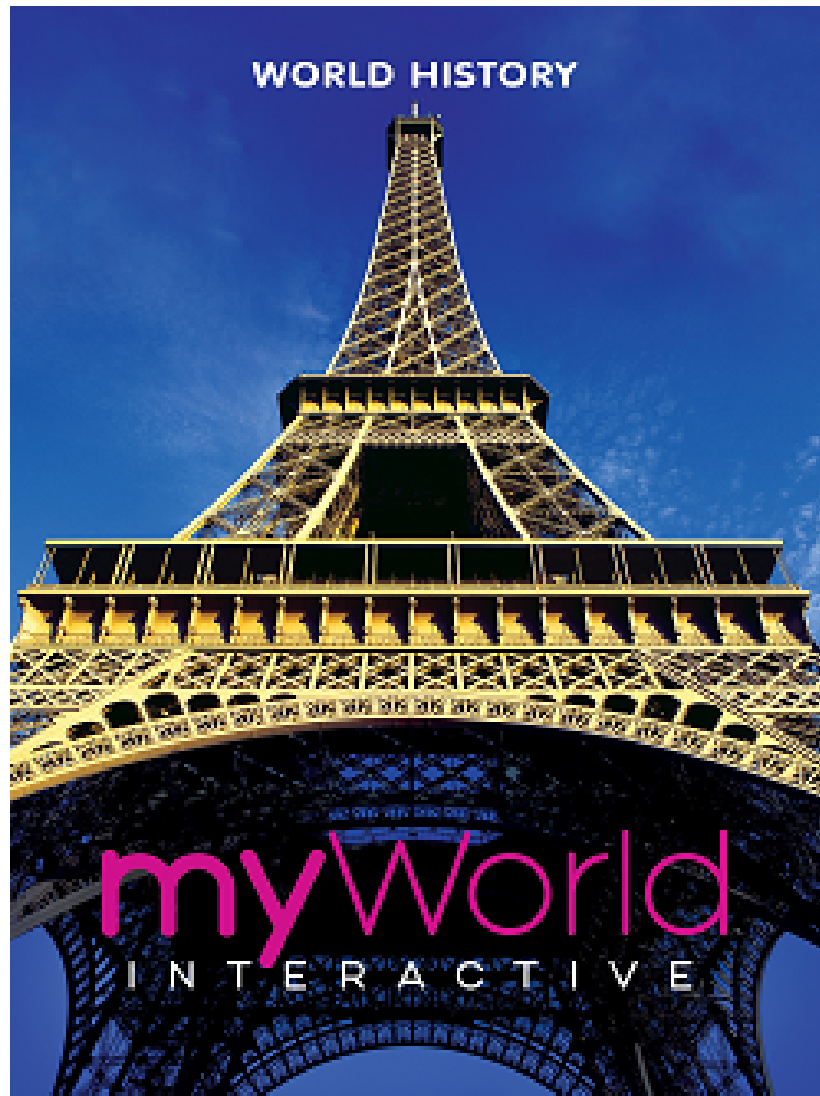


A Correlation of



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to the
**Wisconsin Standards
for Social Studies (2018)
Grades 6-8 (m)**

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Introduction

This document demonstrates how *myWorld World History*, meets the Wisconsin Standards for Social Studies Grade 6-8 (m). Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive Social Studies provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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Inq Social Studies Inquiry Practices and Processes	
SS.Inq1 Wisconsin students will construct meaningful questions that initiate an inquiry.	
SS.Inq1.a Develop questions based on a topic	
SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.	<p>SE/TE: Quest: Project-Based Learning Inquiry: Design a Village, 6; Interactive: Ask Questions, 121; Lesson Check, 134; Quest: Document-Based Writing Inquiry: Evaluating a Leader's Legacy, 180; Quest: Project-Based Learning Inquiry: The Influence of Ancient Greece, 220; Quest: Document-Based Writing Inquiry: The Roman Influence, 278; Quest: Discussion Inquiry: The Fall of Rome, 308; Quest: Discussion Inquiry: Freedom vs. Security?, 362; Quest: Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts, 404; Interactive: Ask Questions, 481; Quest: Document-Based Writing Inquiry: A Strong Influence, 488; Quest: Project-Based Learning Inquiry: Be a Map-Maker, 550; Quest: Project-Based Learning Inquiry: Create and Oral History, 588; Quest: Document-Based Writing Inquiry: Learning Through the Ages, 620; Quest: Discussion Inquiry: Colonizing Planets, 670; Quest: Document-Based Writing Inquiry, 728; Quest: Document-Based Writing Inquiry: Dateline: Revolution, 766; Quest: Project-Based Learning Inquiry: Science/Technology Timeline, 814; Get Ready to Read, 849</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory - 4000 BCE)>Quest: Project: Design a Village>Ask Questions: Design a Village Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE - 70 CE)>Quest: Discussion: Debate Punishments for Crimes>Examine the Questions: Debate Punishments for Crimes Topic 3: Topic 3: Ancient Egypt and Kush (3000 BCE - 600 BCE)>Quest: Document-Based Writing: Become a Pharaoh-in-Training>Ask Questions: Become a Pharaoh-in-Training Topic 4: Early Civilizations of India (2600 BCE -</p>

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<p align="center">Wisconsin Standards for Social Studies Grades 6-8 (m)</p>	<p align="center">myWorld Interactive World History ©2019</p>
<p>Continued SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p>	<p>Continued 540 CE)>Quest: Project: A Trip Through India>Ask Questions: A Trip Through India Topic 5: Early Civilizations of China (1700 BCE - 220 CE)>Quest: Document-Based Writing: Evaluating a Leader's Legacy>Ask Questions: Evaluating a Leader's Legacy Topic 6: Ancient Greece (2000 BCE - 300 BCE)>Quest: Project: The Influence of Ancient Greece>Ask Questions: The Influence of Ancient Greece Topic 7: The Roman Republic (800 BCE - 30 BCE)>Quest: Document-Based Writing: The Roman Influence>Ask Questions: The Roman Influence Topic 8: The Roman and Byzantine Empires (30 BCE - 1453 CE)>Quest: Discussion: The Fall of Rome>Examine the Question: The Fall of Rome Topic 9: Life in Medieval Christendom (486 - 1300)>Quest: Discussion: Freedom vs. Security>Ask Questions: Freedom vs. Security Topic 10: Struggle in Medieval Europe (962 - 1492)>Quest: Project: Medieval Monarchs Face Conflicts>Ask Questions: Medieval Monarchs Face Conflicts Topic 11: The Islamic World and South Asia (610 - 1550)>Quest: Project: Growth of the Muslim Empire>Ask Questions: Growth of the Muslim Empire Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE - 1644 CE)>Quest: Document-Based Writing: A Strong Influence>Ask Questions: A Strong Influence Topic 13: Civilizations of the Americas (Prehistory - 1533 CE)>Quest: Project: Be a Map-Maker>Ask Questions: Be a Map-Maker Topic 14: African Civilizations (300-1591)>Quest: Project: Create an Oral History>Ask Questions: Create an Oral History Topic 15: The Renaissance and Reformation (1300 - 1648)>Quest: Document-Based Writing: Learning Through the Ages>Ask Questions: Learning Through the Ages</p>

