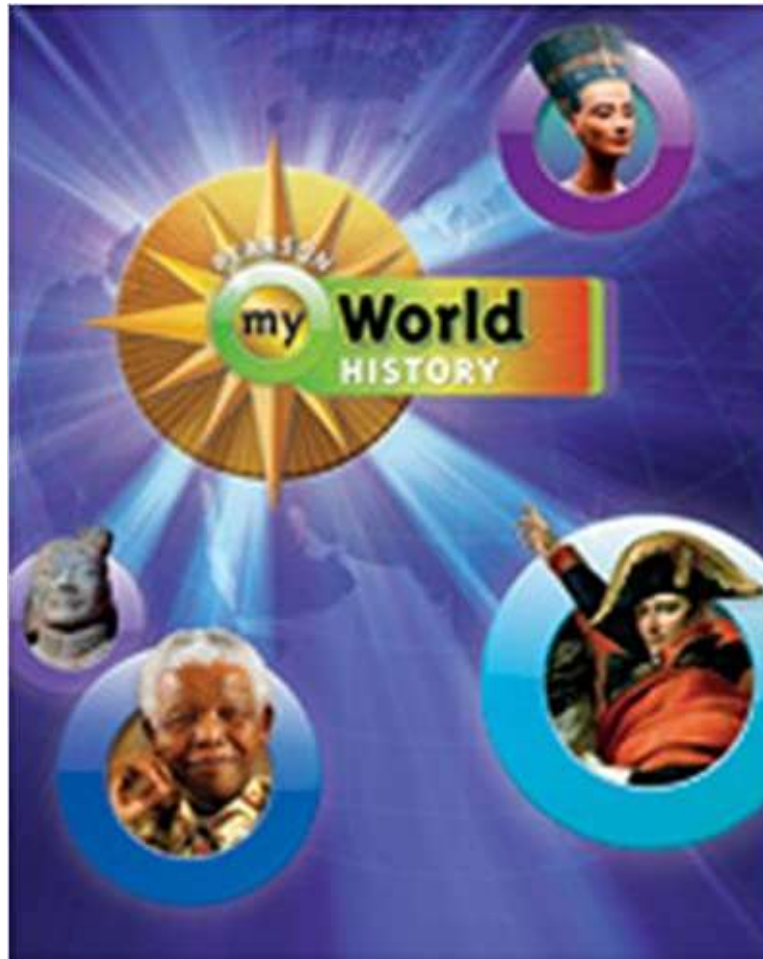


A Correlation of
myWorld History



to the
**Washington Social Studies
Learning Standards
Grade 6**

A Correlation of myWorld History to the Washington Social Studies Learning Standards, Grade 6

Introduction

This document demonstrates *how myWorld History, Survey Edition* meets the Washington State K–12 Learning Standards for Social Studies Grade 6. Correlation page references are to the Student Edition and Teacher ProGuides.

- Welcome to **myWorld History™**! Take your classroom on a virtual exploration through history with this exciting, new, digitally-robust social studies program from
- **myWorld History** engages 21st century learners by integrating myWorldHistory.com and the Student Edition with the goal of connecting history to their lives today.
- **Connect** Watch your students connect to engaging stories from some of the most compelling and eventful times in the history of our world through myStory.
- **Experience** Students will journey through time without leaving the classroom with myWorldHistory.com where they will actively experience the history of the world in which they live.
- **Understand** Informal and formal assessment options, both in print and online, provide students with multiple ways to demonstrate mastery of important concepts.

