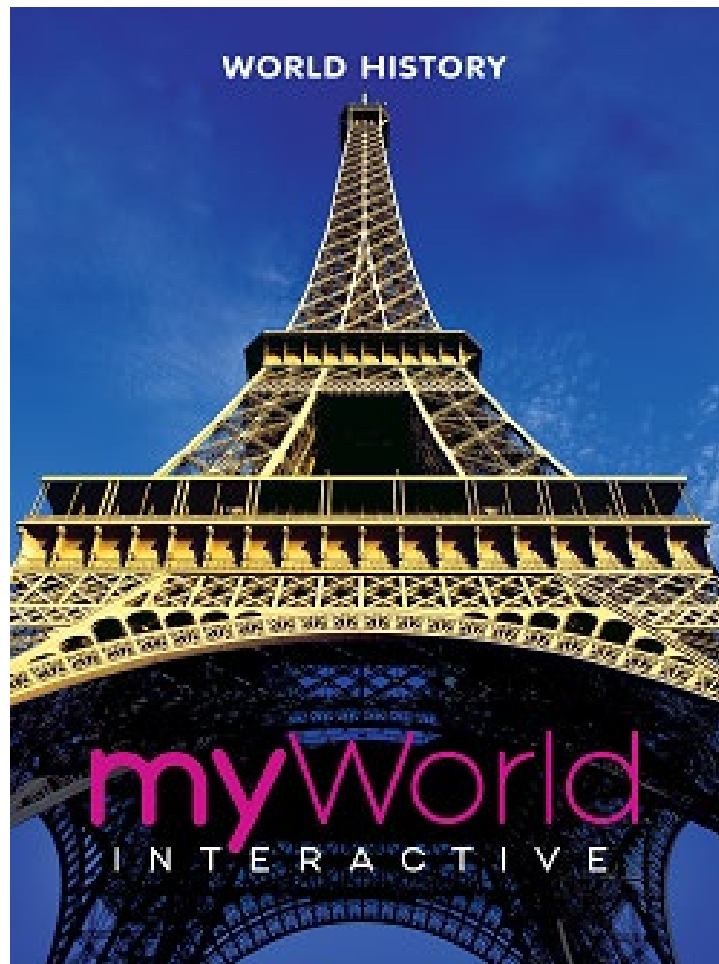


A Correlation of  
**myWorld Interactive World History**  
**©2019**



to the  
**Washington State Learning Standards**  
**for Social Studies 2019**  
**Grade 6**

## A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the Washington State Learning Standards for Social Studies, Grade 6

### Introduction

This document demonstrates how *myWorld Interactive Social Studies, World History, ©2019* meets the Washington State Learning Standards for Social Studies, 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 Edition

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

**Table of Contents**

<b>SSS: Social Studies Skills</b> .....	4
<b>C: Civics</b> .....	8
<b>G: Geography</b> .....	16
<b>H: History</b> .....	19