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<p align="center">Wisconsin Standards for Social Studies Grades 6-8 (m)</p>	<p align="center">myWorld Interactive World History ©2019</p>
<p>Continued SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.</p>	<p>Continued: Topic 16: Global Convergence (1415 - 1763)>Quest: Discussion: Colonizing Planets>Ask Questions: Colonizing Planets Topic 17: Absolutism and Enlightenment (1516-1796)>Quest: Document-Based Writing: The Right to Rule>Ask Questions: The Right to Rule Topic 18: A Revolutionary Era (1770-1914)>Quest: Document-Based Writing: Dateline: Revolution>Ask Questions: Dateline: Revolution Topic 19: The Modern World (1914-present)>Quest: Project: Science/Technology Timeline> Ask Questions: Science/Technology Timeline 21st Century Skills Tutorials>Ask Questions> 21st Century Skill: Ask Questions: Assessment; Analyze Primary and Secondary Sources>21st Century Skill: Analyze Primary and Secondary Sources: Assessment</p>

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive World History ©2019
SS.Inq1.b Plan inquiry	
<p>SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>	<p>SE/TE: Quest: Project-Based Learning Inquiry: Design a Village, 6; Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; Quest: Document-Based Writing Inquiry: Become a Pharaoh-in-Training, 98; Quest: Document-Based Writing Inquiry: Evaluating a Leader's Legacy, 180; Quest: Project-Based Learning Inquiry: The Influence of Ancient Greece, 220; Quest: Document-Based Writing Inquiry: The Roman Influence, 278; Quest: Discussion Inquiry: The Fall of Rome, 308; Quest: Discussion Inquiry: Freedom vs. Security?, 362; Quest: Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts, 404; Quest: Document-Based Writing Inquiry: A Strong Influence, 488; Project-Based Learning Inquiry: Create and Oral History, 588; Quest: Document-Based Writing Inquiry: Learning Through the Ages, 620; Quest: Document-Based Writing Inquiry: Dateline: Revolution, 766; Quest: Project-Based Learning Inquiry: Science/Technology Timeline, 814</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory - 4000 BCE)>Quest: Project: Design a Village>Ask Questions: Design a Village Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE - 70 CE)>Quest: Discussion: Debate Punishments for Crimes>Examine the Questions: Debate Punishments for Crimes Topic 3: Topic 3: Ancient Egypt and Kush (3000 BCE - 600 BCE)>Quest: Document-Based Writing: Become a Pharaoh-in-Training>Ask Questions: Become a Pharaoh-in-Training Topic 4: Early Civilizations of India (2600 BCE - 540 CE)>Quest: Project: A Trip Through India>Ask Questions: A Trip Through India Topic 5: Early Civilizations of China (1700 BCE - 220 CE)>Quest: Document-Based Writing: Evaluating a Leader's Legacy>Ask Questions: Evaluating a Leader's Legacy</p>

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<p align="center">Wisconsin Standards for Social Studies Grades 6-8 (m)</p>	<p align="center">myWorld Interactive World History ©2019</p>
<p>Continued SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>	<p>Continued Topic 6: Ancient Greece (2000 BCE - 300 BCE)>Quest: Project: The Influence of Ancient Greece>Ask Questions: The Influence of Ancient Greece Topic 7: The Roman Republic (800 BCE - 30 BCE)>Quest: Document-Based Writing: The Roman Influence>Ask Questions: The Roman Influence Topic 8: The Roman and Byzantine Empires (30 BCE - 1453 CE)>Quest: Discussion: The Fall of Rome>Examine the Question: The Fall of Rome Topic 9: Life in Medieval Christendom (486 - 1300)>Quest: Discussion: Freedom vs. Security>Ask Questions: Freedom vs. Security Topic 10: Struggle in Medieval Europe (962 - 1492)>Quest: Project: Medieval Monarchs Face Conflicts>Ask Questions: Medieval Monarchs Face Conflicts Topic 11: The Islamic World and South Asia (610 - 1550)>Quest: Project: Growth of the Muslim Empire>Ask Questions: Growth of the Muslim Empire Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE - 1644 CE)>Quest: Document-Based Writing: A Strong Influence>Ask Questions: A Strong Influence Topic 13: Civilizations of the Americas (Prehistory - 1533 CE)>Quest: Project: Be a Map-Maker>Ask Questions: Be a Map-Maker Topic 14: African Civilizations (300-1591)>Quest: Project: Create an Oral History>Ask Questions: Create an Oral History Topic 15: The Renaissance and Reformation (1300 - 1648)>Quest: Document-Based Writing: Learning Through the Ages>Ask Questions: Learning Through the Ages Topic 16: Global Convergence (1415 - 1763)>Quest: Discussion: Colonizing Planets>Ask Questions: Colonizing Planets Continued: Topic 17: Absolutism and Enlightenment (1516-1796)>Quest: Document-Based Writing: The</p>

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<p align="center">Wisconsin Standards for Social Studies Grades 6-8 (m)</p>	<p align="center">myWorld Interactive World History ©2019</p>
<p>Continued SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.</p>	<p>Right to Rule>Ask Questions: The Right to Rule Topic 18: A Revolutionary Era (1770-1914)>Quest: Document-Based Writing: Dateline: Revolution>Ask Questions: Dateline: Revolution Topic 19: The Modern World (1914-present)>Quest: Project: Science/Technology Timeline> Ask Questions: Science/Technology Timeline 21st Century Skills Tutorials>Ask Questions> 21st Century Skill: Ask Questions: Assessment; 21st Century Skills Tutorials>Analyze Primary and Secondary Sources>21st Century Skill: Analyze Primary and Secondary Sources: Assessment</p>
<p>SS.Inq2 Wisconsin students will gather and evaluate sources.</p>	
<p>SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry</p>	
<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>	<p>SE/TE: Primary Sources, 13, 107, 189, 257, 316, 368, 419, 458, 558, 601, 679, 820</p> <p>Digital Resources: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE - 70 CE)>Quest: Discussion: Debate Punishments for Crimes>Examine Primary Sources: Debate Punishments for Crimes; Quest Source 1-4 Topic 3: Topic 3: Ancient Egypt and Kush (3000 BCE - 600 BCE)>Quest: Document-Based Writing: Become a Pharaoh-in-Training>Examine Primary Sources: Become a Pharaoh-in-Training; Quest Sources 1-5 Topic 5: Early Civilizations of China (1700 BCE - 220 CE)>Quest: Document-Based Writing: Evaluating a Leader's Legacy>Examine Primary Sources: Evaluating a Leader's Legacy; Quest Sources 1-5 Topic 7: The Roman Republic (800 BCE - 30 BCE)>Quest: Document-Based Writing: The Roman Influence>Examine Primary Sources: The Roman Influence; Quest Sources 1-5 Topic 8: The Roman and Byzantine Empires (30</p>