Units found in myWorldHistory.com myWorld History™ Survey Edition:

- Unit 1:** Origins
- Unit 2:** The Ancient Near East
- Unit 3:** Ancient India and China
- Unit 4:** Ancient Greece
- Unit 5:** Ancient Rome
- Unit 6:** The Byzantine Empire and Islamic Civilization
- Unit 7:** African and Asian Civilizations
- Unit 8:** Civilizations of the Americas
- Unit 9:** Europe in the Middle Ages
- Unit 10:** The Rise of Europe
- Unit 11:** The Early Modern World
- Unit 12:** The Modern World

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SSS: Social Studies Skills	
The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.	
SSS1.6-8: 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.	
SSS1.6-8.1: Analyze positions and evidence supporting an issue or an event.	<p>SE/PG: Document-Based Questions, 165, 269, 999 Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775, 822, 867, 883, 905, 969, 970, 989, 997 Primary Source: Polytheism and Monotheism, 190–191 Debate the Digital Future, 788-789 Connect Past and Current Events, 884-885 What Are the Consequences of Free Trade? 988 Youth Conference for Change, 999 The Impact of Industry and Technology, 1000-1001 Be a Media Watchdog, 1002-1003</p> <p>PG only: <i>Core Concepts:</i> Debate and Defend, T31 (compare two economic systems) <i>Europe in the Middle Ages:</i> Medieval Debate, T22 (role of women) <i>The Modern World:</i> Great Conflicts in History (Rubric for arguments), T60–T61 <i>The Modern World:</i> Youth Conference for Change, T77-T79</p> <p>Digital Resources: 21st Century Skills>Compare Viewpoints; Consider and Counter Opposing Arguments</p>

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<p>SSS1.6-8.2: Evaluate the logic of reasons for a position on an issue or event.</p>	<p><i>Students can take positions on an issue or an event in the following activities.</i></p> <p>SE/PG:</p> <p>21st Century Learning: Discuss, 189, 823 21st Century Learning: Debate (evaluate the pros and cons of digital products), 788–789 Solve Problems, 99, 249, 597, 971</p> <p>PG only:</p> <p><i>Core Concepts:</i> Debate and Defend, T31 (compare two economic systems) <i>Europe in the Middle Ages:</i> Medieval Debate, T22 (role of women)</p> <p>Digital Resources:</p> <p>21st Century Skills>Participate in a Discussion or Debate</p>
<p>SSS2.6-8: 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>SSS2.6-8.1: Create and use research questions to guide inquiry on an issue or event.</p>	<p>SE/PG:</p> <p>21st Century Learning: Hold an Agricultural Fair, 102-103 21st Century Learning: Solve a Water Shortage, 192-193 21st Century Learning: Develop Cultural Awareness, 229 21st Century Learning: Solve Problems, 249 21st Century Learning: Plan a Cultural Web Site, 292-293 21st Century Learning: Give an Effective Presentation (research Greek colonization), 323 21st Century: Evaluate Web Sites, 353 21st Century Learning: Plan a Museum Exhibit, 356-357 21st Century Learning: Search for Information on the Internet (research Roman deities), 385 21st Century Learning: Give an Effective Presentation (research a Roman emperor), 543</p>

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<p>Continued: SSS2.6-8.1: Create and use research questions to guide inquiry on an issue or event.</p>	<p>Continued: 21st Century Learning: Search for Information on the Internet, 477 21st Century Learning: Children’s Book (research your topic), 480–481 21st Century Learning: Analyze Media Content (research griots), 511 21st Century Learning: Give an Effective Presentation (research Chinese innovation), 543 21st Century Learning: Script a Documentary, 620–621 21st Century Learning: Connect Past and Current Events, 884–885</p> <p>Digital Resources: <i>21st Century Learning Skills</i>>Create a Research Hypothesis>Evaluate Web Sites>Write an Essay</p>
<p>SSS2.6-8.2: 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><i>All chapter assessments and unit assessments include opportunities to explore primary and secondary sources.</i></p> <p>SE/PG: Historical Sources, 6–7 Primary Sources, 100–101, 190–191, 290–291, 354–355, 422–423, 478–479, 572–573, 618–619, 702–703, 786–787, 882–883, 1000–1001 Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785, 823, 851, 881, 921, 949, 971, 999</p> <p>PG only: Primary Source Lesson Plan (examples): <i>Unit 2: The Ancient Near East</i>, T88–T89 <i>Unit 4: Ancient Greece</i>, T62–T63 <i>Unit 6: The Byzantine Empire and Islamic Civilization</i>, T56–T57 <i>Unit 8: Civilizations of the Americas</i>, T38–T39 <i>Unit 10: The Rise of Europe</i>, T80–T81 <i>Unit 12: The Modern World</i>, T92–T93</p>