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<b>SSS: Social Studies Skills</b>	
The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.	
<b>SSS1.6-8:</b> Uses critical reasoning skills to analyze and evaluate claims. Enduring Understanding Social studies skills include the ability to consider multiple viewpoints and weigh the validity of those viewpoints by applying an analysis of evidence.	
<b>SSS1.6-8.1:</b> Analyze positions and evidence supporting an issue or an event.	<p><b>SE/TE:</b>            Quest (Discussion Inquiry): Debate Punishments for Crimes, 44            Analysis Skills: Detect Historical Points of View, 141, 750            Quest (Document–Based Inquiry): Evaluating a Leader’s Legacy, 180            Topic 5: Write an Argument: Use Credible Sources, 201            Analysis Skills: Compare Different Points of View, 250, 411, 807            Quest (Discussion Inquiry): The Fall of Rome, 308            Topic 8: Write Arguments: Distinguish Claims from Opposing Claims, 349            Quest (Discussion Inquiry): Freedom vs. Security, 362            Quest (Discussion Inquiry): Colonizing Planets, 670</p> <p><b>Digital Resources:</b>            Topic 16&gt;Lesson 2&gt;Interactive Primary Source: las Casas, Destruction of the Indies            Topic 17&gt;Lesson 4&gt;Interactive Primary Source: The Declaration of Independence            Topic 19&gt;Lesson 7&gt;Interactive Primary Source: Martin Luther King, Jr., “Letter from Birmingham Jail”            Topic 19&gt;Lesson 8&gt;Interactive Primary Source: Rachel Carson, “Silent Spring”            21st Century Skills Tutorials&gt;Evaluate Existing Arguments</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<p><b>SSS1.6-8.2:</b> Evaluate the logic of reasons for a position on an issue or event.</p>	<p><b>SE/TE:</b>            Evaluate Arguments, ELA 2            Analysis Skills: Assess Credibility of a Source, 163            The Importance of Reason, 258–259            Quest: Discussion Inquiry: Freedom vs. Security?, 362            Primary Sources: Thomas Aquinas, Summa Theologica, 397            How Did Bacon and Descartes Support Inductive Reasoning?, 660–661            The Scientific Method, 661–662            The Spread of Ideas, 752</p> <p><b>Digital Resources:</b>            Topic 6&gt;Lesson 7&gt;Interactive Primary Source: Aristotle, Politics            Topic 15&gt;Lesson 6&gt;Interactive Primary Source: Francis Bacon, The New Method            21st Century Skills Tutorials&gt;Consider and Counter Opposing Arguments</p>
<p><b>SSS2.6-8:</b> Uses inquiry-based research.            Enduring Understanding            The ability to develop questions is the foundation of a rich social studies experience. Then the ability to answer those questions by planning how to find reliable and credible answers to the questions is the next step to initiate an inquiry</p>	
<p><b>SSS2.6-8.1:</b> Create and use research questions to guide inquiry on an issue or event.</p>	<p><b>SE/TE:</b>            Quest (Project–Based Inquiry), 6, 128, 220, 404, 448, 550, 588, 814            Quest: Document–Based Inquiry, 98, 180, 278, 488, 620, 728, 766            Topic 4: Research Paper, 134, 140, 149, 157, 162, 167, 172, 175            Topic 7: Research Paper, 283, 290, 294, 300, 303            Topic 10: Write a Research Paper, 410, 418, 427, 433, 439, 443            Topic 12: Write a Research Paper, 496, 507, 514, 521, 528, 536, 543, 545            Topic 18: Write a Research Paper, 771, 778, 784, 791, 800, 806, 809</p> <p><b>Digital Resources:</b>            21st Century Skills Tutorials&gt;Create a Research Hypothesis</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

<b>Washington State Learning Standards for Social Studies 2019, Grade 6</b>	<b>myWorld Interactive World History ©2019</b>