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<p align="center">Wisconsin Standards for Social Studies Grades 6-8 (m)</p>	<p align="center">myWorld Interactive World History ©2019</p>
<p>Continued 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>	<p>Continued: BCE - 1453 CE)>Quest: Discussion: The Fall of Rome>Examine Primary Sources: The Fall of Rome; Quest Sources 1-4 Topic 9: Life in Medieval Christendom (486 - 1300)>Quest: Discussion: Freedom vs. Security>Examine Primary Sources: Freedom vs. Security; Quest Sources 1-3 Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE - 1644 CE)>Quest: Document-Based Writing: A Strong Influence>Examine Primary Sources: A Strong Influence; Quest Sources 1-5 Topic 15: The Renaissance and Reformation (1300 - 1648)>Quest: Document-Based Writing: Learning Through the Ages>Examine Primary Sources: Learning Through the Ages; Quest Sources 1-5 Topic 16: Global Convergence (1415 - 1763)>Quest: Discussion: Colonizing Planets>Examine Primary Sources: Colonizing Planets; Quest Sources 1-3 Topic 17: Absolutism and Enlightenment (1516-1796)>Quest: Document-Based Writing: The Right to Rule> Examine Primary Sources: The Right to Rule; Quest Sources 1-5 Topic 18: A Revolutionary Era (1770-1914)>Quest: Document-Based Writing: Dateline: Revolution>Examine Primary Sources: Dateline: Revolution; Quest Sources 1-5</p>

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<p align="center">Wisconsin Standards for Social Studies Grades 6-8 (m)</p>	<p align="center">myWorld Interactive World History ©2019</p>
<p>SS.Inq2.b Evaluate sources</p>	
<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>SE/TE: Find and Use Credible Sources, ELA 12-ELA 13; Lesson Check, 149, 466, 640; Assess Credibility of a Source, 163</p> <p>Digital Resources: Topic 2: Civilizations and Peoples of the Fertile Crescent (3400 BCE - 70 CE)>Quest: Discussion: Debate Punishments for Crimes>Examine Primary Sources: Debate Punishments for Crimes; Quest Source 1-4 Topic 3: Ancient Egypt and Kush (3000 BCE - 600 BCE)>Quest: Document-Based Writing: Become a Pharaoh-in-Training>Examine Primary Sources: Become a Pharaoh-in-Training; Quest Sources 1-5 Topic 5: Early Civilizations of China (1700 BCE - 220 CE)>Quest: Document-Based Writing: Evaluating a Leader's Legacy>Examine Primary Sources: Evaluating a Leader's Legacy; Quest Sources 1-5 Topic 7: The Roman Republic (800 BCE - 30 BCE)>Quest: Document-Based Writing: The Roman Influence>Examine Primary Sources: The Roman Influence; Quest Sources 1-5 Topic 8: The Roman and Byzantine Empires (30 BCE - 1453 CE)>Quest: Discussion: The Fall of Rome>Examine Primary Sources: The Fall of Rome; Quest Sources 1-4 Topic 9: Life in Medieval Christendom (486 - 1300)>Quest: Discussion: Freedom vs. Security>Examine Primary Sources: Freedom vs. Security; Quest Sources 1-3 Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE - 1644 CE)>Quest: Document-Based Writing: A Strong Influence>Examine Primary Sources: A Strong Influence; Quest Sources 1-5 Topic 15: The Renaissance and Reformation (1300 - 1648)>Quest: Document-Based Writing: Learning Through the Ages>Examine Primary Sources: Learning Through the Ages; Quest Sources 1-5</p>

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<p>Continued 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>Continued: Topic 16: Global Convergence (1415 - 1763)>Quest: Discussion: Colonizing Planets>Examine Primary Sources: Colonizing Planets; Quest Sources 1-3 Topic 17: Absolutism and Enlightenment (1516-1796)>Quest: Document-Based Writing: The Right to Rule> Examine Primary Sources: The Right to Rule; Quest Sources 1-5 Topic 18: A Revolutionary Era (1770-1914)>Quest: Document-Based Writing: Dateline: Revolution>Examine Primary Sources: Dateline: Revolution; Quest Sources 1-5</p>
<p>SS.Inq3 Wisconsin students will develop claims using evidence to support reasoning.</p>	
<p>SS.Inq3.a Develop claims to answer inquiry question</p>	
<p>SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p>	<p>SE/TE: Lesson Check, 184, 188, 195, 201, 207, 212, 315, 323, 329, 338, 343, 349; Topic 5 Review and Assessment, 215; Topic 8 Review and Assessment, 357 Digital Resources: Topic 1: Origins of Civilization (Prehistory - 4000 BCE)>Quest: Project: Design a Village>Quest Findings: Design a Village Topic 3: Topic 3: Ancient Egypt and Kush (3000 BCE - 600 BCE)>Quest: Document-Based Writing: Become a Pharaoh-in-Training>Quest Findings: Write Your Monument Inscription Topic 4: Early Civilizations of India (2600 BCE - 540 CE)>Quest: Project: A Trip Through India>Quest Findings: Create a Travel Brochure Topic 5: Early Civilizations of China (1700 BCE - 220 CE)>Quest: Document-Based Writing: Evaluating a Leader's Legacy>Quest Findings: Write an Obituary for Shi Huangdi Topic 6: Ancient Greece (2000 BCE - 300 BCE)>Quest: Project: The Influence of Ancient Greece>Quest Findings: Create Your News Magazine Topic 7: The Roman Republic (800 BCE - 30 BCE)>Quest: Document-Based Writing: The Roman Influence>Quest Findings: Write Your Explanatory Essay</p>

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<p>Continued SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.</p>	<p>Continued: Topic 10: Struggle in Medieval Europe (962 - 1492)>Quest: Project: Medieval Monarchs Face Conflicts>Quest Findings: Create Your Comic Book Topic 11: The Islamic World and South Asia (610 - 1550)>Quest: Project: Growth of the Muslim Empire>Quest Findings: Make Your Illustrated Timeline Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE - 1644 CE)>Quest: Document-Based Writing: A Strong Influence>Quest Findings: Write Your Explanatory Essay Topic 13: Civilizations of the Americas (Prehistory - 1533 CE)>Quest: Project: Be a Map-Maker>Quest Findings: Be a Map-Maker Topic 14: African Civilizations (300-1591)>Quest: Project: Create an Oral History>Quest Findings: Present Your Oral History Topic 15: The Renaissance and Reformation (1300 - 1648)>Quest: Document-Based Writing: Learning Through the Ages>Quest Findings: Write Your Explanatory Essay Topic 16: Global Convergence (1415 - 1763)>Quest: Discussion: Colonizing Planets> Topic 17: Absolutism and Enlightenment (1516-1796)>Quest: Document-Based Writing: The Right to Rule>Quest Findings: Write Your Position Paper Topic 18: A Revolutionary Era (1770-1914)>Quest: Document-Based Writing: Dateline: Revolution>Quest Findings: Write A News Article 21st Century Skills Tutorials>Give an Effective Presentation>21st Century Skill: Give an Effective Presentation: Assessment</p>