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<p>Continued: SSS2.6-8.2: 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>Continued: Digital Resources: <i>21st Century Skills</i>>Analyze Primary and Secondary Sources</p>
<p>SSS3.6-8: 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>SSS3.6-8.1: Engage in discussion, analyzing multiple view-points on public issues.</p>	<p>SE/PG: Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775, 822, 867, 883, 905, 969, 970, 989, 997 Analyze Media Content, 39, 1002–1003 21st Century Learning: Cultural Awareness, 677</p> <p>PG only: <i>The Byzantine Empire and Islamic Civilization: Can We Talk?</i> T16–T17 (viewpoints of Roman Catholics and Orthodox) <i>The Rise of Europe: A Poem for Two Voices</i>, T70–T71 (Compare viewpoints of Spanish soldiers and Native Americans) <i>The Early Modern World: Gallery of Thoughts</i>, T88–T89 (causes and effects of French Revolution; compare viewpoints)</p> <p>Digital Resources: <i>21st Century Skills</i>>Compare Viewpoints>Participate in a Discussion or Debate</p>

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<p>SSS4.6-8: 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>SSS4.6-8.1: 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><i>The text provides multiple opportunities for students to interpret sources and present the information in a variety of formats. For examples see:</i></p> <p>SE/PG:</p> <p>21st Century Learning: Hold an Agricultural Fair, 102-103</p> <p>21st Century Learning: Solve a Water Shortage, 192-193</p> <p>21st Century Learning: Plan a Cultural Web Site, 292-293</p> <p>21st Century Learning: Give an Effective Presentation (research Greek colonization), 323</p> <p>21st Century Learning: Plan a Museum Exhibit, 356-357</p> <p>21st Century Learning: Search for Information on the Internet (research Roman deities), 385</p> <p>21st Century Learning: Children’s Book (research your topic), 480–481</p> <p>21st Century Learning: Script a Documentary, 620–621</p> <p>21st Century Learning: Connect Past and Current Events, 884–885</p> <p>Digital Resources:</p> <p><i>21st Century Learning Skills</i>>Create a Research Hypothesis>Evaluate Web Sites>Analyze Primary and Secondary Sources</p>

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SSS4.6-8.2: Use appropriate format to cite sources within an essay, presentation, and reference page.	<p>Students can use appropriate format for citing sources with the following activities.</p> <p>SE/PG: Historical Sources, 6-7 Search for Information on the Internet, 102–103 Give an Effective Presentation, 424–425</p> <p>PG only: Core Concepts: Religion Research, T41</p> <p>Digital Resources: <i>21st Century Skills</i>>Avoid Plagiarism</p>
C: Civics	
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.	
C1.6-8: Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.	
C1.6-8.1: Explain how early works such as the Code of Justinian or the Magna Carta contributed to foundational documents of the United States.	<p>SE/PG: Justinian’s Code, 441, 445 Magna Carta, 662–663 The Declaration, 870 21st Century Learning: Develop Cultural Awareness (compare Byzantine government with another government), 445</p> <p>PG only: <i>Europe in the Middle Ages:</i> Enrichment: Magna’s Carta Lasting Legacy, T42</p>

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C2.6-8: Understands the purposes, organization, and function of governments, laws, and political systems.	
C2.6-8.1: Explain a variety of forms of government from the past or present.	<p>A variety of governmental structures are explored in the text. For examples see:</p> <p>SE/PG:</p> <p>Foundations of Government, 20–21 Political Systems, 22–23 Political Structures, 24–25 21st Century Learning: Analyze Media Content, 39 Assessment: Compare and Contrast, 39 Oligarchies, 313 Tyranny, 314 Democracy, 314–317 The Government of the Republic, 370–375 Muslim Empires, 460-467 Feudalism in Japan, 557 Maya Civilization, 584-586 Absolute Monarchy, 592, 828–831, 832–837, 838–841, 842–843 The Development of European Feudalism, 640-645 Theocracy, 744, 1046 Parliamentary System, 663, 844–845, 846–849, 868–869, 1039 United Nations, 956–957, 984–985</p> <p>PG only:</p> <p><i>Core Concepts:</i> Political Systems, T20 <i>Core Concepts:</i> Political Structures, T22</p>

