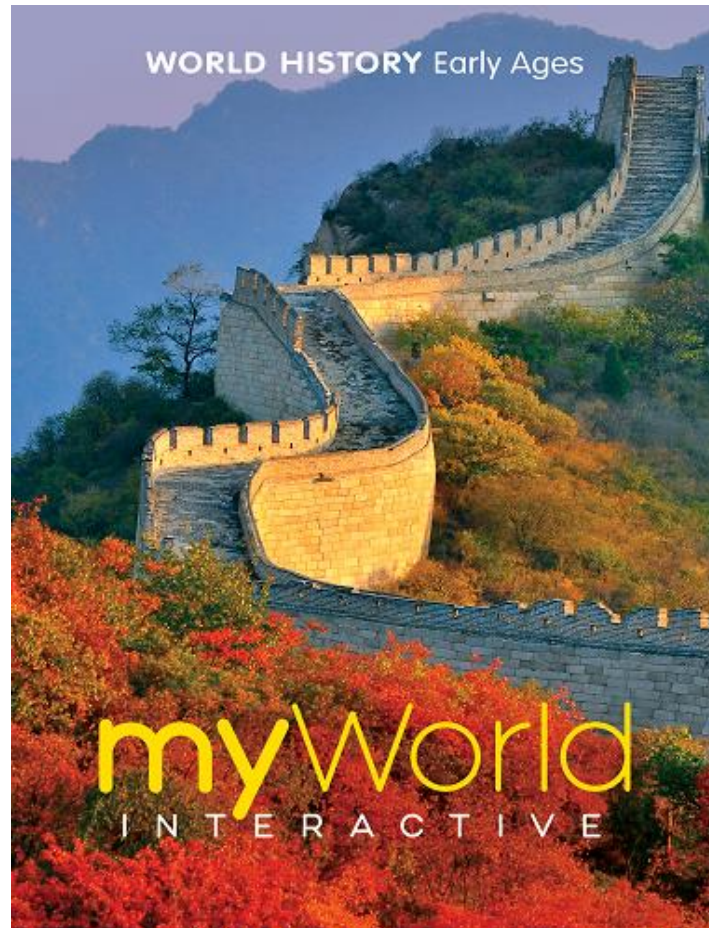


A Correlation of



©2019

To the
**Tennessee Social Studies Standards
For World History and Geography
Grade 6**

A Correlation of myWorld Interactive Social Studies, World History, Early Ages ©2019 to the Tennessee Social Studies Standards for World History and Geography

Introduction

This document demonstrates how *myWorld Interactive Social Studies World History, Early Ages, ©2019* meets the Tennessee Social Studies Standards, World History and Geography for Grade 6. Correlation page references are to the Student Edition and Teacher Edition.

The all new *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.

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Tennessee Social Studies Standards for World History and Geography	myWorld Interactive Social Studies World History, Early Ages, ©2019
6 SIXTH GRADE SOCIAL STUDIES	
World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire	
<p>Course Description: Sixth grade students will study the beginnings of early civilizations through the fall of the Western Roman Empire. Students will analyze the cultural, economic, geographical, historical, and political foundations for early civilizations, including Mesopotamia, Egypt, Israel, India, China, Greece, and Rome. The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade. <i>This course will be the students' first concentrated survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.</i></p>	
Grades 6-8	
Social Studies Practices	
<p>Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).</p>	
<p>SSP.01 Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, photographs, artwork) ● Artifacts ● Media and technology sources 	<p>SE/TE: Primary Sources, 13, 52, 76, 107, 150, 158, 189, 196, 232, 257, 284, 316, 330, 368, 397, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 649, 679; Primary Quote Citations (examples), 9, 36, 63, 79, 93, 118, 137, 175, 190, 224, 265, 303, 328, 366, 422, 454, 504, 545, 583, 615, 653, 683, 723; Charts, Graphs, Tables, and Infographics (examples), 18, 38, 53, 80, 103, 155, 193, 230, 293, 313, 387, 417, 456, 482, 510, 580, 596, 625, 661; Timelines, 4, 20, 42, 96, 126, 136, 218, 276, 306, 360, 376, 402, 423, 446, 486, 548, 586, 618, 668, 681; Maps (examples), 17, 61, 93, 116, 127, 160, 179, 215, 222, 248, 276, 303, 311, 357, 360, 385, 402, 437, 450, 486, 512, 544, 586, 599, 622, 697</p>

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Tennessee Social Studies Standards for World History and Geography	myWorld Interactive Social Studies World History, Early Ages, ©2019
	<p>(Continued)</p> <p>Analysis Skills: Construct a Timeline, 91, 467; Assess Credibility of a Source, 163, 441 Interpret Thematic Maps, 173; Interpret Thematic Maps, 574</p> <p>Activity Journal: Writing Workshop: Research Paper, 178–179; Research Paper, 254–255; Research Paper, 376–377</p> <p>Digital Sources Interactive 21st Century Skills; Interactive Primary Sources; Social Studies Reference Center: Biographies; Interactive Maps, Charts, Timelines, Simulations, and 3D Models.</p>
<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> ● Extract and paraphrase significant ideas and relevant information ● Distinguish the difference between fact and opinion ● Draw inferences and conclusions ● Recognize author’s purpose, point of view, and bias ● Assess the strengths and limitations of arguments 	<p>SE/TE: Primary Sources, 13, 52, 76, 107, 150, 158, 189, 196, 232, 257, 284, 316, 330, 368, 397, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 649, 679; Primary Quote Citations (examples), 9, 36, 63, 79, 93, 118, 137, 175, 190, 224, 265, 303, 328, 366, 422, 454, 504, 545, 583, 615, 653, 683, 723; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p> <p>Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114, 663, 686; Detect Historical Points of View, 141; Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411; Update an Interpretation, 265</p> <p>Activity Journal: Writing Workshop: Research Paper, 178–179; Research Paper, 254–255; Research Paper, 376–377</p> <p>Digital Sources Interactive 21st Century Skills; Interactive Primary Sources; Social Studies Reference Center: Biographies</p>