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<p align="center">Wisconsin Standards for Social Studies Grades 6-8 (m)</p>	<p align="center">myWorld Interactive World History ©2019</p>
<p>SS.Inq3.b Cite evidence from multiple sources to support claim</p>	
<p>SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p>	<p>SE/TE: Support Your Analyses with Evidence, ELA 6; Lesson Check, 201, 685</p> <p>Digital Resources:</p> <p>Topic 1: Origins of Civilization (Prehistory - 4000 BCE)>Quest: Project: Design a Village>Quest Findings: Design a Village</p> <p>Topic 3: Topic 3: Ancient Egypt and Kush (3000 BCE - 600 BCE)>Quest: Document-Based Writing: Become a Pharaoh-in-Training>Quest Findings: Write Your Monument Inscription</p> <p>Topic 4: Early Civilizations of India (2600 BCE - 540 CE)>Quest: Project: A Trip Through India>Quest Findings: Create a Travel Brochure</p> <p>Topic 5: Early Civilizations of China (1700 BCE - 220 CE)>Quest: Document-Based Writing: Evaluating a Leader's Legacy>Quest Findings: Write an Obituary for Shi Huangdi</p> <p>Topic 6: Ancient Greece (2000 BCE - 300 BCE)>Quest: Project: The Influence of Ancient Greece>Quest Findings: Create Your News Magazine</p> <p>Topic 7: The Roman Republic (800 BCE - 30 BCE)>Quest: Document-Based Writing: The Roman Influence>Quest Findings: Write Your Explanatory Essay</p> <p>Topic 10: Struggle in Medieval Europe (962 - 1492)>Quest: Project: Medieval Monarchs Face Conflicts>Quest Findings: Create Your Comic Book</p> <p>Topic 11: The Islamic World and South Asia (610 - 1550)>Quest: Project: Growth of the Muslim Empire>Quest Findings: Make Your Illustrated Timeline</p> <p>Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE - 1644 CE)>Quest: Document-Based Writing: A Strong Influence>Quest Findings: Write Your Explanatory Essay</p> <p>Topic 13: Civilizations of the Americas (Prehistory - 1533 CE)>Quest: Project: Be a Map-Maker>Quest Findings: Be a Map-Maker</p>

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<p>Continued SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p>	<p>Continued Topic 14: African Civilizations (300-1591)>Quest: Project: Create an Oral History>Quest Findings: Present Your Oral History Topic 15: The Renaissance and Reformation (1300 - 1648)>Quest: Document-Based Writing: Learning Through the Ages>Quest Findings: Write Your Explanatory Essay Topic 16: Global Convergence (1415 - 1763)>Quest: Discussion: Colonizing Planets> Topic 17: Absolutism and Enlightenment (1516-1796)>Quest: Document-Based Writing: The Right to Rule>Quest Findings: Write Your Position Paper Topic 18: A Revolutionary Era (1770-1914)>Quest: Document-Based Writing: Dateline: Revolution>Quest Findings: Write A News Article 21st Century Skills Tutorials>Support Ideas with Evidence>21st Century Skill: Support Ideas with Evidence: Assessment</p>
<p>SS.Inq3.c Elaborate how evidence supports claim</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>	<p>SE/TE: Evaluate Arguments, ELA 2; Effective Listening, 1; Lesson Check, 207; Analyze Images, 774</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory - 4000 BCE)>Quest: Project: Design a Village>Quest Findings: Design a Village Topic 3: Topic 3: Ancient Egypt and Kush (3000 BCE - 600 BCE)>Quest: Document-Based Writing: Become a Pharaoh-in-Training>Quest Findings: Write Your Monument Inscription Topic 4: Early Civilizations of India (2600 BCE - 540 CE)>Quest: Project: A Trip Through India>Quest Findings: Create a Travel Brochure Topic 5: Early Civilizations of China (1700 BCE - 220 CE)>Quest: Document-Based Writing: Evaluating a Leader's Legacy>Quest Findings: Write an Obituary for Shi Huangdi Topic 6: Ancient Greece (2000 BCE - 300</p>

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<p>Continued 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>	<p>Continued BCE)>Quest: Project: The Influence of Ancient Greece>Quest Findings: Create Your News Magazine Topic 7: The Roman Republic (800 BCE - 30 BCE)>Quest: Document-Based Writing: The Roman Influence>Quest Findings: Write Your Explanatory Essay Topic 10: Struggle in Medieval Europe (962 - 1492)>Quest: Project: Medieval Monarchs Face Conflicts>Quest Findings: Create Your Comic Book Topic 11: The Islamic World and South Asia (610 - 1550)>Quest: Project: Growth of the Muslim Empire>Quest Findings: Illustrated Timeline Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE - 1644 CE)>Quest: Document-Based Writing: A Strong Influence>Quest Findings: Write Your Explanatory Essay Topic 13: Civilizations of the Americas (Prehistory - 1533 CE)>Quest: Project: Be a Map-Maker>Quest Findings: Be a Map-Maker Topic 14: African Civilizations (300-1591)>Quest: Project: Create an Oral History>Quest Findings: Present Your Oral History Topic 15: The Renaissance and Reformation (1300 - 1648)>Quest: Document-Based Writing: Learning Through the Ages>Quest Findings: Write Your Explanatory Essay Topic 16: Global Convergence (1415 - 1763)>Quest: Discussion: Colonizing Planets> Topic 17: Absolutism and Enlightenment (1516-1796)>Quest: Document-Based Writing: The Right to Rule>Quest Findings: Write Your Position Paper Topic 18: A Revolutionary Era (1770-1914)>Quest: Document-Based Writing: Dateline: Revolution>Quest Findings: Write A News Article 21st Century Skills Tutorials>Support Ideas with Evidence>21st Century Skill: Support Ideas with Evidence: Assessment</p>

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SS.Inq4 Wisconsin students will communicate and critique conclusions.	
SS.Inq4.a Communicate conclusions	
<p>SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>	<p>SE/TE: Write an Argument, ELA 9; Write Informative or Explanatory Essays, ELA 10</p> <p>Digital Resources: Topic 1: Origins of Civilization (Prehistory - 4000 BCE)>Quest: Project: Design a Village>Quest Findings: Design a Village Topic 3: Topic 3: Ancient Egypt and Kush (3000 BCE - 600 BCE)>Quest: Document-Based Writing: Become a Pharaoh-in-Training>Quest Findings: Write Your Monument Inscription Topic 4: Early Civilizations of India (2600 BCE - 540 CE)>Quest: Project: A Trip Through India>Quest Findings: Create a Travel Brochure Topic 5: Early Civilizations of China (1700 BCE - 220 CE)>Quest: Document-Based Writing: Evaluating a Leader's Legacy>Quest Findings: Write an Obituary for Shi Huangdi Topic 6: Ancient Greece (2000 BCE - 300 BCE)>Quest: Project: The Influence of Ancient Greece>Quest Findings: Create Your News Magazine Topic 7: The Roman Republic (800 BCE - 30 BCE)>Quest: Document-Based Writing: The Roman Influence>Quest Findings: Write Your Explanatory Essay Topic 10: Struggle in Medieval Europe (962 - 1492)>Quest: Project: Medieval Monarchs Face Conflicts>Quest Findings: Create Your Comic Book Topic 11: The Islamic World and South Asia (610 - 1550)>Quest: Project: Growth of the Muslim Empire>Quest Findings: Make Your Illustrated Timeline Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE - 1644 CE)>Quest: Document-Based Writing: A Strong Influence>Quest Findings: Write Your Explanatory Essay Topic 13: Civilizations of the Americas (Prehistory - 1533 CE)>Quest: Project: Be a Map-</p>