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C3.6-8: Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.	
C3.6-8.1: Analyze how societies have interacted with one another.	<p><i>This objective is covered in detail throughout the text, for examples see:</i></p> <p>SE/PG:</p> <p>Core Concepts Handbook: Trade, 34-35 The Phoenicians, 132–137 Egypt and Nubia, 158–163 Alexander’s Empire, 334–337 The Roman Empire, 390–395 Muslim Empires, 460–467 A Trading Empire, 488–493 Religious Crusades, 664–67 The Growth of Trade, 776–783 European Colonization, 792–823 World War I, 926–931 World War II, 940–947 International Organizations, 984-985 The New Global Economy, 987- 989</p> <p>PG only:</p> <p><i>Core Concepts:</i> Fair Trade, T90 <i>African and Asian Civilizations:</i> Trade With Other Lands, T35–T37 <i>The Early Modern World:</i> Competing Claims, T16–T17 (European claims to lands) <i>The Early Modern World:</i> Enrichment: French and British Rivalry in North America, T24 <i>The Modern World:</i> Enrichment: The Treaty of Versailles, T42 <i>The Modern World:</i> Great Conflicts in History, T59–T61 <i>The Modern World:</i> Between Conflict and Peace, T82–T83 (Conflict between countries)</p>

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C4.6-8: Understands civic involvement.	
C4.6-8.1: Describe the historical origins of civic involvement.	<p>SE/PG: Citizenship, 26–27 Hammurabi’s Code, 121–123 Before Democracy, 312–314 Power of the People (Greece), 314–315 Athenian Democracy at Work, 315–317 Document-Based Questions, 323 Rome: From Monarchy to Republic, 366 The Government of the Republic, 370–375 Roman Law, 401 Justinian’s Code, 441, 445 Magna Carta, 662–663 Civil War and Commonwealth, 846–847 The English Bill of Rights, 849 The Enlightenment: Political Thought, 865 The American Revolution, 868–873 Declaration of the Rights of Man, 875 Enlightenment and Government, 882–883</p> <p>PG only: <i>Core Concepts:</i> Citizenship, T24</p>

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E: Economics	
The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, business, government, and societies.	
E1.6-8: Understands that people have to make choices between wants and needs and evaluates the outcomes of those choices.	
E1.6-8.1: Analyze the costs and benefits of economic choices made by groups and individuals in the past or present.	SE/PG: Economic Basics, 28-29 Economic Process, 30-31 Economic Systems, 32-33 Trade, 34-35 The Spread of Farming, 85-86 Economic Life, 285 Greek Economic Expansion, 309-311 The Roman Economy, 394-395 The Imperial Crisis, 415-416 Growth of Cities and Trade, 468-470 Trade Fuels Prosperity, 522-523 The Breakdown of the Feudal Order, 712-713 Mercantilism, 779-780 A Commercial Revolution, 780-783 Prosperity to Depression, 935-937 Changing Economies, 986-987 The New Global Economy, 987-989

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E2.6-8: Understands how economic systems function.	
E2.6-8.1: Describe the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present.	<p>SE/PG:</p> <ul style="list-style-type: none"> Economic Basics, 28-29 Economic Process, 30-31 Economic Systems, 32-33 Trade, 34-35 The Birth of Farming, 82-84 The Spread of Farming, 85-86 Agriculture in Mesopotamia, 111-112 The Phoenician People, 132-133 Trade in Ancient Egypt, 158-159 The Silk Road, 280-281 Economic Life, 285 Greek Economic Expansion, 309-311 The Roman Economy, 394-395 Growth of Cities and Trade, 468-470 Tang and Song Prosperity, 520-521 Trade Fuels Prosperity, 522-523 Primary Source: Trade in Asia and Africa, 572-573 Geography Shapes Life, 602-603 The Medieval Manor, 643-645 New Ways of Farming, 682-683 Trade and Industry Grow, 684-685 Some Motivations for Exploring, 762 The Columbian Exchange, 776-778 Shipping Goods and People, 818-820 The Revolution Begins, 898-900 Changing Economies, 986-987 The New Global Economy, 987-989 Competition for Resources, 993