<p><b>SSS2.6-8.2:</b> Evaluate the breadth, reliability, and credibility of primary and secondary sources to determine the need for new or additional information when researching an issue or event.</p>	<p><b>SE/TE:</b>            Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114, 602            Analysis Skills: Assess Credibility of a Source, 163, 441            Analysis Skills: Draw Sound Conclusions from Sources, 202, 759            Analysis Skills: Update an Interpretation, 265, 559            Also see:            Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875</p> <p><b>Digital Resources:</b>            21st Century Skills Tutorials&gt;Analyze Primary and Secondary Sources            21st Century Skills Tutorials&gt;Evaluate Web Sites</p>
<p><b>SSS3.6-8:</b> Deliberates public issues.            Enduring Understanding            Social studies skills include the ability to debate an issue using civil discourse backed with a range of credible sources.</p>	
<p><b>SSS3.6-8.1:</b> Engage in discussion, analyzing multiple view-points on public issues.</p>	<p><b>SE/TE:</b>            Discuss Your Ideas, ELA 15            Effective Listening, 1            Quest (Discussion Inquiry): Debate Punishments for Crimes, 44            Quest (Discussion Inquiry): The Fall of Rome, 308            Quest (Discussion Inquiry): Freedom vs. Security, 362            Quest (Discussion Inquiry): Colonizing Planets, 670</p> <p><b>Digital Resources:</b>            21st Century Skills Tutorials&gt;Participate in a Discussion or Debate</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<p><b>SSS4.6-8:</b> Creates a product that uses social studies content to support a thesis, and presents the product in an appropriate manner to a meaningful audience. Enduring Understanding Argumentation involves the ability to understand the source-to-evidence relationship, and use evidence to justify a claim and counterclaim.</p>	
<p><b>SSS4.6-8.1:</b> Analyze multiple factors, make generalizations, and interpret sources to formulate a thesis in a paper or presentation, while observing rules related to plagiarism and copyright.</p>	<p><b>SE/TE:</b> Quest (Project-Based Inquiry), 6, 128, 220, 404, 448, 550, 588, 814 Generate Question to Focus Research, 134, 140, 410, 628, 635, 778 Cite Sources, 162 , 433, 528 Develop a Clear Thesis, 283, 375, 514, 557, 594, 791 Use Credible Sources, 329, 367, 418, 466, 640, 656, 699, 784</p> <p><b>Digital Resources:</b> 21st Century Skills Tutorials&gt;Create a Research Hypothesis 21st Century Skills Tutorials&gt;Avoid Plagiarism 21st Century Skills Tutorials&gt;Analyze Primary and Secondary Sources 21st Century Skills Tutorials&gt;Evaluate Web Sites 21st Century Skills Tutorials&gt;Interpret Sources</p>
<p><b>SSS4.6-8.2:</b> Use appropriate format to cite sources within an essay, presentation, and reference page.</p>	<p><b>SE/TE:</b> Cite Sources, 162 , 433, 528 Use Credible Sources, 329, 367, 418, 466, 640, 656, 699, 784</p> <p><b>Digital Resources:</b> 21st Century Skills Tutorials&gt;Avoid Plagiarism</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<b>C: Civics</b>	
The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, state, national, tribal, and international issues, and to demonstrate thoughtful, participatory citizenship.	
<b>C1.6-8:</b> Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.	
<b>C1.6-8.1:</b> Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the United States.	<p><b>SE/TE:</b>            Organizing Roman Law, 355            Signing the Magna Carta, 416–417            Primary Sources: The Magna Carta, 419            The English Bill of Rights, 749            Roots of the Enlightenment, 751–752            The Spread of Ideas, 752            What New Political Ideas Developed?, 753–754            What New Social and Economic Thought Developed?, 754–756            How Did the Enlightenment Affect American Founders?, 756–757            Primary Sources John Locke, Two Treatises of Government, 758</p> <p><b>Digital Resources:</b>            Topic 10&gt;Lesson 2&gt;Lesson Video: The Impact of Magna Carta on the Modern World            Topic 10&gt;Lesson 2&gt;Interactive Primary Source: Magna Carta            Topic 16&gt;Lesson 6&gt;Interactive Primary Source: Mayflower Compact</p>

