



Correlation of

World History: Ancient Civilizations, Florida Edition,
by National Geographic Learning, © 2024,
ISBN: 9780357545317

to

Florida
Social Studies Standards
M/J World History - 2109010

Correlation to the Florida Social Studies Standards, M/J World History - 2109010
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| STANDARD/BENCHMARK | STUDENT EDITION | TEACHER'S EDITION |
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| NGSS Standards Correlations | | |
| CIVICS AND GOVERNMENT | | |
| SS.6.CG.1 Demonstrate an understanding of the origins and purposes of government, law and the American political system. | <p>Component Codes Print Components SFD = Strategies for Differentiation C1L1.1 = Chapter 1, Lesson 1.1 CI = Chapter Introduction CR = Chapter Review WSH = Why Study History? UI = Unit Introduction UW = Unit Wrap-Up EOC = Florida End of Course Exam Practice</p> <p>Online Components GEH = Geography and the Environment Handbook GIS = Interactive GIS Story Map Activities LAH = Learning About the Holocaust PSC = Primary Source Collection</p> | <p>Component Codes Print Components SFD = Strategies for Differentiation C1L1.1 = Chapter 1, Lesson 1.1 CI = Chapter Introduction CR = Chapter Review WSH = Why Study History? UI = Unit Introduction UW = Unit Wrap-Up EOC = Florida End of Course Exam Practice</p> <p>Online Components GEH = Geography and the Environment Handbook GIS = Interactive GIS Story Map Activities LAH = Learning About the Holocaust PSC = Primary Source Collection</p> |
| SS.6.CG.1.1 Analyze how democratic concepts developed in ancient Greece served as a foundation for the United States' constitutional republic. | | |
| <ul style="list-style-type: none"> Students will identify and explain the democratic principles of government in ancient Greece. | C8L2.2, p. 233; CR8, p. 239; C9L1.1, pp. 242–243; CR9, pp. 268, 269; UW3, p. 273 | C8L2.2, p. 233; CR8, p. 239; SFDC9, p. 239D; CI9, p. 241; C9L1.1, p. 243; C9L2.3, p. 253; C9L4.4, p. 267; CR9, pp. 268, 269; UW3, p. 272 |
| <ul style="list-style-type: none"> Students will compare and contrast the political systems of ancient Greece and modern-day United States. | C9L4.4, pp. 266–267; EOC3, p. 275 | C9L4.4, p. 267; EOC3, p. 275 |
| <ul style="list-style-type: none"> Students will recognize the influence of ancient Greece on the American political process. | C9L1.1, pp. 242–243; C9L4.4, pp. 266–267; CR9, pp. 268, 269; UW3, p. 273 | C9L1.1, p. 243; C9L2.3, p. 253; C9L4.4, p. 267; CR9, pp. 268, 269; UW3, p. 272 |
| SS.6.CG.1.2 Analyze the influence of ancient Rome on the United States' constitutional republic. | | |
| <ul style="list-style-type: none"> Students will compare and contrast the political systems in ancient Rome and modern-day United States. | CR10, pp. 316, 317; EOC4, p. 358 | CR10, pp. 316, 317; EOC4, p. 358 |

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| <ul style="list-style-type: none"> Students will recognize the influence of ancient Rome on the American political process. | C10L1.3, pp. 288–289; C11L4.1, p. 348 | C10L1.3, p. 289; C11L4.1, p. 349 |
| SS.6.CG.1.3 Examine rule of law in the ancient world and its influence on the United States' constitutional republic. | | |
| <ul style="list-style-type: none"> Students will recognize origins of what to include, but not be limited to, the contributions of ancient Greek and ancient Roman civilizations. | C3L2.1, pp. 80–81; C5L1.1, p. 132; C5L1.4, p. 139; CR5, p. 149; C9L1.1, pp. 242–243; C9L4.4, pp. 266–267; C10L1.3, pp. 288–289; CR10, pp. 316, 317; C11L4.1, p. 348 | C3L2.1, p. 81; C5L1.1, p. 133; CR5, p. 149; C9L1.1, p. 243; C9L2.3, p. 253; C9L4.4, p. 267; C10L1.3, p. 289; CR10, pp. 316, 317; C11L4.1, p. 349 |
| <ul style="list-style-type: none"> Students will recognize that the rule of law is a foundational principle of the U.S. government. | C3L2.1, pp. 80–81; C5L1.1, p. 132; C5L2.3, p. 144; CR5, p. 149; C9L1.1, pp. 242–243; C9L4.4, pp. 266–267; C10L1.3, pp. 288–289; CR10, pp. 316, 317; C11L4.1, p. 348 | C3L2.1, p. 81; C5L1.1, p. 133; CR5, p. 149; C9L1.1, p. 243; C9L4.4, p. 267; C10L1.3, p. 289; CR10, pp. 316, 317; C11L4.1, p. 349 |
| SS.6.CG.1.4 Examine examples of civic leadership and virtue in ancient Greece and ancient Rome. | | |
| <ul style="list-style-type: none"> Students will explain the influence of significant leaders (e.g., Marcus Tullius Cicero, Marcus Aurelius, Pericles, Solon, Cleisthenes) on civic participation and governance in the ancient world. | C9L1.1, pp. 242–243; C9L4.4, p. 266; UW3, p. 273; EOC3, p. 275; C10L1.3, pp. 288–289; C10L3.1, pp. 298–299; C10L4.1, p. 308; C11L4.1, p. 348 | C9L1.1, p. 243; C9L2.3, p. 253; EOC3, p. 275; C10L1.3, p. 289; C11L1.1, p. 321; C11L4.1, p. 349 |
| ECONOMICS | | |
| SS.6.E.1 Understand the fundamental concepts relevant to the development of a market economy. | | |
| SS.6.E.1.1 Identify the factors (new resources, increased productivity, education, technology, slave economy, territorial expansion) that increase economic growth. | C3L1.1, p. 70; C3L1.2, pp. 72–73; C3L2.4, pp. 86–87; C3L2.5, p. 88; C4L2.4, p. 108; C4L3.1, p. 111; C4L3.2, p. 112; C8L1.5, pp. 228–229; C10L1.1, pp. 284–285; C10L2.2, pp. 294–295; C10L3.5, pp. 306–307; C11L1.2, pp. 322–323; C14L1.3, pp. 422–423; CR14, p. 440 | C3L2.4, p. 87; C3L2.5, p. 89; C4L2.4, p. 109; C4L3.1, p. 111; C4L3.2, p. 113; C8L1.5, p. 229; C10L1.1, p. 285; C10L2.2, p. 295; C10L3.5, p. 307; C11L1.2, p. 323; C14L1.3, p. 423; CR14, p. 440 |
| SS.6.E.1.2 Describe and identify traditional and command economies as they appear in different civilizations. | C2L1.1, p. 38; EOC1, p. 61; C13L1.3, p. 398; CR13, p. 414 | C2L1.1, p. 39; EOC1, p. 61; C13L1.3, p. 397; CR13, p. 414 |
| SS.6.E.1.3 Describe the following economic concepts as they relate to early civilization: scarcity, opportunity cost, supply and demand, barter, trade, productive resources (land, labor, capital, entrepreneurship). | C1L2.1, p. 24; C2L2.2, p. 50; EOC1, p. 61; C4L3.1, p. 111; C7L3.2, p. 194; C8L1.5, pp. 228–289; CR8, p. 238; C12L1.2, p. 370; CR12, p. 390 | C1L2.1, p. 25; C2L2.2, p. 51; EOC1, p. 61; SFDC4, p. 93C; C4L3.1, p. 111; C7L3.2, p. 195; C7L3.3, p. 197; C8L1.5, p. 229; CR8, p. 238; C12L1.2, p. 371; C12L2.2, p. 377; CR12, p. 390; C13L1.3, p. 397 |