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<p>E2.6-8.2: Explain how scarce resources have affected international trade in the past or present.</p>	<p>SE/PG: Trade, 34-35 The Phoenician People, 132-133 Trade in Ancient Egypt, 158-159 The Silk Road, 280-281 Greek Economic Expansion, 309-311 The Roman Economy, 394-395 Growth of Cities and Trade, 468-470 Tang and Song Prosperity, 520-521 Trade Fuels Prosperity, 522-523; Technological Advances, 534-536 Trade in Asia and Africa, 572-573 Trade and Industry Grow, 684-685 Some Motivations for Exploring, 762 The Columbian Exchange, 776-778 Shipping Goods and People, 818-820 Changing Economies, 986-987 The New Global Economy, 987-989 Competition for Resources, 993</p> <p>PG only: <i>Core Concepts:</i> Trade, T32 <i>Core Concepts:</i> International Traders, T33 <i>The Ancient Near East:</i> Mesopotamian Trade and Transport, T5-T7 <i>African and Asian Civilizations:</i> Trade With Other Lands, T35–T37 <i>African and Asian Civilizations:</i> Trade in Asia and Africa, T86 <i>Europe in the Middle Ages:</i> Global Trade, T64 <i>The Rise of Europe:</i> Mercantilism Mixer, T76–T77 <i>The Modern World:</i> Enrichment: A Fair Trade, T90</p>

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E3.6-8: Understands the government's role in the economy.	
E3.6-8.1: Explain the role of government in the world's economies through the creation of money, taxation, and spending in the past or present.	<p>SE/PG: Economic Systems, 32-33 Sumerian Writing, 115-116 Persia: Central Control (tribute and currency), 128-129 Civilization Develops, 146 The Kingdoms of Egypt, 147 Taxes in Maurya Empire, 236 Currency in China, 261, 275 Government of the Han, 278-280 Economic Life, 285 Greek Economic Expansion, 309-311 The Roman Economy, 394-395 Gold-Salt Trade, 491-492 Currency, 522 Taxes in Incan Empire, 607 Tariffs, 35, 903, 937, 987</p>
E4.6-8: Understands the economic issues and problems that all societies face.	
E4.6-8.1: Explain the distribution of wealth and sustainability of resources in the world.	<p>SE/PG: Trade, 34–35 The Phoenicians, 132-137 The Caste System, 209-211 Rich and Poor, 377 The Urban Poor, 381-382 Changes in World Population, 996–997 Deforestation and Desertification, 994-995 The Impact of Industry and Technology, 1000–1001</p> <p>PG only: <i>Core Concepts:</i> Trade, T32 <i>Core Concepts:</i> International Traders, T33 <i>The Modern World:</i> Enrichment: Hidden Water, T96</p>

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E4.6-8.2: Explain barriers to trade and how those barriers influence trade among nations.	SE/PG: Trade Barriers and Free Trade, 35 Moving Toward Free Market, 986–987 The New Global Economy, 987–989
G: Geography	
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.	
G1.6-8: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.	
G1.6-8.1: Construct and analyze maps using scale, direction, symbols, legends, and projections to gather information.	SE/PG: Understanding Maps, 12–13 Historical Maps, 14–15 21 st Century Learning: Work in Teams (construct a map), 165 Maps (examples), , 38, 42, 44, 50, 62, 69, 85, 92, 98, 185, 188, 201, 204, 236, 243, 248, 438, 451, 452, 489, 492, 496, 501, 510, 532, 543, 549, 696, 713, 734, 751, 764, 766, 771, 777, 817, 829, 893, 895, 896, 908, 977 PG only: <i>Core Concepts:</i> From Here to There!, T13 (draw a map) <i>Core Concepts:</i> Historical Maps, T14 <i>Core Concepts:</i> Mapping My Day, T15 <i>Ancient India and China:</i> Challenge: Create a pop-up map, T8 <i>The Rise of Europe:</i> A Memorable Map, T64–T65 (map styles in age of exploration) Digital Resources: 21 st Century Skills>Read Physical Maps>Read Political Maps>Read Special-Purpose Maps>Use Parts of a Map

