>SE/TE: Get Ready to Read Compare and Contrast, 115 Topic 3 Assessment #11, 123 Lesson Check #3 and #6, 188 Lesson Check #5, 195 Lesson Check #3, 207 Analyze Charts, 237 Topic 7 Assessment #8, 303 Lesson Check #4, 466 Lesson Check #6, 557 Lesson Check #7, 565 Analyze Images, 630 Lesson Check #4, 692 Quest Document-Based Writing Inquiry: Dateline: Revolution, 766 Quest Connection: 769, 774, 799, 808</p> <p>TE Only: Compare and Contrast, 105 Get Ready to Read, Compare and Contrast, 115</p> <p>Digital Resources: Topic 6>Lesson 3>Interactive Chart: Comparing Sparta and Athens Topic 18>Quest Document-Based Writing Inquiry: Dateline: Revolution</p>

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Continued: CO.b categorize historical events according to similarities and differences.	Continued: Topic 18>Fillable Active Journal: A Revolutionary Era, pp. 430-437
CE Causation-Analyze significant turning points in history to assess multiple long-term and short-term causes and effects.	
CE.a identify major historical turning points.	<p>SE/TE: Topic 1 Assessment #4, 39 What Was the Diaspora?, 86-88 The Fall of the Greek Empire, 270 An Age of Confidence, 395-396 Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts, 404 Quest Connections: 419, 426, 440, 441 What Was the Norman Conquest?, 413-414 Reading Check, 414 How Was the Royal Power Limited in England?, 416-418 The Magna Carta, 419 Reading Check, 418 Lesson Check #5, 418 What Was the Reconquista?, 430-434 Analyze Images, 432 What Was the Impact of the Reformation?, 655-656 A Surprising Victory, 769 The Third Estate Revolts, 774 What Happened After Napoleon’s Downfall?, 777-778 Turning Points, 830 Lesson Check #2, 833</p> <p>Digital Resources: Topic 10>Introduction>Topic Video: The Black Death Topic 10>Quest: Project: Medieval Monarchs Face Conflicts Topic 10>Fillable Active Journal: Struggle in Medieval Europe, pp. 234-240</p>

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<p>CE.b analyze historical turning points to determine long- and short-term causes and effects.</p>	<p>SE/TE: Get Ready To Read, 54 Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts, 404 Lesson Check #5, 418 What Were the Effects of the Black Death?, 438-439 Analysis Skill: Distinguish Cause and Effect, 537 Lesson Check #3, 656</p> <p>Digital Resources: Topic 10>Introduction>Topic Video: The Black Death Topic 10>Quest: Project: Medieval Monarchs Face Conflicts</p>
<p>CE.c analyze historical eras to determine relationships (e.g., cause/effect, connections, and patterns) between eras.</p>	<p>SE/TE: The Warring States Period, 187 Detecting Changing Patterns, 324 China’s Golden Age, 496 What Happened After Napoleon’s Downfall?, 777-778</p>
<p>CE.d examine historical events to infer possible outcomes.</p>	<p>SE/TE: Reading Check, 47 Quest Connections, 426 Lesson Check #4, 427</p> <p>TE Only: Get Ready to Read: Make Predictions, 129 Get Ready to Read: Make Predictions, 181 Get Ready to Read: Make Predictions, 191 Get Ready to Read: Make Predictions, 285 Get Ready to Read: Make Predictions, 318 Make Predictions, 400 English Language Learners: Developing, 817 Predict consequences, 818 Predict consequences, 832</p>

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<p>Continued: CE.d examine historical events to infer possible outcomes</p>	<p>Continued: Digital Resources: Topic 3>Introduction>Essential Question: What makes a great leader?>Explore Topic 11>Introduction>Essential Question: How do ideas grow and spread?>Explore Topic 17>Introduction>Essential Question: What is the best form of government?>Explore</p>
<p>P Periodization-Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries) and significant turning points.</p>	
<p>P.a identify how significant events and related developments led to changes in historical periods.</p>	<p>SE/TE: Topic 2: Assessment #1, 93 Interactive: Key Events in Medieval English History, 415 Analyze Timelines, 423 Interactive: Sequence, 467 Quest Connections, 467 Analyze Images, 681</p>
<p>P.b create historical narratives based on units of time, including major turning points.</p>	<p>SE/TE: Write Narrative Essays, ELA 11 Topic 1 Assessment #13, 39 Quest Document-Based Writing Inquiry: Become a Pharaoh-in-Training, 98 Quest Connection: 103, 107, 111, 122 Quest Document-Based Writing Inquiry: Evaluating a Leader’s Legacy, 180 Quest Connection: 196, 199, 202, 214 Lesson Check #6, 382 Quest Document-Based Writing Inquiry: The Right to Rule, 728 Quest Connection: 738, 758, 759, 760 Quest Document-Based Writing Inquiry: Dateline: Revolution, 766 Quest Connection: 769, 774, 799, 808 Digital Resources: Topic 1>Writer's Workshop: Origins of Civilization Topic 2>Writer's Workshop: Civilizations and Peoples of the Fertile Crescent</p>

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<p>Continued: P.b create historical narratives based on units of time, including major turning points.</p>	<p>Continued: Topic 3>Quest: Document-Based Writing: Become a Pharaoh-in-Training Topic 3>Fillable Active Journal: Ancient Egypt and Kush, pp. 56-63; Writer's Workshop: Ancient Egypt and Kush Topic 5>Quest: Document-Based Writing: Evaluating a Leader's Legacy Topic 5>Fillable Active Journal: Early Civilizations of China, pp. 104-111 Topic 9> Writer's Workshop: Life in Medieval Christendom Topic 10>Writer's Workshop: Struggle in Medieval Europe Topic 12>Writer's Workshop: Civilizations of East Asia and Southeast Asia Topic 17>Quest: Document-Based Writing: The Right to Rule Topic 17>Fillable Active Journal: Absolutism and Enlightenment, pp. 408-415 Topic 18>Quest: Document-Based Writing: Dateline: Revolution Topic 18>Fillable Active Journal: A Revolutionary Era Topic 19>Writers Workshop: The Modern World</p>
<p align="center">CX Context-Identify historical context by analyzing historical developments using specific references to time, place, and broader circumstances.</p>	
<p>CX.a distinguish historical developments based on time and place.</p>	<p>SE/TE: <i>The Timeline feature at the beginning of each topic is relevant to this standard.</i> <i>For more content see:</i> Analysis Skills: Relate Events in Time, 20 Reading check (Sequence), 51 Map: Spread of Hinduism, 148 How did Buddhism Spread, 156-157 Geography Skills (Sequence), 169 Identify Central Issues and Problems, 317 Analysis Skills: Construct a Timeline, 467 Topic 11 Assessment #7, 483 How did Chinese Culture Spread?, 514</p>

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<p>Continued: CX.a distinguish historical developments based on time and place.</p>	<p>Continued: Reading Check, 514 Lesson check #4, 514 Reading Check, 823</p> <p>Digital Resources: <i>The Interactive Timeline feature in the Introduction section of each topic is relevant to this standard.</i> Topic 9>Lesson 1>Interactive Map: Europe Before and After the Fall of Rome Topic 9>Lesson 1>Fillable Active Journal: The Modern World, p. 469</p>
<p>CX.b analyze how historical developments affect the world in both historic and contemporary contexts.</p>	<p>SE/TE: What Was Gupta Culture Like?, 170-171 The Shang Dynasty, 183 Organizing Roman Law, 355 Quest Document-Based Writing Inquiry: A Strong Influence, 488 Quest Connections: 512, 519, 532, 544 Quest: Document-Based Writing Inquiry: Learning Through the Ages, 620 Quest Connections: 625, 645, 661, 664</p> <p>Digital Resources: Topic 12>Quest Document-Based Writing Inquiry: A Strong Influence Topic 12>Fillable Active Journal: Civilizations of East Asia and Southeast Asia, pp. 282-289 Topic 15>Quest: Document-Based Writing Inquiry: Learning Through the Ages Topic 15>Fillable Active Journal: The Renaissance and Reformation pp. 354-361</p>

