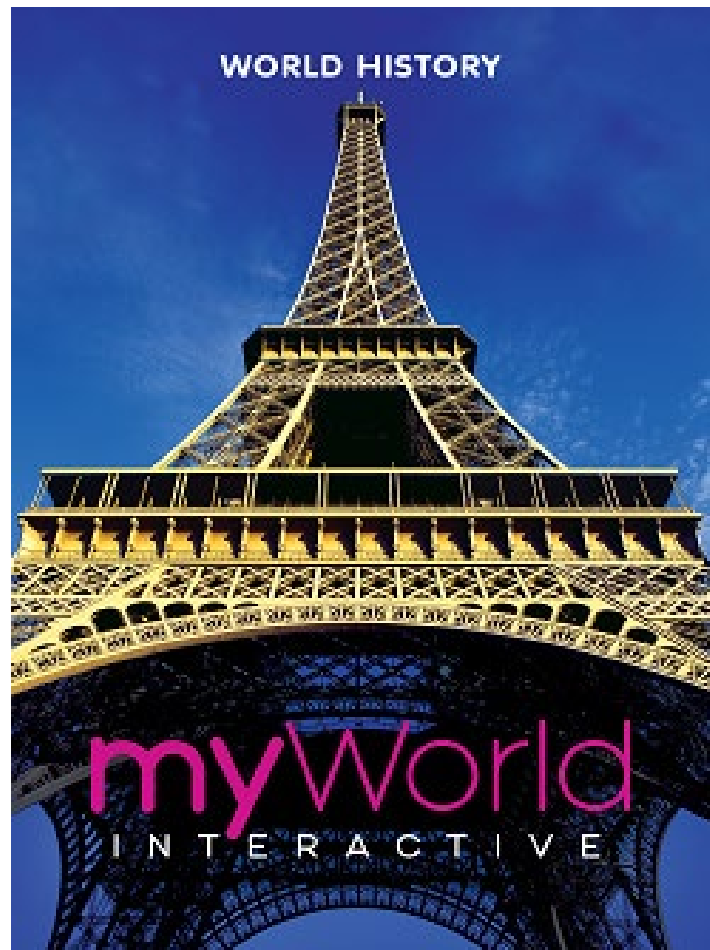


A Planning Guide of
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to the
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English-Language Arts Handbook		
Reading		
Evaluate Arguments	ELA 2	SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Support You Analyses with Evidence	ELA 6	SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media). S.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
Writing		
Write an Argument	ELA 9	SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages). SS.PS4.a.m Assemble an argument utilizing multiple sources of information.
Write Informative or Explanatory Essays	ELA 10	SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
Find and Use Credible Sources	ELA 12- ELA13	SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand. S.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias. SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.

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Write Research Papers	ELA 14	SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.
Speaking and Listening		
Discuss Your Ideas	ELA 15	S.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
Effective Listening	ELA 17	SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Topic 1: Origins of Civilization (Prehistory-4000 BCE)		
Quest: Project-Based Learning Inquiry: Design a Village	6	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: The Distant Past		
How were the First Tools Made?	11	SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.
What Was Life Like for Hunter-Gatherers?	12	SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.
Primary Source: The Epic of Gilgamesh	13	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Lesson 2: Humans Spread Out		
Migration from Africa	17	SS.Geog2.c.m.ii Evaluate the impact of migration on the place of origin and the place of settlement.
Geography Skills	17	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).

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		SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
Lesson 3: Developing Complex Cultures		
What Do we Know About Stone Age Religion	23	SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.
Lesson 4: New Ways of Life		
Geography Skills	29	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
How Did Farming Change Human Culture	29-31	SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.
What Were the Effects of Food Surpluses?	30-31	SS.Econ5.a.m.i Summarize the role of specialization on trade and cost of goods/services.
How Did Farming Change Social Organization?	31	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
Lesson Check	32	SS.Econ5.a.m.i Summarize the role of specialization on trade and cost of goods/services.
Lesson 5: The Rise of Civilizations		
How Did Cities Lead to Civilizations?	33-34	SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.