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<p align="center">Tennessee Social Studies Standards for World History and Geography</p>	<p align="center">myWorld Interactive Social Studies World History, Early Ages, ©2019</p>
<p>SSP.03 Synthesize data from multiple sources in order to:</p> <ul style="list-style-type: none"> • Recognize differences among multiple accounts • Establish validity by comparing and contrasting multiple sources • Frame appropriate questions for further investigation 	<p>SE/TE: Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448</p> <p>Analysis Skills: Detect Historical Points of View, 141; Assess Credibility of a Source, 163; Compare Different Points of View, 250, 411; Update an Interpretation, 265</p> <p>Writing Workshop: Generate Questions to Focus Research, 496; Support Ideas with Evidence, 507; Develop a Clear Thesis, 514; Find and Use Credible Sources, 521; Cite Sources, 528; Organize Your Essay, 536; Draft Your Essay, 543; Write a Research Paper, 545</p> <p>English-Language Arts Handbook: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14</p> <p>TE only: Research Activities: Differentiate Instruction: Advanced (examples), 4, 8, 18, 23, 230, 245, 250, 259, 406, 421, 429</p> <p>Activity Journal: Quests, 210–217, 234–241, 258–265, 282–289, 310–317, 332–339, 354–361, 380–387</p> <p><u>Digital Sources</u> Quests; 21st Century Skills Tutorials: Distinguish Between Fact and Opinion; Write an Essay; Search for Information on the Internet; Identify Evidence; Interpret Sources</p>

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Tennessee Social Studies Standards for World History and Geography	myWorld Interactive Social Studies World History, Early Ages, ©2019
<p>SSP.04 Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions 	<p>SE/TE: Identify Cause and Effect (examples), 12, 15, 26, 31, 39, 56, 67, 70, 93; Predict Consequences, 47; Compare Viewpoints, 215, 237, 249, 294</p> <p>Analysis Skills: Distinguish Cause and Effect, 53; Detect Historical Points of View, 141; Compare Different Points of View, 250</p> <p>TE only: Predict Outcomes, 129, 181, 285, 291, 311, 318, 395</p> <p>Activity Journal: Writing Workshop: Argument, 126–127, 206–207, 404–405, 426–427</p> <p>Digital Sources 21st Century Skills: Analyze Cause and Effect; Compare Viewpoints; Make Predictions</p>
<p>SSP.05 Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present 	<p>SE/TE: Timelines, 4, 20, 42, 96, 126, 136, 218, 276, 306, 360, 376, 402, 423, 446, 486, 548, 586, 618, 668, 681</p> <p>Go back in time & Explore the Essential Question, 2, 40, 94, 124, 216, 274, 304, 358, 400</p> <p>Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448</p> <p>Writing Workshop: Narrative (examples): Introduce Characters, 12, 26, 51, 58; Establish Setting, 19, 64; Organize Sequence of Events, 32, 70, 75; Use Narrative Techniques, 82; Use Descriptive Details and Sensory Language, 37, 90; End Strongly, 401; Prepare a Final Draft, 471; Write a Narrative, 39, 93</p> <p>Analysis Skills: Analysis Skills: Construct a Timeline, 91, 467; R Compare Different Points of View, 250, 411; Update an Interpretation, 265; English-Language Arts Handbook: Write Narrative Essays, ELA 11</p>