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CC Continuities and Changes-Identify and explain significant theme-based patterns of continuities and changes within a period of time.	
CC.a define theme-based continuities and changes.	<p>SE/TE: Identify Sources of Continuity, 213</p> <p>TE Only: Explain Historical Continuity, 223</p>
CC.b identify theme-based patterns of continuity and change.	<p>SE/TE: Legacy of Sumer, 58 Egyptian Religion, 104-105 Detect Changing Patterns, 369 The Caste System, 138-140 What Are Buddhist Beliefs, 154-155 Chinese Arts and Culture, 511-513 Family Loyalty and Harmony, 533 Quest Document-Based Learning Inquiry: Create an Oral History, 588 Quest Connections: 593, 610, 612, 614 Society in West African Empires, 607-609 African Religions, 609 What Are Key Features of Africa’s Cultural Legacy?, 610 Quest: Document-Based Writing Inquiry: Learning Through the Ages, 620 Quest Connections: 625, 645, 661, 664</p> <p>TE Only: Explain Historical Continuity, 223 Explain Historical Continuity, 235 Explain Historical Continuity, 366 Explain Historical Continuity, 593</p> <p>Digital Resources: Topic 4>Lesson 5>Interactive Gallery: Village Life in India Topic 14>Quest Project-Base Learning: Create an Oral History Topic 14>Fillable Active Journal: African Civilizations, pp. 332-339 Topic15>Quest Document- Based Writing Inquiry: Learning Through the Ages</p>

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CC.c explain theme-based continuities and changes within a period.	<p>SE/TE: Arts of Mesopotamia, 64</p> <p>TE Only: Explain Historical Continuity, 223 Explain Historical Continuity, 235 Explain Historical Continuity, 366 Explain Historical Continuity, 593</p>
E Evidence-Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.	
E.a identify and locate different forms of evidence and ensure validity of the evidence.	<p>SE/TE: <i>Each Topic opens with a Quest Inquiry in which students examine primary sources. For examples see:</i></p> <p>Quest Discussion Inquiry: Debate Punishments for Crimes, 44 Quest Connections: 52, 62, 80, 92 Quest Document-Based Writing Inquiry: The Roman Influence, 308 Quest Connections: 316, 335, 340, 356 Quest Document-Based Learning Inquiry: Create an Oral History, 588 Quest Connections: 593, 610, 612, 614</p> <p><i>For more content see:</i> Support Your Analyses with Evidence, ELA6 Find and Use Credible Sources, ELA 12-ELA13 Analyzing Primary Sources, 330 Lesson Check #6, 427</p> <p>Digital Resources: Topic 2>Quest Discussion Inquiry: Debate Punishments for Crimes Topic 2>Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, pp. 28-35 Topic 7>Quest Document-Based Writing Inquiry: The Roman Influence Fillable Active Journal: The Roman Republic, pp. 160-167</p>

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<p>Continued: E.a identify and locate different forms of evidence and ensure validity of the evidence.</p>	<p>Continued: Topic 14>Quest Project-Base Learning: Create an Oral History Topic 14>Fillable Active Journal: African Civilizations, pp. 332-339</p>
<p>E.b engage in historical thinking skills to collect evidence from various sources that identifies bias, context, tone, purpose, and periodization.</p>	<p>SE/TE: <i>Each Topic opens with a Quest Inquiry in which students collect evidence from various sources. For examples see:</i> Quest Discussion Inquiry: Debate Punishments for Crimes, 44 Quest Connections: 52, 62, 80, 92 Quest Document-Based Writing Inquiry: The Roman Influence, 308 Quest Connections: 316, 335, 340, 356 Quest Document-Based Learning Inquiry: Create an Oral History, 588 Quest Connections: 593, 610, 612, 614 <i>For supporting content see:</i> Recognize the Role of Chance, Error, and Oversight, 65 Digital Resources: Topic 2>Quest Discussion Inquiry: Debate Punishments for Crimes Topic 2>Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, pp. 28-35 Topic 7>Quest Document-Based Writing Inquiry: The Roman Influence Topic 7>Fillable Active Journal: The Roman Republic, pp. 160-167 Topic 14>Quest Project-Base Learning: Create an Oral History Topic 14>Fillable Active Journal: African Civilizations, pp. 332-339</p>

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<p>E.c corroborate multiple sources.</p>	<p>SE/TE: <i>Each Topic opens with a Quest in which students corroborate evidence from various sources. For examples see:</i> Quest Discussion Inquiry: Debate Punishments for Crimes, 44 Quest Connections: 52, 62, 80, 92 Quest Document-Based Writing Inquiry: The Roman Influence, 308 Quest Connections: 316, 335, 340, 356 Quest Document-Based Learning Inquiry: Create an Oral History, 588 Quest Connections: 593, 610, 612, 614</p> <p><i>For supporting content see:</i> Analyzing Primary Sources, 107 Support Your Analyses with Evidence, ELA6</p> <p>Digital Resources: Topic 2>Quest Discussion Inquiry: Debate Punishments for Crimes Topic 2>Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, pp. 28-35 Topic 7>Quest Document-Based Writing Inquiry: The Roman Influence Topic 7>Fillable Active Journal: The Roman Republic, pp. 160-167 Topic 14>Quest Project-Base Learning: Create an Oral History Topic 14>Fillable Active Journal: African Civilizations, pp. 332-339</p>

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<p>E.d utilize different forms of evidence and multiple perspectives to make a claim.</p>	<p>SE/TE: <i>Each Topic opens with a Quest in which students corroborate evidence from various sources. For examples see:</i> Quest Discussion Inquiry: Debate Punishments for Crimes, 44 Quest Connections: 52, 62, 80, 92 Quest Document-Based Writing Inquiry: The Roman Influence, 308 Quest Connections: 316, 335, 340, 356 Quest Document-Based Learning Inquiry: Create an Oral History, 588 Quest Connections: 593, 610, 612, 614</p> <p>Digital Resources: Topic 2>Quest Discussion Inquiry: Debate Punishments for Crimes Topic 2>Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, pp. 28-35 Topic 7>Quest Document-Based Writing Inquiry: The Roman Influence Topic 7>Fillable Active Journal: The Roman Republic, pp. 160-167 Topic 14>Quest Project-Base Learning: Create an Oral History Topic 14>Fillable Active Journal: African Civilizations, pp. 332-339</p>
<p>E.e cite evidence from multiple sources to support a claim.</p>	<p>SE/TE: <i>Each Topic opens with a Quest in which students support a claim by citing evidence from multiple sources. For examples see:</i> Quest Discussion Inquiry: Debate Punishments for Crimes, 44 Quest Connections: 52, 62, 80, 92 Quest Document-Based Writing Inquiry: The Roman Influence, 308 Quest Connections: 316, 335, 340, 356 Quest Document-Based Learning Inquiry: Create an Oral History, 588 Quest Connections: 593, 610, 612, 614</p>