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| SS.6.E.2 Understand the fundamental concepts relevant to the institutions, structure, and functions of a national economy. | | |
| SS.6.E.2.1 Evaluate how civilizations through clans, leaders, and family groups make economic decisions for that civilization providing a framework for future city-state or nation development. | C3L1.2, p. 72; CR3, p. 92; C4L1.3, p. 100; C4L3.4, p. 116; CR4, p. 128; C5L1.2, pp. 134–135; C7L2.4, pp. 188–189; EOC2, p. 206; C8L1.4, pp. 226–227; C13L1.3, p. 398; C13L2.5, pp. 412–413; CR13, p. 414 | C3L1.2, p. 73; C3L1.5, p. 79; C4L1.3, p. 101; CR4, p. 128; C5L1.2, p. 135; C7L2.4, p. 189; EOC2, p. 206; C8L1.4, p. 227; C113, p. 393; C13L1.3, p. 397; C13L2.5, p. 413; CR13, p. 414 |
| SS.6.E.3 Understand the fundamental concepts and interrelationships of the United States economy in the international marketplace. | | |
| SS.6.E.3.1 Identify examples of mediums of exchange (currencies) used for trade (barter) for each civilization, and explain why international trade requires a system for a medium of exchange between trading both inside and among various regions. | C7L3.2, p. 194; C11L1.2, p. 323; C14L1.3, pp. 422–423 | C3L2.5, p. 89; C7L3.2, p. 195; C7L3.3, p. 197; C11L1.2, p. 323; C14L1.3, p. 423; C14L1.4, p. 425 |
| SS.6.E.3.2 Categorize products that were traded among civilizations, and give examples of barriers to trade of those products. | C4L3.1, p. 111; C7L3.2, pp. 194–195; C7L3.3, pp. 196–197; C11L1.2, pp. 322–323; C14L2.3, pp. 430–431 | C3L1.2, p. 73; C4L3.1, p. 111; C7L3.2, p. 195; C7L3.3, p. 197; C11L1.2, p. 323; C14L2.3, p. 431 |
| SS.6.E.3.3 Describe traditional economies (Egypt, Greece, Rome, Kush) and elements of those economies that led to the rise of a merchant class and trading partners. | C4L3.1, p. 111; C4L3.4, pp. 116–117; C8L1.5, pp. 228–229; CR8, p. 238; C11L1.2, pp. 322–323 | C4L3.1, p. 111; C4L3.4, p. 117; C6L1.2, p. 155; C8L1.5, p. 229; CR8, p. 238; C11L1.2, p. 323 |
| SS.6.E.3.4 Describe the relationship among civilizations that engage in trade, including the benefits and drawbacks of voluntary trade. | C4L3.1, p. 111; C7L3.1, pp. 192–193; C7L3.2, p. 194; C7L3.3, pp. 196–197; C8L1.5, pp. 228–229; C14L2.3, pp. 430–431 | C4L3.1, p. 111; C6L2.2, p. 167; C7L3.1, p. 193; C7L3.2, p. 195; C7L3.3, p. 197; 8L1.5, p. 229; C14L2.3, p. 431; WSH, p. 449 |
| GEOGRAPHY | | |
| SS.6.G.1 Understand how to use maps and other geographic representations, tools, and technology to report information. | | |
| SS.6.G.1.1 Use latitude and longitude coordinates to understand the relationship between people and places on Earth. | GEH | GEH |
| SS.6.G.1.2 Analyze the purposes of map projections (political, physical, special purpose) and explain the applications of various types of maps. | GEH | SFDC1, p. 9C; GEH |
| SS.6.G.1.3 Identify natural wonders of the ancient world. Clarifications: Examples are Seven Natural Wonders of Africa, Himalayas, Gobi Desert. | C1L1.1, pp. 12–13; C1L1.3, p. 16; C2L1.5, p. 47; C4L1.1, pp. 96–97; CR4, p. 128; C6L1.1, pp. 152–153; GEH | C1L1.1, p. 13; C1L1.3, p. 17; C2L1.5, p. 47; C4L1.1, p. 97; CR4, p. 128; C6L1.1, p. 153; GEH |