**SE = Student Edition**

**TE = Teacher Edition**

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



**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<b>C2.6-8:</b> Understands the purposes, organization, and function of governments, laws, and political systems.	
<b>C2.6-8.1:</b> Explain a variety of forms of government from the past or present.	<p><b>SE/TE:</b>            The Significance of Hammurabi’s Code, 56–58, 93            Democracy in Athens, 227–231            Government in Sparta, 234–235            The Senate, 287–288            Dictators, 289            Roman Government and Law, 337–338            Organizing Roman Law, 355            The English Bill of Rights, 749            Founding Documents for a New Nation, 757            Primary Sources John Locke, Two Treatises of Government, 758            Establishing a New Government, 770–771            Absolute Monarchy in Spain and France, 729–737            Absolutism in Russia and Central Europe, 739–743            Rise of Parliament in England, 744–749            How Did Totalitarianism Rise?, 825–826</p> <p><b>Digital Resources:</b>            Topic 5&gt;Lesson 5&gt;Lesson Video: The Bureaucratic Structure of the Han Government            Topic 7&gt;Lesson 2&gt;Lesson Video: Citizenship in Rome            Topic 19&gt;Lesson 2&gt;Lesson Video: The Nature of Totalitarianism</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<b>C3.6-8:</b> Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.	
<b>C3.6-8.1:</b> Analyze how societies have interacted with one another.	<p><b>SE/TE:</b>  <i>This standard is met throughout the program. Representative lessons include the following:</i>            Trade in the Nile Valley, 116–117            Christianity Spreads, 370–375            The Crusades, 420–427            The Reconquista, 428–433            Expansion of the Muslim World, 459–466            Primary Sources: Ibn Battuta, Travels in Asia and Africa, 1325–1354, 601            Primary Sources: Vasco da Gama, Journal, 679            The Conquest of the Aztec and Incan Empires, 680–685            Impact of Global Trade, 700–706            Imperialism, 793–800            Changes to Society, 803            European Migration, 797, 804            India and Pakistan, 843–844            Israel and Its Neighbors, 853–854            Continuing Conflicts, 857–862</p> <p><b>Digital Resources:</b>            Topic 6&gt;Lesson 8&gt;Lesson Video: Cultural Exchange in the Hellenistic Age            Topic 9&gt;Lesson 2&gt;Lesson Video: The Spread of Christianity to Northern Europe            Topic 19&gt;Lesson 7&gt;Lesson Video: Two Examples of Ethnic Conflict</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<p><b>C4.6-8:</b> Understands civic involvement.</p> <p><b>C4.6-8.1:</b> Describe the historical origins of civic involvement.</p>	<p><b>SE/TE:</b></p> <p>Quest (Project–Based Inquiry): The Influence of Ancient Greece, 220            “The Framework of Greek Life”, 226            Quest (Discussion Inquiry): Freedom vs. Security, 362            Quest (Document–Based Inquiry): The Roman Influence, 278            What Was the Forum?, 281            Founding the Republic, 282            What Were the Principles of Roman Government?, 285–286            Analyze Charts: Three Branches of Roman Government, 286            Rights and Responsibilities, 287            How Did the Romans Set an Example?, 290            Government by Citizens, 337–338            Humanism, 625            Individualism, 626            Magna Carta, 403, 416–417, 418, 419, 549            Mayflower Compact, 709            The English Bill of Rights, 749            Roots of the Enlightenment, 751–752            Founding Documents for a New Nation, 757            Establishing a New Government, 770–771</p> <p><b>Digital Resources:</b></p> <p>Topic 6&gt;Lesson 2&gt;Lesson Video: The Athenian Concept of Citizenship            Topic 7&gt;Lesson 2&gt;Lesson Video: Citizenship in Rome            Topic 17&gt;Lesson 4&gt;Lesson Video: Ideas of the Enlightenment</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<b>E: Economics</b>	
The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.	
<b>E1.6-8:</b> Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.	
<p><b>E1.6-8.1:</b> Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.</p>	<p><b>SE/TE:</b>            Analysis Skills: Interpret Economic Performance, 295, 707            Analysis Skills: Conduct a Cost–Benefit Analysis, 350            Also see:            Agricultural Techniques Create a Surplus, 101            Trade in the Nile Valley, 116–117            Indus Valley: Trade, 132            Economy and Technology, 188            The Greek Economy, 241–242            Trade and the Roman Economy, 314–315            An Economic Revolution, 493–494            How Did Cities and Trade Grow? 468–470            How Did Trade Fuel Prosperity? 494–495            Revival of Trade, 503            A Commercial Revolution in Europe, 703–705</p> <p><b>Digital Resources:</b>            Topic 16&gt;Lesson 4&gt;Lesson Video: Struggle to Control the Spice Trade            Topic 16&gt;Lesson 5&gt;Lesson Video: The Commercial Revolution in Europe            Topic 18&gt;Lesson 4&gt;Lesson Video: Innovations of the First Industrial Revolution</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<b>E2.6-8:</b> Understands how economic systems function.	
<p><b>E2.6-8.1:</b> Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.</p>	<p><b>SE/TE:</b>  <i>This standard is met throughout the program. Representative lessons include the following:</i>            Where Were the First Centers of Agriculture?, 28            Farming and Manufacturing, 67            Agricultural Techniques Create a Surplus, 101            Bronze Metalworking, 184            Economy and Technology, 188            A Major Trade Route, 206–207            Industry &amp; Controlling Production and Prices, 210–211            Trade and the Roman Economy, 314–315            How Did Cities and Trade Grow? 468–470            An Economic Revolution, 493–494            How Did Trade Fuel Prosperity? 494–495            A Commercial Revolution in Europe, 703–705            How Did Colonial Economies Work?, 712–713            Big Business, 802–803            What New Economic Powers Emerged?, 864–865            What Are Free Trade Agreements?, 865–866</p> <p><b>Digital Resources:</b>            Topic 16&gt;Lesson 5&gt;Lesson Video: The Commercial Revolution in Europe            Topic 18&gt;Lesson 4&gt;Lesson Video: Innovations of the First Industrial Revolution</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

<b>Washington State Learning Standards for Social Studies 2019, Grade 6</b>	<b>myWorld Interactive World History ©2019</b>
<p><b>E2.6-8.2:</b> Explain how scarce resources have affected international trade in the past or present.</p>	<p><b>SE/TE:</b> Key Features of Capitalism (supply, demand, scarcity), 703 Also see: Trade in the Nile Valley, 116–117 Indus Valley: Trade, 132 A Major Trade Route, 206–207 Trade and the Roman Economy, 314–315 The Revival of Towns and Trade, 383 How Did Cities and Trade Grow? 468–470 How Did Trade Fuel Prosperity? 494–495 Revival of Trade, 503 Trade in West and East African Kingdoms, 614 Trade Goods, 697 A Commercial Revolution in Europe, 703–705 The Atlantic Slave Trade, 715–721 What Are Free Trade Agreements?, 865–866</p> <p><b>Digital Resources:</b> Topic 8&gt;Lesson 1&gt;Lesson Video: Trade in the Roman Empire Topic 16&gt;Lesson 4&gt;Lesson Video: Struggle to Control the Spice Trade</p>
<p><b>E3.6-8:</b> Understands the government’s role in the economy.</p>	
<p><b>E3.6-8.1:</b> Explain the role of government in the world’s economies through the creation of money, taxation, and spending in the past or present.</p>	<p><b>SE/TE:</b> The Political Order in Egypt (Taxation), 102 Building a Government, 161 Paper money, 192, 503 Rights and Responsibilities, 287 Economic Problems Worsen, 340 How Manors Were Managed, 382 Economy, 573 Cardinal Richelieu Takes Power, 733 Charles I Takes Power, 745 What New Economic Powers Emerged?, 864 International Monetary Fund (IMF), 866</p> <p><b>Digital Resources:</b> 21st Century Skills Tutorials&gt;Paying Taxes</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