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G1.6-8.2: Identify the location of places and regions in the world and understand their physical and cultural characteristics.	<p>All chapters of the text include maps that help students comprehend the civilizations under study. For examples see:</p> <p>SE/PG: Understanding Maps, 12-13 Historical Maps, 14-15 Maps: The Nile River Valley, 145; Jewish Migrations, 185; The Indian Subcontinent, 201; The Spread of Hinduism, 218; The Spread of Buddhism, 226; China: Physical Geography, 255; Italy: Physical, 365; Spread of Christianity, 406; Arabia: Physical, 451; Spread of the Arab Muslim Empire, 461; Africa: Climates, 489; Cultural Diffusion, 570; Europe: Physical, 629; Map of Migrating Tribes, 300s-500s, 630; Spread of Christianity, 636</p> <p>PG only: <i>Core Concepts:</i> Historical Maps, T14 <i>Core Concepts:</i> Mapping My Day, T15</p>
G2.6-8: Understands human interaction with the environment.	
G2.6-8.1: Explain and analyze how the environment has affected people and how people have affected the environment in world history.	SE/PG: Agriculture in Mesopotamia, 111-112 The Hanging Gardens of Babylon, 130 The Nile River Valley, 144-145 The Land of Nubia, 160 Solve a Water Shortage, 192-193 The India Subcontinent, 200-201 Geography of China, 254-255 Geography of the Greek World, 300-301 The Natural Sciences, 347 The Geography of Italy, 364 Arabia Before Islam, 450-451 The African Landscape, 488-490 Geography of Japan, 548-549 Geography of Mesoamerica, 583 The Olmecs and Zapotecs, 583-584 Geography Shapes Life, 602-603 North American Cultures, 608-615 The Geography of Europe, 628-629

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<p>Continued: G2.6-8.1: Explain and analyze how the environment has affected people and how people have affected the environment in world history.</p>	<p>Continued: PG only: <i>The Ancient Near East: Water in the Desert</i>, T35-T37; <i>The Ancient Near East: Enrichment: The Aswan High Dam</i>, T42 <i>Ancient India and China: A Trip Through India</i>, T5-T7</p>
<p>G2.6-8.2: Explain the geographic factors that influence the movement of groups of people in world history.</p>	<p>SE/PG: Cultural Traits and Migration, 46–47 Map and Timeline, 52- 53 The Human Migration, 68-70 Adapting to Varied Environments, 70-72 The Origins of the Indo-Aryans, 206-208 Colonization, 309-310 Persians, Goths, and Huns, 415; Collapse of the West, 417-419 Map of Foreign Invasions, 418 Migration to the Americas, 582 Map of Migrating Tribes, 300s-500s, 630 The Struggle for North America, 808–815 Changes in World Population, 996-997</p> <p>PG only: <i>Ancient India and China: Extra Support: Trace Aryans and Native Americans migration on maps</i>, T14</p>

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G3.6-8: Understands the geographic context of global issues and events.	
<p>G3.6-8.1: Explain how learning about the geography of the world helps us understand global issues such as diversity, sustainability, and trade.</p>	<p>SE/PG: Agriculture in Mesopotamia, 111-112 The Nile River Valley, 144- 145 The Land of Nubia, 160 Solve a Water Shortage, 192-193 The India Subcontinent, 200-201 Geography of China, 254-255 Geography of the Greek World, 300-301 The Geography of Italy, 364 The African Landscape, 488-490 Geography of Japan, 548-549 Geography of Mesoamerica, 583 Geography Shapes Life, 602-603 The Ancestral Pueblo, 608-609 The Geography of Europe, 628-629 Deforestation and Desertification, 994-995</p> <p>PG only: <i>The Ancient Near East: Water in the Desert</i>, T35-T37 <i>The Ancient Near East: The Aswan High Dam</i>, T42 <i>Ancient Rome: Location! Location!</i> T10–T11 <i>African and Asian Civilizations: Enrichment: Navigable Rivers in Africa</i>, T12 <i>The Modern World: Enrichment: Hidden Water</i>, T96</p>