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| <p>SS.6.G.1.4 Utilize tools geographers use to study the world. Clarifications: Examples are maps, globes, graphs, charts and geo-spatial tools such as GPS (global positioning system), GIS (Geographic Information Systems), satellite imagery, aerial photography, online mapping resources.</p> | <p>UI1, pp. 8–9; C1L1.4, p. 19; C1L1.5, p. 21; C1L2.4, pp. 30–31; CR1, p. 35; C2L1.1, p. 39; CR2, p. 55; UI2, pp. 66–67; C3L1.1, p. 71; C3L1.5, p. 79; C3L2.4, p. 86; C4L1.2, p. 99; C4L3.4, p. 117; C5L1.1, p. 133; C5L2.3, p. 145; C5L2.4, p. 147; C6L1.1, p. 152; C6L1.3, p. 157; C6L2.1, p. 165; C6L2.2, p. 166; C7L1.1, p. 175; C7L2.4, p. 189; C7L3.1, pp. 192–193; UI3, pp. 216–217; C8L1.2, p. 223; C8L1.5, p. 229; CR8, p. 239; C9L2.1, p. 249; C9L3.2, p. 257; CR9, p. 269; UI4, pp. 280–281; C10L1.1, p. 285; C10L3.4, p. 305; C10L3.5, pp. 306–307; C11L1.2, p. 323; C11L2.2, pp. 334–335; C11L3.2, pp. 344–345; CR11, p. 353; UI5, pp. 364–365; C12L1.1, p. 369; C12L2.1, p. 375; C12L3.1, p. 385; C13L1.1, p. 395; C13L1.3, p. 399; C14L1.1, p. 419; C14L2.1, p. 427; C14L3.2, pp. 434–435</p> | <p>UI1, pp. 8–9; C1L1.4, p. 19; C1L1.5, p. 21; C1L2.4, p. 31; CR1, p. 35; SFDC2, p. 35C; C2L1.1, p. 39; CR2, p. 55; UI2, pp. 66–67; C3L1.5, p. 79; C4L1.2, p. 99; C5L2.3, p. 145; C5L2.4, p. 147; C6L2.1, p. 165; C7L2.4, p. 189; UI3, pp. 216–217; C8L1.1, p. 221; C8L1.2, p. 223; CR8, p. 239; C9L2.1, p. 249; C9L3.2, p. 257; CR9, p. 269; UI4, pp. 280–281; C10L3.4, p. 305; C10L3.5, p. 307; SFDC11, p. 317C; C11L1.2, p. 323; C11L2.2, p. 335; C11L2.3, p. 337; C11L3.2, p. 345; CR11, p. 353; UI5, pp. 364–365; C12L2.1, p. 375; C12L3.1, p. 385; C13L1.2, p. 397; C14L1.1, p. 419; C14L1.3, p. 423; C14L3.2, p. 435</p> |
| <p>SS.6.G.1.5 Use scale, cardinal, and intermediate directions, and estimation of distances between places on current and ancient maps of the world.</p> | <p>CR2, p. 55; C5L2.3, p. 145; C6L2.2, p. 166; C8L1.5, p. 229; C9L3.2, p. 257; C11L2.2, pp. 334–335; C12L3.1, p. 385; C13L1.3, p. 399; C14L2.1, p. 427</p> | <p>UI1, pp. 8–9; C1L1.4, p. 19; C1L1.5, p. 21; C1L2.4, p. 31; CR1, p. 35; CR2, p. 55; C5L1.1, p. 133; C5L2.3, p. 145; C6L2.2, p. 167; C7L3.1, p. 193; C8L1.2, p. 223; C9L3.2, p. 257; C11L1.2, p. 323; C11L2.2, p. 335; C12L3.1, p. 385; C13L1.3, p. 397; C14L2.1, p. 427</p> |
| <p>SS.6.G.1.6 Use a map to identify major bodies of water of the world, and explain ways they have impacted the development of civilizations. Clarifications: Examples are major rivers, seas, oceans.</p> | <p>C1L2.4, pp. 30–32; CR1, p. 35; C2L1.1, p. 39; CR2, p. 55; EOC1, p. 61; C3L1.1, p. 71; C3L2.4, p. 86; C4L1.2, p. 99; C4L3.4, p. 117; C5L1.1, p. 133; C6L1.1, p. 152; C7L1.1, p. 175; C8L1.5, p. 229; UI4, pp. 280–281; C10L1.1, p. 285; C12L1.1, p. 369</p> | <p>C1L2.4, p. 31; CR1, p. 35; C2L1.1, p. 39; CR2, p. 55; EOC1, p. 61; C3L1.1, p. 71; C4L1.2, p. 99; C4L3.4, p. 117; C5L2.3, p. 145; C6L1.1, p. 153; C7L1.1, p. 175; C8L1.2, p. 223; UI4, pp. 280–281; C10L1.1, p. 285; C12L1.1, p. 369</p> |