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	<p>(Continued)</p> <p>TE only: Recognize Cultural and Experiential Backgrounds, 3, 44, 95, 125, 177, 217, 275, 305 Activity Journal: Sequence, 16, 50, 89, 96, 154, 193, 218, 246, 271, 292, 297, 318, 343, 372, 391, 440, 469, 472; Quest: Science/Technology Timeline, 456–463</p> <p>Digital Sources Quests; 21st Century Skills: Sequence; Interactive Timelines: Topic 2: Lesson 4; Topic 4: Lesson 6; Topic 8: Lesson 1; Topic 10: Lesson 2; Topic 15: Lesson 4; Topic 16: Lesson 2; Topic 19: Lesson 8</p>
<p>SSP.06 Develop a geographic awareness by:</p> <ul style="list-style-type: none"> • Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). • Determining the use of diverse types of maps based on their origin, structure, context, and validity • Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships • Analyzing interaction between humans and the physical environment • Examining how geographic regions and perceptions of regions are fluid across time and space 	<p>SE/TE: Maps, 4, 5, 8, 17, 29, 39, 42, 43, 46, 61, 67, 73, 85, 93, 96, 97, 100, 108, 116, 123, 126, 127, 130, 132, 136, 148, 160, 169, 173, 175, 178, 179, 182, 186, 205, 215, 218, 219, 222, 235, 242, 246, 248, 269, 273, 276, 277, 280, 297, 303, 306, 307, 311, 314, 321, 342, 345, 357, 360, 361, 364, 378, 385, 389, 395, 399, 402, 403, 406, 413, 422, 430, 437, 443, 446, 447, 450, 460, 470, 483, 486, 487, 491, 499, 502, 506, 512, 517, 541, 544, 547, 548, 553, 561, 568, 574, 577, 583, 586, 587, 590, 599, 604, 615, 618, 622, 652, 665, 668, 669, 675, 684, 694, 697, 713, 716, 717, 723, Atlas</p> <p>Analysis Skills: Identify Physical and Cultural Features, 108, 380; Interpret Thematic Maps, 173, 574</p> <p>Activity Journal: Map Skills, 3, 27, 55, 75, 103, 129, 159, 181, 233, 257, 281, 309, 331, 353, 379, 407, 429, 455</p> <p>Digital Sources Interactive 21st Century Skills; Interactive Maps, Charts, Timelines, Simulations, and 3D Models.</p>

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Tennessee Social Studies Standards for World History and Geography	myWorld Interactive Social Studies World History, Early Ages, ©2019
Foundations of Human Civilization: c. 10,000-3500 BCE	
Overview: Students will learn proper time designations and analyze the development and characteristics of civilizations, including the effects of the Agricultural Revolution.	
<p>6.01 Identify the meaning of time designations and abbreviations used by historians, including:</p> <ul style="list-style-type: none"> • BC / BCE • AD / CE • Circa (c. or ca), decades, centuries 	<p>SE/TE: For opportunities to address this standard: Analysis Skills: Relate Events in Time, 20</p> <p>Active Journal: Timeline Skills, 2-3, 26-27, 54-55, 74-75, 102-103, 158-159, 180-181, 208-209, 232-233, 256-257, 280-281, 308-309, 330-331, 352-353, 378-379, 406-407, 428-429, 454-455</p> <p>Digital Sources 21st Century Skills Tutorials: Sequence; Interactive Timelines: Topic 2: Lesson 4; Topic 4: Lesson 6; Topic 8: Lesson 1; Topic 10: Lesson 2; Topic 15: Lesson 4; Topic 16: Lesson 2; Topic 19: Lesson 8</p>
<p>6.02 Describe the characteristics of the nomadic hunter-gatherer societies, including their use of:</p> <ul style="list-style-type: none"> • Basic hunting weapons • Fire • Shelter • Tools <p>C,H</p>	<p>SE/TE: How Did Hunter-Gatherers Live? 11-12; Humans Spread Out, 15-19</p> <p>Active Journal: Quick Activity: Explore Cave Paintings, 18</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 1: How Hunter-Gatherers Lived</p>
<p>6.03 Explain the impact of the Agricultural Revolution, including:</p> <p>C, E, G, H</p> <ul style="list-style-type: none"> • Barter economy • Domestication of plants and animals • Emergence of permanent settlements • Food surpluses • Labor specialization • New sources of clothing and shelter 	<p>SE/TE: Why Did People Start to Farm? 24-26; New Ways of Life, 27-32</p> <p>Active Journal: Take Notes & Practice Vocabulary, 43-44</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 3: The Agricultural Revolution; Lesson 4: Effects of the Agricultural Revolution</p>

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<p>6.04 Identify and explain the importance of the following key characteristics of civilizations: C, E, G, H, P</p> <ul style="list-style-type: none"> • Culture • Government • Religion • Social structure • Stable food supply • Technology • Writing 	<p>SE/TE: Developing Complex Cultures, 21–26; The Rise of Civilizations, 33–37 Active Journal: Take Notes & Practice Vocabulary, 22–23</p> <p>Digital Sources Lesson Videos: Topic 1: Lesson 5: What Makes a Civilization?</p>
<p>Ancient Mesopotamia: c. 3500-1700 BCE</p>	
<p>Overview: Students will analyze the geographic, political, economic, and cultural structures of the civilization of ancient Mesopotamia.</p>	
<p>6.05 Identify and locate geographical features of ancient Mesopotamia, including: G</p> <ul style="list-style-type: none"> • Black Sea • Euphrates River • Mediterranean Sea • Persian Gulf • Tigris River • Zagros Mountains 	<p>SE/TE: Maps, 43, 46; How Was Agriculture Important in Mesopotamia, 45–47 Active Journal: Map Skills, 27</p> <p>Digital Sources Interactive Maps: River Valley Civilizations, Topic 1: Lesson 5; Early Civilizations of the Fertile Crescent, Topic 2: Topic Map; Sumer and the Fertile Crescent, Topic 2: Lesson 1</p>
<p>6.06 Explain how geographic and climatic features led to the region being known as the Fertile Crescent. G, H</p>	<p>SE/TE: How Was Agriculture Important in Mesopotamia, 45–47 Active Journal: Take Notes & Practice Vocabulary, 36–37</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia</p>

