

**A Correlation of**  
**myWorld Interactive World History**  
**Survey Edition, ©2019**



**to the**  
**South Carolina Social Studies**  
**College- and Career-Ready Standards 2020**  
**Grade 6**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

**Introduction**

This document demonstrates how *myWorld Interactive Social Studies, World History, ©2019* meets the South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6. Correlation page references are to the Student and Teacher Edition and Realize digital resources.

*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.

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

**Table of Contents**

**Deconstructed Skills**

|  |           |
|--|-----------|
| <b>CO Comparison .....</b>               | <b>4</b>  |
| <b>CE Causation .....</b>                | <b>5</b>  |
| <b>P Periodization.....</b>              | <b>7</b>  |
| <b>CX Context .....</b>                  | <b>9</b>  |
| <b>CC Continuities and Changes .....</b> | <b>10</b> |
| <b>E Evidence-Identify .....</b>         | <b>12</b> |

**Content Standards**

|   |           |
|---|-----------|
| <b>6.1 Civilizations.....</b>                     | <b>17</b> |
| <b>6.2 Increased Global Interactions .....</b>    | <b>26</b> |
| <b>6.3 Development of the Atlantic World.....</b> | <b>32</b> |
| <b>6.4 Global Exchanges and Revolutions .....</b> | <b>41</b> |
| <b>6.5 Global Interdependence .....</b>           | <b>45</b> |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| South Carolina Social Studies<br>College- and Career-Ready Standards 2020<br>Grade 6                            | myWorld Interactive World History<br>Survey Edition, ©2019   |
|---|--|
| <b>Deconstructed Skills</b>   |  |
| <b>CO Comparison-Utilize broad characteristics of historical developments to create a comparative analysis.</b> |  |
| CO.a distinguish similarities and differences among or between world civilizations.                             | <p><b>SE/TE:</b><br/>Lesson Check #5, 134<br/>Lesson Check #3 and #6, 188<br/>The Spartan State: A Contrast to Athens, 236-237<br/>Analyze Charts, 237<br/>Lesson Check #6, 557</p> <p><b>Digital Resources:</b><br/>Topic 6&gt;Lesson 3&gt;Interactive Chart: Comparing Sparta and Athens</p>   |
| CO.b categorize historical events according to similarities and differences.                                    | <p><b>SE/TE:</b><br/>Get Ready to Read Compare and Contrast, 115<br/>Topic 3 Assessment #11, 123<br/>Lesson Check #3 and #6, 188<br/>Lesson Check #5, 195<br/>Lesson Check #3, 207<br/>Analyze Charts, 237<br/>Topic 7 Assessment #8, 303<br/>Lesson Check #4, 466<br/>Lesson Check #6, 557<br/>Lesson Check #7, 565<br/>Analyze Images, 630<br/>Lesson Check #4, 692<br/>Quest Document-Based Writing Inquiry: Dateline: Revolution, 766<br/>Quest Connection: 769, 774, 799, 808</p> <p><b>TE Only:</b><br/>Compare and Contrast, 105<br/>Get Ready to Read, Compare and Contrast, 115</p> |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>                      | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|--|---|
| <p><b>Continued:</b><br/>CO.b categorize historical events according to similarities and differences.</p>                                | <p><b>Continued:</b><br/><b>Digital Resources:</b><br/>Topic 6&gt;Lesson 3&gt;Interactive Chart: Comparing Sparta and Athens<br/>Topic 18&gt;Quest Document-Based Writing Inquiry: Dateline: Revolution<br/>Topic 18&gt;Fillable Active Journal: A Revolutionary Era, pp. 430-437</p>   |
| <p><b>CE Causation-Analyze significant turning points in history to assess multiple long-term and short-term causes and effects.</b></p> |   |
| <p>CE.a identify major historical turning points.</p>  | <p><b>SE/TE:</b><br/>Topic 1 Assessment #4, 39<br/>What Was the Diaspora?, 86-88<br/>The Fall of the Greek Empire, 270<br/>An Age of Confidence, 395-396<br/>Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts, 404<br/>Quest Connections: 419, 426, 440, 441<br/>What Was the Norman Conquest?, 413-414<br/>Reading Check, 414<br/>How Was the Royal Power Limited in England?, 416-418<br/>The Magna Carta, 419<br/>Reading Check, 418<br/>Lesson Check #5, 418<br/>What Was the Reconquista?, 430-434<br/>Analyze Images, 432<br/>What Was the Impact of the Reformation?, 655-656<br/>A Surprising Victory, 769<br/>The Third Estate Revolts, 774<br/>What Happened After Napoleon’s Downfall?, 777-778<br/>Turning Points, 830<br/>Lesson Check #2, 833</p> |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>          | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|--|--|
| <p><b>Continued:</b><br/>CE.a identify major historical turning points.</p>  | <p><b>Continued:</b><br/><b>Digital Resources:</b><br/>Topic 10&gt;Introduction&gt;Topic Video: The Black Death<br/>Topic 10&gt;Quest: Project: Medieval Monarchs Face Conflicts<br/>Topic 10&gt;Fillable Active Journal: Struggle in Medieval Europe, pp. 234-240</p>   |
| <p>CE.b analyze historical turning points to determine long- and short-term causes and effects.</p>                          | <p><b>SE/TE:</b><br/>Get Ready To Read, 54<br/>Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts, 404<br/>Lesson Check #5, 418<br/>What Were the Effects of the Black Death?, 438-439<br/>Analysis Skill: Distinguish Cause and Effect, 537<br/>Lesson Check #3, 656</p> <p><b>Digital Resources:</b><br/>Topic 10&gt;Introduction&gt;Topic Video: The Black Death<br/>Topic 10&gt;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><b>SE/TE:</b><br/>The Warring States Period, 187<br/>Detecting Changing Patterns, 324<br/>China’s Golden Age, 496<br/>What Happened After Napoleon’s Downfall?, 777-778</p>   |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>  | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|--|--|
| <p>CE.d examine historical events to infer possible outcomes.</p>  | <p><b>SE/TE:</b><br/>Reading Check, 47<br/>Quest Connections, 426<br/>Lesson Check #4, 427</p> <p><b>TE Only:</b><br/>Get Ready to Read: Make Predictions, 129<br/>Get Ready to Read: Make Predictions, 181<br/>Get Ready to Read: Make Predictions, 191<br/>Get Ready to Read: Make Predictions, 285<br/>Get Ready to Read: Make Predictions, 318<br/>Make Predictions, 400<br/>English Language Learners: Developing, 817<br/>Predict consequences, 818<br/>Predict consequences, 832</p> <p><b>Digital Resources:</b><br/>Topic 3&gt;Introduction&gt;Essential Question: What makes a great leader?&gt;Explore<br/>Topic 11&gt;Introduction&gt;Essential Question: How do ideas grow and spread?&gt;Explore<br/>Topic 17&gt;Introduction&gt;Essential Question: What is the best form of government?&gt;Explore</p> |
| <p><b>P Periodization-Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries) and significant turning points.</b></p> |  |
| <p>P.a identify how significant events and related developments led to changes in historical periods.</p>  | <p><b>SE/TE:</b><br/>Topic 2: Assessment #1, 93<br/>Interactive: Key Events in Medieval English History, 415<br/>Analyze Timelines, 423<br/>Interactive: Sequence, 467<br/>Quest Connections, 467<br/>Analyze Images, 681</p>  |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p> | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|---|--|
| <p>P.b create historical narratives based on units of time, including major turning points.</p>                     | <p><b>SE/TE:</b><br/>           Write Narrative Essays, ELA 11<br/>           Topic 1 Assessment #13, 39<br/>           Quest Document-Based Writing Inquiry: Become a Pharaoh-in-Training, 98<br/>           Quest Connection: 103, 107, 111, 122<br/>           Quest Document-Based Writing Inquiry: Evaluating a Leader’s Legacy, 180<br/>           Quest Connection: 196, 199, 202, 214<br/>           Lesson Check #6, 382<br/>           Quest Document-Based Writing Inquiry: The Right to Rule, 728<br/>           Quest Connection: 738, 758, 759, 760<br/>           Quest Document-Based Writing Inquiry: Dateline: Revolution, 766<br/>           Quest Connection: 769, 774, 799, 808</p> <p><b>Digital Resources:</b><br/>           Topic 1&gt;Writer’s Workshop: Origins of Civilization<br/>           Topic 2&gt;Writer’s Workshop: Civilizations and Peoples of the Fertile Crescent<br/>           Topic 3&gt;Quest: Document-Based Writing: Become a Pharaoh-in-Training<br/>           Topic 3&gt;Fillable Active Journal: Ancient Egypt and Kush, pp. 56-63; Writer’s Workshop: Ancient Egypt and Kush<br/>           Topic 5&gt;Quest: Document-Based Writing: Evaluating a Leader’s Legacy<br/>           Topic 5&gt;Fillable Active Journal: Early Civilizations of China, pp. 104-111<br/>           Topic 9&gt; Writer’s Workshop: Life in Medieval Christendom<br/>           Topic 10&gt;Writer’s Workshop: Struggle in Medieval Europe<br/>           Topic 12&gt;Writer’s Workshop: Civilizations of East Asia and Southeast Asia<br/>           Topic 17&gt;Quest: Document-Based Writing: The Right to Rule<br/>           Topic 17&gt;Fillable Active Journal: Absolutism and Enlightenment, pp. 408-415</p> <p><b>Continued:</b></p> |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**