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H: History	
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.	
H1.6-8: Understands historical chronology.	
H1.6-8.1: Analyze different cultural measurements of time.	<p>SE/PG:</p> <p>Measuring Time, 4–5 Draw Inferences, 16 Aztec Calendar, 594, 595 Calendar in China, 553 Calendar in Egypt, 156 Gregorian Calendar, 5, 720 Incan Empire Calendar, 606 Calendar in Japan, 553 Julian Calendar, 719–720 Mayan Calendar, 588 Renaissance, 719–720</p> <p>PG only:</p> <p><i>Core Concepts:</i> Timeline Builders, T5 <i>Core Concepts:</i> Measuring Time, T4 (make a timeline of student’s life) <i>Civilizations of the Americas:</i> Quick Facts: A Unique Calendar, 588–589 (Mayan Calendar)</p>
H1.6-8.2: Explain how the rise of civilizations defines eras in world history in two or more regions of the world.	<p>Students explore the rise of civilizations in the twelve units of the text. Through a combination of historical narratives and fact-based text, students examine various regions during our common history. For examples see:</p> <p>SE/PG:</p> <p>Civilizations of Early India, 196–229 Ancient China, 250–269 Ancient Greece & Ancient Rome, 294–355, 358–421 The Byzantine Empire and Islamic Civilization, 428–448, 446–479 Mesoamerican Civilizations: The Maya, 582–589 Mesoamerican Civilizations: The Aztecs, 590–595 A New Civilization in Europe, 624–647</p>

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H1.6-8.3: Explain how the rise of civilizations defines two or more eras, such as:	
H1.6-8.3.a: 8,000 BCE to 500 BCE	<p>Students explore the rise of civilizations throughout the text. For examples see:</p> <p>SE/PG:</p> <p>The Civilization of Sumer, 110–117 The Assyrian and Persian Empires, 118–123 Egypt Under the Pharaohs, 144–151 The Origins of Judaism, 170–175 Indus Valley Civilization, 200–215 Settling Along the Huang River, 254–257 The Rise of City-States, 300–305</p> <p>PG only:</p> <p><i>The Ancient Near East: Enrichment: Ancient Phoenician Facts</i>, T30 <i>Ancient India and China: Clues to Ancient China</i>, T53–T55 <i>Ancient Greece: Polis Timeline</i>, T10–T11 (make timeline)</p>
H1.6-8.3.b: 500 BCE to 500 CE	<p><i>Students explore the rise of civilizations throughout the text. For examples see:</i></p> <p>SE/PG:</p> <p>The Maurya Empire, 234–241 The Gupta Empire, 242–247 Alexander’s Empire, 334–337 The Rise of the Roman Republic, 364–369 The Republic’s Growth and Crisis, 380–383 The Roman Empire, 390–395 Decline of the Roman Empire, 414–419 Survival of the Eastern Empire, 432–435</p> <p>PG only:</p> <p><i>The Byzantine Empire and Islamic Civilization: Put the Pieces Together</i>, T5–T7</p>

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<p>H1.6-8.3.c: 500 CE to 1600 CE</p>	<p>Students explore the rise of civilizations throughout the text. For examples see:</p> <p>SE/PG:</p> <ul style="list-style-type: none"> Muslim Empires, 460–467 Tang and Song China, 516–523 The Mongol Empire, 524–529 The Ming Dynasty, 530–533 Europe in the Early Middle Ages, 628–633 European Colonization, 792–823 The Rise of the Monarchy, 824–851