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<p>6.07 Explain how irrigation, silt, metallurgy, production of tools, use of animals, slave labor, and inventions such as the wheel, sail, and plow led to advancements in agriculture. C, E, H</p>	<p>SE/TE: How Was Agriculture Important in Mesopotamia, 45–47; City-States of Sumner, 47; Sumerian Achievements, 51 Active Journal: Writing Workshop: Narrative Essay, 52–53</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia</p>
<p>6.08 Analyze how advancements in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the emergence of independent city-states. C, E, G, H, P</p>	<p>SE/TE: Cities Emerge, 47; Trade, 47 Active Journal: Take Notes & Practice Vocabulary, 38–39</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia</p>
<p>6.09 Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the regional location of the world’s first empire. G, H, P</p>	<p>SE/TE: Social Classes, 48; The First Empires, 54–58; The Assyrian and Persian Empires, 59–64 Active Journal: Take Notes & Practice Vocabulary, 38–39</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 3: The Assyrian and Persian Empires</p>
<p>6.10 Explain the concept of polytheism and its presence in Mesopotamia, with respect to beliefs about the relationship of deities to the natural world and their importance in everyday life. C, H</p>	<p>SE/TE: Social Classes, 48; What Role Did Religion Have in Sumerian Society? 48 Active Journal: Take Notes & Practice Vocabulary, 36–37</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia</p>

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<p>6.11 Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the <i>Epic of Gilgamesh</i> as the oldest written epic. C, E, H</p>	<p>SE/TE: Primary Source: <i>The Epic of Gilgamesh</i>, 13; What Role Did Religion Have in Sumerian Society, 48; What Was the Sumerian Writing System Like? 49–50; Sumerian Achievements, 51 Active Journal: Writing Workshop: Narrative Essay, 52–53</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 1: Adapting to Life in Mesopotamia</p>
<p>6.12 Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice. C, E, H, P</p>	<p>SE/TE: Quest: Debate Punishments for Crimes, 44; The Significance of Hammurabi’s Code, 56–58; Assessment, 93 Active Journal: Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40</p> <p>Digital Sources Interactive Primary Sources: Topic 2: Lesson 2: Code of Hammurabi; Lesson Videos: Topic 2: Lesson 2: Hammurabi’s Code; Social Studies Reference Center: Biographies: Topic 2: Lesson 2: Hammurabi</p>
<p>Ancient Egypt: c. 3000-700 BCE</p>	
<p>Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Egypt.</p>	
<p>6.13 Identify and locate geographical features of ancient Egypt, including: G, H</p> <ul style="list-style-type: none"> • Mediterranean Sea • Nile Delta • Nile River • Red Sea • The regions of Upper and Lower Egypt • The Sahara 	<p>SE/TE: Maps, 97, 99; The Nile River Valley, 99–100 Active Journal: Map Skills, 55</p> <p>Digital Sources Interactive Maps: The Ancient Nile Valley: Topic 3: Topic Map</p>

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<p>6.14 Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar. C, E, G, H</p>	<p>SE/TE: Floods and the Black Land, 100; Agricultural Techniques Create a Surplus, 101 Active Journal: Take Notes & Practice Vocabulary, 64–65</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 1: Pharaohs of Ancient Egypt</p>
<p>6.15 Explain the structure of ancient Egyptian society, including:</p> <ul style="list-style-type: none"> • Relationships between groups of people • How social classes were organized by occupation • Positions of pharaohs as god/kings • Role of slaves <p>C, E, H, P</p>	<p>SE/TE: Quest: Become a Pharaoh-in-Training, 98; How Did Cities Develop? 101; The Kingdoms of Egypt, 102; How was Egyptian Society Organized? 103 Active Journal: Quests: Become a Pharaoh-in-Training, 56–63</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 1: Pharaohs of Ancient Egypt</p>
<p>6.16 Explain the polytheistic religion of ancient Egypt, with respect to beliefs about the afterlife, the reasons for mummification, and the use of pyramids. C, H</p>	<p>SE/TE: Egyptian Religion, 104–105 Active Journal: Take Notes & Practice Vocabulary, 64–65</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 1: Pharaohs of Ancient Egypt</p>
<p>6.17 Analyze the impact of key figures from ancient Egypt, including:</p> <ul style="list-style-type: none"> • Growth under the leadership of Queen Hatshepsut and her economic policies • Ramses the Great’s military conquests leading to growth of the kingdom • Significance of the discovery of Tutankhamun’s tomb on the understanding of ancient Egypt <p>C, E, H, P</p>	<p>SE/TE: Great Rulers, 105–106; Primary Source: The Victory of Ramses II, 107; Tutankhamun (photos), 97, 102, 112 Active Journal: Quick Activity: How did ancient Egyptians view the pharaohs? (Analyze images), 66</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 1: Pharaohs of Ancient Egypt</p>