<b>Washington State Learning Standards for Social Studies 2019, Grade 6</b>	<b>myWorld Interactive World History ©2019</b>
<b>E4.6-8:</b> Understands the economic issues and problems that all societies face.	
<b>E4.6-8.1:</b> Explain the distribution of wealth and sustainability of resources in the world.	<p><b>SE/TE:</b>            Developed and Developing Nations, 863            Economic Organizations, 866            What Are the Challenges of Globalization?, 866–867            A New Economic Crisis Strikes, 867            Competition for Resources, 869–871            Access to Safe Water, 871            Pollution and Waste, 871            Deforestation and Desertification &amp; Analyze Images, 872            The Issue of Climate Change, 872–873</p> <p><b>Digital Resources:</b>            Topic 19&gt;Lesson 8&gt;Interactive Primary Source: Rachel Carson, “Silent Spring”            Topic 19&gt;Lesson 8&gt;Lesson Video: Globalization</p>
<b>E4.6-8.2:</b> Explain barriers to trade and how those barriers influence trade among nations.	<p><b>SE/TE:</b>            Analysis Skills: Interpret Economic Performance (Mercantilism/Tariffs), 707            A Global Depression, 824            What Are Free Trade Agreements?, 865–866            Also see:            Silk Road, 203, 210, 332, 470, 490, 494, 503, 507            Revival of Towns and Trade, 383            How Did Trade Fuel Prosperity? 494–495            Trading States of East Africa, 603–606</p> <p><b>Digital Resources:</b>            Topic 16&gt;Lesson 4&gt;Lesson Video: Struggle to Control the Spice Trade</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<b>G: Geography</b>	
The student uses a spatial perspective to make reasoned decisions by applying the concept of location, region, and movement, and demonstrating knowledge of how geographic features and human cultures impact environment.	
<b>G1.6-8:</b> Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.	
<b>G1.6-8.1:</b> Construct and analyze maps using scale, direction, symbols, legends, and projections to gather information.	<p><b>SE/TE:</b> Analysis Skills: Interpret Thematic Maps, 173, 574            Quest (Project-Based Inquiry): Be a Map-Maker, 550            Maps (examples), 4, 17, 46, 73, 93, 100, 116, 127, 136, 169, 179, 205, 218, 222, 235, 248, 276, 280, 306, 311, 321, 361, 378, 399, 406, 430, 446, 460, 487, 499, 541, 561, 577, 587, 604, 622, 665, 669, 697, 713, 723, 726, 741, 765, 783, 812, 822, 832, 853</p> <p><b>Digital Sources:</b>            21st Century Skills Tutorials&gt;Create Charts and Maps            21st Century Skills Tutorials&gt;Use Parts of a Map            21st Century Skills Tutorials&gt;Read Physical Maps            21st Century Skills Tutorials&gt;Read Political Maps            21st Century Skills Tutorials&gt;Read Special Purpose Maps</p>
<b>G1.6-8.2:</b> Identify the location of places and regions in the world and understand their physical and cultural characteristics.	<p><b>SE/TE:</b>  <i>This standard is met throughout the program. Representative lessons include the following:</i>            Introduction The Fertile Crescent and its Neighbors, 43            Analysis Skills: Identify Physical and Cultural Features, 108, 389            Spread of Hinduism, 148            Geography of Ancient Greece, 222            Introduction Expansion of the Roman Empire, to 118 CE, 307            Population Centers of Europe, 389            The Holy Roman Empire, 900s, 406            Population Shifts, 493            Introduction Civilizations of the Olmec, Maya, Aztec, and Inca, 548            Early West African Empires, 599            European Land Claims in North America, 713            Latin America, 765            The Middle East, 1920s, 822</p>