**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>  | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|--|---|
| <p><b>Continued:</b><br/>P.b create historical narratives based on units of time, including major turning points.</p>  | <p>Topic 18&gt;Quest: Document-Based Writing: Dateline: Revolution<br/>Topic 18&gt;Fillable Active Journal: A Revolutionary Era<br/>Topic 19&gt;Writers Workshop: The Modern World</p>  |
| <p><b>CX Context-Identify historical context by analyzing historical developments using specific references to time, place, and broader circumstances.</b></p> |   |
| <p>CX.a distinguish historical developments based on time and place.</p>   | <p><b>SE/TE:</b><br/><i>The Timeline feature at the beginning of each topic is relevant to this standard.</i><br/><i>For more content see:</i><br/>Analysis Skills: Relate Events in Time, 20<br/>Reading check (Sequence), 51<br/>Map: Spread of Hinduism, 148<br/>How did Buddhism Spread, 156-157<br/>Geography Skills (Sequence), 169<br/>Identify Central Issues and Problems, 317<br/>Analysis Skills: Construct a Timeline, 467<br/>Topic 11 Assessment #7, 483<br/>How did Chinese Culture Spread?, 514<br/>Reading Check, 514<br/>Lesson check #4, 514<br/>Reading Check, 823</p> <p><b>Digital Resources:</b><br/><i>The Interactive Timeline feature in the Introduction section of each topic is relevant to this standard.</i><br/>Topic 9&gt;Lesson 1&gt;Interactive Map: Europe Before and After the Fall of Rome<br/>Topic 9&gt;Lesson 1&gt;Fillable Active Journal: The Modern World, p. 469</p> |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|---|--|
| <p>CX.b analyze how historical developments affect the world in both historic and contemporary contexts.</p>  | <p><b>SE/TE:</b><br/>           What Was Gupta Culture Like?, 170-171<br/>           The Shang Dynasty, 183<br/>           Organizing Roman Law, 355<br/>           Quest Document-Based Writing Inquiry: A Strong Influence, 488<br/>           Quest Connections: 512, 519, 532, 544<br/>           Quest: Document-Based Writing Inquiry: Learning Through the Ages, 620<br/>           Quest Connections: 625, 645, 661, 664</p> <p><b>Digital Resources:</b><br/>           Topic 12&gt;Quest Document-Based Writing Inquiry: A Strong Influence<br/>           Topic 12&gt;Fillable Active Journal: Civilizations of East Asia and Southeast Asia, pp. 282-289<br/>           Topic 15&gt;Quest: Document-Based Writing Inquiry: Learning Through the Ages<br/>           Topic 15&gt;Fillable Active Journal: The Renaissance and Reformation pp. 354-361</p> |
| <p align="center"><b>CC Continuities and Changes-Identify and explain significant theme-based patterns of continuities and changes within a period of time.</b></p> |  |
| <p>CC.a define theme-based continuities and changes.</p>  | <p><b>SE/TE:</b><br/>           Identify Sources of Continuity, 213</p> <p><b>TE Only:</b><br/>           Explain Historical Continuity, 223</p>   |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p> | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
| <p>CC.b identify theme-based patterns of continuity and change.</p>   | <p><b>SE/TE:</b><br/>           Legacy of Sumer, 58<br/>           Egyptian Religion, 104-105<br/>           Detect Changing Patterns, 369<br/>           The Caste System, 138-140<br/>           What Are Buddhist Beliefs, 154-155<br/>           Chinese Arts and Culture, 511-513<br/>           Family Loyalty and Harmony, 533<br/>           Quest Document-Based Learning Inquiry: Create an Oral History, 588<br/>           Quest Connections: 593, 610, 612, 614<br/>           Society in West African Empires, 607-609<br/>           African Religions, 609<br/>           What Are Key Features of Africa’s Cultural Legacy?, 610<br/>           Quest: Document-Based Writing Inquiry: Learning Through the Ages, 620<br/>           Quest Connections: 625, 645, 661, 664</p> <p><b>TE Only:</b><br/>           Explain Historical Continuity, 223<br/>           Explain Historical Continuity, 235<br/>           Explain Historical Continuity, 366<br/>           Explain Historical Continuity, 593</p> <p><b>Digital Resources:</b><br/>           Topic 4&gt;Lesson 5&gt;Interactive Gallery: Village Life in India<br/>           Topic 14&gt;Quest Project-Base Learning: Create an Oral History<br/>           Topic 14&gt;Fillable Active Journal: African Civilizations, pp. 332-339<br/>           Topic15&gt;Quest Document- Based Writing Inquiry: Learning Through the Ages</p> |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
| <p>CC.c explain theme-based continuities and changes within a period.</p>   | <p><b>SE/TE:</b><br/>Arts of Mesopotamia, 64</p> <p><b>TE Only:</b><br/>Explain Historical Continuity, 223<br/>Explain Historical Continuity, 235<br/>Explain Historical Continuity, 366<br/>Explain Historical Continuity, 593</p>   |
| <p><b>E Evidence-Identify, source, and utilize different forms of evidence, including primary and secondary sources, used in an inquiry-based study of history.</b></p> |   |
| <p>E.a identify and locate different forms of evidence and ensure validity of the evidence.</p>   | <p><b>SE/TE:</b><br/><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</p> <p>Quest Connections: 52, 62, 80, 92</p> <p>Quest Document-Based Writing Inquiry: The Roman Influence, 308</p> <p>Quest Connections: 316, 335, 340, 356</p> <p>Quest Document-Based Learning Inquiry: Create an Oral History, 588</p> <p>Quest Connections: 593, 610, 612, 614</p> <p><i>For more content see:</i></p> <p>Support Your Analyses with Evidence, ELA6</p> <p>Find and Use Credible Sources, ELA 12-ELA13</p> <p>Analyzing Primary Sources, 330</p> <p>Lesson Check #6, 427</p> <p><b>Digital Resources:</b></p> <p>Topic 2&gt;Quest Discussion Inquiry: Debate Punishments for Crimes</p> <p>Topic 2&gt;Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, pp. 28-35</p> <p>Topic 7&gt;Quest Document-Based Writing Inquiry: The Roman Influence</p> |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| South Carolina Social Studies<br>College- and Career-Ready Standards 2020<br>Grade 6  | myWorld Interactive World History<br>Survey Edition, ©2019  |
|---|---|
| <p><b>Continued:</b><br/>E.a identify and locate different forms of evidence and ensure validity of the evidence.</p>                                     | <p><b>Continued:</b><br/>Topic 7&gt;Fillable Active Journal: The Roman Republic, pp. 160-167<br/>Topic 14&gt;Quest Project-Base Learning: Create an Oral History<br/>Topic 14&gt;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><b>SE/TE:</b><br/><i>Each Topic opens with a Quest Inquiry in which students collect evidence from various sources. For examples see:</i><br/>Quest Discussion Inquiry: Debate Punishments for Crimes, 44<br/>Quest Connections: 52, 62, 80, 92<br/>Quest Document-Based Writing Inquiry: The Roman Influence, 308<br/>Quest Connections: 316, 335, 340, 356<br/>Quest Document-Based Learning Inquiry: Create an Oral History, 588<br/>Quest Connections: 593, 610, 612, 614<br/><br/><i>For supporting content see:</i><br/>Recognize the Role of Chance, Error, and Oversight, 65<br/><br/><b>Digital Resources:</b><br/>Topic 2&gt;Quest Discussion Inquiry: Debate Punishments for Crimes<br/>Topic 2&gt;Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, pp. 28-35<br/>Topic 7&gt;Quest Document-Based Writing Inquiry: The Roman Influence<br/>Topic 7&gt;Fillable Active Journal: The Roman Republic, pp. 160-167<br/>Topic 14&gt;Quest Project-Base Learning: Create an Oral History<br/>Topic 14&gt;Fillable Active Journal: African Civilizations, pp. 332-339</p> |
| <p>E.c corroborate multiple sources.</p>  | <p><b>SE/TE:</b></p>  |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p> | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
|   | <p><i>Each Topic opens with a Quest in which students corroborate evidence from various sources. For examples see:</i></p> <p>Quest Discussion Inquiry: Debate Punishments for Crimes, 44</p> <p>Quest Connections: 52, 62, 80, 92</p> <p>Quest Document-Based Writing Inquiry: The Roman Influence, 308</p> <p>Quest Connections: 316, 335, 340, 356</p> <p>Quest Document-Based Learning Inquiry: Create an Oral History, 588</p> <p>Quest Connections: 593, 610, 612, 614</p> <p><i>For supporting content see:</i></p> <p>Analyzing Primary Sources, 107</p> <p>Support Your Analyses with Evidence, ELA6</p> <p><b>Digital Resources:</b></p> <p>Topic 2&gt;Quest Discussion Inquiry: Debate Punishments for Crimes</p> <p>Topic 2&gt;Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, pp. 28-35</p> <p>Topic 7&gt;Quest Document-Based Writing Inquiry: The Roman Influence</p> <p>Topic 7&gt;Fillable Active Journal: The Roman Republic, pp. 160-167</p> <p>Topic 14&gt;Quest Project-Base Learning: Create an Oral History</p> <p>Topic 14&gt;Fillable Active Journal: African Civilizations, pp. 332-339</p> |
| <p>E.d utilize different forms of evidence and multiple perspectives to make a claim.</p>                           | <p><b>SE/TE:</b></p>  |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p> | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|---|--|
|   | <p><i>Each Topic opens with a Quest in which students corroborate evidence from various sources. For examples see:</i></p> <p>Quest Discussion Inquiry: Debate Punishments for Crimes, 44</p> <p>Quest Connections: 52, 62, 80, 92</p> <p>Quest Document-Based Writing Inquiry: The Roman Influence, 308</p> <p>Quest Connections: 316, 335, 340, 356</p> <p>Quest Document-Based Learning Inquiry: Create an Oral History, 588</p> <p>Quest Connections: 593, 610, 612, 614</p> <p><b>Digital Resources:</b></p> <p>Topic 2&gt;Quest Discussion Inquiry: Debate Punishments for Crimes</p> <p>Topic 2&gt;Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, pp. 28-35</p> <p>Topic 7&gt;Quest Document-Based Writing Inquiry: The Roman Influence</p> <p>Topic 7&gt;Fillable Active Journal: The Roman Republic, pp. 160-167</p> <p>Topic 14&gt;Quest Project-Base Learning: Create an Oral History</p> <p>Topic 14&gt;Fillable Active Journal: African Civilizations, pp. 332-339</p> |
| <p>E.e cite evidence from multiple sources to support a claim.</p>  | <p><b>SE/TE:</b></p>   |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p> | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|---|--|
|   | <p><i>Each Topic opens with a Quest in which students support a claim by citing evidence from multiple sources. For examples see:</i></p> <p>Quest Discussion Inquiry: Debate Punishments for Crimes, 44</p> <p>Quest Connections: 52, 62, 80, 92</p> <p>Quest Document-Based Writing Inquiry: The Roman Influence, 308</p> <p>Quest Connections: 316, 335, 340, 356</p> <p>Quest Document-Based Learning Inquiry: Create an Oral History, 588</p> <p>Quest Connections: 593, 610, 612, 614</p> <p><i>For more content see:</i></p> <p>Support Your Analyses with Evidence, ELA6</p> <p>Lesson Check #6, 433</p> <p>Lesson Check #5, 685</p> <p>Lesson Check #5, 706</p> <p><b>Digital Resources:</b></p> <p>Topic 2&gt;Quest Discussion Inquiry: Debate Punishments for Crimes</p> <p>Topic 2&gt;Fillable Active Journal: Civilizations and Peoples of the Fertile Crescent, pp. 28-35</p> <p>Topic 7&gt;Quest Document-Based Writing Inquiry: The Roman Influence</p> <p>Topic 7&gt;Fillable Active Journal: The Roman Republic, pp. 160-167</p> <p>Topic 14&gt;Quest Project-Base Learning: Create an Oral History</p> <p>Topic 14&gt;Fillable Active Journal: African Civilizations, pp. 332-339</p> |
| <p><b>Content Standards</b></p>   |  |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**