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<p>6.18 Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. C, E, G, H</p>	<p>SE/TE: Achievements of Egyptian Civilization, 109–113 Active Journal: Quick Activity: How did they do it – build pyramids – hypothesize, 69</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 2: The Legacy of Ancient Egypt</p>
<p>6.19 Examine the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict, including its relationship with Nubia. C, E, G, H, P</p>	<p>SE/TE: Egypt and Kush, 115–120 Active Journal: Take Notes & Practice Vocabulary, 70–71</p> <p>Digital Sources Lesson Videos: Topic 3: Lesson 3: Trade Between Egypt and Kush</p>
<p>Ancient Israel: c. 2000-500 BCE</p>	
<p>Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Israel.</p>	
<p>6.20 Identify and locate geographical features of ancient Israel, including: G</p> <ul style="list-style-type: none"> • Dead Sea • Jerusalem • Jordan River • Mediterranean Sea • Red Sea • Sinai Peninsula 	<p>SE/TE: Maps, 73, 85 Active Journal: Map Skills, 27</p> <p>Digital Sources Interactive Maps: The Exodus in Jewish Tradition, Topic 2: Lesson 5</p>
<p>6.21 Describe the development of the ancient Israelites, and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan. C, G, H, P</p>	<p>SE/TE: Origins of Judaism, 71–75 Active Journal: Take Notes & Practice Vocabulary, 46–47</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 5: The Origins of Judaism</p>

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<p>6.22 Describe the origins and central features of Judaism:</p> <ul style="list-style-type: none"> • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (i.e., Hebrew Bible) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility <p>C, G, H, P</p>	<p>SE/TE: Origins of Judaism, 71–75; Beliefs of Judaism, 77–82 New Ways to Worship, 87; Judaism’s Support for Society, 88–90; What Is the Legacy of Judaism? 90</p> <p>Active Journal: Take Notes & Practice Vocabulary, 46–47, 48–49</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 5: The Origins of Judaism; Lesson 6: The Central Beliefs of Judaism; Interactive Primary Sources: Topic 2: Lesson 7: Psalm 23</p>
<p>6.23 Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple.</p> <p>C, G, H, P</p>	<p>SE/TE: The Kingdom of Israel, 83–85</p> <p>Active Journal: Take Notes & Practice Vocabulary, 50–51</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 2: Lesson 7: David; Lesson Videos: Topic 2: Lesson 5: The Origins of Judaism</p>
<p>6.24 Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire.</p> <p>C, E, G, H, P</p>	<p>SE/TE: The Kingdom Divides, 85; The Babylonian Captivity, 85–86; Diaspora, 86; Greek Rule, 87; Roman Rule, 87</p> <p>Active Journal: Take Notes & Practice Vocabulary, 50–51</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 7: Israel and the Jewish Diaspora</p>

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Ancient India: c. 2500-400 BCE	
Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient India.	
6.25 Identify and locate geographical features of ancient India, including: G <ul style="list-style-type: none"> • Ganges River • Himalayan Mountains • Indian Ocean • Indus River • Monsoon winds • Subcontinent of India 	SE/TE: Maps, 127, 130; What Is the Indian Subcontinent? 129–130 Active Journal: Take Notes & Practice Vocabulary, Map Skills, 75 Digital Sources Interactive Maps: Indian Subcontinent: Physical Features, Topic 4: Topic Map
6.26 Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: <ul style="list-style-type: none"> • Architecture built with bricks • Arranging roads into a series of grid-systems • Sanitation and sewer systems E, G, H, P	SE/TE: Indus Valley Civilization, 131–132; What Mysteries Surround the Indus Valley Civilization? 133–134 Active Journal: Quick Activity: Museum Gallery (Artifacts), 86 Digital Sources Lesson Videos: Topic 4: Lesson 1: Indus Valley Achievements
6.27 Describe the social structure of the caste system, and explain its effect on everyday life in ancient India. C, E, H, P	SE/TE: The Caste System, 138–140 Active Journal: Take Notes & Practice Vocabulary, 87–88 Digital Sources Lesson Videos: Topic 4: Lesson 2: The Caste System
6.28 Describe the origins and central features of Hinduism: <ul style="list-style-type: none"> • Key Person(s): origins in Aryan traditions • Sacred Texts: The Vedas • Basic Beliefs: dharma, karma, reincarnation, and moksha C, G, H, P	SE/TE: What Are the Vedas? 136–138; Origins and Beliefs of Hinduism, 142–149; Primary Sources: The Ramayana, 150 Active Journal: Take Notes & Practice Vocabulary, 89–90 Digital Sources Topic 4: Lesson 2: The Caste System; Topic 4: Lesson 3: Hindu Traditions and Practices

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<p>6.29 Describe the origins and central features of Buddhism:</p> <ul style="list-style-type: none"> • Key Person(s): Siddhartha Gautama (Buddha) • Sacred Texts: Tripitaka • Basic Beliefs: Four Noble Truths, Eightfold Path, Nirvana <p>C, G, H, P</p>	<p>SE/TE: Origins and Beliefs of Buddhism, 151–157; Primary Sources: The Legend of Guadma, 158</p> <p>Active Journal: Take Notes & Practice Vocabulary, 92–93, 96–97</p> <p>Digital Sources Lesson Videos: Topic 4: Lesson 4: Teachings and Spread of Buddhism</p>
<p>6.30 Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals).</p> <p>C, E, H</p>	<p>SE/TE: What Was Gupta Culture Like? 170; Mathematics and Science, 171–172</p> <p>Active Journal: Take Notes & Practice Vocabulary, 96–97</p> <p>Digital Sources Lesson Videos: Topic 4: Lesson 7: The Golden Age of the Gupta</p>
<p>Ancient China: c. 2500 BCE-200 CE</p>	
<p>Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient China.</p>	
<p>6.31 Identify and locate geographical features of ancient China, including:</p> <p>G</p> <ul style="list-style-type: none"> • Gobi Desert • Himalayan Mountains • Pacific Ocean • Plateau of Tibet • Yangtze River • Yellow River 	<p>SE/TE: Map: China (Pacific Ocean, 179; Geography of China, 181; China: Physical Geography, 182; Shang and Zhou Civilizations, 186; The Silk Road, 205; Analyze Maps, 215; Critical Thinking and Writing, 545</p> <p>TE Only: Interactive Map 179</p> <p>Active Journal: Map Skills, 103</p> <p>Digital Sources Interactive Maps: Geography of China, Topic 5: Topic Map; Ancient Chinese Dynasties, Topic 5: Lesson 5</p>