**SE = Student Edition**

**TE = Teacher Edition**

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



**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<p><b>Continued:</b>  <b>G1.6-8.2:</b> Identify the location of places and regions in the world and understand their physical and cultural characteristics.</p>	<p><b>Continued:</b>  <b>Digital Resources:</b>                      Topic 4&gt;Lesson 4&gt;Lesson Video: Teachings and Spread of Buddhism                      Topic 7&gt;Lesson 1&gt;Lesson Video: Rome's Founding and Early Days                      Topic 10&gt;Lesson 4&gt;Lesson Video: Interaction of Christians, Muslims, and Jews in Muslim Spain</p>
<p><b>G2.6-8:</b> Understands human interaction with the environment.</p>	
<p><b>G2.6-8.1:</b> Explain and analyze how the environment has affected people and how people have affected the environment in world history.</p>	<p><b>SE/TE:</b>  <i>This standard is met throughout the program. Representative lessons include the following:</i>                      How Did People First Modify the Environment?, 25                      The Nile River Valley, 99–100                      The Indus Valley Civilization, 129–134                      The Huang Valley, 181–184                      How Did Geography Set Japan Apart? 516–517                      Settlement and Geography of the Americas, 551–552                      Environmental Diversity, 552                      Trading States of East Africa, 603–606                      Water resources (Africa), 859                      Environmental issues in India and China, 865                      What Are the Challenges of Globalization?, 866–867                      Earth's Water Supply, 870                      Water in developing countries, 871                      Deforestation and Desertification &amp; Analyze Images, 872</p> <p><b>Digital Resources:</b>                      Topic 1&gt;Lesson 3&gt;Lesson Video: The Agricultural Revolution                      Topic 13&gt;Lesson 1&gt;Lesson Video: Development of Cities in Mesoamerica                      Topic 16&gt;Lesson 4&gt;Lesson Video: Struggle to Control the Spice Trade                      Topic 18&gt;Lesson 4&gt;Lesson Video: Innovations of the First Industrial Revolution</p>

SE = Student Edition

TE = Teacher Edition

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

<b>Washington State Learning Standards for Social Studies 2019, Grade 6</b>	<b>myWorld Interactive World History ©2019</b>
<p><b>G2.6-8.2:</b> Explain the geographic factors that influence the movement of groups of people in world history.</p>	<p><b>SE/TE:</b> <i>This standard is met throughout the program. Representative lessons include the following:</i> Humans Spread Out, 15–19 What Was the Diaspora? 86–87 Indo–Aryan Migrations, 136, 141 The Crusades, 420–427 Quest (Project–Based Inquiry): Growth of Muslim Empires, 448 Expansion of the Muslim World, 459–466 The Voyages of Zheng He, 506–511 Settlement and Geography of the Americas, 551–552 Voyages of Discovery, 671–678 The Trade in Enslaved Africans, 1450–1900, 717–722 European Migration, 797, 804 Refugees, 856</p> <p><b>Digital Resources:</b> Topic 10&gt;Lesson 4&gt;Lesson Video: Interaction of Christians, Muslims, and Jews in Muslim Spain Topic 16&gt;Lesson 7&gt;Lesson Video: Causes of the Atlantic Slave Trade Topic 18&gt;Lesson 5&gt;Lesson Video: Imperialism in Africa and Asia</p>
<p><b>G3.6-8:</b> Understands the geographic context of global issues and events.</p>	
<p><b>G3.6-8.1:</b> Explain how learning about the geography of the world helps us understand global issues such as diversity, sustainability, and trade.</p>	<p><b>SE/TE:</b> Water Resources (Africa), 859 Environmental Issues in India and China, 865 What Are Free Trade Agreements?, 865–866 What Are the Challenges of Globalization?, 866–867 Competition for Resources, 869–871 Access to Safe Water, 871 Pollution and Waste, 871 Deforestation and Desertification &amp; Analyze Images, 872 The Issue of Climate Change, 872–873</p> <p><b>Digital Resources:</b> Topic 19&gt;Lesson 8&gt;Interactive Primary Source: Rachel Carson, “Silent Spring” Topic 19&gt;Lesson 8&gt;Lesson Video: Globalization</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<b>H: History</b>	
The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington state, tribal, United States, and world history in order to evaluate how history shapes the present and future.	
<b>H1.6-8:</b> Understands historical chronology.	
<b>H1.6-8.1:</b> Analyze different cultural measurements of time.	<p><b>SE/TE:</b>            For related material see:            How Are Ancient Remains Dated?, 8            What Is the “Oldest One”?, 10            Analysis Skills: Relate Events in Time, 15, 376            Analysis Skills: Construct a Timeline, 91, 467            Analysis Skills: Analyze Sequence, Causation, and Correlation, 301, 650            Quest (Project–Based Inquiry): Create an Oral History, 588            Quest (Document–Based Inquiry): Dateline: Revolution, 766            Quest (Project–Based Inquiry): Science/Technology Timeline, 814            Also see the Interactive Timeline Activity found in the beginning pages of each Topic, for examples: 4–5, 126–127, 226–227, 446–447, 764–765</p>
<b>H1.6-8.2:</b> Explain how the rise of civilizations defines eras in world history in two or more regions of the world.	<p><b>SE/TE:</b>            Quest (Project–Based Inquiry): Design a Village, 6            The Rise of Civilizations, 33–37            Civilization Emerges in Mesopotamia, 45–51            Egypt Under the Pharaohs, 99–106            The Indus Valley Civilization, 129–133            Compare and Contrast, 134            The Huang Valley, 181–184</p> <p><b>Digital Resources:</b>            Topic 1&gt;Lesson 5&gt;Lesson Video: What Makes a Civilization?            Topic 2&gt;Lesson 1&gt;Lesson Video: Adapting to Life in Mesopotamia            Topic 4&gt;Lesson 1&gt;Lesson Video: Indus Valley Achievements            Topic 5&gt;Lesson 2&gt;Lesson Video: The Dynastic Cycle and the Mandate of Heaven</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