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Job Specialization	36	SS.Econ5.a.m.i Summarize the role of specialization on trade and cost of goods/services.
Social Classes	36	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Topic 2: Civilizations and Peoples of the Fertile Crescent (3400BCE-70CE)		
Quest: Discussion Inquiry: Debate Punishments for Crimes	44	SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: Civilization Emerges In Mesopotamia		
Farming the Land	46-47	SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
How Did Sumerian Government Work?	50-51	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
Analyzing Primary Sources	52	SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source. SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.
Distinguish Cause and Effect	53	SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.
Interactive: Analyze Cause and Effect	53	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
Lesson 2: The First Empires		

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Get Ready To Read	54	<p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
The Conquest of Sumer	54-56	SS.Geog5.b.m.ii Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
The Babylonian Empire	56-58	SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
Quick Activity	57	SS.PS1.a.m.ii Summarize the importance of rule of law.
Lesson 3: The Assyrian and Persian Empires		
Central Control	62-63	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
Lesson 4: The Phoenicians		
Phoenician Traders	67	<p>SS.Econ5.a.m.ii Identify examples of U.S. exports and imports.</p> <p>SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.</p>
What is the Cultural Legacy of the Phoenicians?	69-70	SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.

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Lesson Check	70	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Lesson 5: Origins of Judaism		
Geography Skills	73	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). SS.Geog2.c.m.i Use regions in the world to analyze the role of population shifts in why places change over time.
Lesson 6: Beliefs of Judaism		
Get Ready To Read	77	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
What Are the Basic Teachings of Judaism?	80-82	SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.
Topic 3: Ancient Egypt and Kush (300 BCE-600 BCE)		
Quest: Document-Based Writing Inquiry: Become a Pharaoh-in-Training	98	SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: Egypt Under the Pharaohs		
The Political Order in Egypt	102	SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
Primary Sources: The Victory of Ramses II	107	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a

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		range of perspectives and media that have been selected through research to guide the inquiry.
Analyzing Primary Sources	107	SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.
Interactive: Read Special Purpose Maps	108	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 2: Achievements of Egyptian Civilization		
Science, Technology, and Medicine	113	SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
Lesson 3: Egypt and Kush		
Why was Trade Important for Egypt and Kush?	115-117	SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world. SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.
Geography Skills	116	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).
Interactive: Ask Questions	121	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
Topic 4: Early Civilizations of India (3100 BCE-540 CE)		
Lesson 1: The Indus Valley Civilization		

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Geography Skills	130	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p> <p>SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.</p>
Trade	132	<p>SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.</p> <p>SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.</p>
Government and Religion	133	<p>SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).</p>
Why Did the Indus Civilization Disappear?	134	<p>SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.</p>
Lesson Check	134	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p>

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Lesson 2: India's Vedic Age		
The Growth of Vedic Civilization	138	SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
Geography Skills	136	SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world. SS.Geog2.c.m.i Use regions in the world to analyze the role of population shifts in why places change over time.
The Caste System	138-140	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Detect Historical Points of View	141	SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events. SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.
Interactive: Compare Viewpoints	141	SS.Geog4.a.m.iii Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).
Lesson 3: Origins and Beliefs of Hinduism		
What Are the Paths to Moksha?	147	SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.
Geography Skills	148	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to

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		display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson Check	149	<p>SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
Lesson 4: Origins and Beliefs of Buddhism		
What Are Buddhist Beliefs?	154-155	SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.
Analyzing Primary Sources	158	<p>SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.</p> <p>SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.</p>
Lesson 5: The Maurya Empire Begins		

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Get Ready to Read	159	<p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
Building a Government	161	<p>SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</p> <p>SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.</p>
Assess Credibility of a Source	163	<p>SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p> <p>S.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p> <p>SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.</p>
Lesson 6: Asoka's Rule		
A New Empire in India	168-170	<p>SS.PS3.b.m.iii Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).</p>
Interpret Thematic Maps	173	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to</p>

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		display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them. SS.Geog1.c.m.ii Compare mental maps shaped by individual perceptions of people, places, regions, and environments.
Interactive: Read Special Purpose Maps	173	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Topic 5: Early Civilizations of China (1700 BCE-220 CE)		
Quest Document-Based Writing Inquiry: Evaluating a Leader's Legacy	180	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: The Huang Valley		
Lesson Check	184	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
Lesson 2: The Zhou Dynasty		
Rise and Fall of the Zhou	185-187	SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
Family Relationships	188	SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.