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<p>6.32 Analyze the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China’s geography helped create a unique yet diverse cultural identity that was isolated from the rest of the world. C, G, H</p>	<p>SE/TE: Geography of China, 181–182; Shang and Zhou Civilizations, 186; The Silk Road, 205; Analyze Maps, 215 TE Only: Interactive Map 179 Active Journal: Take Notes & Practice Vocabulary, 112–113</p> <p><u>Digital Sources</u> Lesson Videos: Topic 5: Lesson 1: The Influence of Geography on China</p>
<p>6.33 Describe how the size of ancient China made governing difficult and how the concepts of the mandate of heaven and Legalism emerged solutions to this problem. C, G, H, P</p>	<p>SE/TE: The Right to Rule, 186; Governing the Zhou, 187; A Legalist Government, 199–200; Visual Review, 214 Active Journal: Quick Activity: Letter to the People (Zhou Dynasty), 116</p> <p><u>Digital Sources</u> Topic 5: Lesson 2: The Dynastic Cycle and the Mandate of Heaven</p>
<p>6.34 Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and <i>The Analects</i> emphasized the concepts of kinship, order, and hierarchy to address these problems. C, H, P</p>	<p>SE/TE: Life and Teachings of Confucius, 192–194; Primary Sources: Confucius, 196; Analysis Skills: Identify Sources of Continuity, 213; Assessment, 215; Visual Review, 544 Active Journal: Take Notes & Practice Vocabulary, 117–118; Quick Activity: How Do Ideas Change Lives? (Confucianism and Daoism), 119</p> <p><u>Digital Sources</u> Interactive Primary Sources: Topic 5: Lesson 3: Confucius, Analects; Laozi, The Dao de Jing; Lesson Videos: Topic 5: Lesson 3: How Confucius’s Life Shaped His View of Government; Interactive Primary Sources: Topic 5: Lesson 3: Confucius, Analects</p>

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<p>6.35 Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi, beginning the Qin Dynasty. C, E, G, H, P</p>	<p>SE/TE: The Unification of China, 197–201; Analysis Skills: Draw Sound Conclusions from Sources, 202; Assessment, 215 Active Journal: Take Notes & Practice Vocabulary, 120–121</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 5: Lesson 4: Shi Huangdi</p>
<p>6.36 Explain how the implementation of the philosophy of Confucianism led to the political success and longevity of the Han Dynasty. C, E, H, P</p>	<p>SE/TE: How Did the Han Govern China? 203–205; Visual Review, 214; Assessment, 215; Confucianism, 513; Visual Review, 544 Active Journal: Take Notes & Practice Vocabulary, 122–123</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 4: Comparing Legalism and Confucianism; Lesson 5: The Bureaucratic Structure of the Han Government; Social Studies Reference Center: Biographies: Topic 5: Lesson 3: Confucius</p>
<p>6.37 Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing. C, E, G, H</p>	<p>SE/TE: The Making of Silk, 206; Han Society and Achievements, 208–212; Assessment, 215; Chinese Inventions, 212 Active Journal: Take Notes & Practice Vocabulary, 124–125</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 6: The Economy of China Under the Han</p>
<p>6.38 Describe how the desire for Chinese goods influenced the creation of The Silk Road and initiated cultural diffusion throughout Eurasia, including the introduction of Buddhism into ancient China. C, E, G, H, P</p>	<p>SE/TE: The Silk Road, 205–207; Assessment, 215; Buddhism, 512; The Impact of Chinese Thought, 514 Active Journal: Take Notes & Practice Vocabulary, 122–123</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 6: The Economy of China Under the Han</p>

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Ancient Greece: c. 800-300 BCE	
Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Greece.	
<p>6.39 Identify and locate geographical features of ancient Greece, including:</p> <p>G</p> <ul style="list-style-type: none"> • Asia Minor • Athens • Macedonia • Mediterranean Sea • Peloponnesian peninsula • Sparta 	<p>SE/TE: Maps, 222, 235, 242, 246, 248 Active Journal: Map Skills, 129</p> <p>Digital Sources Interactive Maps: Geography of Ancient Greece, Topic 6: Topic Map; Lesson Videos: Topic 6: Lesson 1: Impact of Geography on Early Greece</p>
<p>6.40 Analyze how the geographical features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea, contributed to its organization into city-states, role in maritime trade, and colonies in the Mediterranean.</p> <p>C, E, G, H, P</p>	<p>SE/TE: How Did Geography Shape the Greek World? 221–223; Emergence of City-States, 225; The Greek Economy, 241–243 Active Journal: Take Notes & Practice Vocabulary, 138–139</p> <p>Digital Sources Interactive Maps: Geography of Ancient Greece, Topic 6: Topic Map; Lesson Videos: Topic 6: Lesson 1: Impact of Geography on Early Greece</p>
<p>6.41 Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law.</p> <p>C, H, P</p>	<p>SE/TE: Emergence of City-States, 225–226 Active Journal: Writing Workshop: Explanatory Essay, 156–157</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship</p>
<p>6.42 Explain the basic concepts of direct democracy and oligarchy.</p> <p>C, H, P</p>	<p>SE/TE: Experimenting with Forms of Government, 227–228; The World’s First Democracy, 229 Active Journal: Take Notes & Practice Vocabulary,</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship</p>