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<p>Continued: SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).</p>	<p>Continued: Maker>Quest Findings: Be a Map-Maker Topic 14: African Civilizations (300-1591)>Quest: Project: Create an Oral History>Quest Findings: Present Your Oral History Topic 15: The Renaissance and Reformation (1300 - 1648)>Quest: Document-Based Writing: Learning Through the Ages>Quest Findings: Write Your Explanatory Essay Topic 16: Global Convergence (1415 - 1763)>Quest: Discussion: Colonizing Planets> Topic 17: Absolutism and Enlightenment (1516-1796)>Quest: Document-Based Writing: The Right to Rule>Quest Findings: Write Your Position Paper Topic 18: A Revolutionary Era (1770-1914)>Quest: Document-Based Writing: Dateline: Revolution>Quest Findings: Write A News Article</p>
<p>SS.Inq4.b Critique conclusions SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others’ claims, taking into consideration potential bias.</p>	<p>SE/TE: Support Your Analyses with Evidence, ELA 6; Find and Use Credible Sources, ELA 12- ELA 13; Speaking and Listening, ELA 15; Assess Credibility of a Source, 163; Interactive: Identify Bias, 441 Digital Resources: Topic 1: Origins of Civilization (Prehistory - 4000 BCE)>Quest: Project: Design a Village>Quest Findings: Design a Village Topic 3: Topic 3: Ancient Egypt and Kush (3000 BCE - 600 BCE)>Quest: Document-Based Writing: Become a Pharaoh-in-Training>Quest Findings: Write Your Monument Inscription Topic 4: Early Civilizations of India (2600 BCE - 540 CE)>Quest: Project: A Trip Through India>Quest Findings: Create a Travel Brochure Topic 5: Early Civilizations of China (1700 BCE - 220 CE)>Quest: Document-Based Writing: Evaluating a Leader's Legacy>Quest Findings: Write an Obituary for Shi Huangdi Topic 6: Ancient Greece (2000 BCE - 300 BCE)>Quest: Project: The Influence of Ancient</p>

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<p>Continued SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p>	<p>Continued Greece>Quest Findings: Create Your News Magazine Topic 7: The Roman Republic (800 BCE - 30 BCE)>Quest: Document-Based Writing: The Roman Influence>Quest Findings: Write Your Explanatory Essay Topic 10: Struggle in Medieval Europe (962 - 1492)>Quest: Project: Medieval Monarchs Face Conflicts>Quest Findings: Create Your Comic Book Topic 11: The Islamic World and South Asia (610 - 1550)>Quest: Project: Growth of the Muslim Empire>Quest Findings: Make Your Illustrated Timeline Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE - 1644 CE)>Quest: Document-Based Writing: A Strong Influence>Quest Findings: Write Your Explanatory Essay Topic 13: Civilizations of the Americas (Prehistory - 1533 CE)>Quest: Project: Be a Map-Maker>Quest Findings: Be a Map-Maker Topic 14: African Civilizations (300-1591)>Quest: Project: Create an Oral History>Quest Findings: Present Your Oral History Topic 15: The Renaissance and Reformation (1300 - 1648)>Quest: Document-Based Writing: Learning Through the Ages>Quest Findings: Write Your Explanatory Essay Topic 16: Global Convergence (1415 - 1763)>Quest: Discussion: Colonizing Planets> Topic 17: Absolutism and Enlightenment (1516-1796)>Quest: Document-Based Writing: The Right to Rule>Quest Findings: Write Your Position Paper Topic 18: A Revolutionary Era (1770-1914)>Quest: Document-Based Writing: Dateline: Revolution>Quest Findings: Write A News Article 21st Century Skills Tutorials>Identify Bias>21st Century Skills: Identify Bias: Assessment; Evaluate Existing Arguments>21st Century</p>

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<p>Continued SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.</p>	<p>Continued Skills: Evaluate Existing Arguments: Assessment; Consider and Counter Opposing Arguments>21st Century Skills: Consider and Counter Opposing Arguments: Assessment</p>
SS.Inq5 Wisconsin students will be civically engaged.	
SS.Inq5.a Civic engagement	
<p>SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p>Digital Resources: 21st Century Skills>Being an Informed Citizen>Assessment; Political Participation>Assessment; Voting>Assessment</p>
BH Behavioral Sciences	
SS.BH1 Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).	
SS.BH1.a Individual cognition, perception, and behavior	
<p>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.</p>	<p>SE/TE: What Are the Basic Teachings of Judaism?, 80-82; What Are the Paths to Moksha?, 147; What Are Buddhist Beliefs?, 154-155; Family Relationships, 188; Life and Teachings of Confucius, 192-194; Who Were the Magistrates?, 288; Practicing Christianity, 328-329; Analyze Charts, 456</p> <p>Digital Resources: Social Studies Core Concepts>Culture Core Concepts>What Is Culture?, Families and Societies</p>
SS.BH1.b Personal identity and empathy	
<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>	<p>SE/TE: Social Classes, 36; The Caste System, 138-140; What Were the Five Confucian Relationships?, 193; Han Society, 208-209; Spartan Social Classes, 236; What Were the Social Divisions in Greek Society?, 239-241; A Multicultural Society Advances, 429; Treatment of Non-Muslims, 462; Status of Women, 534; Aztec Society, 563-564; Social Classes and Industrialization, 789; Birth of Israel, 850-851; In South Africa, 860-861</p>

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<p align="center">Wisconsin Standards for Social Studies Grades 6-8 (m)</p>	<p align="center">myWorld Interactive World History ©2019</p>
<p>SS.BH2 Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).</p>	
<p>SS.BH2.a Relationship of people and groups</p>	
<p>SS.BH2.a.m.i Summarize the role culture plays in personal and group behavior.</p>	<p>SE/TE: What Was Life Like for Hunter-Gatherers?, 12; What Do We Know About Stone Age Religion?, 23; How Did Farming Change Human Culture?, 29-31; What Was the Role of Women?, 292; The Army Shares Culture, 333; A Multicultural Society Advances, 429; Roles of Men and Women, 461; Mayan Society, 554</p> <p>Digital Resources: Social Studies Core Concepts>Culture Core Concepts>What Is Culture?; Families and Societies</p>
<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>SE/TE: How Did Farming Change Social Organization?, 31; How Did Sumerian Government Work?, 50-51; Conflict with Carthage, 296-297; Why Did Pope Gregory and Henry IV Come Into Conflict?, 407-409; Intolerance Grows, 648; Growing Conflict with Neighboring Nations, 735; What Were the Causes and Effects of the English Civil War?, 746-747; What Actions Caused the Revolution?, 767-768; How Did the French Revolution Begin?, 773-774; Nationalism Rises, 779-780</p> <p>Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Conflict and Cooperation</p>

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<p align="center">Wisconsin Standards for Social Studies Grades 6-8 (m)</p>	<p align="center">myWorld Interactive World History ©2019</p>
<p>SS.BH2.b Cultural patterns</p>	
<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>	<p>SE/TE: What Is the Cultural Legacy of the Phoenicians?, 69-70; The Growth of Vedic Civilization, 138; How Did Geography Shape the Greek World?, 221-223; Greek Culture Spreads, 271; Rome as a Site of Encounter, 331-332; What Was Greco-Roman Culture?, 332-333; Spreading the Faith, 348; Trade Expands, 469-470; Sharing Knowledge and Culture, 479; Foreign Visitors, 503-504 TE Only: History Background, 242</p> <p>Digital Resources: Social Studies Core Concepts>Culture Core Concepts>Families and Societies; Cultural Diffusion and Change</p>
<p>SS.BH3 Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).</p>	
<p>SS.BH3.a Social Interactions</p>	
<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>SE/TE: The Age of Reason, 751-752; What New Political Ideas Developed?, 753-754; How Did the Enlightenment Affect American Founders?, 756-757; The American Revolution, 767-772; How Did the French Revolution Begin?, 773-774; France’s Effect, 780; Assassination Leads to War, 816; How Did Aggression Lead to War?, 827-829</p>