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Lesson Check	188	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
Primary Source: Sun Tzu, the Art of War	189	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Lesson 3: Chinese Belief Systems		
Get Ready to Read	191-192	SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
Life and Teachings of Confucius	192-194	SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.
What Were the Five Confucian Relationships?	193	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Teaching by Example	193-194	SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
Lesson Check	195	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
Analyzing Primary Sources	196	SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.

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		SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.
Lesson 4: The Unification of China		
Uniform Standards	198	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
Lesson Check	201	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources. SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).
Lesson 5: The Han Dynasty Expands		
Get Ready to Read	203	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
The Silk Road	205-207	SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets. SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.

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		<p>SS.Geog3.b.m.ii Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p> <p>SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.</p>
A Major Trade Route	206-207	SS.Econ5.a.m.ii Identify examples of U.S. exports and imports.
Geography Skills	205	SS.Geog1.c.m.ii Compare mental maps shaped by individual perceptions of people, places, regions, and environments.
Analyze Diagrams	206	SS.Econ2.a.m.ii Provide examples of how individuals and households are both consumers and producers.
Lesson Check	207	<p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.</p>
Lesson 6: Han Society and Achievements		
Han Society	208-209	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Lesson Check	212	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
Identify Sources of Continuity	213	<p>SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>SS.Hist2.c.m Analyze how the historical context influenced the process or nature</p>

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		of the continuity or change that took place.
Topic 5: Review and Assessment	214-215	<p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p> <p>SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).</p>
Topic 6: Ancient Greece (2000 BCE-300 BCE)		
Interactive: Topic 6 Map	218-219	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Interactive: Topic 6 Timeline	218-219	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Quest: Project-Based Learning Inquiry: The Influence of Ancient Greece	220	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>

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Lesson 1: The Early Years of Greek Civilization		
Get Ready to Read	221	<p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
How Did Geography Shape the Greek World?	221-223	SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
Lesson 2: Democracy in Athens		
Experimenting with Forms of Government	227-228	SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
Oligarchies	228	SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
The World's First Democracy	229	SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
How Did Athenian Democracy Work?	230-231	<p>SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.</p> <p>SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.</p>

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Analyzing Primary Sources	232	SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.
Lesson 3: Oligarchy in Sparta		
Spartan Social Classes	236	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Comparing Sparta and Athens	236-237	SS.Econ1.a.m.ii Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
Lesson 4: Ancient Greek Society and Economic Expansion		
What Were the Social Divisions in Greek Society?	239-241	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Citizens and Noncitizens	240	SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
The Greek Economy	241-243	SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.
Colonization	241-242	SS.Geog2.c.m.ii Evaluate the impact of migration on the place of origin and the place of settlement.
Currency	242-243	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
Lesson 5: Warfare in Ancient Greece		
Athens's Alliance	247	SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).

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Compare Different Points of View	250	<p>SS.Geog4.a.m.iii Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p> <p>SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.</p> <p>SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.</p> <p>SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.</p>
Lesson 6: Ancient Greek Beliefs and Arts		
Lesson Check	256	<p>SS.Hist3.a.m Compare events from United States or world history to a current issue or event.</p>
Primary Source: Homer, the Odyssey	257	<p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p>
Analyzing Primary Sources	257	<p>SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.</p> <p>SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.</p>
Lesson 7: Ancient Greek Learning		
How Did the Greeks Improve of Technology?	262	<p>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p>
Lesson 8: Alexander and the Hellenistic World		

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Geography Skills	269	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).
Greek Culture Spreads	271	SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
Topic 6: Review and Assessment	272-273	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Topic 7: The Roman Republic 800 BCE-30 BCE		
Quest: Document-Based Writing Inquiry: The Roman Influence	278	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: The Roman Republic Rises		
Get Ready to Read	279	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

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Geography Skills	280	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Analyzing Primary Sources	284	SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.
Lesson 2: Government of the Republic		
What Were the Principles of Roman Government?	285-286	SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
The Roman Rule of Law	286	SS.PS1.a.m.ii Summarize the importance of rule of law.
Who were the Citizens of Rome?	287	SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels. SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.
Rights and Responsibilities	287	SS.PS1.a.m.i Investigate the components of responsible citizenship. SS.PS2.b.m.i Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g.,