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<p>Continued: E.e cite evidence from multiple sources to support a claim.</p>	<p>Continued: <i>For more content see :</i> Support Your Analyses with Evidence, ELA6 Lesson Check #6, 433 Lesson Check #5, 685 Lesson Check #5, 706</p> <p>Digital Resources: Topic 2>Quest Discussion Inquiry: Debate Punishments for Crimes Topic 2>Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, pp. 28-35 Topic 7>Quest Document-Based Writing Inquiry: The Roman Influence Topic 7>Fillable Active Journal: The Roman Republic, pp. 160-167 Topic 14>Quest Project-Base Learning: Create an Oral History Topic 14>Fillable Active Journal: African Civilizations, pp. 332-339</p>
<p>Content Standards</p>	
<p>6.1 Civilizations Demonstrate an understanding of the organization and transformation(s) of world civilizations to 550.Legacies of world civilizations include the arts, governmental structures, science, and technology. World civilizations had reciprocal influence on each other’s growth and development.</p>	
<p>6.1.CO Compare the development of social systems among the early river valley civilizations. <i>This indicator was developed to prompt inquiry into a comparison between the first agricultural revolutions on the development of social systems within early river civilizations</i></p>	<p>SE/TE: City-States of Sumer, 47-48 Reading Check, 48 Agricultural Techniques Create a Surplus, 101 Lesson Check #5, 134</p> <p><i>For supporting content see:</i> Social Classes, 48 How Was Egyptian Society Organized?, 103 Reading Check, 103 The Caste System, 138-140 Zhou Society, 187-188 Han society, 208-209</p>

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<p>6.1.CE Summarize how environmental factors influenced the interactions within and between early civilizations. <i>This indicator was developed to promote inquiry into why and how world civilizations began to interact with one another and the results of those global exchanges.</i></p>	<p>SE/TE: Where Were Early Civilizations?, 34 How Was Agriculture Important to Mesopotamia?, 45-47 Reading Check, 47 Phoenician Traders, 67 How Did Phoenicians Use the Sea?, 68-69 Lesson Check #5, 70 Floods and the Black Land, 100 Reading Check, 100 Analyze Images, 101 Lesson Check #3, 106 How Did Geography Affect Kush?, 117 Farming, 131-132 Trade, 132</p> <p>Digital Resources: Topic 2>Lesson 1>Video: Adapting to Life in Mesopotamia</p>
<p>6.1.P Analyze the shift from early to classical civilizations and the enduring contributions of classical civilizations. <i>This indicator was developed to promote inquiry into turning points in the organization and transformation of the four major classical civilizations in China, Greece, India, and Rome. This indicator was also developed to foster inquiry into the cultural and technological advancements of the classical civilizations that continue to influence modern societies.</i></p>	<p>SE/TE: How Did the Persian Empire Rise?, 60-63 A New Empire in India, 168-170 What Was Gupta Culture Like?, 170-171 Mathematics and Science, 171-172 Reading Check, 172 Topic 4 Assessment #12 and #13, 175 Han Society, 208-209 Economic Life, 210-211 Han Achievements, 211-212 Quest Project-Based Learning Inquiry: The Influence of Ancient Greece, 220 Quest Connection: 230, 255, 262, 272 Who Influenced the Early Greeks?, 223-224 Emergence of City States, 225-226 Experimenting with Forms of Government, 227-228 The World's First Democracy, 229 How Did Athenian Democracy Work?, 230-231 Lesson Check #4 - #6, 231 Primary Sources: Pericles, Funeral Oration, 232</p>

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<p>Continued: 6.1.P Analyze the shift from early to classical civilizations and the enduring contributions of classical civilizations.</p>	<p>Continued: The Spartan State: a Contrast to Athens, 234-235 Military Training in Sparta, 236-237 Lesson Check #4 - #6 What Was the Role of Women in Ancient Greece?, 238-239 What Were the Social Divisions in Greek Society?, 239-241 The Greek Economy, 241-243 Lesson Check #4 and #5, 243 What Fueled Macedonia's Rise?, 266-268 Assessment #2 - #4, #8 - #9, and #11; 273 The Earliest Days of Rome, 280-281 Rome Becomes a Republic, 281-282 How Did Rome Expand?, 283 Lesson Check #5 - #7, 283 Primary Sources: Livy, <i>History of Rome</i>, 284 What Were the Principles of Roman Government?, 285-287 What Did the Assemblies and the Senate Do?, 287-288 Who Were the Magistrates, 288-289 Lesson Check #1 - #7, 290 Roman Men and Women, 291-292 How did the rich and Poor Live?, 292-293 Lesson Check #1 - #4, #6; 294 How Did Rome Change from Republic to Empire, 298-300 Lesson Check #2, #4, and #5; 300 Assessment #5, #9 - #11 Quest Discussion Inquiry: The Fall of Rome, 308 Quest Connections: 316, 335, 340, 356 The Rise of the Roman Empire, 309-312 Trade and Roman Empire, 314-315 Lesson Check, #3 and #5, 315 Primary Sources: Augustus, <i>The Deeds of the Divine Augustus</i>, 316 Why Did the Pax Romana End?, 339-340 What Was the Imperial Crisis, 340-341 The Late Empire, 341-342</p>

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<p>Continued: 6.1.P Analyze the shift from early to classical civilizations and the enduring contributions of classical civilizations.</p>	<p>Continued: The West Collapses, 342-343 Lesson Check #4, 343 What Was the New Rome?, 344-346 The Shrinking Empire, 347 Lesson Check, #3, 349 Assessment #5 – 9, #13; 357</p> <p>TE Only: Differentiated Instruction, 209 Differentiated Instruction, 230 Differentiated Instruction, 280 History Background, 286 Differentiated Instruction, 289</p> <p>Digital Resources: Topic 6>Introduction>Topic Video: Pericles and The Golden Age of Athens Topic 6>Quest Project-Based Learning Inquiry: The Influence of Ancient Greece Topic 6>Lesson 2>Interactive Gallery: Athenian Democracy Topic 6>Lesson 2>Interactive Chart: Comparing Sparta and Athens Topic 6>Fillable Active Journal: Ancient Greece Topic 6>Writer's Workshop: Ancient Greece Topic 7>Lesson 1>Video: Rome's Founding and Early Days; Interactive Map: Growth of the Roman Republic 500 B.C.E to 44 B.C.E; Primary Source: Livy on founding of Rome Topic 7>Lesson 2>Video: Citizenship in Rome Topic 7>Lesson 3>Video: Roman Society Video: Roman Society; Quick Activity: How Does Roman Society Compare? Topic 7>Lesson 4>Video: Why Did the Roman Republic End?; Interactive Gallery: Who Was Julius Caesar?; Biography: Julius Caesar Topic 7>Writer's Workshop: The Roman Republic</p>

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<p>Continued: 6.1.P Analyze the shift from early to classical civilizations and the enduring contributions of classical civilizations.</p>	<p>Continued: Topic 8>Introduction>Topic Video: Augustus and The Pax Romana; Interactive Topic Map: The Roman World Topic 8>Quest: Discussion: The Fall of Rome Topic 8>Lesson 1>Biography: Augustus Caesar; Biography: Constantine Topic 8>Lesson 5>Video: Why Did the Roman Empire End? Quick Activity: Did the Roman Empire Fall?; Interactive Map: Invasions of the Roman Empire, C.E. 378-533 Topic 8>Lesson 6>Video: The Byzantine Empire's Place in History; Interactive Map: The Byzantine Empire Topic 8>Writer's Workshop: The Roman and Byzantine Empires</p>
<p>6.1.CX Contextualize the origins and spread of major world religions and their enduring influence. <i>This indicator was designed to promote inquiry into the development, basic tenants, and impact of Buddhism, Christianity, Confucianism, Daoism, Hinduism, Islam, and Judaism in relation to place and time.</i></p>	<p>SE/TE: Early Israelites and the Worship of One God, 71-72 What Was the Exodus?, 72-74 What Are the Ten Commandments? 74 Return to the Promised Land, 75 Lesson Check #1 - #6, 75 Primary Source, Psalm 23, 76 The Hebrew Bible, 77-79 What Is the Importance of law and Learning?, 79 What Are the Basic Teachings of Judaism?, 80-82 Lesson Check #1 - #6, 82 The Kingdom of Israel, 83-85 What Was the Diaspora?, 86-88 Judaism's Support for Society, 88-89 What Is the Legacy of Judaism, 90 Lesson Check #1 - #6, 90 Assessment #5 - #6 and #10, 93 What Are the Roots of Hinduism, 142-143 How Did Classical Hinduism Develop?, 143-145 What Are Hindus' Beliefs About God?, 145 What do Hindus Believe About Life?, 146-147</p>