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| <p>SS.6.G.1.7 Use maps to identify characteristics and boundaries of ancient civilizations that have shaped the world today. Clarifications: Examples are Phoenicia, Carthage, Crete, Egypt, Greece, Rome, Kush.</p> | <p>CR1, p. 35; C2L1.1, p. 39; CR2, p. 55; UI2, pp. 66–67; C3L1.1, p. 71; C3L1.5, p. 79; C3L2.4, p. 86; C4L1.2, p. 99; C4L3.4, p. 117; C5L1.1, p. 133; C6L2.1, p. 165; C6L2.2, p. 166; C7L1.1, p. 175; C7L2.4, p. 189; UI3, pp. 216–217; C8L1.2, p. 223; C8L1.5, p. 229; C9L3.2, p. 257; UI4, pp. 280–281; C10L1.1, p. 285; C10L3.5, pp. 306–307; C11L3.2, pp. 344–345; UI5, pp. 364–365; C12L1.1, p. 369; C12L2.1, p. 375; C12L3.1, p. 385; C13L1.3, p. 399; C14L1.1, p. 419; C14L2.1, p. 427</p> | <p>C1L1.5, p. 21; CR1, p. 35; C2L1.1, p. 39; CR2, p. 55; UI2, pp. 66–67; C3L1.1, p. 71; C3L1.5, p. 79; C4L1.2, p. 99; C4L3.4, p. 117; C5L1.1, p. 133; C6L2.1, p. 165; C6L2.2, p. 167; C7L1.1, p. 175; C7L2.4, p. 189; UI3, pp. 216–217; C8L1.2, p. 223; C9L3.2, p. 257; UI4, pp. 280–281; C10L1.1, p. 285; C10L3.5, p. 307; C11L3.2, p. 345; UI5, pp. 364–365; C12L1.1, p. 369; C12L2.1, p. 375; C12L3.1, p. 385; C13L1.3, p. 397; C14L1.1, p. 419; C14L1.3, p. 423; C14L2.1, p. 427</p> |
| <p>SS.6.G.2 Understand physical and cultural characteristics of places.</p> | | |
| <p>SS.6.G.2.1 Explain how major characteristics, natural resources, climate, and absolute and relative locations have influenced settlement, interactions, and the economies of ancient civilizations of the world.</p> | <p>C1L1.3, pp. 16–17; C1L1.4, pp. 18–19; C1L2.1, p. 24; C1L2.2, pp. 26–27; C1L2.4, pp. 30–31; CR1, p. 34; C2L1.1, p. 38; C2L1.3, p. 42; C2L1.4, p. 44; C2L1.5, p. 47; CR2, p. 54; C3L1.1, pp. 70–71; C3L1.2, pp. 72–73; C3L2.4, p. 87; C4L1.1, pp. 96–97; C4L1.2, pp. 98–99; C4L3.4, pp. 116–117; CR4, p. 128; C5L1.1, pp. 132–133; C6L1.1, pp. 152–153; CR6, p. 170; C7L1.1, pp. 174–175; CR7, p. 200; UI3, pp. 216–217; C8L1.2, pp. 222–223; C8L1.4, pp. 226–227; C8L1.5, pp. 228–229; CR8, p. 238; C9L3.2, pp. 256–257; C10L1.1, pp. 284–285, C12L1.1, pp. 368–369; C12L1.2, pp. 370–371; C12L1.3, p. 373; C12L2.1, pp. 374–375; C13L1.1, pp. 394–395; C13L1.3, pp. 398–399; C13L2.1, pp. 404–405; C13L2.2, pp. 406–407; C13L2.3, pp. 408–409; C13L2.4, pp. 410–411; C13L2.5, pp. 412–413; CR13, p. 414; GIS, Unit 2; GIS, Unit 5</p> | <p>C1L1.3, p. 17; C1L1.4, p. 19; C1L2.1, p. 25; C1L2.2, p. 27; C1L2.4, p. 31; CR1, p. 35; SFDC2, p. 35D; C2L1.1, p. 39; C2L1.3, p. 43; C2L1.4, p. 45; C2L1.5, p. 47; CR2, p. 54; C3L1.1, p. 71; C3L2.4, p. 87; C4L1.1, p. 97; C4L1.2, p. 99; C4L3.4, p. 117; CR4, p. 128; C5L2.2, p. 143; C5L2.3, p. 145; C6L1.1, p. 153; CR6, p. 170; C7L1.1, p. 175; CR7, p. 200; UI3, pp. 216–217; C8L1.2, p. 223; C8L1.4, p. 227; CR8, p. 238; C9L1.2, p. 245; C9L3.2, p. 257; C9L4.2, p. 263; SFDC10, p. 281D; C10L1.1, p. 285; C12L1.1, p. 369; C12L1.2, p. 371; C12L1.3, p. 373; C12L2.1, p. 375; C12L3.1, p. 385; C13L1.1, p. 395; C13L2.1, p. 405; C13L2.2, p. 407; C13L2.3, p. 409; C13L2.4, p. 411; C13L2.5, p. 413; CR13, p. 414; GIS, Unit 2; GIS, Unit 5</p> |

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| <p>SS.6.G.2.2 Differentiate between continents, regions, countries, and cities in order to understand the complexities of regions created by civilizations. Clarifications: Examples are city-states, provinces, kingdoms, empires.</p> | <p>C2L1.3, p. 42; C2L1.5, p. 47; C2L2.2, pp. 50–51; C3L1.2, pp. 72–73; C3L1.5, pp. 78–79; C3L2.4, p. 87; C3L2.5, p. 88; CR3, p.92; C5L1.2, pp. 134–135; C6L1.2, pp. 154–155; CR6, p. 170; C7L2.1, pp. 182–183; C8L1.4, pp. 226–227; C8L1.5, pp. 228–229; C10L3.5, pp. 306–307; C13L2.5, pp. 412–413; C14L2.1, pp. 426–427</p> | <p>C2L1.3, p. 43; C2L1.5, p. 47; C2L2.2, p. 51; C3L1.2, p. 73; C3L1.5, p. 79; C3L2.4, p. 87; C3L2.5, p. 89; CR3, p. 92; C5L1.2, p. 135; C6L1.2, p. 155; CR6, p. 170; C7L2.1, p. 183; C8L1.4, p. 227; UW3, p. 271; C10L3.5, p. 307; UW4, p. 356; C13L2.5, p. 413; C14L2.1, p. 427</p> |
| <p>SS.6.G.2.3 Analyze the relationship of physical geography to the development of ancient river valley civilizations. Clarifications: Examples are Tigris and Euphrates (Mesopotamia), Nile (Egypt), Indus and Ganges (Ancient India), and Huang He (Ancient China).</p> | <p>C1L2.4, pp. 30–31; C2L1.1, p. 39; C2L1.3, p. 42; C2L1.5, p. 47; EOC1, p. 61; UI2, pp. 66–67; C3L1.1, pp. 70–71; C3L1.2, pp. 72–73; CR3, p. 92; C4L1.1, pp. 96–97; C4L1.2, pp. 98–99; C4L3.4, pp. 116–117; CR4, p. 128; C6L1.1, pp. 152–153; C7L1.1, pp. 174–175; C12L1.1, pp. 368–369</p> | <p>C1L2.4, p. 31; C2L1.1, p. 39; C2L1.3, p. 43; C2L1.5, p. 47; EOC1, p. 61; UI2, pp. 66–67; CI3, p. 69; C3L1.1, p. 71; CR3, p. 92; C14, p. 95; C4L1.1, p. 97; C4L2.3, p. 107; C4L2.4, p. 109; C4L3.4, p. 117; CR4, p. 128; C6L1.1, p. 153; SFDC7, p. 171D; C7L1.1, p. 175; UW2, pp. 202–203, 204; C12L1.1, p. 369; C13L2.4, p. 411</p> |
| <p>SS.6.G.2.4 Explain how the geographical location of ancient civilizations contributed to the culture and politics of those societies. Clarifications: Examples are Egypt, Rome, Greece, China, Kush</p> | <p>C2L1.1, pp. 38–39; C2L1.3, pp. 42–43; C2L1.4, p. 44; C2L1.5, p. 47; C3L1.1, pp. 70–71; C3L1.2, pp. 72–73; C3L1.3, p. 74; C3L2.4, pp. 86–87; C4L1.2, p. 98; C4L3.4, pp. 116–117; C5L1.1, pp. 132–133; C5L1.2, pp. 134–135; C6L1.3, pp. 156–157; C7L1.1, pp. 174–175; C8L1.1, pp. 220–221; C8L1.2, pp. 222–223; C8L1.4, pp. 226–227; C8L1.5, pp. 228–229; CR8, p. 238; EOC3, p. 274; CI9, pp. 240–241; C10L1.1, pp. 284–285; CR10, p. 316; C12L3.1, pp. 384–385; CR12, p. 390; C13L1.1, pp. 394–395; C13L2.1, pp. 404–405; CR13, p. 414; EOC5, p. 446</p> | <p>C2L1.1, p. 39; C2L1.3, p. 43; C2L1.4, p. 45; C2L1.5, p. 47; UW1, pp. 57, 58; C3L1.1, p. 71; C3L1.2, p. 73; C3L1.3, p. 75; C3L2.4, p. 87; C4L1.2, p. 99; C4L3.3, p. 115; C4L3.4, p. 117; C4L3.5, p. 119; C5L1.1, p. 133; C5L1.2, p. 135; C6L1.1, p. 153; C7L1.1, p. 175; C8L1.1, p. 221; C8L1.2, p. 223; C8L1.4, p. 227; CR8, p. 238; CI9, p. 241; EOC3, p. 274; C10L1.1, p. 285; C10L1.2, p. 287; CR10, p. 316; CI12, p. 367; C12L1.2, p. 371; C12L3.1, p. 385; CR12, p. 390; C13L1.1, p. 395; C13L2.1, p. 405; CR13, p. 414; UW5, p. 443; EOC5, p. 446</p> |