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		Confucianism, dictatorship, theocracy, republic, democracy).
Patricians and Plebeians	287	SS.PS2.a.m.iii Predict how collective action movements work to extend equal rights to groups and individuals.
Who Were the Magistrates?	288-289	SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person’s cognition, perception, and behavior.
Lesson 3: Society in the Republic		
What Was the Role of Women?	292	SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.
Lesson 4: The Republic Struggles		
Conflict with Carthage	296-297	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs). SS.Geog5.b.m.ii Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
Geography Skills	297	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Interactive: Analyze Cause and Effect	301	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or

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		events within and across time periods, events, or cultures.
Topic 7: Review and Assessment	302-303	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)		
Interactive Topic 8 Map	306-307	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Interactive Topic 8 Timeline	306-307	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Quest: Discussion Inquiry: The Fall of Rome	308	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: The Roman Empire Begins		
Geography Skills	311	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.

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Trade and the Roman Economy	314-315	<p>SS.Econ5.a.m.ii Identify examples of U.S. exports and imports.</p> <p>SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.</p> <p>SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.</p>
Currency Aids Trade	315	<p>SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.</p>
Geography Skills	314	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Lesson Check	315	<p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p>
Primary Source: Augustus, The Deeds of the Divine Augustus	316	<p>SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.</p>
Identify Central Issues and Problems	317	<p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
Lesson 2: Origins of Christianity		
Geography Skills	321	<p>SS.Geog1.c.m.ii Compare mental maps shaped by individual perceptions of</p>

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		people, places, regions, and environments.
Lesson Check	323	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
Detect Changing Patterns	324	SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world. SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.
Lesson 3: Beliefs of Christianity		
Practicing Christianity	328-329	SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.
Lesson Check	329	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
Lesson 4: Roman Culture and Its Legacy		
What was Greco-Roman Culture?	332-333	SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
The Army Shares Culture	333	SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.
Lesson Check	338	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
Lesson 5: The Decline of the Roman Empire		
Economic Problems Worsen	340	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
Geography Skills	342	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic

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		<p>questions (e.g., Where are there patterns? Why there? So what?).</p> <p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p> <p>SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</p> <p>SS.Geog2.c.m.i Use regions in the world to analyze the role of population shifts in why places change over time.</p>
Lesson Check	343	<p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p>
Lesson 6: The Byzantine Empire Rises		
Geography Skills	345	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Interactive: Interactive Map: The Byzantine Empire	347	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Spreading the Faith	348	<p>SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</p>

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Lesson Check	349	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
Topic 8: Review and Assessment	356-357	SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources. SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Topic 9: Life in Medieval Christendom (486-1300)		
Interactive Topic 9 Map	360-361	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Quest: Discussion Inquiry: Freedom vs. Security?	362	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: The Early Middle Ages in Europe		
Geography Skills	364	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them. SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water,

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		landforms, mountain ranges, and climate zones.
Primary Source: Einhard, The Life of Charlemagne	368	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Analyzing Primary Sources	368	SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source. SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.
Detect Changing Patterns	369	SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world. SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.
Lesson 2: Christianity Spreads		
Geography Skills	372	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 3: Feudalism and the Manor Economy		
Geography Skills	378	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 4: Revival of Towns and Trade		

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How Did Trade and Industry Increase?	385-386	<p>SS.Econ5.a.m.i Summarize the role of specialization on trade and cost of goods/services.</p> <p>SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.</p>
Merchant Banking Expands	386	<p>SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.</p>
Geography Skills	385	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Guilds Protect Crafts	387-388	<p>SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p> <p>SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.</p> <p>SS.PS3.b.m.iii Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).</p>
Lesson 5: The Church and Medieval Culture		
Geography Skills	395	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource,</p>

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		historical maps) and explain relationships among them.
Topic 10: Struggle in Medieval Europe (962-1492)		
Quest: Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts	404	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>
Lesson 1: Conflicts Between Popes and Monarchs		
Geography Skills	406	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Why Did Pope Gregory and Henry IV Come Into Conflict	407-409	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
Analysis Skills: Compare Different Points of View	411	SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.
Interactive: Compare Viewpoints	411	<p>SS.Geog4.a.m.iii Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p> <p>SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.</p> <p>SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.</p>

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Lesson 2: England Takes Shape		
Geography Skills	413	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Parliament and an Independent Judiciary	417-418	SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
Primary Source: The Magna Carta	419	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Lesson 3: The Crusades		
Geography Skills	422	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 4: The Reconquista		
A Multicultural Society Advances	429	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others. SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.
Geography Skills	430	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.