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<p>Continued: 6.1.CX Contextualize the origins and spread of major world religions and their enduring influence.</p>	<p>Continued: What Is the Impact of Hinduism?, 147-149 Lesson Check #1 - #5, 149 Primary Source, The Ramayana, 150 The Life of the Buddha, 151-153 What Are Buddhist Beliefs?, 154-155 What is Jainism?, 157 Lesson Check #2 - #5, 157 Assessment #5 and #9 - #10, 175 Secondary Source, 173 Life and Teachings of Confucius, 192-194 Beliefs of Daoism, 194-195 Lesson Check #2, #4 - #6, 195 Primary Source, Confucius, <i>The Analects</i>, 196 Assessment #3 - #4, #10, #12, and #15 Jesus' Life and Teachings, 319-320 How Did Christianity Spread?, 321-322 Christianity and the Empire, 323 Lesson Check, #1-#6, 323 The Christian Bible, 325-326 What Do Christians Believe About God?, 327 Practicing Christianity, 328-329 What Is the Judeo-Christian Tradition, 329 Lesson Check #1 - #5, 329 The Arabian Setting, 449-450 The Rise of Islam, 451-452 Lesson Check #3 and #5 - #6, 452 What Are the Sources of Islamic Teachings?, 453-454 Islamic Beliefs About God, 455 What Are the Five Pillars of Islam?, 455-456 Islamic Prayer, Pilgrimage, and Law, 456-457 Lesson Check #1 - #457 Primary Source, The Sunnah, 458 How Did Islam Spread?, 459-461 What Was Society Like in the Arab Muslim Empire?, 461-462 The Caliphs, 462-464 Chart: Shias and Sunnis, 463 Lesson Check #1 - #3, 466 Achievements in Philosophy and Medicine, 471</p>

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<p>Continued: 6.1.CX Contextualize the origins and spread of major world religions and their enduring influence.</p>	<p>Continued: How Was Literature Important to Islamic Culture?, 472 Advances in Mathematics and Astronomy, 473 Islamic Traditions in Art and Architecture, 473-474 Lesson Check #2 - #5, 474 Primary Source, Ibn Khaldun, <i>The Muqaddimah</i>, 475</p> <p>TE Only: Differentiated Instruction, 74 Historical Background, 78 Differentiated Instruction, 79 Differentiated Instruction, 84 Historical Background, 85 Common Misconceptions, 89 Active Classroom, 145 History Background, 146 Differentiated Instruction, 147 History Background, 148 History Background, 152 Differentiated Instruction, 155 Differentiated Instruction, 319 History Background, 322 Differentiated Instruction, 328 Differentiated Instruction, 456 Differentiated Instruction, 460 Differentiated Instruction, 469</p> <p>Digital Resources: Topic 2>Lesson 5>Video: The Origins of Judaism; Interactive Map: The Exodus in Jewish Tradition Topic 2>Lesson 6>Video: The Central Beliefs of Judaism; Interactive Gallery: Significance of Major Jewish Holidays Topic 2>Lesson 7>Video: Israel and the Jewish Diaspora; Interactive Gallery: Origins of Judaism; Biography: David; Biography: Yohanan ben Zaccai</p>

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<p>Continued: 6.1.CX Contextualize the origins and spread of major world religions and their enduring influence.</p>	<p>Continued: Topic 4>Lesson 3>Video: Hindu Traditions and Practices; Primary Source: The Ramayana; Interactive Primary Source: Bhagavad-Gita, Vyasa Topic 4>Lesson 4>Video: Teachings and Spread of Buddhism; Interactive Map: The Origins and Spread of Buddhism; Primary Source: The Life or Legend of Gaudama Topic 5>Lesson 3>Video: How Confucius’s Life Shaped his View of Government; Interactive Chart: Confucianism and Daoism; Primary Source: The Analects; Biography: Confucius; Interactive Primary Source: Tao Te Ching, Laozi Topic 8>Lesson 2>Video: Reasons for the Spread of Christianity Topic 8>Lesson 3>Video: The New Testament; Primary Source: The Sermon on the Mount; Interactive Primary Source: First Letter to the Corinthians, Paul Topic 11>Lesson 1>Video: The Life of Muhammad; Interactive Primary Source: The Quran Topic 11>Lesson 2>Video: The Five Pillars of Islam; Interactive Gallery: The Five Pillars of Islam; Primary Source: The Sunnah Topic 11>Lesson 3>Video: Rise and Fall of the Abbasid Dynasty; Interactive Map: Spread of Islam Topic 11>Lesson 4>Video: Importance and Preservation of Learning in the Muslim World; Primary Source: Ibn Khaldun on history</p>

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<p>6.1.CC Analyze changes and continuities that influenced the organization and technological advancements of early and classical world civilizations.</p> <p><i>This indicator was developed to promote inquiry into changes and continuities in the formation and expansion of early and classical world civilizations based on their interactions with their environments.</i></p>	<p>SE/TE: What Was the Sumerian Writing System Like?, 49 Sumerian Achievements, 51 The Alphabet, 70 Agricultural Techniques Create a Surplus, 101 What Was Hieroglyphic Writing?, 109-110 Science, Technology, and Medicine, 113 Technology, 131 Farming, 131-132 Mathematics and Science, 171-172 Bronze Metalworking, 184 Han Achievements, 211-212 Architecture, 254 How Did Greeks Improve Technology?, 262 A Golden Age for Mathematics and Medicine, 263-264 City of Scholars, 271 What Were Rome’s Practical Achievements?, 312-314 Lesson Check, #4, 315</p> <p>TE Only: History Background, 270 Differentiated Instruction, 312</p> <p>Digital Resources: Topic 3>Lesson 2>Quick Activity: How Did They Do It? Topic 4>Lesson 1>Video: Indus Valley achievements; Interactive Chart: Technology of the Indus Civilization Topic 4>Writer's Workshop: Civilization Develops in India Topic 5>Lesson 1>Interactive Gallery: Chinese Writing Topic 5>Lesson 6>Interactive Gallery: Silk Making in Ancient China</p>

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<p>6.1.E Analyze multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources.</p>	<p>SE/TE: Compare Different Points of View, 250 Lesson Check, 294 Quest Connections, 335 Primary Source, Psalm 23, 76 Primary Source, The Ramayana, 150 Primary Source, Confucius, <i>The Analects</i>, 196 Primary Sources: Livy, <i>History of Rome</i>, 284 Primary Sources: Augustus, <i>The Deeds of the Divine Augustus</i>, 316 Primary Source, The Sunnah, 458 Primary Source, Ibn Khaldun, <i>The Muqaddimah</i>, 475</p> <p>Digital Resources: Topic 7>Lesson 1>Primary Source: Livy on Founding of Rome Topic 4>Lesson 3>Primary Source: The Ramayana; Interactive Primary Source: Bhagavad-Gita, Vyasa Topic 4>Lesson 4> Primary Source: The Life or Legend of Gaudama Topic 5>Lesson 3> Primary Source: The Analects; Interactive Primary Source: Tao Te Ching, Laozi Topic 8>Lesson 3> Primary Source: The Sermon on the Mount; Interactive Primary Source: First Letter to the Corinthians, Paul Topic 11>Lesson 1>Interactive Primary Source: The Quran Topic 11>Lesson 2>Primary Source: The Sunnah Topic 11>Lesson 4>Primary Source: Ibn Khaldun on history</p>