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H2.6-8: Understands and analyzes causal factors that have shaped major events in history.	
<p>H2.6-8.1: Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p>	<p>SE/PG:</p> <p><u>Examples of Individuals</u> Hammurabi’s Code, 121–123 Shi Huangdi, 274–277 Ibn Battuta, 447–449, 479, 509 Muhammed, 451–453 Charlemagne, 622, 625–627, 631–633 Martin Luther, 737z739, 740–743, 862–863 Elizabeth I, 731, 753, 791, 844–845 Napoleon Bonaparte, 877–879, 893, 895 Winston Churchill, 945, 946–947, 955</p> <p><u>Examples of Movements</u> Christianity, 402–407, 408–413, 634–639, 652–657, 664–671 Islam, 450–453, 454–459, 460–467, 468–475 Renaissance, 712–715, 716–721, 722–727, 728–733 Reformation, 740–745, 746–749 Scientific Revolution, 856–861 Enlightenment, 862–867 The Industrial Revolution, 898–905, 914–919 Imperialism and Nationalism, 906–913 Globalization, 987–989</p> <p><u>Examples of Cultural and Ethnic Groups</u> Muslims, 460–467, 468–475 Africans, 488–493, 494–499, 500–503, 504–509 Japanese Culture and Society, 562–569 Mesoamerican Cultures, 582–589, 590–595 Native American Cultures, 608–615</p>

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<p>Continued: H2.6-8.1: Explain and analyze how individuals, movements, cultural and ethnic groups, and technology from past civilizations have shaped world history.</p>	<p>Continued: <u>Examples of Technology</u> Technology and Culture, 47 Science and Technology, 48–49 Gupta Period: Mathematics and Science, 245–247 Han Achievements, 286–287 Muslim: Mathematics and Science, 472 Chinese Influence, 540 The Industrial Revolution, 898–905, 914–919</p>
<p>H3.6-8: Understands that there are multiple perspectives and interpretations of historical events.</p>	<p>H3.6-8.1: Analyze and interpret historical materials from a variety of perspectives in world history.</p>
	<p>SE/PG: Core Concepts Handbook: Historical Sources, 6-7 Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775, 822, 867, 883, 905, 969, 970, 989, 997 Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787, 883, 1001 Analyze Media Content, 39, 1002–1003 21st Century Learning: Cultural Awareness, 677</p> <p>PG only: <i>The Byzantine Empire and Islamic Civilization: Can We Talk?</i> T16–T17 (viewpoints of Roman Catholics and Orthodox) <i>The Rise of Europe: A Poem for Two Voices</i>, T70–T71 (Compare viewpoints of Spanish soldiers and Native Americans) <i>The Early Modern World: Gallery of Thoughts</i>, T88–T89 (causes and effects of French Revolution; compare viewpoints)</p> <p>Digital Resources: <i>21st Century Skills</i>>Compare Viewpoints>Participate in a Discussion or Debate</p>

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<p>H3.6-8.2: Analyze multiple causal factors to create and support a claim about major events in world history.</p>	<p>SE/PG: Diaspora and the Jewish People, 184–187 Causes and Effects of Fall of Roman Empire, 418 Chart Cultural Change, 574–575 Causes of Imperialism, 906–908 The Second Industrial Revolution, 914–919 Compare and Contrast Causes of War, 948 Cause and Effect (examples), 16, 38, 98, 101, 131, 247, 248, 268, 277, 419, 420, 476, 523, 553, 783, 784, 821, 822, 849</p> <p>PG only: <i>The Early Modern World: Gallery of Thoughts</i>, T88–T89</p>
<p>H4.6-8: Understands how historical events inform analysis of contemporary issues and events.</p>	
<p>H4.6-8.1: Analyze how a historical event in world history helps us to understand contemporary issues and events.</p>	<p>SE/PG: 21st Century Learning: Develop Cultural Awareness, 17, 189, 229, 269, 445, 677 Core Concepts: Foundations of Government, 98 Solve a Water Shortage, 192-193 21st Century Learning: Solve Problems, 249 Core Concepts: Citizenship, 268 21st Century Learning: Innovate, 289 Analyze Media Content, 511 Solve Problems: Debate the Digital Age, 788–789 Essential Question, 881 Connect Past and Current Events, 884-885</p> <p>PG only: <i>The Ancient Near East: Water in the Desert</i>, T35–T37 <i>The Ancient Near East: Enrichment: The Aswan High Dam</i>, T42</p>

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