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		SS.Geog2.c.m.i Use regions in the world to analyze the role of population shifts in why places change over time.
Lesson 5: Decline of Medieval Society		
The Search for Scapegoats	438	SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.
Geography Skills	437	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson Check	439	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
Interactive: Identify Bias	441	S.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
Topic 11: The Islamic World and South Asia (610-1550)		
Lesson 1: Origins of Islam		
Quick Activity	450	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Geography Skills	450	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to

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		display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 2: Beliefs of Islam		
Analyze Charts	456	SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.
Primary Source: The Sunnah	458	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Lesson 3: Expansion of the Muslim World		
Roles of Men and Women	461	SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.
Treatment of Non-Muslims	462	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Lesson Check	466	SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.
Lesson 4: Achievements of Islamic Civilization		
How Did Cities and Trade Grow?	468-470	SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.
Trade Expands	469-470	SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
Lesson 5: India After the Fall of the Gupta		
Sharing Knowledge and Culture	479	SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how

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		individuals learn of other cultures through communication, travel, and study.
Interactive: Ask Questions	481	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
Primary Source	481	
Topic 11 Review and Assessment	482-483	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644CE)		
Interactive Topic Map	486-487	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Interactive Topic Timeline	486-487	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Quest: Document-Based Writing Inquiry: A Strong Influence	488	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines. SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.

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Lesson 1: Tang and Song China		
An Economic Revolution	493-494	SS.Geog2.d.m.ii Analyze patterns of urbanization around the world.
Geography Skills	493	<p>SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).</p> <p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p> <p>SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.</p> <p>SS.Geog2.c.m.i Use regions in the world to analyze the role of population shifts in why places change over time.</p>
How Did Trade Fuel Prosperity?	494-495	SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.
Currency	495	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
Lesson 2: The Mongol and Ming Empires		
What Were the Mongol Conquests?	498-500	SS.Econ1.a.m.ii Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.

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Geography Skills	499	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Geography Skills	502	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them. SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.
Foreign Visitors	503-504	SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.
Lesson 3: Chinese Thought and Achievements		
Confucianism	513	SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
Quest Connections	512	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Geography Skills	512	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource,

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		historical maps) and explain relationships among them.
Lesson 4: Emergence of Japan		
Geography Skills	517	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Lesson 5: Japanese Feudalism		
Interactive: Analyze Cause and Effect	530	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
Secondary Source	530	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
Lesson 6: Japanese Society and Culture		
Family Loyalty and Harmony	533	SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
Economic Life	533	SS.Econ5.a.m.ii Identify examples of U.S. exports and imports.
Status of Women	534	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and

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		social class affect a person's self-image and identity and interactions with others.
Lesson Check	536	SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
Lesson 7: Korea and Southeast Asia		
Among the Sea and Mountains	538-539	SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
Topic 13: Civilizations of the Americas (Prehistory-1533 CE)		
Quest: Project-based Learning Inquiry: Be a Map-Maker	550	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
Lesson 1: The Maya		
Geography Skills	553	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Mayan Society	554	SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.
The Fall of the Maya	556	SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.
Primary Sources: The Popol Vuh	558	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Lesson 2: The Aztecs		
Quest Connections	561	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to

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		display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Geography Skills	561	<p>SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).</p> <p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Aztec Society	563-564	<p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>
Lesson Check	565	<p>SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.</p> <p>SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.</p>
Lesson 3: The Incas		
Geography Skills	568	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Interpret Visual Evidence	569	<p>SS.Econ1.a.m.ii Assess how limited resources (e.g., money, land, natural</p>

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		resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
Interactive: Read Special-Purpose Maps	574	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p> <p>SS.Geog1.c.m.ii Compare mental maps shaped by individual perceptions of people, places, regions, and environments.</p>
Lesson 4: North American Cultures		
The Ancestral Pueblo	575-576	<p>SS.Econ1.a.m.ii Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p>
Geography Skills	577	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Topic 13 Review and Assessment	582-583	<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>
Topic 14: African Civilizations (300-1591)		
Explore the Essential Question	584	<p>SS.Geog4.a.m.i Explain how place-based identities can change places over time.</p>
Quest: Project-Based Learning Inquiry: Create and Oral History	588	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p>