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|---|---|--|
| <p>SS.6.G.2.5 Interpret how geographic boundaries invite or limit interaction with other regions and cultures. Clarifications: Examples are China limits and Greece invites.</p> | <p>C2L1.5, p. 47; C3L2.4, pp. 86–87; C3L2.6, p. 90; C4L1.1, pp. 96–97; C4L4.3, p. 125; C7L1.1, pp. 174–175; C7L2.2, pp. 184–185; C7L3.1, pp. 192–193; UI3, pp. 216–217; C8L1.4, pp. 226–227; C8L1.5, pp. 228–229; CR8, p. 238; C9L1.2, pp. 244–245; C9L3.3, pp. 258–259; EOC3, p. 274; C10L1.1, pp. 284–285; C10L3.4, pp. 304–305</p> | <p>C3L2.4, p. 87; C4L1.1, p. 97; C4L1.2, p. 99; C7L1.1, p. 175; C7L2.4, p. 189; C7L3.1, p. 193; UI3, pp. 216–217; C8L1.4, p. 227; CR8, p. 238; C9L1.2, p. 245; C9L3.3, p. 259; EOC3, p. 274; C10L3.4, p. 305; C13L1.4, p. 401</p> |
| <p>SS.6.G.2.6 Explain the concept of cultural diffusion, and identify the influences of different ancient cultures on one another. Clarifications: Examples are Phoenicia on Greece and Greece on Rome.</p> | <p>C2L1.5, p. 47; CR2, p. 54; C3L2.4, pp. 86–87; C4L3.4, p. 116; CR4, p. 128; C5L2.3, pp. 144–145; C6L1.3, pp. 156–157; C7L3.2, pp. 194–195; C8L1.5, pp. 228–229; C9L3.3, pp. 258–259; CR9, p. 268; C10L1.2, pp. 286–287; C10L2.3, pp. 296–297; C12L1.2, p. 370; CR12, p. 390; EOC5, p. 446</p> | <p>C2L1.5, p. 47; CR2, p. 54; C3L2.4, p. 87; C3L2.6, p. 91; C4L3.4, p. 117; C4L3.5, p. 119; C4L4.3, p. 125; CR4, p. 128; C5L1.1, p. 133; C5L2.3, p. 145; C6L1.3, p. 157; C7L3.2, p. 195; C8L1.5, p. 229; C9L3.3, p. 259; CR9, p. 268; SFDC10, p. 281D; C10L1.2, p. 287; C10L2.3, p. 297; C11L2.3, p. 337; C12L1.2, p. 371; C12L1.3, p. 373; CR12, p. 390; EOC5, p. 446</p> |
| <p>SS.6.G.2.7 Interpret choropleths or dot-density maps to explain the distribution of population in the ancient world.</p> | <p>GEH</p> | <p>GEH</p> |
| <p>SS.6.G.3 Understand the relationships between the Earth's ecosystems and the populations that dwell within them.</p> | | |
| <p>SS.6.G.3.1 Explain how the physical landscape has affected the development of agriculture and industry in the ancient world. Clarifications: Examples are terracing, seasonal crop rotations, resource development.</p> | <p>CR1, p. 34; C2L1.1, p. 38; C2L1.2, p. 40; C2L1.3, p. 42; C2L1.4, p. 44; C2L1.5, p. 47; CR2, pp. 54, 55; EOC1, p. 61; C3L1.1, pp. 70–71; C3L1.2, p. 72; C4L1.1, pp. 96–97; C4L1.2, pp. 98–99; C6L1.1, p. 153; C6L1.2, pp. 154–155; C7L1.1, pp. 174–175; C12L1.1, pp. 368–369; CR12, p. 390</p> | <p>C1L1.1, p. 13; C1L2.4, p. 31; CR1, p. 34; C2L1.1, p. 39; C2L1.2, p. 41; C2L1.3, p. 43; C2L1.4, p. 45; C2L1.5, p. 47; CR2, p. 54; EOC1, p. 61; C3L1.1, p. 71; C4L1.1, p. 97; C4L1.2, p. 99; C6L1.1, p. 153; C6L1.2, p. 155; C7L1.1, p. 175; C12L1.1, p. 369; CR12, p. 390; C13L1.1, p. 395; C13L1.3, p. 397</p> |
| <p>SS.6.G.3.2 Analyze the impact of human populations on the ancient world's ecosystems. Clarifications: Examples are desertification, deforestation, abuse of resources, erosion.</p> | <p>C2L1.1, p. 38; C2L1.2, p. 40; C2L1.3, p. 42; C2L1.4, p. 44; C2L1.5, p. 47; C6L1.3, p. 156; C12L1.1, pp. 368–369; C13L2.3, pp. 408–409; C13L2.5, pp. 412–413; EOC5, p. 447</p> | <p>C1L1.4, p. 19; C2L1.1, p. 39; C2L1.2, p. 41; C2L1.3, p. 43; C2L1.4, p. 45; C2L1.5, p. 47; C6L1.3, p. 157; C12L1.1, p. 369; C13L2.3, p. 409; C13L2.5, p. 413; EOC5, p. 447</p> |