**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| South Carolina Social Studies<br>College- and Career-Ready Standards 2020<br>Grade 6   | myWorld Interactive World History<br>Survey Edition, ©2019   |
|--|--|
| <p><b>6.1 Civilizations</b><br/> <b>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.</b></p> |  |
| <p>6.1.CO Compare the development of social systems among the early river valley civilizations.</p> <p><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><b>SE/TE:</b><br/>           City-States of Sumer, 47-48<br/>           Reading Check, 48<br/>           Agricultural Techniques Create a Surplus, 101<br/>           Lesson Check #5, 134</p> <p><i>For supporting content see:</i><br/>           Social Classes, 48<br/>           How Was Egyptian Society Organized?, 103<br/>           Reading Check, 103<br/>           The Caste System, 138-140<br/>           Zhou Society, 187-188<br/>           Han society, 208-209</p>  |
| <p>6.1.CE Summarize how environmental factors influenced the interactions within and between early civilizations.</p> <p><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><b>SE/TE:</b><br/>           Where Were Early Civilizations?, 34<br/>           How Was Agriculture Important to Mesopotamia?, 45-47<br/>           Reading Check, 47<br/>           Phoenician Traders, 67<br/>           How Did Phoenicians Use the Sea?, 68-69<br/>           Lesson Check #5, 70<br/>           Floods and the Black Land, 100<br/>           Reading Check, 100<br/>           Analyze Images, 101<br/>           Lesson Check #3, 106<br/>           How Did Geography Affect Kush?, 117<br/>           Farming, 131-132<br/>           Trade, 132</p> <p><b>Digital Resources:</b><br/>           Topic 2&gt;Lesson 1&gt;Video: Adapting to Life in Mesopotamia</p> |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
| <p>6.1.P Analyze the shift from early to classical civilizations and the enduring contributions of classical civilizations.</p> <p><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><b>Continued:</b></p> | <p><b>SE/TE:</b></p> <p>How Did the Persian Empire Rise?, 60-63<br/> A New Empire in India, 168-170<br/> What Was Gupta Culture Like?, 170-171<br/> Mathematics and Science, 171-172<br/> Reading Check, 172<br/> Topic 4 Assessment #12 and #13, 175<br/> Han Society, 208-209<br/> Economic Life, 210-211<br/> Han Achievements, 211-212<br/> Quest Project-Based Learning Inquiry: The Influence of Ancient Greece, 220<br/> Quest Connection: 230, 255, 262, 272<br/> Who Influenced the Early Greeks?, 223-224<br/> Emergence of City States, 225-226<br/> Experimenting with Forms of Government, 227-228<br/> The World’s First Democracy, 229<br/> How Did Athenian Democracy Work?, 230-231<br/> Lesson Check #4 - #6, 231<br/> Primary Sources: Pericles, Funeral Oration, 232<br/> The Spartan State: a Contrast to Athens, 234-235<br/> Military Training in Sparta, 236-237<br/> Lesson Check #4 - #6<br/> What Was the Role of Women in Ancient Greece?, 238-239<br/> What Were the Social Divisions in Greek Society?, 239-241<br/> The Greek Economy, 241-243<br/> Lesson Check #4 and #5, 243<br/> What Fueled Macedonia’s Rise?, 266-268<br/> Assessment #2 - #4, #8 - #9, and #11; 273<br/> The Earliest Days of Rome, 280-281<br/> Rome Becomes a Republic, 281-282<br/> How Did Rome Expand?, 283<br/> Lesson Check #5 - #7, 283<br/> Primary Sources: Livy, <i>History of Rome</i>, 284</p> |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>                                      | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|--|---|
| <p>6.1.P Analyze the shift from early to classical civilizations and the enduring contributions of classical civilizations.</p> <p><b>Continued:</b></p> | <p><b>Continued:</b></p> <p>What Were the Principles of Roman Government?, 285-287</p> <p>What Did the Assemblies and the Senate Do?, 287-288</p> <p>Who Were the Magistrates, 288-289</p> <p>Lesson Check #1 - #7, 290</p> <p>Roman Men and Women, 291-292</p> <p>How did the rich and Poor Live?, 292-293</p> <p>Lesson Check #1 - #4, #6; 294</p> <p>How Did Rome Change from Republic to Empire, 298-300</p> <p>Lesson Check #2, #4, and #5;300</p> <p>Assessment #5, #9 - #11</p> <p>Quest Discussion Inquiry: The Fall of Rome, 308</p> <p>Quest Connections: 316, 335, 340, 356</p> <p>The Rise of the Roman Empire, 309-312</p> <p>Trade and Roman Empire, 314-315</p> <p>Lesson Check, #3 and #5, 315</p> <p>Primary Sources: Augustus, <i>The Deeds of the Divine Augustus</i>, 316</p> <p>Why Did the Pax Romana End?, 339-340</p> <p>What Was the Imperial Crisis, 340-341</p> <p>The Late Empire, 341-342</p> <p>The West Collapses, 342-343</p> <p>Lesson Check #4, 343</p> <p>What Was the New Rome?, 344-346</p> <p>The Shrinking Empire, 347</p> <p>Lesson Check, #3, 349</p> <p>Assessment #5 – 9, #13; 357</p> <p><b>TE Only:</b></p> <p>Differentiated Instruction, 209</p> <p>Differentiated Instruction, 230</p> <p>Differentiated Instruction, 280</p> <p>History Background, 286</p> <p>Differentiated Instruction, 289</p> |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>             | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
| <p>6.1.P Analyze the shift from early to classical civilizations and the enduring contributions of classical civilizations.</p> | <p><b>Continued:</b></p> <p><b>Digital Resources:</b></p> <p>Topic 6&gt;Introduction&gt;Topic Video: Pericles and The Golden Age of Athens</p> <p>Topic 6&gt;Quest Project-Based Learning Inquiry: The Influence of Ancient Greece</p> <p>Topic 6&gt;Lesson 2&gt;Interactive Gallery: Athenian Democracy</p> <p>Topic 6&gt;Lesson 2&gt;Interactive Chart: Comparing Sparta and Athens</p> <p>Topic 6&gt;Fillable Active Journal: Ancient Greece</p> <p>Topic 6&gt;Writer's Workshop: Ancient Greece</p> <p>Topic 7&gt;Lesson 1&gt;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</p> <p>Topic 7&gt;Lesson 2&gt;Video: Citizenship in Rome</p> <p>Topic 7&gt;Lesson 3&gt;Video: Roman Society Video: Roman Society; Quick Activity: How Does Roman Society Compare?</p> <p>Topic 7&gt;Lesson 4&gt;Video: Why Did the Roman Republic End?; Interactive Gallery: Who Was Julius Caesar?; Biography: Julius Caesar</p> <p>Topic 7&gt;Writer's Workshop: The Roman Republic</p> <p>Topic 8&gt;Introduction&gt;Topic Video: Augustus and The Pax Romana; Interactive Topic Map: The Roman World</p> <p>Topic 8&gt;Quest: Discussion: The Fall of Rome</p> <p>Topic 8&gt;Lesson 1&gt;Biography: Augustus Caesar; Biography: Constantine</p> <p>Topic 8&gt;Lesson 5&gt;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</p> <p>Topic 8&gt;Lesson 6&gt;Video: The Byzantine Empire's Place in History; Interactive Map: The Byzantine Empire</p> <p>Topic 8&gt;Writer's Workshop: The Roman and Byzantine Empires</p> |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