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		SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: The Rise of Ghana in West Africa		
Geography Skills	590	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Ancient Ghana	592	SS.Econ5.a.m.i Summarize the role of specialization on trade and cost of goods/services.
Interactive: Interactive Map: Africa's Vegetation Regions	593	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Exchanges at Mali	596	SS.Geog5.b.m.i Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups.
Geography Skills	599	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Primary Source: Ibn Battuta, Travels in Asia and Africa, 1325-1354	601	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Lesson 3: Trading States of East Africa		

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Geography Skills	604	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 4: African Traditions		
Analyzing Primary Sources	612	SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.
Analysis Skills: Identify Sources of Continuity	613	<p>SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p>
Topic 15: The Renaissance and Reformation (1300-1648)		
Interactive Topic Map	618-619	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Interactive Topic Timeline	618-619	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.

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Quest: Document-Based Writing Inquiry: Learning Through the Ages	620	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>
Lesson 1: What Was the Renaissance? Bounce		
Florence: Heart of the Early Renaissance	624	<p>SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.</p>
Lesson 3: Impact of the Renaissance		
Lesson Check	640	<p>SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.</p>
Lesson 4: Reformation and Reaction: Bound		
Calvin's "City of God"	645-646	<p>SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).</p>
Intolerance Grows	648	<p>SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>SS.Geog4.a.m.ii Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place.</p>

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		SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.
Lesson Check	648	SS.PS2.b.m.ii Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
Interactive: Analyze Cause and Effect	650	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
Lesson 5: Legacy of the Protestant Reformation		
Geography Skills	652	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson Check	656	SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
Topic 16: Global Convergence (1415-1763)		

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Interactive Topic Map	668-669	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Interactive Topic Timeline	668-669	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Quest: Discussion Inquiry: Colonizing Planets	670	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
Lesson 1: Voyages of Discovery		
Da Gama's Round-Trip Route	673	SS.Econ2.c.m.ii Evaluate how profits influence sellers in markets.
Geography Skills	675	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).
More Accurate Maps	677	SS.Geog1.a.m.ii Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).
Primary Source: Vasco da Gama, Journal	679	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Lesson 2: The Conquest of the Aztec and Incan Empires		

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Analyze Graphs	683	SS.Geog2.a.m.ii Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).
Lesson Check	685	SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).
Lesson 3: The Spanish Empire		
Wealth from the Americas	689-690	SS.Econ2.c.m.ii Evaluate how profits influence sellers in markets.
Effects on Native Americans	691-692	SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.
What Was Life on Plantations Like?	692	SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services. SS.Econ2.c.m.ii Evaluate how profits influence sellers in markets.
Lesson 4: The Portuguese Empire		
The Settlement of Brazil	694	SS.Econ5.a.m.ii Identify examples of U.S. exports and imports.
How Did the Portuguese Empire Decline?	698-699	SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.
Lesson 5: Impact of Global Trade		
What Was the Columbian Exchange?	700-702	SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets.
Settlers Cross the Oceans	701	SS.Geog2.c.m.ii Evaluate the impact of migration on the place of origin and the place of settlement.

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Diseases and Other Exchanges	702	SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.
Analyze Charts	701	SS.Econ2.a.m.ii Provide examples of how individuals and households are both consumers and producers.
What Was Mercantilism?	702-703	SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
A Commercial Revolution in Europe	703-705	<p>SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets.</p> <p>SS.Econ2.a.m.ii Provide examples of how individuals and households are both consumers and producers.</p> <p>SS.Econ2.b.m.i Investigate the relationship between supply and demand.</p> <p>SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p> <p>SS.Econ2.c.m.ii Evaluate how profits influence sellers in markets.</p>
What Was the Price Revolution?	703-704	<p>SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.</p> <p>SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production,</p>