<b>Washington State Learning Standards for Social Studies 2019, Grade 6</b>	<b>myWorld Interactive World History ©2019</b>
<b>H1.6-8.3:</b> Explain how the rise of civilizations defines two or more eras, such as:	
<b>H1.6-8.3.a:</b> 8,000 BCE to 500 BCE	<p><b>SE/TE:</b>            Quest (Project-Based Inquiry): Design a Village, 6            The Rise of Civilizations, 33–37            Civilization Emerges in Mesopotamia, 45–51            Egypt Under the Pharaohs, 99–106            The Indus Valley Civilization, 129–133            Compare and Contrast, 134            The Huang Valley, 181–184</p> <p><b>Digital Resources:</b>            Topic 1&gt;Lesson 5&gt;Lesson Video: What Makes a Civilization?            Topic 2&gt;Lesson 1&gt;Lesson Video: Adapting to Life in Mesopotamia            Topic 4&gt;Lesson 1&gt;Lesson Video: Indus Valley Achievements            Topic 5&gt;Lesson 2&gt;Lesson Video: The Dynastic Cycle and the Mandate of Heaven</p>
<b>H1.6-8.3.b:</b> 500 BCE to 500 CE	<p><b>SE/TE:</b>            The Roman Republic Rises, 279–283            Primary Sources: Livy, History of Rome, 284            Government of the Republic, 285–290            Society in the Republic, 291–294            Analysis Skill: Interpret Economic Performance, 295            The Republic Struggles, 296–300            The Roman Empire Begins, 309–315            Primary Sources: Augustus, The Deeds of the Divine Augustus, 316            Analysis Skill: Identify Central Issues and Problems, 317            Origins of Christianity, 318–323            Roman Culture and Its Legacy, 331–338            Decline of the Roman Empire, 339–343</p> <p><b>Digital Resources:</b>            Topic 7&gt;Lesson 1&gt;Lesson Video: Rome’s Founding and Early Days            Topic 8&gt;Lesson 1&gt;Lesson Video: Trade in the Roman Empire            Topic 8&gt;Lesson 5&gt;Lesson Video: Why Did the Roman Empire End?</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<p><b>H1.6-8.3.c:</b> 500 CE to 1600 CE</p>	<p><b>SE/TE:</b>            The Early Middle Ages in Europe, 363–367            Primary Sources: Einhard, <i>The Life of Charlemagne</i>, 368            Feudalism and the Manor Economy, 377–382            Revival of Towns and Trade, 383–388            The Church and Medieval Culture, 390–396            Conflicts Between Popes and Monarchs, 405–410            England Takes Shape, 412–418            Primary Sources: The Magna Carta, 419            The Crusades, 420–427            The Reconquista, 428–433            Decline of Medieval Society, 434–439            Origins of Islam, 449–452            Expansion of the Muslim World, 459–466            Achievements of Islamic Civilization, 468–474            The Mongol and Ming Empires, 498–507            Emergence of Japan, 516–521            Japanese Feudalism, 522–528</p> <p><b>Digital Resources:</b>            Topic 9&gt;Lesson 1&gt;Lesson Video: The Impact of Charlemagne            Topic 10&gt;Lesson 3&gt;Lesson Video: Causes of the First Crusade            Topic 10&gt;Lesson 4&gt;Lesson Video: Interaction of Christians, Muslims, and Jews in Muslim Spain            Topic 12&gt;Lesson 2&gt;Lesson Video: The Growth and Importance of the Mongol Empire</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