| <p>6.1.CX Contextualize the origins and spread of major world religions and their enduring influence.</p> <p><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><b>SE/TE:</b><br/>           Early Israelites and the Worship of One God, 71-72<br/>           What Was the Exodus?, 72-74<br/>           What Are the Ten Commandments? 74<br/>           Return to the Promised Land, 75<br/>           Lesson Check #1 - #6, 75<br/>           Primary Source, Psalm 23, 76<br/>           The Hebrew Bible, 77-79<br/>           What Is the Importance of law and Learning?, 79<br/>           What Are the Basic Teachings of Judaism?, 80-82<br/>           Lesson Check #1 - #6, 82<br/>           The Kingdom of Israel, 83-85<br/>           What Was the Diaspora?, 86-88<br/>           Judaism’s Support for Society, 88-89<br/>           What Is the Legacy of Judaism, 90<br/>           Lesson Check #1 - #6, 90<br/>           Assessment #5 - #6 and #10, 93<br/>           What Are the Roots of Hinduism, 142-143<br/>           How Did Classical Hinduism Develop?, 143-145<br/>           What Are Hindus’ Beliefs About God?, 145<br/>           What do Hindus Believe About Life?, 146-147<br/>           What Is the Impact of Hinduism?, 147-149<br/>           Lesson Check #1 - #5, 149<br/>           Primary Source, The Ramayana, 150<br/>           The Life of the Buddha, 151-153<br/>           What Are Buddhist Beliefs?, 154-155<br/>           What is Jainism?, 157<br/>           Lesson Check #2 - #5, 157<br/>           Assessment #5 and #9 - #10, 175<br/>           Secondary Source, 173<br/>           Life and Teachings of Confucius, 192-194<br/>           Beliefs of Daoism, 194-195<br/>           Lesson Check #2, #4 - #6, 195<br/>           Primary Source, Confucius, <i>The Analects</i>, 196<br/>           Assessment #3 - #4, #10, #12, and #15</p> |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>             | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
| <p><b>Continued:</b><br/>6.1.CX Contextualize the origins and spread of major world religions and their enduring influence.</p> | <p><b>Continued:</b><br/>Jesus’ Life and Teachings, 319-320<br/>How Did Christianity Spread?, 321-322<br/>Christianity and the Empire, 323<br/>Lesson Check, #1-#6, 323<br/>The Christian Bible, 325-326<br/>What Do Christians Believe About God?, 327<br/>Practicing Christianity, 328-329<br/>What Is the Judeo-Christian Tradition, 329<br/>Lesson Check #1 - #5, 329<br/>The Arabian Setting, 449-450<br/>The Rise of Islam, 451-452<br/>Lesson Check #3 and #5 - #6, 452<br/>What Are the Sources of Islamic Teachings?, 453-454<br/>Islamic Beliefs About God, 455<br/>What Are the Five Pillars of Islam?, 455-456<br/>Islamic Prayer, Pilgrimage, and Law, 456-457<br/>Lesson Check #1 - #457<br/>Primary Source, The Sunnah, 458<br/>How Did Islam Spread?, 459-461<br/>What Was Society Like in the Arab Muslim Empire?, 461-462<br/>The Caliphs, 462-464<br/>Chart: Shias and Sunnis, 463<br/>Lesson Check #1 - #3, 466<br/>Achievements in Philosophy and Medicine, 471<br/>How Was Literature Important to Islamic Culture?, 472<br/>Advances in Mathematics and Astronomy, 473<br/>Islamic Traditions in Art and Architecture, 473-474<br/>Lesson Check #2 - #5, 474<br/>Primary Source, Ibn Khaldun, <i>The Muqaddimah</i>, 475</p> |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>             | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|---|--|
| <p><b>Continued:</b><br/>6.1.CX Contextualize the origins and spread of major world religions and their enduring influence.</p> | <p><b>Continued:</b><br/><b>TE Only:</b><br/>Differentiated Instruction, 74<br/>Historical Background, 78<br/>Differentiated Instruction, 79<br/>Differentiated Instruction, 84<br/>Historical Background, 85<br/>Common Misconceptions, 89<br/>Active Classroom, 145<br/>History Background, 146<br/>Differentiated Instruction, 147<br/>History Background, 148<br/>History Background, 152<br/>Differentiated Instruction, 155<br/>Differentiated Instruction, 319<br/>History Background, 322<br/>Differentiated Instruction, 328<br/>Differentiated Instruction, 456<br/>Differentiated Instruction, 460<br/>Differentiated Instruction, 469</p> <p><b>Digital Resources:</b><br/>Topic 2&gt;Lesson 5&gt;Video: The Origins of Judaism; Interactive Map: The Exodus in Jewish Tradition<br/>Topic 2&gt;Lesson 6&gt;Video: The Central Beliefs of Judaism; Interactive Gallery: Significance of Major Jewish Holidays<br/>Topic 2&gt;Lesson 7&gt;Video: Israel and the Jewish Diaspora; Interactive Gallery: Origins of Judaism; Biography: David; Biography: Yohanan ben Zaccai<br/>Topic 4&gt;Lesson 3&gt;Video: Hindu Traditions and Practices; Primary Source: The Ramayana; Interactive Primary Source: Bhagavad-Gita, Vyasa<br/>Topic 4&gt;Lesson 4&gt;Video: Teachings and Spread of Buddhism; Interactive Map: The Origins and Spread of Buddhism; Primary Source: The Life or Legend of Gaudama</p> |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>             | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|---|--|
| <p><b>Continued:</b><br/>6.1.CX Contextualize the origins and spread of major world religions and their enduring influence.</p> | <p><b>Continued:</b><br/>Topic 5&gt;Lesson 3&gt;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<br/>Topic 8&gt;Lesson 2&gt;Video: Reasons for the Spread of Christianity<br/>Topic 8&gt;Lesson 3&gt;Video: The New Testament; Primary Source: The Sermon on the Mount; Interactive Primary Source: First Letter to the Corinthians, Paul<br/>Topic 11&gt;Lesson 1&gt;Video: The Life of Muhammad; Interactive Primary Source: The Quran<br/>Topic 11&gt;Lesson 2&gt;Video: The Five Pillars of Islam; Interactive Gallery: The Five Pillars of Islam; Primary Source: The Sunnah<br/>Topic 11&gt;Lesson 3&gt;Video: Rise and Fall of the Abbasid Dynasty; Interactive Map: Spread of Islam<br/>Topic 11&gt;Lesson 4&gt;Video: Importance and Preservation of Learning in the Muslim World; Primary Source: Ibn Khaldun on history</p> |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**