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<p>6.43 Explain the characteristics of the major Greek city-states of Athens and Sparta, including: C, E, G, H, P</p> <ul style="list-style-type: none"> • Advantages of each geographic location • Approaches to education • Practice of slavery • Status of women • Styles of government 	<p>SE/TE: Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; What Was the Role of Women in Ancient Greece? 238–239; What Were the Social Divisions in Greek Society? 239–241; Why Were Athens and Sparta Rivals? 247–248</p> <p>Active Journal: Quick Activity: Contrasting Primary Sources, 144</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship; Lesson 3: Growing Up Spartan</p>
<p>6.44 Analyze the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta to defend the Greek city-states.</p>	<p>SE/TE: The Persian Wars, 244–246; Lesson Check, 249</p> <p>Active Journal: Take Notes & Practice Vocabulary, 147–148</p> <p>Digital Sources Interactive Maps: Persian Wars, Topic 6: Lesson 5; Lesson Videos: Topic 6: Lesson 5: Causes and Effects of the Persian Wars; Interactive Primary Sources: Topic 6: Lesson 5: Herodotus, The Persian Wars</p>
<p>6.45 Analyze the causes and consequences of the Peloponnesian Wars, including how the growing political conflict between Athens and Sparta led to war and left the city-states open to conquest by the Macedonians. C, H, P</p>	<p>SE/TE: Why Were Athens and Sparta Rivals? 247–248; The Peloponnesian War, 248–249</p> <p>Active Journal: Take Notes & Practice Vocabulary, 140–143</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship; Lesson 3: Growing Up Spartan</p>

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<p>6.46 Explain the polytheistic religion of ancient Greece, with respect to beliefs about the humanlike qualities of the deities, their importance in everyday life, and the emergence of the Olympic Games to honor Zeus. C, H</p>	<p>SE/TE: Greek Religion and Mythology, 251–253; Lesson Check, 256 Active Journal: Take Notes & Practice Vocabulary, 149–150</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 6: Greek Mythology</p>
<p>6.47 Explain the historical significance of ancient Greek literature, including how the Iliad and the Odyssey provide insight into the life of the ancient Greeks. C, H</p>	<p>SE/TE: Greek Literature, 254–256; Primary Source: Homer, <i>The Odyssey</i>, 257 Active Journal: Quick Activity: Create a Comic Strip (Fable Ancient Greece), 151</p> <p>Digital Sources Interactive Primary Sources: Topic 6: Lesson 6: Euripides, Medea; Interactive Maps: The Journey of Odysseus, Topic 6: Lesson 1</p>
<p>6.48 Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates) and their impact on education and society in Greece. C, H, P</p>	<p>SE/TE: Ancient Greek Learning, 258–264; Assessment, 273 Active Journal: Take Notes & Practice Vocabulary, 152–153</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 7: Socrates and Plato; Interactive Primary Sources: Topic 6: Lesson 7: Aristotle, Politics; Plato, The Republic</p>
<p>6.49 Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis. C, H, P</p>	<p>SE/TE: Architecture, 254; Analyze Images, 255 Active Journal: Take Notes & Practice Vocabulary, 149–150</p> <p>Digital Sources 21st Century Skills Tutorials: Analyze Images</p>

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<p>6.50 Explain the unification of the Greek city-states by Macedonia, and analyze the impact of Alexander the Great and the diffusion of Hellenistic culture. C, E, G, H, P</p>	<p>SE/TE: Alexander and the Hellenistic World, 266–271; Assessment, 273 Active Journal: Take Notes & Practice Vocabulary, 124–125</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 6: Lesson 8: Alexander the Great</p>
<p>Ancient Rome: c. 500 BCE-500 CE</p>	
<p>Overview: Students will analyze the geographic, political, economic, and cultural structures of ancient Rome.</p>	
<p>6.51 Identify and locate the geographical features of ancient Rome, including: G</p> <ul style="list-style-type: none"> • Constantinople • Italian Alps • Italian Peninsula • Mediterranean Sea • Rome • Tiber River 	<p>SE/TE: Map, 277, 297, 307, 311, 314; Italy's Varied Geography, 279–280; Analyze Maps, 303 TE only: Where Was the Roman Republic? 277 Active Journal: Map Skills, 159, 181</p> <p>Digital Sources Interactive Maps: The Developing Roman Republic, Topic 7: Topic Map; Growth of the Roman Republic, Topic 7: Lesson 1; The Roman World, Topic 8: Topic Map</p>
<p>6.52 Analyze how the geographical location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond. E, G, H, P</p>	<p>SE/TE: Italy's Varied Geography, 279–280; Map, 277; How Did Roman Expand? 283; Analysis Skills: Interpret Economic Performance, 295; The Republic Struggles, 296–300; Analysis Skills: Analyze Sequence, Causation, and Correlation, 301; Review and Assessment, 302–303; Trade and the Roman Economy, 314–315 TE only: Where Was the Roman Republic? 277 Active Journal: Take Notes & Practice Vocabulary, 168–169</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 1: Rome's Founding and Early Days</p>