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<p>6.2 Increased Global Interactions Demonstrate an understanding of the increased global interactions among humans from the end of the classical era to the invention of the printing press (i.e., 550–1450). World civilizations were developing more complex economic, political, and social systems. As these civilizations became more complex, their global interactions increased resulting in various transformations.</p>	
<p>6.2.CO Compare the political systems within world civilizations. <i>This indicator was developed to encourage inquiry into the different types of political systems around the world. Further, this indicator was developed to promote inquiry into the feudal systems in Japan and Europe, the political structure of the kingdoms in Asia and Africa, Imperial China, and the Central and South American Empires.</i></p>	<p>SE/TE: Quest Discussion Inquiry: Freedom vs. Security?, 362 Quest Connections: 368, 379, 381, 398 Lesson Check #6, 367 Lesson Check #6, 375 A Violent Time, 377-378 How Did Feudal Society Provide Protections?, 379-380 How Did Medieval Manors Work?, 380-382 Lesson check #1 – 6, 382 Lesson Check #6, 388 Lesson Check #6, 396 Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts, 404 Quest Connections: 419, 426, 440, 442 Reviving an Empire,, 405-406 Why Did Pope Gregory and Henry IV Come Into Conflict?, 407-409 How Did the French Monarchy Grow?, 409-410 Norman England, 414 How Was Royal Power Limited In England?, 416-418 Primary sources: The Magna Carta, 419 Tang Rule, 489-490 The Merit System, 492 The Emperor and the Officials, 493 Mongol Rule in China, 501 Absolute Rule, 504 Yongle’s Rule, 505 How did Shotoku Strengthen Japan?, 519-520 Later Reforms, 520 Power Shifts in Japan, 522-523 The First Shogun, 524 Feudalism in Japan, 525-526</p>

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<p>Continued: 6.2.CO Compare the political systems within world civilizations.</p>	<p>Continued: Chart: Comparing European and Japanese Feudalism, 526 Mayan government, 555 How Was the Aztec Empire Ruled?, 562 A Strong Government, 569-570 Wealthy Rulers, 593 Exchange at Mali, 596 The Largest Empire, 599 Islamic Law and Scholarship, 599</p> <p>TE Only: Differentiated Instruction, 381 Differentiated Instruction, 416</p> <p>Digital Resources: Topic 9>Quest Discussion Inquiry: Freedom vs. Security? Topic 9>Lesson 3>Video: Knighthood and Chivalry Topic 9>Fillable Active Journal: Life in Medieval Christendom, pp. 210-217 Topic 10>Quest: Project: Medieval Monarchs Face Conflicts Topic 10>Lesson 1>Video: The Investiture Controversy; Interactive Gallery: The Papacy in the Middle Ages Topic 10>Lesson 2>Primary Source: Magna Carta Topic 10>Fillable Active Journal: Struggle in Medieval Europe, pp. 234-241 Topic 12>Lesson 5>Video: Structure and Values of Feudal Japan; Interactive Chart: Feudal Society in Japan; Primary Source: The Tale of Heike Topic 13>Lesson 3>Video: How Inca Rulers Governed Their Empire</p>

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<p>6.2.CE Explain the impact of global exchanges among world civilizations. <i>This indicator was developed to encourage inquiry into how environmental factors impacted world societies and encouraged interaction during the period.</i></p>	<p>SE/TE: The Silk Road, 205-207 Trade Goes Global, 385-386 Trade With the East Increases, 426-428 Spread of Disease, 437 Map: Origin and Spread of the Black Death, 437 Topic 10: Assessment #13, 443 Trade Expands, 469-470 Revival of Trade, 503 Foreign Visitors, 503 Borrowing From Neighbors, 521 Gold-Salt Trade, 593 Exchanges at Mali, 596 Indian Trade Routes, 605-606</p> <p>TE Only: Differentiated Instruction, 206 Differentiated Instruction, 385</p>
<p>6.2.P Summarize the increased global exchanges among world societies using the Crusades as a major turning point. <i>This indicator was developed to encourage inquiry into the significance of the Crusades in expanding European trade networks. This indicator was also developed to promote inquiry into the growth of the Ottoman Empire as a result of the Crusades.</i></p>	<p>SE/TE: Defenses Fail, 347 The First Crusade, 421-422 Second and Third Crusade, 422-423 The Fourth and Later Crusades, 424 What Were the effects of the Crusades?, 426-427 Quest Connections, 426 Analyze Images, 427 Lesson Check #1 - #4, 427 Topic 10: Assessment #12, 443 The Ottoman Empire Begins, 465</p> <p>Digital Resources: Topic 19>Lesson 3>Interactive Simulation: Conflicts and Crusades</p>

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<p>6.2.CX Contextualize the historical effects of the expansion of the Turks and Mongols on Europe and Asia. <i>This indicator was developed to encourage inquiry into the effects of Turk and Mongol expansion across Asia, North Africa, and much of the Byzantine Empire.</i></p>	<p>SE/TE: Defenses Fail, 347 The Ottoman Empire Begins, 465 Islam Arrives in India, 478-480 Quest Connections, 479 What Were the Mongol Conquests?, 499-500 Map: The Mongol Empire, 499 The Yuan Dynasty, 501-502 Life in Yuan China, 502-504</p>
<p>6.2.CC Evaluate continuities and changes in cultural and economic interactions between societies in both West Africa and the Americas. <i>This indicator was created to encourage inquiry into the development of the Mali and Ghana Kingdoms, including gold and salt mining and the connection to trade routes. This indicator was also written to promote inquiry into the development of the Mayan, Aztec, and Inca Empires, to include advancements in astronomy, engineering, and farming techniques.</i></p>	<p>SE/TE: Get Ready to Read, 551 Quest Connections, 553 Mayan Society, 554 Mayan Cities, 554 Mayan Government, 555 Mayan Religion, 555-556 Astronomy, 556-557 Mathematics, 557 Get Ready to Read, 560 Nobles and Commoners, 563-564 Get Ready to Read, 567 Interactive: Growth of the Incan Empire, 568 Quick Activity, 569 A Strong Government, 569-570 Unifying the Empire, 570 Architecture, 571 Science, 572 Social Order, 572-573 Incan Religion, 573 Secondary Source, 574 Topic 13 Assessment, 583 Quest Document-Based Learning Inquiry: Create an Oral History, 588 Quest Connections: 593, 610, 612, 614 Ancient Ghana, 592 Ironworking Technology, 592 Why Did Ghana Decline?, 594 Get Ready to Read, 595 Triumph of Sundiata, 595 Exchanges at Mali, 596</p>

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<p>Continued: 6.2.CC Evaluate continuities and changes in cultural and economic interactions between societies in both West Africa and the Americas.</p>	<p>Continued: Analyze Diagrams, 596 Expansion of Mali, 598 Geography Skills, 599 Interactive: Comparing Mali, Ghana, and Songhai, 599 Analyze Diagrams, 608 Importance of Kinship, 608-609 Lesson Check, 611 Music, Dance, and Art, 611 Quest Connections, 612 Analyzing Primary Sources, 612</p> <p>TE Only: Differentiated Instruction, 554 History Background, 572 Differentiated Instruction, 593 Differentiated Instruction, 610 Differentiated Instruction, 613</p> <p>Digital Resources: Topic 13>Introduction>Topic Video: Farming in Ancient Empires Topic 13>Lesson 1>Video: Development of Cities in Mesoamerica Topic 13>Writer's Workshop: Civilizations of the Americas Topic 14>Introduction>Topic Video: A Keeper of History Topic 14>Quest Project-Base Learning: Create an Oral History Topic 14>Lesson 2>Video: The Influence of Islam in West Africa Topic 14>Fillable Active Journal: African Civilizations, pp. 332-339</p>