**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|---|--|
| <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><b>SE/TE:</b></p> <p>What Was the Sumerian Writing System Like?, 49<br/>Sumerian Achievements, 51<br/>The Alphabet, 70<br/>Agricultural Techniques Create a Surplus, 101<br/>What Was Hieroglyphic Writing?, 109-110<br/>Science, Technology, and Medicine, 113<br/>Technology, 131<br/>Farming, 131-132<br/>Mathematics and Science, 171-172<br/>Bronze Metalworking, 184<br/>Han Achievements, 211-212<br/>Architecture, 254<br/>How Did Greeks Improve Technology?, 262<br/>A Golden Age for Mathematics and Medicine, 263-264<br/>City of Scholars, 271<br/>What Were Rome’s Practical Achievements?, 312-314<br/>Lesson Check, #4, 315</p> <p><b>TE Only:</b></p> <p>History Background, 270<br/>Differentiated Instruction, 312</p> <p><b>Digital Resources:</b></p> <p>Topic 3&gt;Lesson 2&gt;Quick Activity: How Did They Do It?<br/>Topic 4&gt;Lesson 1&gt;Video: Indus Valley achievements; Interactive Chart: Technology of the Indus Civilization<br/>Topic 4&gt;Writer’s Workshop: Civilization Develops in India<br/>Topic 5&gt;Lesson 1&gt;Interactive Gallery: Chinese Writing<br/>Topic 5&gt;Lesson 6&gt;Interactive Gallery: Silk Making in Ancient China</p> |
| <p>6.1.E Analyze multiple perspectives on the political, intellectual, and social achievements of</p>   | <p><b>SE/TE:</b></p>   |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>  | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|--|---|
| <p>classical societies through a variety of primary and secondary sources.</p>   | <p>Compare Different Points of View, 250<br/>Lesson Check, 294<br/>Quest Connections, 335<br/>Primary Source, Psalm 23, 76<br/>Primary Source, The Ramayana, 150<br/>Primary Source, Confucius, <i>The Analects</i>, 196<br/>Primary Sources: Livy, <i>History of Rome</i>, 284<br/>Primary Sources: Augustus, <i>The Deeds of the Divine Augustus</i>, 316<br/>Primary Source, The Sunnah, 458<br/>Primary Source, Ibn Khaldun, <i>The Muqaddimah</i>, 475</p> <p><b>Digital Resources:</b><br/>Topic 7&gt;Lesson 1&gt;Primary Source: Livy on Founding of Rome<br/>Topic 4&gt;Lesson 3&gt;Primary Source: The Ramayana; Interactive Primary Source: Bhagavad-Gita, Vyasa<br/>Topic 4&gt;Lesson 4&gt; Primary Source: The Life or Legend of Gaudama<br/>Topic 5&gt;Lesson 3&gt; Primary Source: The Analects; Interactive Primary Source: Tao Te Ching, Laozi<br/>Topic 8&gt;Lesson 3&gt; Primary Source: The Sermon on the Mount; Interactive Primary Source: First Letter to the Corinthians, Paul<br/>Topic 11&gt;Lesson 1&gt;Interactive Primary Source: The Quran<br/>Topic 11&gt;Lesson 2&gt;Primary Source: The Sunnah<br/>Topic 11&gt;Lesson 4&gt;Primary Source: Ibn Khaldun on history</p> |
| <p><b>6.2 Increased Global Interactions</b><br/><b>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).</b></p> |   |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
| <p><b>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.</b></p>   |   |
| <p>6.2.CO Compare the political systems within world civilizations.</p> <p><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><b>Continued:</b><br/>6.2.CO Compare the political systems within world civilizations.</p> | <p><b>SE/TE:</b></p> <p>Quest Discussion Inquiry: Freedom vs. Security?, 362</p> <p>Quest Connections: 368, 379, 381, 398</p> <p>Lesson Check #6, 367</p> <p>Lesson Check #6, 375</p> <p>A Violent Time, 377-378</p> <p>How Did Feudal Society Provide Protections?, 379-380</p> <p>How Did Medieval Manors Work?, 380-382</p> <p>Lesson Check #1 – 6, 382</p> <p>Lesson Check #6, 388</p> <p>Lesson Check #6, 396</p> <p>Quest Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts, 404</p> <p>Quest Connections: 419, 426, 440, 442</p> <p>Reviving an Empire,, 405-406</p> <p>Why Did Pope Gregory and Henry IV Come Into Conflict?, 407-409</p> <p>How Did the French Monarchy Grow?, 409-410</p> <p>Norman England, 414</p> <p>How Was Royal Power Limited In England?, 416-418</p> <p>Primary sources: The Magna Carta, 419</p> <p>Tang Rule, 489-490</p> <p>The Merit System, 492</p> <p>The Emperor and the Officials, 493</p> <p>Mongol Rule in China, 501</p> <p>Absolute Rule, 504</p> <p>Yongle’s Rule, 505</p> <p>How did Shotoku Strengthen Japan?, 519-520</p> <p>Later Reforms, 520</p> <p><b>Continued:</b><br/>Power Shifts in Japan, 522-523</p> <p>The First Shogun, 524</p> |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
|   | <p>Feudalism in Japan, 525-526<br/>           Chart: Comparing European and Japanese Feudalism, 526<br/>           Mayan government, 555<br/>           How Was the Aztec Empire Ruled?, 562<br/>           A Strong Government, 569-570<br/>           Wealthy Rulers, 593<br/>           Exchange at Mali, 596<br/>           The Largest Empire, 599<br/>           Islamic Law and Scholarship, 599</p> <p><b>TE Only:</b><br/>           Differentiated Instruction, 381<br/>           Differentiated Instruction, 416</p> <p><b>Digital Resources:</b><br/>           Topic 9&gt;Quest Discussion Inquiry: Freedom vs. Security?<br/>           Topic 9&gt;Lesson 3&gt;Video: Knighthood and Chivalry<br/>           Topic 9&gt;Fillable Active Journal: Life in Medieval Christendom, pp. 210-217<br/>           Topic 10&gt;Quest: Project: Medieval Monarchs Face Conflicts<br/>           Topic 10&gt;Lesson 1&gt;Video: The Investiture Controversy; Interactive Gallery: The Papacy in the Middle Ages<br/>           Topic 10&gt;Lesson 2&gt;Primary Source: Magna Carta<br/>           Topic 10&gt;Fillable Active Journal: Struggle in Medieval Europe, pp. 234-241<br/>           Topic 12&gt;Lesson 5&gt;Video: Structure and Values of Feudal Japan; Interactive Chart: Feudal Society in Japan; Primary Source: The Tale of Heike<br/>           Topic 13&gt;Lesson 3&gt;Video: How Inca Rulers Governed Their Empire</p> |
| <p>6.2.CE Explain the impact of global exchanges among world civilizations.</p> <p><i>This indicator was developed to encourage inquiry into how environmental factors impacted world</i></p> | <p><b>SE/TE:</b><br/>           The Silk Road, 205-207<br/>           Trade Goes Global, 385-386<br/>           Trade with the East Increases, 426-428</p>  |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| South Carolina Social Studies<br>College- and Career-Ready Standards 2020<br>Grade 6   | myWorld Interactive World History<br>Survey Edition, ©2019  |
|--|---|
| <p><i>societies and encouraged interaction during the period.</i></p>  | <p>Spread of Disease, 437<br/>Map: Origin and Spread of the Black Death, 437<br/>Topic 10: Assessment #13, 443<br/>Trade Expands, 469-470<br/>Revival of Trade, 503<br/>Foreign Visitors, 503<br/>Borrowing from Neighbors, 521<br/>Gold-Salt Trade, 593<br/>Exchanges at Mali, 596<br/>Indian Trade Routes, 605-606</p> <p><b>TE Only:</b><br/>Differentiated Instruction, 206<br/>Differentiated Instruction, 385</p>   |
| <p>6.2.P Summarize the increased global exchanges among world societies using the Crusades as a major turning point.</p> <p><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><b>SE/TE:</b><br/>Defenses Fail, 347<br/>The First Crusade, 421-422<br/>Second and Third Crusade, 422-423<br/>The Fourth and Later Crusades, 424<br/>What Were the effects of the Crusades?, 426-427<br/>Quest Connections, 426<br/>Analyze Images, 427<br/>Lesson Check #1 - #4, 427<br/>Topic 10: Assessment #12, 443<br/>The Ottoman Empire Begins, 465</p> <p><b>Digital Resources:</b><br/>Topic 19&gt;Lesson 3&gt;Interactive Simulation: Conflicts and Crusades</p> |
| <p>6.2.CX Contextualize the historical effects of the expansion of the Turks and Mongols on Europe and Asia.</p> <p><i>This indicator was developed to encourage inquiry into the effects of Turk and Mongol expansion</i></p>   | <p><b>SE/TE:</b><br/>Defenses Fail, 347<br/>The Ottoman Empire Begins, 465<br/>Islam Arrives in India, 478-480<br/>Quest Connections, 479</p>   |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
| <p><i>across Asia, North Africa, and much of the Byzantine Empire.</i></p>  | <p>What Were the Mongol Conquests?, 499-500<br/>Map: The Mongol Empire, 499<br/>The Yuan Dynasty, 501-502<br/>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.</p> <p><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><b>Continued:</b><br/>6.2.CC Evaluate continuities and changes in cultural and economic interactions between societies in both West Africa and the Americas.</p> | <p><b>SE/TE:</b><br/>Get Ready to Read, 551<br/>Quest Connections, 553<br/>Mayan Society, 554<br/>Mayan Cities, 554<br/>Mayan Government, 555<br/>Mayan Religion, 555-556<br/>Astronomy, 556-557<br/>Mathematics, 557<br/>Get Ready to Read, 560<br/>Nobles and Commoners, 563-564<br/>Get Ready to Read, 567<br/>Interactive: Growth of the Incan Empire, 568<br/>Quick Activity, 569<br/>A Strong Government, 569-570<br/>Unifying the Empire, 570<br/>Architecture, 571<br/>Science, 572<br/>Social Order, 572-573<br/>Incan Religion, 573<br/>Secondary Source, 574<br/>Topic 13 Assessment, 583<br/>Quest Document-Based Learning Inquiry: Create an Oral History, 588<br/>Quest Connections: 593, 610, 612, 614<br/>Ancient Ghana, 592</p> <p><b>Continued:</b><br/>Ironworking Technology, 592<br/>Why Did Ghana Decline?, 594<br/>Get Ready to Read, 595<br/>Triumph of Sundiata, 595</p> |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
| <p><b>Continued:</b><br/>6.2.CC Evaluate continuities and changes in cultural and economic interactions between societies in both West Africa and the Americas.</p> | <p>Exchanges at Mali, 596<br/>Analyze Diagrams, 596<br/>Expansion of Mali, 598<br/>Geography Skills, 599<br/>Interactive: Comparing Mali, Ghana, and Songhai, 599<br/>Analyze Diagrams, 608<br/>Importance of Kinship, 608-609<br/>Lesson Check, 611<br/>Music, Dance, and Art, 611<br/>Quest Connections, 612<br/>Analyzing Primary Sources, 612</p> <p><b>TE Only:</b><br/>Differentiated Instruction, 554<br/>History Background, 572<br/>Differentiated Instruction, 593<br/>Differentiated Instruction, 610<br/>Differentiated Instruction, 613</p> <p><b>Digital Resources:</b><br/>Topic 13&gt;Introduction&gt;Topic Video: Farming in Ancient Empires<br/>Topic 13&gt;Lesson 1&gt;Video: Development of Cities in Mesoamerica<br/>Topic 13&gt;Writer's Workshop: Civilizations of the Americas<br/>Topic 14&gt;Introduction&gt;Topic Video: A Keeper of History<br/>Topic 14&gt;Quest Project-Base Learning: Create an Oral History</p> <p><b>Continued:</b><br/>Topic 14&gt;Lesson 2&gt;Video: The Influence of Islam in West Africa<br/>Topic 14&gt;Fillable Active Journal: African Civilizations, pp. 332-339</p> |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>  | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|--|---|
| <p>6.2.E Analyze multiple perspectives on the increased interactions among and between world societies through a variety of primary and secondary sources.</p>   | <p><b>SE/TE:</b><br/>Interactive: Compare Viewpoints, 411<br/>Analyzing Primary Sources, 612</p> <p><b>Digital Resources:</b><br/>Topic 14&gt;Lesson 2&gt;Quick Activity: Perspectives on West African Kingdoms</p> |
| <p><b>6.3 Development of the Atlantic World</b><br/>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).<br/>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</p> |   |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**