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SS.BH4 Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.	
SS.BH4.a Progression of technology	
SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.	SE/TE: Farming the Land, 46-47; Science, Technology, and Medicine, 113; How Did the Greeks Improve Technology?, 262; How Did the Industrial Revolution Begin?, 785-787; How Did the Industrial Revolution Change People’s Lives?, 787-789; Lesson Check, 791; How Did the Second Industrial Revolution Impact Business?, 801-803; The Push to Reform, 805-806; Topic 18 Review and Assessment, 808-809; Revolutions in Information Technology, 867-869 Digital Resources: Topic 18>Lesson 4>Video: Innovations of the First Industrial Revolution
Econ Economics	
SS.Econ1 Wisconsin students use economic reasoning to understand issues.	
SS.Econ1.a Choices and Decision-Making	
SS.Econ1.a.m.i Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations.	TE Only: Differentiated Instruction, 707 Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics
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.	SE/TE: Comparing Sparta and Athens, 236-237; What Were the Mongol Conquests?, 498-500; Interpret Visual Evidence, 569; The Ancestral Pueblo, 575-576 Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive World History ©2019
SS.Econ1.b Incentives	
SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.	SE/TE: How Does a Market Economy Work?, 705 Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics
SS.Econ2 Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).	
SS.Econ2.a Consumers, Producers, and Markets	
SS.Econ2.a.m.i Analyze the role of consumers and producers in product markets.	SE/TE: The Silk Road, 205-207; What Was the Columbian Exchange?, 700-702; A Commercial Revolution in Europe, 703-705; Origins of the Atlantic Slave Trade, 716-717; A Higher Standard of Living, 803-804 TE Only: Curriculum Connection: Science, 494 Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics; Economic Process
SS.Econ2.a.m.ii Provide examples of how individuals and households are both consumers and producers.	SE/TE: Analyze Diagrams, 206; Analyze Charts, 701; A Commercial Revolution in Europe, 703-705; How Did the Industrial Revolution Change People’s Lives?, 787-789; A Higher Standard of Living, 803-804 Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics
SS.Econ2.b Supply, Demand, and Competition	
SS.Econ2.b.m.i Investigate the relationship between supply and demand.	SE/TE: A Commercial Revolution in Europe, 703-705; Topic 16 Review and Assessment, 722-723 Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics

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<p align="center">Wisconsin Standards for Social Studies Grades 6-8 (m)</p>	<p align="center">myWorld Interactive World History ©2019</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>SE/TE: Guilds Protect Crafts, 387; What Was Life on Plantations Like?, 692; How Did the Portuguese Empire Decline?, 698-699; A Commercial Revolution in Europe, 703-705; A New Source of Labor, 716; Adam Smith and Free Markets, 755-756</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economic Process, Economic Systems</p>
<p align="center">SS.Econ2.c Firm/Business Behavior and Costs of Production</p>	
<p>SS.Econ2.c.m.i Categorize factors of production and how they are combined to make goods and deliver services.</p>	<p>For related content, please see: SE/TE: The Factory System, 787; Big Business, 802-803 TE Only: History Background, 790</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics</p>
<p>SS.Econ2.c.m.ii Evaluate how profits influence sellers in markets.</p>	<p>SE/TE: Da Gama’s Round-Trip Route, 673; Wealth from the Americas, 689; What Was Life on Plantations Like?, 692; A Commercial Revolution in Europe, 703-705; Big Business, 802-803; How Did a Financial Crisis Develop in the United States?, 823-824</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economic Process; Economic Systems</p>

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive World History ©2019
SS.Econ3 Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).	
SS.Econ3.a Economic Indicators	
SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.	SE/TE: Economic Problems Worsen, 340; What Was the Price Revolution?, 703-704; Why Did Spain’s Golden Century Decline?, 731-732; Moving Towards Free Markets, 864 Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economic Process
SS.Econ3.b Money	
SS.Econ3.b.m.i Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account).	SE/TE: Central Control, 62-63; Uniform Standards, 198; Currency, 242-243, 495; Currency Aids Trade, 315 Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Basics
SS.Econ3.b.m.ii Assess how interest rates influence borrowing and investing.	Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Money Management
SS.Econ3.c Economic Fluctuations and Business Cycles	
SS.Econ3.c.m Define Gross Domestic Product (GDP), and compare the GDP of different nations.	TE Only: Common Misconceptions, 864 Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economic Development
SS.Econ4 Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).	
SS.Econ4.a Economic Systems and Allocation of Resources	
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).	SE/TE: What Was the Price Revolution?, 703-704; How Does a Market Economy Work?, 705 Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economic Systems

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SS.Econ4.b Institutions	
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.	SE/TE: Merchant Banking Expands, 386; Guilds Protect Crafts, 387-388; Florence: Heart of the Early Renaissance, 624; The Factory System, 787; Revolutions in Philosophy and Economics, 789-791; How Did the Second Industrial Revolution Impact Business?, 801-803; Forming Unions, 805; Lesson Check, 806 TE Only: History Background, 625
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).	SE/TE: Social Classes and Industrialization, 789; The Push to Reform, 805-806
SS.Econ4.c Role of Government	
SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.	SE/TE: The Political Order in Egypt, 102; Building a Government, 161; What Was Mercantilism?, 702-703; Asia Leads the World, 706; From Prosperity to Depression, 823-824
SS.Econ4.d Impact of Government Interventions	
SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.	TE Only: Curriculum Connection: Economics, 704
SS.Econ5 Wisconsin students will assess economic interdependence of regions and countries through trade.	
SS.Econ5.a Specialization, Trade, and Interdependence	
SS.Econ5.a.m.i Summarize the role of specialization on trade and cost of goods/services.	SE/TE: What Were the Effects of Food Surplus?, 30-31; Lesson Check, 32; Job Specialization, 36; How Did Trade and Industry Increase?, 385-386; Ancient Ghana, 592 Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Trade

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SS.Econ5.a.m.ii Identify examples of U.S. exports and imports.	For related content, please see: SE/TE: Phoenician Traders, 67; A Major Trade Route, 206-207; Trade and the Roman Economy, 314-315; Economic Life, 533; The Settlement of Brazil, 694; A New Source of Labor, 716; What New Economic Powers Emerged?, 864-865
Geog Geography	
SS.Geog1 Wisconsin students will use geographic tools and ways of thinking to analyze the world.	
SS.Geog1.a Tools of Geography	
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?).	SE/TE: Geography Skills, 17, 73, 116, 269, 342, 493, 561, 599, 675, 776 Digital Resources: Topic 8>Lesson 5>Interactive Map: Invasions of the Roman Empire, C.E. 378-533 Social Studies Core Concepts>Geography Core Concepts>Understanding Maps
SS.Geog1.a.m.ii Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).	SE/TE: More Accurate Maps, 677 Digital Resources: Social Studies Core Concepts>Geography Core Concepts>Ways to Show Earth's Surface