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6.2.E Analyze multiple perspectives on the increased interactions among and between world societies through a variety of primary and secondary sources.	<p>SE/TE: Interactive: Compare Viewpoints, 411 Analyzing Primary Sources, 612</p> <p>Digital Resources: Topic 14>Lesson 2>Quick Activity: Perspectives on West African Kingdoms</p>
<p>6.3 Development of the Atlantic World Demonstrate an understanding of the development of the Atlantic World from the invention of the printing press to the Industrial Revolution (i.e., 1450–1760). European expansion in the 15th through 18th centuries was driven by a desire for economic and political dominance. New technological advances made exploration possible. Exploration increased global interactions, which resulted in significant economic, political, and social transformations around the world. As a result, dominant societies emerged which led to a struggle for world power.</p>	
<p>6.3.CO Compare European motivations for exploration and settlement. <i>This indicator was developed to encourage inquiry into European motivations for exploration and settlement as a result of the closing of the Silk Road. This indicator was also written to foster inquiry into the development of the Atlantic World, and the resulting economic, political, and social transformations in European, American, and African societies.</i></p>	<p>SE/TE: What Motivated Europeans to Explore the Seas?, 671-672 Portugal Takes the Lead, 672-673 Explorers Find New Routes, 673-676 What Was Impact of the Conquest?, 682-684 Expanding the Spanish Empire, 687-690 Effects on Native Americans, 691-692 The Settlement of Brazil, 695 How Did Portuguese Colonization Affect Native Americans?, 695-696 Portugal’s Trade Empire in Asia, 696-698 Settlers Cross the Oceans, 701 A Commercial Revolution in Europe, 703-705 England’s First Colonies, 708-709 What Was New France?, 709-710 The Settlement of New Netherland, 710-711 The Founding of New Sweden, 711 Impacts on Native Americans, 711 Reasons for Settlement, 711 Assessment #1, #7, #9, 723</p> <p>Digital Resources: Topic 16>Lesson 3>Interactive Chart: Causes and Effects of Spanish Colonization Topic 16>Lesson 4>Interactive Gallery: Brazil: Portuguese Exploration and Colonization</p>

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<p>6.3.CE Explain the impact of increased global exchanges on the development of the Atlantic World.</p> <p><i>This indicator was developed to encourage inquiry into the growing interconnectedness between Europe, Africa, and the Americas which led to increased global exchanges throughout the Atlantic World. The indicator also encourages inquiry into the development of human labor systems, cultural interactions, and the growth of economic markets.</i></p>	<p>SE/TE:</p> <p>What Was the Impact of the Conquest?, 682-684</p> <p>Cultural Blending in the Spanish Empire, 685-686</p> <p>Wealth from the Americas, 689-690</p> <p>The Settlement of Brazil, 695</p> <p>What Was the Colombian Exchange?, 700-702</p> <p>What Was Mercantilism?, 702-703</p> <p>A Commercial Revolution in Europe, 703-705</p> <p>How Did Colonial Economies Work?, 713-714</p> <p>Origins of the Atlantic Slave Trade, 716-717</p> <p>Atlantic Trade Network, 718-719</p> <p>What Was Life Like Under Slavery?, 719-720</p> <p>Slave Trading Impacts Arica, 721</p> <p>Assessment #14, 723</p> <p>TE Only:</p> <p>Differentiated Instruction, 701</p> <p>Differentiated Instruction, 716</p> <p>Digital Resources:</p> <p>Topic 16>Lesson 5>Video: The Commercial Revolution in Europe; Interactive Map: Trade Among Europe, Africa, and Asia</p>

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<p>6.3.P Summarize the impact of the Transatlantic Slave Trade on ideological, political, and social systems in the Atlantic World.</p> <p><i>This indicator was developed to encourage inquiry into the impact of the Transatlantic slave trade on Africa, Europe, and the Americas. This indicator promotes inquiry into the beginning of the Transatlantic slave trade, the ideological, economic, and political policies that upheld slavery, and how the slave trade led to the systematic oppression of Africans in the Atlantic World.</i></p>	<p>SE/TE: Slavery in West Arica, 608 Wealth from the Americas, 689-690 What Was Life on Plantations Like?, 692 How Did Portuguese Colonization Affect Native Americans?, 695-696 Origins of the Atlantic Slave Trade, 716-717 Map: Triangular Trade Routes, 716 Map: The Trade in Enslaved Africa, 1450-1900, 717 Atlantic Trade Network, 718-719 What Was Life Like Under Slavery?, 719-720 Slave Trading Impacts Africa, 721</p> <p>TE Only: Differentiated Instruction, 716</p> <p>Digital Resources: Topic 16>Lesson 5>Interactive Map: Trade Among Europe, Africa, and Asia Topic 16>Lesson 7>Video: Causes of the Atlantic Slave Trade; Quick Activity: The Middle Passage; Interactive Map: Triangular Trade Routes</p>
<p>6.3.CX Contextualize the experience of indigenous peoples due to expansion and the conflict that arose from it.</p> <p><i>This indicator was developed to encourage inquiry into the impact of Transatlantic interaction with Europeans, Africans, and others on the indigenous populations of the Americas.</i></p>	<p>SE/TE: What Was the Impact of the Conquest?, 682-684 Effects on Native Americans, 691-692 What Was Life on Plantations Like?, 692 Lesson Check #1 - #5, 692 How Did Portuguese Colonization Affect Native Americans?, 693-696 Impacts on Native Americans, 711 How Did the Treaty of Paris Change North America?, 714 Lesson Check #3, 714 Assessment #3, 4, 6, 10, and 12; 723</p>

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<p>Continued: 6.3.CX Contextualize the experience of indigenous peoples due to expansion and the conflict that arose from it.</p>	<p>Continued: TE Only: Active Classroom, 683 Differentiated Instruction—Below Level, 684 Differentiated Instruction, 690</p> <p>Digital Resources: Topic 16>Lesson 2>Video: The Conquest of the Incas Topic 16>Lesson 3>Video: Mission Life; 360 Exploration: The Mission at San Juan Capistrano; 360 Exploration Script: The Mission at San Juan Capistrano</p>
<p>6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment. <i>This indicator was developed to analyze the changes and continuities that occurred in the cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation.</i></p>	<p>SE/TE: Quest Document-Based Writing Inquiry; Learning Through the Ages, 620 Quest Connections: 625, 645, 661, 664 New Viewpoints, 624-626 Renaissance Ideas Spread, 627-628 How Did the Renaissance Change Daily Life?, 637-638 How Did Luther Challenge the Church?, 641-644 How Did the Reformation Grow?, 644-646 The Counter-Reformation, 646-647 The Council of Trent and the Inquisition, 647-648 Primary Sources: Martin Luther, Preface, 649 Protestantism Dominates Northern Europe, 651-653 Catholicism Dominates Southern Europe, 653-655 What Was the Impact of the Reformation?, 655-656 What Were the Origins of the Scientific Revolution?, 657-658 New Views of the Universe, 659-660 How Did Bacon and Descartes Support Inductive Reasoning?, 660-662 Assessment #2 – 12, 665</p>

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<p>Continued: 6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment.</p>	<p>Continued: Quest Document-Based Writing Inquiry: The Right to Rule, 728 Quest Connection: 738, 758, 759, 760 Conflict Between Parliament and the Monarchy, 744-745 What We the Causes and Effects of the English Civil War?, 746-747 The English Bill of Rights, 749 The Age of Reason, 751-752 What New Political Ideas Develop?, 753-754 What New Social and Economic Thought Developed?, 754-756 How Did the Enlightenment Affect American Founders?, 756-757 Primary Sources: Joh Locke, <i>Two Treaties of Government</i>, 758</p> <p>TE Only: History Background, 626 Differentiated Instruction, 633, 654, 752 History Background, 645 Curriculum Connection: English, 647 History Background, 655 Curriculum Connection: Social Sciences, 753 History Background, 756</p> <p>Digital Resources: Topic 15>Introduction>Topic Video: The Endurance of the Human Character Topic 15>Quest: Document-Based Writing Inquiry: Learning Through the Ages Topic 15>Lesson 1>Video: The Roots of the Italian Renaissance; Biography: Desiderius Erasmus; Interactive Primary Source: The Prince, Niccolò Machiavelli Topic 15>Lesson 2>Video: New Artistic Themes and Techniques; Interactive Gallery: Realism in Northern Europe Renaissance Art; Primary</p>