**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>  | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|--|---|
| <p><b>transformations around the world. As a result, dominant societies emerged which led to a struggle for world power.</b></p>   |   |
| <p>6.3.CO Compare European motivations for exploration and settlement.</p> <p><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><b>SE/TE:</b></p> <p>What Motivated Europeans to Explore the Seas?, 671-672</p> <p>Portugal Takes the Lead, 672-673</p> <p>Explorers Find New Routes, 673-676</p> <p>What Was Impact of the Conquest?, 682-684</p> <p>Expanding the Spanish Empire, 687-690</p> <p>Effects on Native Americans, 691-692</p> <p>The Settlement of Brazil, 695</p> <p>How Did Portuguese Colonization Affect Native Americans?, 695-696</p> <p>Portugal’s Trade Empire in Asia, 696-698</p> <p>Settlers Cross the Oceans, 701</p> <p>A Commercial Revolution in Europe, 703-705</p> <p>England’s First Colonies, 708-709</p> <p>What Was New France?, 709-710</p> <p>The Settlement of New Netherland, 710-711</p> <p>The Founding of New Sweden, 711</p> <p>Impacts on Native Americans, 711</p> <p>Reasons for Settlement, 711</p> <p>Assessment #1, #7, #9, 723</p> <p><b>Digital Resources:</b></p> <p>Topic 16&gt;Lesson 3&gt;Interactive Chart: Causes and Effects of Spanish Colonization</p> <p>Topic 16&gt;Lesson 4&gt;Interactive Gallery: Brazil: Portuguese Exploration and Colonization</p> |
| <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</i></p>   | <p><b>SE/TE:</b></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>  |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|---|--|
| <p><i>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>What Was Mercantilism?, 702-703<br/>A Commercial Revolution in Europe, 703-705<br/>How Did Colonial Economies Work?, 713-714<br/>Origins of the Atlantic Slave Trade, 716-717<br/>Atlantic Trade Network, 718-719<br/>What Was Life Like Under Slavery?, 719-720<br/>Slave Trading Impacts Arica, 721<br/>Assessment #14, 723</p> <p><b>TE Only:</b><br/>Differentiated Instruction, 701<br/>Differentiated Instruction, 716</p> <p><b>Digital Resources:</b><br/>Topic 16&gt;Lesson 5&gt;Video: The Commercial Revolution in Europe; Interactive Map: Trade Among Europe, Africa, and Asia</p> |
| <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,</i></p> | <p><b>SE/TE:</b><br/>Slavery in West Arica, 608<br/>Wealth from the Americas, 689-690<br/>What Was Life on Plantations Like?, 692<br/>How Did Portuguese Colonization Affect Native Americans?, 695-696<br/>Origins of the Atlantic Slave Trade, 716-717</p>   |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|---|--|
| <p><i>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>Map: Triangular Trade Routes, 716<br/>           Map: The Trade in Enslaved Africa, 1450-1900, 717<br/>           Atlantic Trade Network, 718-719<br/>           What Was Life Like Under Slavery?, 719-720<br/>           Slave Trading Impacts Africa, 721</p> <p><b>TE Only:</b><br/>           Differentiated Instruction, 716</p> <p><b>Digital Resources:</b><br/>           Topic 16&gt;Lesson 5&gt;Interactive Map: Trade Among Europe, Africa, and Asia<br/>           Topic 16&gt;Lesson 7&gt;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><b>SE/TE:</b><br/>           What Was the Impact of the Conquest?, 682-684<br/>           Effects on Native Americans, 691-692<br/>           What Was Life on Plantations Like?, 692<br/>           Lesson Check #1 - #5, 692<br/>           How Did Portuguese Colonization Affect Native Americans?, 693-696<br/>           Impacts on Native Americans, 711</p>   |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
|   | <p>How Did the Treaty of Paris Change North America?, 714<br/>Lesson Check #3, 714<br/>Assessment #3, 4, 6, 10, and 12; 723</p> <p><b>TE Only:</b><br/>Active Classroom, 683<br/>Differentiated Instruction—Below Level, 684<br/>Differentiated Instruction, 690</p> <p><b>Digital Resources:</b><br/>Topic 16&gt;Lesson 2&gt;Video: The Conquest of the Incas<br/>Topic 16&gt;Lesson 3&gt;Video: Mission Life; 360<br/>Exploration: The Mission at San Juan Capistrano;<br/>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.</p> <p><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><b>SE/TE:</b><br/>Quest Document-Based Writing Inquiry; Learning Through the Ages, 620<br/>Quest Connections: 625, 645, 661, 664<br/>New Viewpoints, 624-626<br/>Renaissance Ideas Spread, 627-628<br/>How Did the Renaissance Change Daily Life?, 637-638<br/>How Did Luther Challenge the Church?, 641-644</p>   |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>  | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|--|---|
| <p><b>Continued:</b><br/>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>How Did the Reformation Grow?, 644-646<br/>The Counter-Reformation, 646-647<br/>The Council of Trent and the Inquisition, 647-648<br/>Primary Sources: Martin Luther, Preface, 649<br/>Protestantism Dominates Northern Europe, 651-653<br/>Catholicism Dominates Southern Europe, 653-655<br/>What Was the Impact of the Reformation?, 655-656<br/>What Were the Origins of the Scientific Revolution?, 657-658<br/>New Views of the Universe, 659-660<br/>How Did Bacon and Descartes Support Inductive Reasoning?, 660-662<br/>Assessment #2 – 12, 665<br/>Quest Document-Based Writing Inquiry: The Right to Rule, 728<br/>Quest Connection: 738, 758, 759, 760<br/>Conflict Between Parliament and the Monarchy, 744-745<br/>What We the Causes and Effects of the English Civil War?, 746-747<br/>The English Bill of Rights, 749<br/>The Age of Reason, 751-752<br/>What New Political Ideas Develop?, 753-754<br/>What New Social and Economic Thought Developed?, 754-756<br/>How Did the Enlightenment Affect American Founders?, 756-757</p> <p><b>Continued:</b><br/>Primary Sources: Joh Locke, <i>Two Treaties of Government</i>, 758</p> <p><b>TE Only:</b><br/>History Background, 626<br/>Differentiated Instruction, 633, 654, 752<br/>History Background, 645<br/>Curriculum Connection: English, 647</p> |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>  | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|--|---|
| <p><b>Continued:</b><br/>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>History Background, 655<br/>Curriculum Connection: Social Sciences, 753<br/>History Background, 756</p> <p><b>Digital Resources:</b><br/>Topic 15&gt;Introduction&gt;Topic Video: The Endurance of the Human Character<br/>Topic 15&gt;Quest: Document-Based Writing Inquiry: Learning Through the Ages<br/>Topic 15&gt;Lesson 1&gt;Video: The Roots of the Italian Renaissance; Biography: Desiderius Erasmus; Interactive Primary Source: The Prince, Niccolò Machiavelli<br/>Topic 15&gt;Lesson 2&gt;Video: New Artistic Themes and Techniques; Interactive Gallery: Realism in Northern Europe Renaissance Art; Primary<br/><b>Continued:</b><br/>Source: As You Like It, Shakespeare; Interactive Primary Source: The Inferno, Dante Alighieri;<br/>Biography: Michelangelo di Lodovico Buonarroti Simoni; Biography: William Shakespeare<br/>Topic 15&gt;Lesson 3&gt;Video: The Printing Revolution; Interactive Gallery: The Printing Press; &gt;Lesson 4&gt;Video: Luther and the 95 Theses; Interactive Timeline: The Reformation and Counter-Reformation; Primary Source: Luther on faith and good works<br/>Topic 15&gt;Lesson 5&gt;Video: Compare Protestant England and Catholic Spain; Interactive Map: Major European Religions, About 1600</p> <p><b>Continued:</b><br/>Topic 15&gt;Lesson 6&gt;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<br/>Topic 15&gt;Fillable Active Journal: The Renaissance and Reformation pp. 354-361<br/>Topic 17&gt;Quest: Document-Based Writing: The Right to Rule; &gt;Lesson 3&gt;Video: English</p> |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|---|--|
|   | <p>Monarchs and Parliament Clash; Interactive Gallery: Protections of the English Bill of Rights<br/>Topic 17&gt; Lesson 4&gt;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<br/>Topic 17&gt;Fillable Active Journal: Absolutism and Enlightenment, pp. 408-415</p> |
| <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><b>SE/TE:</b><br/>Quest: Document-Based Writing Inquiry: Learning Through the Ages, 620<br/>Quest Connections: 625, 645, 661, 664<br/>Analyzing Primary Sources, 636<br/>Primary Sources: Martin Luther, Preface, 649<br/>Secondary Source, 663<br/>Quest: Discussion Inquiry: Colonizing Planets, 670<br/>Quest Connections: 674, 679, 698, 722</p>  |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>  | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|--|---|
| <p><b>Continued:</b><br/>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>Primary Source, 676<br/>Quest Document-Based Writing Inquiry: The Right to Rule, 728<br/>Quest Connection: 738, 758, 759, 760<br/>Primary Source, 731<br/>Primary Source, 734<br/>Primary Sources: Jacques Bossuet, <i>Politics Drawn from the Very Words of Holy Scripture</i>, 738<br/>Primary Sources: Joh Locke, <i>Two Treatises of Government</i>, 758<br/>Analysis Skills: Draw Sound Conclusions from Sources, 759</p> <p><b>Digital Resources:</b><br/>Topic 15&gt;Quest: Document-Based Writing Inquiry: Learning Through the Ages<br/>Topic 15&gt;Lesson 1&gt;; Interactive Primary Source: The Prince, Niccolò Machiavelli<br/>Topic 15&gt;Fillable Active Journal: The Renaissance and Reformation pp. 354-361<br/>Topic 15&gt;Lesson 4&gt;Video: Luther and the 95 Theses; Primary Source: Luther on faith and good works<br/>Topic 15&gt;Lesson 6&gt;Interactive Primary Source: The New Organon [The New Method], Francis Bacon<br/>Topic 16&gt;Quest: Discussion Inquiry: Colonizing Planets; &gt;; Fillable Active Journal: Global Convergence, pp. 380-387</p> <p><b>Continued:</b><br/>Topic 17&gt;Quest: Document-Based Writing: The Right to Rule<br/>Topic 17&gt; Lesson 4&gt;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</p> |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**