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		distribution and consumption of resources (what/how/for whom is it produced).
How Does a Market Economy Work?	705	<p>SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.</p> <p>SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).</p>
Asia Leads the World	706	SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
Lesson 6: Colonial Rivalries in North America		
European Interests Compete	713-714	SS.Geog5.b.m.ii Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
Lesson 7: The Atlantic Slave Trade		
Origins of the Atlantic Slave Trade	716-717	<p>SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets.</p> <p>SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.</p>
A New Source of Labor	716	<p>SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p> <p>SS.Econ5.a.m.ii Identify examples of U.S. exports and imports.</p>
What Was Life Like Under Slavery?	719-720	SS.PS2.c.m.i Compare and contrast the political, social, and economic status of

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		marginalized groups both historically and in the present, both in the United States and worldwide.
Topic 16 Review and Assessment	722-723	SS.Econ2.b.m.i Investigate the relationship between supply and demand.
Topic 17: Absolutism and Enlightenment		
Interactive Topic Map	726-727	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Interactive Topic Timeline	726-727	SS.Geog1.c.m.i Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Quest: Document-Based Writing Inquiry	728	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
Lesson 1: Absolute Monarchy in Spain and France		
Why Did Spain's Golden Century Decline?	731-732	SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
Growing Conflict with Neighboring Nations	735	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
Lesson 3: Rise of Parliament in England		

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What Were the Causes and Effects of the English Civil War?	746-747	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
Analysis Skills: Detect Historical Points of View	750	SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.
Lesson 4: The Enlightenment		
An Age of Reason	751-752	SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
What New Political Ideas Developed?	753-754	SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Analyze Diagrams	753	SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
Adam Smith and the Free Markets	755-756	SS.Econ2.b.m.ii Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.
How Did the Enlightenment Affect American Founders?	756-757	SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Topic 18: A Revolutionary Era (1770-1914)		
Quest: Document-Based Writing Inquiry: Dateline: Revolution	766	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.

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		SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
Lesson 1: The American Revolution		
What Actions Caused the Revolution?	767-768	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs). SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Breaking Away from Britain	768-769	SS.BH3.a.m Analyze how a person’s local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Common Sense	768	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person’s contribution to the development of the political culture of the United States was important.
The Declaration of Independence	768-769	SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.
Biography: George Washington	769	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant

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		<p>person's contribution to the development of the political culture of the United States was important.</p>
Establishing a New Government	770-771	<p>SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.</p> <p>SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.</p> <p>SS.PS1.b.m.iii Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.</p> <p>SS.PS2.a.m.i Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights.</p> <p>SS.PS2.a.m.ii Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.</p> <p>SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.</p> <p>SS.PS3.c.m Analyze the structure, functions, powers, and limitations of</p>

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		government at the local, state, tribal, and federal levels.
Did you know?	770	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Lesson Check	771	SS.PS1.b.m.i Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.
Primary Source: The Declaration of Independence	772	SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions. SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.
Lesson 2: The French Revolution		
How Did the French Revolution Begin?	773-774	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs). SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Analyze Images	774	SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.

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Geography Skills	776	SS.Geog1.a.m.i Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?).
Lesson 3 Nationalism in Europe		
Nationalism Rises	779-780	SS.BH2.a.m.ii Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
France's Effect	780	SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Lesson 4: The Industrial Revolution		
How Did the Industrial Revolution Begin?	785-787	SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
How Did the Industrial Revolution Change People's Lives?	787-789	<p>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p> <p>SS.Econ2.a.m.ii Provide examples of how individuals and households are both consumers and producers.</p> <p>SS.Geog2.d.m.i Investigate the impact of rural decline and the growth of cities on a place.</p> <p>SS.Geog2.d.m.ii Analyze patterns of urbanization around the world.</p>
The Factory System	787	SS.Econ2.c.m.i Categorize factors of production and how they are combined to make goods and deliver services.