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<p>Continued: 6.3.CC Analyze the intellectual, political, and social changes in relation to the idea of individual rights from Humanism to the Enlightenment.</p>	<p>Continued: Source: As You Like It, Shakespeare; Interactive Primary Source: The Inferno, Dante Alighieri; Biography: Michelangelo di Lodovico Buonarroti Simoni; Biography: William Shakespeare Topic 15>Lesson 3>Video: The Printing Revolution; Interactive Gallery: The Printing Press; >Lesson 4>Video: Luther and the 95 Theses; Interactive Timeline: The Reformation and Counter-Reformation; Primary Source: Luther on faith and good works Topic 15>Lesson 5>Video: Compare Protestant England and Catholic Spain; Interactive Map: Major European Religions, About 1600 Topic 15>Lesson 6>Video: New Directions in Astronomy; Biography: Nicolaus Copernicus; Biography: Galileo Galilei; Biography: René Descartes; Interactive Primary Source: The New Organon [The New Method], Francis Bacon Topic 15>Fillable Active Journal: The Renaissance and Reformation pp. 354-361 Topic 17>Quest: Document-Based Writing: The Right to Rule; >Lesson 3>Video: English Monarchs and Parliament Clash; Interactive Gallery: Protections of the English Bill of Rights Topic 17> Lesson 4>Video: Ideas of the Enlightenment; Quick Activity: In Your Own Words; Interactive Chart: Thinkers of the Enlightenment; Primary Source: Locke on the Social Contract; Biography: John Locke; Interactive Primary Source: Two Treatises of Government, John Locke; Biography: Charles de Montesquieu; Interactive Primary Source: The Spirit of Laws, Baron de Montesquieu; Biography: Thomas Jefferson; Interactive Primary Source: English Bill of Rights; Interactive Primary Source: Declaration of Independence Topic 17>Fillable Active Journal: Absolutism and Enlightenment, pp. 408-415</p>

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<p>6.3.E Analyze cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation the short- and long-term impact of the Atlantic World's growth using primary and secondary sources across multiple perspectives.</p>	<p>SE/TE: Quest: Document-Based Writing Inquiry: Learning Through the Ages, 620 Quest Connections: 625, 645, 661, 664 Analyzing Primary Sources, 636 Primary Sources: Martin Luther, Preface, 649 Secondary Source, 663 Quest: Discussion Inquiry: Colonizing Planets, 670 Quest Connections: 674, 679, 698, 722 Primary Source, 676 Quest Document-Based Writing Inquiry: The Right to Rule, 728 Quest Connection: 738, 758, 759, 760 Primary Source, 731 Primary Source, 734 Primary Sources: Jacques Bossuet, <i>Politics Drawn from the Very Words of Holy Scripture</i>, 738 Primary Sources: Joh Locke, <i>Two Treatises of Government</i>, 758 Analysis Skills: Draw Sound Conclusions from Sources, 759</p> <p>Digital Resources: Topic 15>Quest: Document-Based Writing Inquiry: Learning Through the Ages Topic 15>Lesson 1>; Interactive Primary Source: The Prince, Niccolò Machiavelli Topic 15>Fillable Active Journal: The Renaissance and Reformation pp. 354-361 Topic 15>Lesson 4>Video: Luther and the 95 Theses; Primary Source: Luther on faith and good works Topic 15>Lesson 6>Interactive Primary Source: The New Organon [The New Method], Francis Bacon Topic 16>Quest: Discussion Inquiry: Colonizing Planets; >; Fillable Active Journal: Global Convergence, pp. 380-387 Topic 17>Quest: Document-Based Writing: The Right to Rule</p>

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<p>Continued: 6.3.E Analyze cultural and intellectual developments of the Renaissance, the Enlightenment, the Scientific Revolution, the Protestant Reformation, and the Catholic Counter-Reformation the short- and long-term impact of the Atlantic World's growth using primary and secondary sources across multiple perspectives</p>	<p>Continued: Topic 17> Lesson 4>Quick Activity: In Your Own Words; Primary Source: Locke on the Social Contract; Interactive Primary Source: Two Treatises of Government, John Locke; Interactive Primary Source: The Spirit of Laws, Baron de Montesquieu; Interactive Primary Source: English Bill of Rights; Interactive Primary Source: Declaration of Independence Topic 17>Fillable Active Journal: Absolutism and Enlightenment, pp. 408-415</p>
<p>6.4 Global Exchanges and Revolutions Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century. Global exchanges are characterized by interaction within and between societies. As these exchanges increased, economic, political, and social revolutions occurred resulting in fundamental changes to economies, governments, and social hierarchies around the world.</p>	
<p>6.4.CO Compare the political revolutions which resulted from the Enlightenment. <i>This indicator was developed to encourage inquiry into how the expansion of individual rights led to a period of political revolutions around the world from 1760–1820.</i></p>	<p>SE/TE: Quest Document-Based Writing Inquiry: Dateline: Revolution, 766 Quest Connection: 769, 774, 799, 808 What Actions Caused the Revolution?, 767-768 Breaking Away from Britain, 768-769 Establishing a New Government, 770-771 How Did the French Revolution Begin?, 773-774 A Radicalized Society, 775 Assessment #13 The Americas, 799-800 Quest Connection, 799</p> <p>TE Only: Start Up: Compare and Contrast, 773</p> <p>Digital Resources: Topic 18>Introduction>Interactive Topic Map; Topic 18>Lesson 2>Video: Napoleon's Impact on Europe</p>

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<p align="center">South Carolina Social Studies College- and Career-Ready Standards Grade 6</p>	<p align="center">myWorld Interactive World History ©2019</p>
<p>6.4.CE Analyze the economic, political, and social impacts of colonialism and the rise of imperialism. <i>This indicator was developed to promote inquiry into the rise of imperialism from 1820–1919. The indicator also promotes inquiry into how the birth of the Industrial Revolution and the resulting rise of colonialism and imperialism impacted the world significantly.</i></p>	<p>SE/TE: What Caused Imperialism to Spread, 793-795 How Did the West British India, 796-797 Lesson Check #3, 800 Imperialism and Nationalism, 815</p> <p>TE Only: Start Up: Draw Conclusions, 793</p> <p>Digital Resources: Topic 18>Introduction>Video: Imperialism in Africa and Asia</p>
<p>6.4.P Summarize the local and global impacts of the Industrial Revolution. <i>This indicator was developed to promote inquiry into the impact of the Industrial Revolution on economic, political, and social aspects of countries around the world from 1760–1919.</i></p>	<p>SE/TE: How Did the Industrial Revolution Begin?, 785-787 How Did Industrial Revolution Change People’s Lives, 787-789 Best and Worst of Times, 791 Primary Sources: Charles Dickens, <i>Hard Times</i>, 792 Industrialism, 793-794 Gunboat Diplomacy in Japan, 798-799 Get Ready to Read, 801How Did the Second Industrial Revolution Impact Business?, 801-803 Changes to Society, 803-806 Education and Health, 805 Analysis Skills: Compare Two Points of View, 807</p> <p>TE Only: Active Classroom, 787 Differentiated Instruction, 804 Curriculum Connection: Science, 805</p>