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<p>6.53 Describe the government of the Roman Republic, including: C, H, P</p> <ul style="list-style-type: none"> • Branches of government • Checks and balances • Civic participation • Representative democracy • The rule of law and the Twelve Tables 	<p>SE/TE: Quest: The Roman Influence, 278; Government of the Republic, 285–290; Review and Assessment, 302–303; Government by Citizens, 337; What Were the Twelve Tables? 338</p> <p>Active Journal: Quests: The Roman Influence, 160–167</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 2: Citizenship in Rome</p>
<p>6.54 Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society. C, E, H, P</p>	<p>SE/TE: Society in the Republic, 291–294; Review and Assessment, 302–303</p> <p>Active Journal: Quick Activity: How Does Roman Society Compare with Ancient Greece, 175</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 3: Roman Society</p>
<p>6.55 Describe the characteristics of Julius Caesar’s rule, including:</p> <ul style="list-style-type: none"> • Leadership in the military • Popularity amongst plebeians • Role as dictator for life • Assassination <p>C, E, G, H, P</p>	<p>SE/TE: The Republic Struggles, 296–300; Review and Assessment, 302–303</p> <p>Active Journal: Take Notes & Practice Vocabulary, 176–177</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 7: Lesson 4: Julius Caesar</p>
<p>6.56 Analyze the influence of Augustus Caesar, including the establishment of the Roman Empire and its political, geographic, and economic expansion during the Pax Romana. C, E, G, H, P</p>	<p>SE/TE: The Roman Empire Begins, 309–315; Primary Sources: Augustus, <i>The Deeds of the Divine Augustus</i>, 316; Review and Assessment, 356–357</p> <p>Active Journal: Take Notes & Practice Vocabulary, 190–191</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 8: Lesson 1: Augustus</p>

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<p>6.57 Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: C, G, H, P</p> <ul style="list-style-type: none"> • Aqueducts • Arches • Bridges • The Colosseum • Domes • Roads • Sanitation 	<p>SE/TE: What Were Rome’s Practical Achievements, 312–314; Lesson Check, 315; Popular Entertainment on a Massive Scale, 336–337</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 4: Rome’s Cultural Gifts</p>
<p>6.58 Explain the polytheistic religion of ancient Rome, with respect to beliefs about the humanlike qualities of the deities and their importance in everyday life. C, H, P</p>	<p>SE/TE: Roman Religion, 294 Active Journal: Take Notes & Practice Vocabulary, 173–174</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 3: Roman Society</p>
<p>6.59 Describe the origins and central features of Christianity: <ul style="list-style-type: none"> • Key Person(s) Jesus, Paul • Sacred Texts: The Bible • Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah C, G, H, P</p>	<p>SE/TE: Origins of Christianity, 318–323; Analysis Skills, 324; Beliefs of Christianity, 325–329; Primary Sources: The Gospel of Matthew, The Sermon on the Mount, 330; Review and Assessment, 357; Byzantine Religion and Culture, 351–355 Active Journal: Take Notes & Practice Vocabulary, 193–194, 195–196</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 2: Reasons for the Spread of Christianity; Lesson 3: The New Testament; Interactive Primary Sources: Topic 8: Lesson 3: Paul, First Letter to the Corinthians</p>
<p>6.60 Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora. C, H, P</p>	<p>SE/TE: What Was the Diaspora? 86–87; Lesson Check, 90; Review and Assessment, 92–93</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 7: Israel and the Jewish Diaspora</p>

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<p>6.61 Explain the division of the Roman Empire into East and West, and identify the later establishment of Constantinople as the capital by Constantine. C, H, P</p>	<p>SE/TE: Diocletian Divides the Empire, 341; Constantine Builds a “New Rome” 341–342; The Byzantine Empire Rises, 344–349; Analysis Skills: Conduct a Cost-Benefit Analysis, 350; Byzantine Religion and Culture, 351–355 Active Journal: Take Notes & Practice Vocabulary, 202–203, 204–205</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 8: Lesson 5: Constantine</p>
<p>6.62 Analyze the fall of the Western Roman Empire, including difficulty governing its large territory, political corruption, economic instability, and attacks by Germanic tribes, and identify the continuation of the Eastern Roman Empire as the Byzantine Empire. C, E, G, H, P</p>	<p>SE/TE: Quest: The Fall of Rome, 308; Decline of the Roman Empire, 339–343; Review and Assessment, 356–357 TE only: Quest: The Fall of Rome, 304B Active Journal: Quick Activity: Did the Roman Empire Fall? 201; Take Notes & Practice Vocabulary, 199–200,</p> <p>Digital Sources Lesson Videos: Topic 8: Lesson 5: Why Did the Roman Empire End?</p>