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|--|--|---|
| SS.6.G.4 Understand the characteristics, distribution, and migration of human populations. | | |
| SS.6.G.4.1 Explain how family and ethnic relationships influenced ancient cultures. | C1L2.1, p. 24; CR1, p. 34; C2L1.3, p. 42; CR2, p. 54; C4L1.3, p. 100; C4L2.2, p. 104; CR4, p. 128; C5L1.1, pp. 132–133; C5L1.2, pp. 134–135; C5L1.3, p. 136; CR5, p. 148; C7L1.3, pp. 178–179; C8L2.1, pp. 230–231; C8L2.2, p. 233; CR8, p. 239; C10L2.1, p. 292; C13L2.1, pp. 404–405; CR13, p. 414 | C1L2.1, p. 25; CR1, p. 35; C2L1.3, p. 43; CR2, p. 54; C4L1.3, p. 101; C4L2.2, p. 105; CR4, p. 128; C5L1.3, p. 137; CR5, p. 148; C7L1.3, p. 179; C8L2.1, p. 231; C8L2.2, p. 233; C10L2.1, p. 293; C13L2.1, p. 405; CR13, p. 414; C14L3.4, p. 439 |
| SS.6.G.4.2 Use maps to trace significant migrations, and analyze their results. Clarifications: Examples are prehistoric Asians to the Americas, Aryans in Asia, Germanic tribes throughout Europe. | C1L1.4, p. 19; C1L1.5, p. 21; CR1, p. 34; C5L2.3, p. 145; CR5, p. 148; C6L1.3, p. 157 | C1L1.5, p. 21; CR1, p. 34; C5L2.3, p. 145; CR5, p. 148; C6L1.3, p. 157 |
| SS.6.G.4.3 Locate sites in Africa and Asia where archaeologists have found evidence of early human societies, and trace their migration patterns to other parts of the world. | C1I, pp. 10–11; C1L1.3, pp. 16–17; C1L1.4, pp. 18–19; C1L1.5, pp. 21; EOC1, p. 60 | C1L1.3, p. 17; C1L1.4, p. 19; C1L1.5, p. 21; EOC1, p. 60 |
| SS.6.G.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world. | C5L2.3, p. 145; CR5, p. 148; C6L2.1, pp. 164–165; C7L3.2, pp. 194–195; C11L2.2, pp. 334–335; C14L1.2, pp. 420–421 | C5L2.3, p. 145; CR5, p. 148; C6L1.6, p. 163; C6L2.1, p. 165; C7L3.2, p. 195; C11L2.2, p. 335; C14L1.2, p. 421 |
| SS.6.G.5 Understand how human actions can impact the environment. | | |
| SS.6.G.5.1 Identify the methods used to compensate for the scarcity of resources in the ancient world. Clarifications: Examples are water in the Middle East, fertile soil, fuel. | C3L1.1, p. 70; C4L1.2, p. 98; C6L1.3, p. 156; C8L1.5, pp. 228–229; C11L1.2, pp. 322–323; C12L1.1, pp. 368–369; C13L1.1, pp. 394–395; C13L1.3, p. 398; C13L2.3, pp. 408–409; C13L2.5, pp. 412–413; CR13, pp. 414, 415 | C3L1.1, p. 71; C3L1.2, p. 73; C4L1.2, p. 99; C6L1.3, p. 157; C8L1.5, p. 229; C11L1.2, p. 323; C13L1.1, p. 395; C13L1.3, p. 397; C13L2.3, p. 409; C13L2.5, p. 413; CR13, pp. 414, 415 |
| SS.6.G.5.2 Use geographic terms and tools to explain why ancient civilizations developed networks of highways, waterways, and other transportation linkages. | C3L2.4, pp. 86–87; C3L2.5, p. 88; C4L1.2, p. 98; C6L2.1, p. 164; C7L2.1, pp. 182–183; C7L3.1, pp. 192–193; C8L1.5, pp. 228–229; C11L1.2, pp. 322–323; C11L1.3, p. 324; C13L1.3, pp. 398–399; C13L1.4, pp. 400–401; CR13, p. 414; UW5, p. 444; EOC5, p. 446 | C3L2.4, p. 87; C4L1.2, p. 99; C6L2.1, p. 165; C7L2.1, p. 183; C7L3.1, p. 193; C8L1.5, p. 229; C11L1.2, p. 323; C11L1.3, p. 325; C13L1.3, p. 397; C13L1.4, p. 401; CR13, p. 414; EOC5, p. 446 |