Washington State Learning Standards for Social Studies 2019, Grade 6	myWorld Interactive World History ©2019
<p><b>H2.6-8:</b> Understands and analyzes causal factors that have shaped major events in history.</p>	
<p><b>H2.6-8.1:</b> Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p>	<p><b>SE/TE:</b>  <i>This standard is met throughout the program. Representative lessons include the following:</i>            Early History of the Jewish People, 83–90            David and Solomon, 84–85            Thutmose III, 106            A Pampered Youth, 151–152            A Search for Truth, 152–153            Get Ready to Read, 164            Asoka Rises to Power, 164–165            Life of a Philosopher, 192–193            The Legend of Laozi, 194            Primary Sources: Confucius, The Analects, 196            Quest (Project–Based Inquiry): The Influence of Ancient Greece, 220            Ancient Greek Beliefs and Arts, 251–256            Roman Culture and Its Legacy, 331–338            Joan of Arc Inspires the French, 436            Expansion of the Muslim World, 459–466            Quest (Document–Based Inquiry): A Strong Influence, 488            African Traditions, 607–611            Arts and Literature of the Renaissance, 629–635            Francis Bacon, 660–661</p> <p><b>Digital Resources:</b>            Topic 11&gt;Lesson 4&gt;Lesson Video: Importance and Preservation of Learning in the Muslim World            Topic 18&gt;Lesson 2&gt;Lesson Video: Napoleon’s Impact on Europe            Topic 18&gt;Lesson 4&gt;Interactive Biography&gt;Karl Marx            Topic 19&gt;Lesson 3&gt;Interactive Primary Source: Anne Frank, “Diary of a Young Girl”            Topic 19&gt;Lesson 5&gt;Interactive Biography&gt;Martin Luther King, Jr.</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

<b>Washington State Learning Standards for Social Studies 2019, Grade 6</b>	<b>myWorld Interactive World History ©2019</b>
<b>H3.6-8:</b> Understands that there are multiple perspectives and interpretations of historical events.	
<b>H3.6-8.1:</b> Analyze and interpret historical materials from a variety of perspectives in world history.	<p><b>SE/TE:</b>            Quest (Project–Based Inquiry), 6, 128, 220, 404, 448, 550, 588, 814            Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 357, 399, 443, 483, 545, 583, 615, 665, 723            Quest: Document–Based Inquiry, 98, 180, 278, 488, 620, 728, 766            Analysis Skills:            Detect Historical Points of View, 141, 750            Cite Sources, 162 , 433, 528            Analysis Skills: Compare Different Points of View, 250, 411, 807            Use Credible Sources, 329, 367, 418, 466, 640, 656, 699, 784</p> <p><b>Digital Resources:</b>            21st Century Skills Tutorials&gt;Analyze Primary and Secondary Sources            21st Century Skills Tutorials&gt;Evaluate Web Sites            21st Century Skills Tutorials&gt;Interpret Sources</p>
<b>H3.6-8.2:</b> Analyze multiple causal factors to create and support a claim about major events in world history.	<p><b>SE/TE:</b>            Analysis Skills: Distinguish Cause and Effect, 53, 537            Cause and Effect (Examples), 45, 68, 74, 130, 147, 172, 412, 416, 447, 761, 777, 820, 836, 843, 883, 899, 904            Analysis Skills: Recognize the Role of Chance, Error, and Oversight, 65, 530            Quest (Discussion Inquiry): The Fall of Rome, 308            Analysis Skills: Identify Central Issues and Problems, 317</p> <p><b>Digital Resources:</b>            21st Century Skills Tutorials&gt;Analyze Cause and Effect</p>

**SE = Student Edition**

**TE = Teacher Edition**

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

**A Correlation of myWorld Interactive World History, Survey Edition, ©2019 to the  
Washington State Learning Standards for Social Studies, Grade 6**

<b>Washington State Learning Standards for Social Studies 2019, Grade 6</b>	<b>myWorld Interactive World History ©2019</b>
<b>H4.6-8:</b> Understands how historical events inform analysis of contemporary issues and events.	
<b>H4.6-8.1:</b> Analyze how a historical event in world history helps us to understand contemporary issues and events.	<p><b>SE/TE:</b>            Analysis Skills: Relate Events in Time, 15, 376            Ancient Greek Learning, 258–264            Analysis Skills: Update an Interpretation, 265, 559            Analysis Skills: Analyze Sequence, Causation, and Correlation, 301, 650            Roman Culture and Its Legacy, 331–338            Achievements of Islamic Civilization, 468–474            Legacy of the Protestant Reformation, 651–656            The Scientific Revolution, 657–662            Quest (Project–Based Inquiry):            Science/Technology Timeline, 814</p> <p><b>Digital Resources:</b>            Topic 8&gt;Lesson 4&gt;Lesson Video: Rome’s Cultural Gifts            Topic 11&gt;Lesson 4&gt;Lesson Video: Importance and Preservation of Learning in the Muslim World            Topic 18&gt;Lesson 4&gt;Lesson Video: Innovations of the First Industrial Revolution</p>

©2020 Savvas Learning Company LLC.

**SE = Student Edition**

**TE = Teacher Edition**

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