**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|---|--|
|   | <p>Topic 17&gt;Fillable Active Journal: Absolutism and Enlightenment, pp. 408-415</p>  |
| <p><b>6.4 Global Exchanges and Revolutions</b><br/> <b>Demonstrate an understanding of how increased global exchanges promoted revolution from 1760 to the beginning of the 20th Century.</b><br/> <b>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.</b></p> |  |
| <p>6.4.CO Compare the political revolutions which resulted from the Enlightenment.</p> <p><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><b>SE/TE:</b><br/>           Quest Document-Based Writing Inquiry: Dateline: Revolution, 766<br/>           Quest Connection: 769, 774, 799, 808<br/>           What Actions Caused the Revolution?, 767-768<br/>           Breaking Away from Britain, 768-769<br/>           Establishing a New Government, 770-771<br/>           How Did the French Revolution Begin?, 773-774<br/>           A Radicalized Society, 775<br/>           Assessment #13<br/>           The Americas, 799-800<br/>           Quest Connection, 799</p> <p><b>TE Only:</b><br/>           Start Up: Compare and Contrast, 773</p> <p><b>Digital Resources:</b><br/>           Topic 18&gt;Introduction&gt;Interactive Topic Map;<br/>           Topic 18&gt;Lesson 2&gt;Video: Napoleon's Impact on Europe</p> |
| <p>6.4.CE Analyze the economic, political, and social impacts of colonialism and the rise of imperialism.</p> <p><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><b>SE/TE:</b><br/>           What Caused Imperialism to Spread, 793-795<br/>           How Did the West<br/>           British India, 796-797<br/>           Lesson Check #3, 800<br/>           Imperialism and Nationalism, 815</p> <p><b>TE Only:</b><br/>           Start Up: Draw Conclusions, 793</p>   |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
|   | <p><b>Digital Resources:</b><br/>Topic 18&gt;Introduction&gt;Video: Imperialism in Africa and Asia</p>  |
| <p>6.4.P Summarize the local and global impacts of the Industrial Revolution.</p> <p><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><b>SE/TE:</b><br/>How Did the Industrial Revolution Begin?, 785-787<br/>How Did Industrial Revolution Change People’s Lives, 787-789<br/>Best and Worst of Times, 791<br/>Primary Sources: Charles Dickens, <i>Hard Times</i>, 792<br/>Industrialism, 793-794<br/>Gunboat Diplomacy in Japan, 798-799<br/>Get Ready to Read, 801How Did the Second Industrial Revolution Impact Business?, 801-803</p> |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
|   | <p>Changes to Society, 803-806<br/>Education and Health, 805<br/>Analysis Skills: Compare Two Points of View, 807</p> <p><b>TE Only:</b><br/>Active Classroom, 787<br/>Differentiated Instruction, 804<br/>Curriculum Connection: Science, 805</p> <p><b>Digital Resources:</b><br/>Topic 18&gt;Lesson 4&gt;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><br/>Topic 18&gt;Lesson 6&gt;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.</p> <p><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><b>SE/TE:</b><br/>Food Production and Population, 785-786<br/>The Factory System, 787<br/>Enclosures, 787-788<br/>Early Industrial Cities, 788-789<br/>Lesson Check #3 - #4, 791<br/>Primary Sources: Charles Dickens, <i>Hard Times</i>, 792<br/>New Inventions, 802<br/>Changes to Society, 803-804</p> <p><b>TE Only:</b></p>   |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>  | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|--|---|
|  | <p>Curriculum Connection: Science, 805</p> <p><b>Digital Resources:</b><br/> Topic 18&gt;Lesson 4&gt;Video: Innovations of the First Industrial Revolution<br/> Topic 18&gt;Lesson 6&gt;Quick Video: The Effects of Industrialization on Daily Life; Interactive 3-D Model: Living in a Tenement</p>  |
| <p>6.4.CC Analyze the progression of nationalism in the 19th through the early 20th century.</p> <p><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><b>SE/TE:</b><br/> Get Ready to Read, 779<br/> Nationalism Rises, 779-780<br/> How Did Germany Unify?, 781-782<br/> Unification of Italy, 782-784<br/> Nationalism Triumphs, 784<br/> Lesson Check #1 - #5, 784<br/> National Pride and Imperialism, 794<br/> How Did nationalism Spread, 799-800<br/> Lesson Check #4, 800</p> <p><b>Digital Resources:</b></p> |