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| <p>SS.6.G.5.3 Use geographic tools and terms to analyze how famine, drought, and natural disasters plagued many ancient civilizations. Clarifications: Examples are flooding of the Nile, drought in Africa, volcanoes in the Mediterranean region, famine in Asia.</p> | <p>C1L1.3, p. 16; CR1, p. 34; C3L1.1, pp. 70–71; CR3, p. 92; C5L1.1, p. 132; C5L2.4, pp. 146–147; CR5, p. 148; C8L1.1, pp. 220–221; C11L1.6, pp. 330–331</p> | <p>C1L1.3, p. 17; CR1, p. 35; C3L1.1, p. 71; CR3, p. 92; C5L1.1, p. 133; C5L2.4, p. 147; CR5, p. 148; C6L1.3, p. 157; C8L1.1, p. 221; C11L1.6, p. 331</p> |
| <p>SS.6.G.6 Understand how to apply geography to interpret the past and present and plan for the future.</p> | | |
| <p>SS.6.G.6.1 Describe the Six Essential Elements of Geography (The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment, The Uses of Geography) as the organizing framework for understanding the world and its people.</p> | <p>GEH</p> | <p>GEH</p> |
| <p>SS.6.G.6.2 Compare maps of the world in ancient times with current political maps.</p> | <p>C7L1.1, p. 175; C14L1.1, p. 419; GIS, Unit 5</p> | <p>C7L1.1, p. 175; C14L1.1, p. 419; C14L2.1, p. 427; GIS, Unit 5</p> |
| WORLD HISTORY | | |
| <p>SS.6.W.1 Utilize historical inquiry skills and analytical processes.</p> | | |
| <p>SS.6.W.1.1 Use timelines to identify chronological order of historical events.</p> | <p>UI1, pp. 6–7; UI2, pp. 64–65; CR5, p. 149; UI3, pp. 214–215; UI4, pp. 278–279; C111, p. 318; UI5, pp. 362–363; C113, p. 392; CR13, p. 414; C14L3.3, p. 437</p> | <p>UI1, pp. 6–7; C11, p. 11; C1L1.4, p. 19; C12, p. 37; SFDC1, p. 9D; SFDC2, p. 35D; UI2, pp. 64–65; SFDC3, p. 67C; C13, p. 69; C3L2.2, p. 83; C3L2.5, p. 89; C14, p. 95; SFDC4, p. 129C; C15, p. 131; C5L2.1, p. 141; CR5, p. 149; C16, p. 151; C17, p. 173; C7L1.2, p. 177; UI3, pp. 214–215; SFDC8, p. 217C; C18, p. 219; C8L2.3, p. 235; C19, p. 241; C9L3.1, p. 255; UI4, pp. 278–279; SFDC10, p. 281C; C10L3.3, p. 303; C111, p. 319; UI5, pp. 362–363; C113, p. 393; C13L1.3, p. 397; CR13, p. 414; SFDC14, p. 415C; C114, p. 417; C14L1.3, p. 423; C14L3.3, p. 437</p> |
| <p>SS.6.W.1.2 Identify terms (decade, century, epoch, era, millennium, BC/BCE, AD/CE) and designations of time periods.</p> | <p>C1L1.1, p. 12; C1L2.4, p. 30; EOC1, p. 60</p> | <p>C1L1.1, p. 12; C1L2.4, p. 30; EOC1, p. 60</p> |

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| <p>SS.6.W.1.3 Interpret primary and secondary sources. Clarifications: Examples are artifacts, images, auditory sources, written sources.</p> | <p>C1L2.3, pp. 28–29; C1L2.5, p. 33; CR1, pp. 34–35; C12, pp. 36–37; CR2, p. 55; C3L1.4, p. 77; C3L2.1, p. 80; CR3, pp. 92, 93; C4L2.3, pp. 106–107; CR4, p. 129; C5L1.4, p. 139; CR5, p. 149; C6L1.5, pp. 160–161; CR6, p. 171; C7L1.4, p. 181; CR7, p. 201; CR8, p. 239; C9L2.3, p. 253; CR9, p. 269; C10L4.3, p. 313; CR10, p. 317; C11L2.4, p. 339; CR11, p. 353; C112, pp. 366–367; C12L2.5, pp. 382–383; CR12, p. 391; C113, pp. 392–393; CR13, p. 415; C14L2.3, p. 431; CR14, p. 441; EOC5, p. 446; PSC</p> | <p>C11, p. 10; C1L2.3, p. 29; C1L2.5, p. 33; CR1, pp. 34, 35; C2L1.3, p. 43; CR2, p. 55; C13, p. 68; C3L1.4, p. 77; C3L2.1, p. 81; C3L2.3, p. 85; CR3, pp. 92, 93; C4L2.3, p. 107; CR4, p. 129; C5L1.4, p. 139; CR5, p. 149; C6L1.5, p. 161; CR6, p. 171; C7L1.4, p. 181; CR7, p. 201; CR8, p. 239; C9L2.3, p. 253; CR9, p. 269; C10L4.3, p. 313; CR10, p. 317; C11L2.4, p. 339; CR11, p. 353; C12L2.5, p. 383; CR12, p. 391; CR13, p. 415; C14L2.3, p. 431; CR14, p. 441; EOC5, p. 446; PSC</p> |
| <p>SS.6.W.1.4 Describe the methods of historical inquiry and how history relates to the other social sciences. Clarifications: Examples are archaeology, geography, political science, economics.</p> | <p>WSH, pp. 1–3; UI1, p. 5; C1L1.1, p. 12; C1L1.2, p. 15; C1L1.5, pp. 20–21; C1L2.3, pp. 28–29; C1L2.5, pp. 32–33; CR1, p. 34; UW1, pp. 56–57; UI2, p. 63; C3L2.3, p. 84; C4L3.3, pp. 114–115; C4L3.5, pp. 118–119; C5L2.4, pp. 146–147; C7L3.4, pp. 198–199; UW2, pp. 202–203, 204; WSH, p. 210; UI3, p. 213; UW3, pp. 270–271, 272; UI4, p. 277; C10L3.4, pp. 304–305; UW4, pp. 354–355; UI5, p. 361; C12L2.3, pp. 378–379; C12L3.3, p. 388; CR12, p. 390; CR13, p. 414; C14L3.4, pp. 438–439; UW5, pp. 442–443</p> | <p>UI1, p. 5; C1L1.1, p. 13; C1L1.2, p. 15; C1L1.5, p. 21; C1L2.5, p. 33; CR1, pp. 34, 35; C2L1.2, p. 41; C2L1.3, p. 43; C2L2.1, p. 49; UW1, pp. 57, 58; UI2, p. 63; C4L3.3, p. 115; C5L2.4, p. 147; C7L3.4, p. 199; UW2, pp. 202–203, 204; UI3, p. 213; UW3, pp. 270–271, 272; UI4, p. 277; C10L3.4, p. 305; C11L1.5, p. 329; C11L1.6, p. 331; UW4, pp. 354–355, 356; UI5, p. 361; C12L2.3, p. 379; C12L3.3, p. 389; CR12, p. 390; C13L1.1, p. 395; CR13, p. 414; C14L3.4, p. 439; UW5, pp. 443, 444</p> |
| <p>SS.6.W.1.5 Describe the roles of historians and recognize varying historical interpretations (historiography).</p> | <p>C1L1.5, pp. 20–21; C1L2.5, pp. 32–33; EOC1, p. 61; C3L2.3, p. 84; C7L3.4, pp. 198–199; C12L2.3, pp. 378–379; C14L3.4, pp. 438–439; UW5, p. 443</p> | <p>C1L1.5, p. 21; C1L2.3, p. 29; C1L2.5, p. 33; EOC1, p. 61; C5L2.4, p. 147; C7L3.4, p. 199; SFDC11, p. 317D; C12L2.3, p. 379; C14L3.4, p. 439</p> |
| <p>SS.6.W.1.6 Describe how history transmits culture and heritage and provides models of human character.</p> | <p>C1L1.2, p.15; C1L1.5, p. 21; C1L1.6, pp. 22–23; C1L2.3, pp. 28–29; CR1, p. 34; UW1, p. 58; EOC1, p. 60; UW5, p. 444, WSH, pp. 448–449</p> | <p>WSH, pp. 1, 2; C1L1.2, p. 15; C1L1.6, p. 23; C1L2.3, p. 29; CR1, pp. 34, 35; EOC1, p. 60; C3L2.3, p. 85; C4L3.5, p. 119; WSH, pp. 210–211; C9L4.3, p. 265; C11L2.3, p. 337; UW5, pp. 443, 444; WSH, p. 449</p> |