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<p>Continued: 6.4.P Summarize the local and global impacts of the Industrial Revolution.</p>	<p>Continued: Digital Resources: Topic 18>Lesson 4>Video: Innovations of the First Industrial Revolution; Quick Activity: Before and After Industrialization; Interactive Gallery: The Industrial Revolution and the Textile Industry; Primary Source: Charles Dickens, <i>Hard Times</i> Topic 18>Lesson 6>Quick Video: The Effects of Industrialization on Daily Life; Interactive 3-D Model: Living in a Tenement</p>
<p>6.4.CX Contextualize the environmental impact of the Industrial Revolution. <i>This indicator was developed to promote inquiry into the relationship between the environment and the Agricultural Revolution, the Industrial Revolution, advanced technologies, and urbanization.</i></p>	<p>SE/TE: Food Production and Population, 785-786 The Factory System, 787 Enclosures, 787-788 Early Industrial Cities, 788-789 Lesson Check #3 - #4, 791 Primary Sources: Charles Dickens, <i>Hard Times</i>, 792 New Inventions, 802 Changes to Society, 803-804</p> <p>TE Only: Curriculum Connection: Science, 805</p> <p>Digital Resources: Topic 18>Lesson 4>Video: Innovations of the First Industrial Revolution Topic 18>Lesson 6>Quick Video: The Effects of Industrialization on Daily Life; Interactive 3-D Model: Living in a Tenement</p>

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<p>6.4.CC Analyze the progression of nationalism in the 19th through the early 20th century. <i>This indicator was developed to promote inquiry into the changes and continuities in political systems from 1760–1919. This indicator also promotes inquiry into the spread of nationalism throughout the world</i></p>	<p>SE/TE: Get Ready to Read, 779 Nationalism Rises, 779-780 How Did Germany Unify?, 781-782 Unification of Italy, 782-784 Nationalism Triumphs, 784 Lesson Check #1 - #5, 784 National Pride and Imperialism, 794 How Did nationalism Spread, 799-800 Lesson Check #4, 800</p> <p>Digital Resources: Topic 18>Lesson 2>Video: Napoleon's Impact on Europe Topic 18>Lesson 3>Video: Unification of Germany and Italy; Interactive Map: Italian Regions Before Unification Topic 18>Lesson 5>Interactive Map: Latin American Independence; Biography: Simón Bolívar</p>
<p>6.4.E Analyze multiple perspectives on increased global interactions and revolutions through a variety of primary and secondary sources.</p>	<p>SE/TE: Quest Document-Based Writing Inquiry: Dateline: Revolution, 766 Quest Connections: 769, 774, 799, 808 Primary Sources: The Declaration of Independence, 772 Primary Sources: Charles Dickens, <i>Hard Times</i>, 792 Analysis Skills: Compare different Points of View, 807</p> <p>TE Only:</p> <p>Digital Resources: Topic 18>Quest Document-Based Writing Inquiry: Dateline: Revolution Topic 18>Fillable Active Journal: A Revolutionary Era, pp. 430-437</p>

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<p align="center">South Carolina Social Studies College- and Career-Ready Standards Grade 6</p>	<p align="center">myWorld Interactive World History ©2019</p>
<p>6.5 Global Interdependence Demonstrate an understanding of the development of global interdependence from 1920 to the present. The modern era has seen an increase in global interdependence culturally, economically, and politically since 1920. The advent of technology has fueled the interconnectedness of the world. Civil rights and independence have been at the forefront of this era; however, tensions remain in how to achieve these goals.</p>	
<p>6.5.CO Compare the global movements that resulted in the advancement or limitation of human rights during the 20th and 21st centuries. <i>This indicator was developed to encourage inquiry into the changes in human rights and social hierarchies. This indicator also prompts inquiry into the Women's Suffrage Movement, the Civil Rights Movement, the independence movements in Africa, Asia, and India, and the end of Apartheid in South Africa.</i></p>	<p>SE/TE: Woman's Suffrage, 806 What Was the Russian Revolution?, 818-819 Lesson Check #3, 819 How Did Totalitarianism Rise?, 825-826 How did India Gain Independence? 843-844 New Nations in Southeast Asia, 844 How Did New Nations in Africa Win Independence?, 844-847 The Struggle for Human Rights, 860-862</p> <p>TE Only: History Background, 860 Differentiated Instruction, 861</p> <p>Digital Resources: Topic 19>Lesson 2>Video: The Nature of Totalitarianism: Quick Activity: Evidence of Totalitarianism; Interactive Gallery: The Makings of an Italian Totalitarian State Topic 19>Lesson 5>Video: Freedom and Challenges for New African Nations; Interactive Map: Imperialism and Independence in Africa</p>

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<p align="center">South Carolina Social Studies College- and Career-Ready Standards Grade 6</p>	<p align="center">myWorld Interactive World History ©2019</p>
<p>6.5.CE Explain the impact of nationalism on global conflicts and genocides in the 20th and 21st centuries. <i>This indicator was developed to promote inquiry into the cause and effect relationship between nationalism and world wars. This indicator was also developed to promote inquiry into genocide, including the Holocaust, as well as the creation of the Universal Declaration of Human Rights, and the ensuing conflict that resulted from the creation of the state of Israel.</i></p>	<p>SE/TE: What Were the Causes of World War I?, 815-816 Stalin and the Soviet Union, 825 Japanese Expansionism, 827 Aggression in Europe, 827-828 What Was the Holocaust?, 830-831 Lesson Check #1 and #3, 833 How Did the Cold War Spread to Asia?, 836-837 Conflicts on Many Fronts, 837-838 Birth of Israel, 850-851 Clashes in Muslim Nations, 852 Israel and Its Neighbors, 853-854 Assessment #3, 875</p> <p>Digital Resources: Topic 19>Lesson 3>Video: The Holocaust; Interactive Primary Source: The Diary of a Young Girl, Anne Frank Topic 19>Lesson 6>Video: The Founding of Israel; Interactive Map: Changing Boundaries of the State of Israel</p>
<p>6.5.P Analyze the impact of increased global interdependence using the Great Depression and Cold War as major turning points in the 20th century. <i>This indicator was developed to promote inquiry into the global impact of the Great Depression, using the Stock Market Crash of 1929 as a major turning point. This indicator was also developed to promote inquiry into the formation and expansion of states, including the function of supranational organizations, resulting from the Cold War.</i></p>	<p>SE/TE: From Prosperity to Depression, 823-824 How Did the Superpowers Clash?, 834-836 How Did the Cold War Spread to Asia?, 836-837 Conflicts on Many Fronts, 837-839 How Did the Cold War End?, 839-840 The New Global Economy, 865-867 Lesson Check #5, 873 Assessment #7, 875</p> <p>Digital Resources: Topic 19>Lesson 4>Video: Global Nature of the Cold War Topic 19>Lesson 8>Video: Globalization</p>

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<p>6.5.CX Contextualize various sustainability efforts amid increasing global interdependence. <i>This indicator was designed to promote inquiry into how countries are addressing cultural, economic, and environmental issues in order to promote local sustainability in an interconnected world.</i></p>	<p>SE/TE: Competition for Resources, 869-871 Protecting the Environment, 871-873 Assessment #5 and #6, 875</p>
<p>6.5.CC Analyze the progression of technological developments and the resulting cultural diffusion throughout the 20th and 21st centuries. <i>This indicator was developed to promote inquiry into the changes and continuities in cultural and communication technology from the invention of radio and telephone to the personal computer and internet. This indicator also supports inquiry into the changing role of technology at both the business, governmental, and personal levels</i></p>	<p>SE/TE: New Inventions, 802 Science/Technology Timeline, 814 Quest Connections: 820, 841, 868, 874 Revolutions in Information Technology, 867-869 Assessment #5 and #13, 875</p> <p>Digital Resources: Topic 19>Quest: Project: Science/Technology Timeline Topic 19>Fillable Active Journal: The Modern World, pp. 456-463</p>
<p>6.5.E Analyze multiple perspectives on global interdependence during the 20th and 21st centuries through a variety of primary and secondary sources.</p>	<p>SE/TE: Quest Project-Based Learning Inquiry: Science/Technology Timeline, 814 Quest Connections: 820, 841, 868, 874</p> <p>Digital Resources: Topic 19>Quest: Project: Science/Technology Timeline Topic 19>Fillable Active Journal: The Modern World, pp. 456-463</p>

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