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SS.Geog1.b Spatial Thinking (map interpretation)	
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>SE/TE: Geography Skills, 29, 130, 148, 280, 297, 311, 314, 342, 345, 364, 372, 378, 385, 395, 406, 413, 422, 430, 437, 450, 493, 499, 502, 512, 553, 561, 568, 577, 590, 599, 604, 652, 830, 832; Interactive: Read Special Purpose Maps, 108, 173; Interpret Thematic Maps, 173; Topic 6: Review and Assessment, 272-273; Topic 7: Review and Assessment, 302-303; Interactive: Interactive Map: The Byzantine Empire, 347; Topic 8: Review and Assessment, 356-357; Interactive Topic 9 Map, 360-361; Quick Activity, 450; Topic 11 Review and Assessment, 482-483; Quest Connections, 512, 561; Interactive: Read Special-Purpose Maps, 574; Topic 13 Review and Assessment, 582-583; Interactive: Interactive Map: Africa's Vegetation Regions, 593</p> <p>Digital Resources: Topic 8>Lesson 6>Interactive Map: The Byzantine Empire</p>
SS.Geog1.c Mental Mapping/Maps from Memory	
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>For related content, please see: SE/TE: Geography Skills, 130, 364, 517; Topic 6: Ancient Greece, 218-219; Topic 8: The Roman and Byzantine Empires, 306-307; Topic 12: Civilizations of East Asia and Southeast Asia, 486-487; Topic 15: The Renaissance and Reformation, 618-619; Topic 16: Global Convergence, 668-669; Topic 17: Absolutism and Enlightenment, 726-727</p>
SS.Geog1.c.m.ii Compare mental maps shaped by individual perceptions of people, places, regions, and environments.	<p>For related content, please see: SE/TE: Interpret Thematic Maps, 173, 574; Geography Skills, 205, 321</p>

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Wisconsin Standards for Social Studies Grades 6-8 (m)	myWorld Interactive World History ©2019
SS.Geog2 Wisconsin students will analyze human movement and population patterns.	
SS.Geog2.a Population and Place	
SS.Geog2.a.m.i Analyze why populations increase or decrease in various regions throughout the world.	SE/TE: Distinguish Cause and Effect, 53; Why Did the Indus Civilization Disappear?, 134; The Fall of the Maya, 556; Diseases and Other Exchanges, 702
SS.Geog2.a.m.ii Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).	For related content, please see: SE/TE: Analyze Graphs, 683 Digital Resources: Social Studies Core Concepts>Geography Core Concepts>Population
SS.Geog2.b Reasons People Move	
SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.	SE/TE: Geography Skills, 17, 136, 342, 493
SS.Geog2.c Impact of Movement	
SS.Geog2.c.m.i Use regions in the world to analyze the role of population shifts in why places change over time.	SE/TE: Geography Skills, 73, 136, 342, 430, 493
SS.Geog2.c.m.ii Evaluate the impact of migration on the place of origin and the place of settlement.	SE/TE: Migration from Africa, 17; Colonization, 241-242; Settlers Cross the Oceans, 701
SS.Geog2.d Urbanization	
SS.Geog2.d.m.i Investigate the impact of rural decline and the growth of cities on a place.	SE/TE: How Did the Industrial Revolution Change People’s Lives?, 787-789; Best and Worst of Times, 791; People on the Move, 804; The Push to Reform, 805-806 TE Only: Curriculum Connection: Economics, 704 Digital Resources: Topic 18>Lesson 6>Interactive 3-D Model: Living in a Tenement

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SS.Geog2.d.m.ii Analyze patterns of urbanization around the world.	SE/TE: An Economic Revolution, 493-494; How Did the Industrial Revolution Change People’s Lives?, 787-789; People on the Move, 804 Digital Resources: Social Studies Core Concepts>Geography Core Concepts>Urbanization
SS.Geog3 Wisconsin students will examine the impacts of global interconnections and relationships.	
SS.Geog3.a Distribution of Resources	
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.	SE/TE: How Did Cities Lead to Civilizations?, 33-34; Among the Sea and Mountains, 538-539
SS.Geog3.b Networks	
SS.Geog3.b.m.i Analyze spatial patterns of social and economic development in a variety of regions in the world.	SE/TE: Why was Trade Important for Egypt and Kush?, 115-117; Trade, 132; The Silk Road, 205-207; The Greek Economy, 241-243; Trade and the Roman Economy, 314-315; How Did Cities and Trade Grow?, 468-470; Geography Skills, 502; Origins of the Atlantic Slave Trade, 716-717
SS.Geog3.b.m.ii Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).	SE/TE: The Silk Road, 205-207; What Are the Challenges of Globalization?, 866-867; What Is the Information Revolution?, 868-869
SS.Geog4 Wisconsin students will evaluate the relationship between identity and place.	
SS.Geog4.a Characteristics of Place	
SS.Geog4.a.m.i Explain how place-based identities can change places over time.	For related content, please see: SE/TE: Explore the Essential Question, 584
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.	SE/TE: Intolerance Grows, 648 TE Only: Common Misconceptions, 127, 695

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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).	For related content, please see: SE/TE: Interactive: Compare Viewpoints, 141; Compare Different Points of View, 250; Interactive: Compare Viewpoints, 411 TE Only: Common Misconceptions, 127, 156, 219, 277
SS.Geog5 Wisconsin students will evaluate the relationship between humans and the environment.	
SS.Geog5.a Human Environment Interaction	
SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.	SE/TE: How were the First Tools Made?, 11; Explore the Essential Question, 810; Analyze Images, 870, 872, 873
SS.Geog5.b Interdependence	
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.	SE/TE: Phoenician Traders, 67; Why was Trade Important for Egypt and Kush?, 115-117; Trade, 132; The Silk Road, 205-207; Trade and the Roman Economy, 314-315; How Did Trade and Industry Increase?, 385-386; How Did Trade Fuel Prosperity?, 494-495; Exchanges at Mali, 596
SS.Geog5.b.m.ii Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.	SE/TE: The Conquest of Sumer, 54-55; Conflict with Carthage, 296-297; European Interests Compete, 713; Industrialism, 793-794; How Did the West Carve Up the World?, 795-797; Militarism in Japan, 826 Digital Resources: Topic 18>Lesson 5>Video: Imperialism in Africa and Asia