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		SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.
Social Classes and Industrialization	789	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others. SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).
Revolutions in Philosophy and Economics	789-791	SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.
Best and Worst of Times	791	SS.Geog2.d.m.i Investigate the impact of rural decline and the growth of cities on a place.
Lesson Check	791	SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
Lesson 5: Imperialism and Nationalism		
Industrialism	793-794	SS.Geog5.b.m.ii Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
How Did the West Carve Up the World?	795-797	SS.Geog5.b.m.ii Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
Lesson 6: The Second Industrial Revolution		

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How Did the Second Industrial Revolution Impact Business?	801-803	<p>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p> <p>SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.</p>
Big Business	802-803	<p>SS.Econ2.c.m.i Categorize factors of production and how they are combined to make goods and deliver services.</p> <p>SS.Econ2.c.m.ii Evaluate how profits influence sellers in markets.</p> <p>SS.PS3.b.m.iii Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).</p>
A Higher Standard of Living	803-804	<p>SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets.</p> <p>SS.Econ2.a.m.ii Provide examples of how individuals and households are both consumers and producers.</p>
People on the Move	804	<p>SS.Geog2.d.m.i Investigate the impact of rural decline and the growth of cities on a place.</p> <p>SS.Geog2.d.m.ii Analyze patterns of urbanization around the world.</p>
The Push to Reform	805-806	<p>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p>

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		<p>SS.Econ4.b.m.ii Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).</p> <p>SS.Geog2.d.m.i Investigate the impact of rural decline and the growth of cities on a place.</p>
Forming Unions	805	<p>SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.</p> <p>SS.PS3.b.m.iii Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).</p>
Child Labor Laws	805	<p>SS.PS2.a.m.ii Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.</p>
Women's Suffrage	806	<p>SS.PS2.a.m.iii Predict how collective action movements work to extend equal rights to groups and individuals.</p> <p>SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and</p>

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		<p>in the present, both in the United States and worldwide.</p> <p>SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>
The Revolution Continues	806	SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.
Lesson Check	806	SS.Econ4.b.m.i Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy.
Analysis Skills: Compare Different Points of View	807	SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.
Topic 18 Review and Assessment	808-809	SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.
Topic 19: The Modern World		
Explore the Essential Question	810	SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.
Quest: Project-Based Learning Inquiry: Science/Technology Timeline	814	<p>SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p> <p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>
Lesson 1: World War I and the Russian Revolution		
Assassination Leads to War	816	SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes

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		can affect seemingly unrelated local actions.
Primary Source: Life in the Trenches	820	SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
Lesson 2: Depression and the Rise of Totalitarianism		
From Prosperity to Depression	823-824	SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
How Did a Financial Crisis Develop in the United States?	823-824	SS.Econ2.c.m.ii Evaluate how profits influence sellers in markets.
How Did Governments Respond?	824	SS.PS2.a.m.ii Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.
Analyze Political Cartoons	824	SS.PS3.b.m.i Analyze the role of various types of media in elections and functions of government.
Militarism in Japan	826	SS.Geog5.b.m.ii Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
Analyze Images	825	SS.PS3.b.m.i Analyze the role of various types of media in elections and functions of government.
Analyze Images	826	SS.PS3.b.m.i Analyze the role of various types of media in elections and functions of government.
Lesson 3: World War II		
How Did Aggression Lead to War?	827-829	SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.

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Geography Skills	830	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
What Was the Holocaust?	830-831	SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.
Geography Skills	832	SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Lesson 6: The Middle East		
Get Ready to Read	849	SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
Birth of Israel	850-851	SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.
Lesson 7: Continuing Conflicts		
The Struggle for Human Rights	860-862	<p>SS.PS2.a.m.iii Predict how collective action movements work to extend equal rights to groups and individuals.</p> <p>SS.PS2.c.m.i Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.</p> <p>SS.PS2.c.m.ii Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.</p>

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In the United States	860	<p>SS.PS1.b.m.ii Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time.</p> <p>SS.PS2.a.m.ii Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments.</p>
In South Africa	860-861	<p>SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>
Lesson 8: Living in Our Interdependent World		
Moving Toward Free Markets	864	<p>SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.</p>
What New Economic Powers Emerged?	864-865	<p>SS.Econ5.a.m.ii Identify examples of U.S. exports and imports.</p>
What Are the Challenges of Globalization?	866-867	<p>SS.Geog3.b.m.ii Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p>
Revolutions in Information Technology	867-869	<p>SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.</p>

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What Is the Information Revolution?	868-869	<p>SS.Geog3.b.m.ii Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p> <p>SS.PS3.b.m.i Analyze the role of various types of media in elections and functions of government.</p>
Competition for Resources	869-870	<p>SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.</p>
Analyze Images	870	<p>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p>
Analyze Images	872	<p>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p>
Analyze Images	873	<p>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p>

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