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
|   | <p>Topic 18&gt;Lesson 2&gt;Video: Napoleon's Impact on Europe</p> <p>Topic 18&gt;Lesson 3&gt;Video: Unification of Germany and Italy; Interactive Map: Italian Regions Before Unification</p> <p>Topic 18&gt;Lesson 5&gt;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><b>SE/TE:</b></p> <p>Quest Document-Based Writing Inquiry: Dateline: Revolution, 766</p> <p>Quest Connections: 769, 774, 799, 808</p> <p>Primary Sources: The Declaration of Independence, 772</p> <p>Primary Sources: Charles Dickens, <i>Hard Times</i>, 792</p> <p>Analysis Skills: Compare different Points of View, 807</p> <p><b>Digital Resources:</b></p> <p>Topic 18&gt;Quest Document-Based Writing Inquiry: Dateline: Revolution</p> <p>Topic 18&gt;Fillable Active Journal: A Revolutionary Era, pp. 430-437</p> |
| <p><b>6.5 Global Interdependence</b><br/> <b>Demonstrate an understanding of the development of global interdependence from 1920 to the present.</b><br/> <b>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.</b></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.</p> <p><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</i></p>  | <p><b>SE/TE:</b></p> <p>Woman's Suffrage, 806</p> <p>What Was the Russian Revolution?, 818-819</p> <p>Lesson Check #3, 819</p> <p>How Did Totalitarianism Rise?, 825-826</p> <p>How did India Gain Independence? 843-844</p> <p>New Nations in Southeast Asia, 844</p>  |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>  | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>   |
|--|--|
| <p><i>Rights Movement, the independence movements in Africa, Asia, and India, and the end of Apartheid in South Africa.</i></p>  | <p>How Did New Nations in Africa Win Independence?, 844-847<br/>The Struggle for Human Rights, 860-862</p> <p><b>TE Only:</b><br/>History Background, 860<br/>Differentiated Instruction, 861</p> <p><b>Digital Resources:</b><br/>Topic 19&gt;Lesson 2&gt;Video: The Nature of Totalitarianism: Quick Activity: Evidence of Totalitarianism; Interactive Gallery: The Makings of an Italian Totalitarian State<br/>Topic 19&gt;Lesson 5&gt;Video: Freedom and Challenges for New African Nations; Interactive Map: Imperialism and Independence in Africa</p> |
| <p>6.5.CE Explain the impact of nationalism on global conflicts and genocides in the 20th and 21st centuries.</p> <p><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><b>SE/TE:</b><br/>What Were the Causes of World War I?, 815-816<br/>Stalin and the Soviet Union, 825<br/>Japanese Expansionism, 827<br/>Aggression in Europe, 827-828<br/>What Was the Holocaust?, 830-831<br/>Lesson Check #1 and #3, 833<br/>How Did the Cold War Spread to Asia?, 836-837<br/>Conflicts on Many Fronts, 837-838<br/>Birth of Israel, 850-851<br/>Clashes in Muslim Nations, 852<br/>Israel and Its Neighbors, 853-854<br/>Assessment #3, 875</p>   |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>  | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|--|---|
|  | <p><b>Digital Resources:</b><br/>Topic 19&gt;Lesson 3&gt;Video: The Holocaust;<br/>Interactive Primary Source: The Diary of a Young Girl, Anne Frank<br/>Topic 19&gt;Lesson 6&gt;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.</p> <p><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><b>SE/TE:</b><br/>From Prosperity to Depression, 823-824<br/>How Did the Superpowers Clash?, 834-836<br/>How Did the Cold War Spread to Asia?, 836-837<br/>Conflicts on Many Fronts, 837-839<br/>How Did the Cold War End?, 839-840<br/>The New Global Economy, 865-867<br/>Lesson Check #5, 873<br/>Assessment #7, 875</p> <p><b>Digital Resources:</b><br/>Topic 19&gt;Lesson 4&gt;Video: Global Nature of the Cold War<br/>Topic 19&gt;Lesson 8&gt;Video: Globalization</p> |
| <p>6.5.CX Contextualize various sustainability efforts amid increasing global interdependence.</p> <p><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><b>SE/TE:</b><br/>Competition for Resources, 869-871<br/>Protecting the Environment, 871-873<br/>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.</p> <p><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</i></p>   | <p><b>SE/TE:</b><br/>New Inventions, 802<br/>Science/Technology Timeline, 814<br/>Quest Connections: 820, 841, 868, 874<br/>Revolutions in Information Technology, 867-869<br/>Assessment #5 and #13, 875</p>   |

**SE = Student Edition**

**TE = Teacher's Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**

**A Correlation of myWorld Interactive World History ©2019 to the  
South Carolina Social Studies College- and Career-Ready Standards 2020, Grade 6**

| <p align="center"><b>South Carolina Social Studies<br/>College- and Career-Ready Standards 2020<br/>Grade 6</b></p>   | <p align="center"><b>myWorld Interactive World History<br/>Survey Edition, ©2019</b></p>  |
|---|---|
| <p><i>internet. This indicator also supports inquiry into the changing role of technology at both the business, governmental, and personal levels</i></p>   | <p><b>Digital Resources:</b><br/>Topic 19&gt;Quest: Project: Science/Technology Timeline<br/>Topic 19&gt;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><b>SE/TE:</b><br/>Quest Project-Based Learning Inquiry: Science/Technology Timeline, 814<br/>Quest Connections: 820, 841, 868, 874</p> <p><b>Digital Resources:</b><br/>Topic 19&gt;Quest: Project: Science/Technology Timeline<br/>Topic 19&gt;Fillable Active Journal: The Modern World, pp. 456-463</p> |

©2021 Savvas Learning Company LLC.

**SE = Student Edition**

**TE = Teacher’s Edition**

**Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.**