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Hist History	
SS.Hist1 Wisconsin students will use historical evidence for determining cause and effect.	
SS.Hist1.a Cause	
SS.Hist1.a.m Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.	SE/TE: Interactive: Analyze Cause and Effect, 53, 301, 530, 650; Get Ready to Read, 54, 77, 159, 203, 221, 279; Lesson Check, 149, 439, 565, 656; Identify Central Issues and Problems, 317; Secondary Source, 530
SS.Hist1.b Effect	
SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.	SE/TE: Interactive: Analyze Cause and Effect, 53, 301, 530, 650; Get Ready to Read, 54, 77, 159, 203, 221, 279; Lesson Check, 149, 439, 565, 656; Identify Central Issues and Problems, 317; Secondary Source, 530
SS.Hist2 Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	
SS.Hist2.a Patterns stay the same over a period of time	
SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.	SE/TE: Identify Sources of Continuity, 213, 613
SS.Hist2.b Patterns change over a period of time	
SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.	SE/TE: Detect Changing Patterns, 324, 369
SS.Hist2.c Contextualization	
SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.	SE/TE: Identify Sources of Continuity, 213, 613; Detect Changing Patterns, 324, 369
SS.Hist3 Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	
SS.Hist3.a Connections	
SS.Hist3.a.m Compare events from United States or world history to a current issue or event.	For related content, please see: SE/TE: Lesson Check, 70, 256; Analyze Diagrams, 753 TE Only: Connect, 41, 416; Differentiated Instruction, 312, 525; Primary Sources, 316

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SS.Hist3.b Perspective	
SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.	SE/TE: Detect Historical Points of View, 141, 750; Compare Different Points of View, 250, 411, 807
SS.Hist3.c Current Implications	
SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.	For related content, please see: SE/TE: The Revolution Continues, 806; Competition for Resources, 869-871
SS.Hist4 Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	
SS.Hist4.a Historical Context	
SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.	SE/TE: Detect Historical Points of View, 141; Analyzing Primary Sources, 368
SS.Hist4.b Intended Audience	
SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.	SE/TE: Find and Use Credible Sources, ELA 12-ELA 13; Assess Credibility of a Source, 163 Digital Resources: 21 st Century Skills>Analyze Primary and Secondary Sources>Assessment
SS.Hist4.c Purpose	
SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.	SE/TE: Write Research Papers, ELA 14; Analyzing Primary Sources, 52, 107, 158, 196, 232, 257, 284, 368, 612; Compare Different Points of View, 250; Interactive: Compare Viewpoints, 411 Digital Resources: 21 st Century Skills>Analyze Primary and Secondary Sources>Assessment
SS.Hist4.d Point of View (POV)	
SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.	SE/TE: Analyzing Primary Sources, 52, 158, 196, 257; Compare Different Points of View, 250; Interactive: Compare Viewpoints, 411

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PS Political Science	
SS.PS1 Wisconsin students will identify and analyze democratic principles and ideals.	
SS.PS1.a Values & Principles of American Constitutional Democracy	
SS.PS1.a.m.i Investigate the components of responsible citizenship.	SE/TE: Rights and Responsibilities, 287 Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Citizenship
SS.PS1.a.m.ii Summarize the importance of rule of law.	SE/TE: Quick Activity, 57; The Roman Rule of Law, 286; Analyze Diagrams, 417
SS.PS1.b Origins & Foundation of the Government of the United States	
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.	For related content, please see: SE/TE: Common Sense, 768; Biography, 769; Did you know?, 770; Lesson Check, 771 Digital Resources: Topic 18>Lesson 1>Video: Influences on the American Revolution
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.	SE/TE: The Declaration of Independence, 768-769; Establishing a New Government, 770-771; Primary Sources, 772; In the United States, 860
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.	For related content, please see: SE/TE: Establishing a New Government, 770-771
SS.PS2 Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.	
SS.PS2.a Civil Rights and Civil Liberties	
SS.PS2.a.m.i Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights.	SE/TE: Establishing a New Government, 770-771

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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.	SE/TE: Establishing a New Government, 770-771; Child Labor Laws, 805; How Did Governments Respond?, 824; In the United States, 860
SS.PS2.a.m.iii Predict how collective action movements work to extend equal rights to groups and individuals.	SE/TE: Patricians and Plebeians, 287; Women’s Suffrage, 806; The Struggle for Human Rights, 860-862
SS.PS2.b Fundamentals of Citizenship	
SS.PS2.b.m.i Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws).	SE/TE: Rights and Responsibilities, 287 Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Citizenship
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).	SE/TE: Government and Religion, 133; Get Ready to Read, 191-192; Teaching by Example, 193-194; Topic 5: Topic 5 Review and Assessment, 214-215; Oligarchies, 228; Citizens and Noncitizens, 240; Rights and Responsibilities, 287; Parliament and an Independent Judiciary, 417-418; Confucianism, 513; Calvin’s “City of God”, 645-646; Lesson Check, 648
SS.PS2.c Asserting and Reaffirming of Human Rights	
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.	SE/TE: The Search for Scapegoats, 438; Intolerance Grows, 648; Effects on Native Americans, 691-692; What Was Life Like Under Slavery?, 719-720; Women’s Suffrage, 806; What Was the Holocaust?, 830-831; The Struggle for Human Rights?, 860-862
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.	SE/TE: Women’s Suffrage, 806; The Struggle for Human Rights?, 860-862

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SS.PS3 Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.	
SS.PS3.a Political Participation	
SS.PS3.a.m.i Assess voter participation in elections.	For related content, please see: Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Citizenship
SS.PS3.a.m.ii Explain their role in government at the local, state, tribal, and federal levels.	For related content, please see: Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Citizenship
SS.PS3.b Linkage Institutions	
SS.PS3.b.m.i Analyze the role of various types of media in elections and functions of government.	SE/TE: Analyze Political Cartoons, 824; Analyze Images, 825, 826; What is the Information Revolution?, 868-869 TE Only: History Background, 852 Digital Resources: 21 st Century Viewpoints>Analyze Media Content>Assessment; Analyze Political Cartoons>Assessment
SS.PS3.b.m.ii Analyze how elections and political parties in the United States connect the people to government.	For related content, please see: SE/TE: Establishing a New Government, 770-771 Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Political Systems
SS.PS3.b.m.iii Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).	For related content, please see: SE/TE: A New Empire in India, 168-169; Guilds Protect Crafts, 387-388; Big Business, 802-803; Forming Unions, 805 Digital Resources: 21 st Century Skills>Summarize>Assessment

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SS.PS3.c Power in Government	
SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.	<p>SE/TE: The Babylonian Empire, 56-58; Building a Government, 161; Rise and Fall of the Zhou, 185-187; Experimenting with Forms of Government, 227-228; The World's First Democracy, 229; How Did Athenian Democracy Work?, 230-231; What Were the Principles of Roman Government?, 285-286; Who Were the Citizens of Rome?, 287-289; Establishing a New Government, 770-771</p> <p>Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Foundations of Government, Political Structures</p>
SS.PS3.d Public Policy	
SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.	<p>SE/TE: How Did Athenian Democracy Work?, 230-231; What did the Assemblies and the Senate Do?, 287-288</p> <p>Digital Resources: Social Studies Core Concepts>Government and Civics Core Concepts>Political Structures</p>
SS.PS4 Wisconsin students will develop and employ skills for civic literacy.	
SS.PS4.a Argumentation	
SS.PS4.a.m Assemble an argument utilizing multiple sources of information.	<p>SE/TE: Write an Argument, ELA 9</p> <p>Digital Resources: 21st Century Skills>Support Ideas with Evidence>Assessment</p>
SS.PS4.b Compromise, Diplomacy, and Consensus Building	
SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).	<p>SE/TE: Athens's Alliance, 247; Family Loyalty and Harmony, 533; Lesson Check, 536</p> <p>Digital Resources: 21st Century Skills>Develop Cultural Awareness>Assessment; Work in Teams>Assessment</p>