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|---|---|--|
| SS.6.W.2 Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American). | | |
| SS.6.W.2.1 Compare the lifestyles of hunter-gatherers with those of settlers of early agricultural communities. | C1L2.1, p. 24; C1L2.2, pp. 26–27; CR1, p. 34; CR2, p. 54 | CI1, pp. 10–11; C1L2.2, p. 27; C1L2.4, p. 31; CR1, pp. 34, 35; C2L2.1, p. 49; CR2, p. 54 |
| SS.6.W.2.2 Describe how the developments of agriculture and metallurgy related to settlement, population growth, and the emergence of civilization. | C1L2.4, pp. 30–31; CR1, pp. 34–35; C2L1.2, p. 40; CR2, p. 54; C3L1.1, p. 70; C3L1.2, pp. 72–73; C7L1.2, p. 176 | C1L2.4, p. 31; CR1, p. 35; C2L1.1, p. 39; SFDC2, p. 35D; C2L1.2, p. 41; C2L1.4, p. 45; C2L2.3, p. 53; CR2, p. 54; CI3, p. 69; C3L1.1, p. 71; C3L1.2, p. 73; C7L1.2, p. 177; C7L2.5, p. 191; C13L1.1, p. 395; C13L1.2, p. 397 |
| SS.6.W.2.3 Identify the characteristics of civilization. Clarifications: Examples are urbanization, specialized labor, advanced technology, government and religious institutions, social classes. | WSH, p. 1; C2L2.1, pp. 48–49; C2L2.2, pp. 50–51; C2L2.3, pp. 52–53; CR2, p. 54; CR3, p. 92; CR4, p. 128; CR6, p. 170; WSH, pp. 210–211; CR12, p. 390; WHS, pp. 448–449 | CI2, p. 37; C2L2.1, p. 49; C2L2.2, p. 51; C2L2.3, p. 53; CR2, p. 54; CR3, p. 92; CR4, p. 128; C6L1.2, p. 155; C6L1.3, p. 157; CR6, p. 170; CI8, p. 219; C12L1.3, p. 373; 12L2.2, p. 377; C12L2.4, p. 381; CR12, p. 390 |
| SS.6.W.2.4 Compare the economic, political, social, and religious institutions of ancient river civilizations. Clarifications: Examples are Nile, Tigris- Euphrates, Indus, Huang He. | C3L1.3, p. 74; CR3, p. 92; C4L2.2, p. 104; C4L3.4, pp. 116–117; C4L3.5, pp. 118–119; CR4, p. 128; CR6, p. 170 | C3L1.3, p. 75; CR3, p. 92; C4L1.3, p. 101; C4L2.2, p. 105; C4L3.4, p. 117; CR4, p. 128; C6L2.2, p. 167; C6L2.3, p. 169; CR6, p. 170; CI7, p. 173 |
| SS.6.W.2.5 Summarize important achievements of Egyptian civilization. Clarifications: Examples are agriculture, calendar, pyramids, art and architecture, hieroglyphic writing and record-keeping, literature such as <i>The Book of the Dead</i> , mummification. | CI4, pp. 94–95; C4L2.1, pp. 102–103; C4L2.2, pp. 104–105; C4L2.3, pp. 106–107; C4L4.1, pp. 120–121; C4L4.2, pp. 122–123; CR4, pp. 128, 129; EOC2, p. 206 | SFDC4, p. 93D; C4L2.1, p. 103; C4L2.2, p. 105; C4L2.3, p. 107; C4L4.1, p. 121; C4L4.2, p. 123; C4L4.3, p. 125; CR4, p. 128; EOC2, p. 206 |
| SS.6.W.2.6 Determine the contributions of key figures from ancient Egypt. Clarifications: Examples are Narmer, Imhotep, Hatshepsut, Ramses the Great, Akhenaten, Tutankhamun. | WSH, p. 1; C4L1.3, p. 100; C4L2.1, pp. 102–103; C4L2.4, p. 108; C4L3.1, pp. 110–111; C4L3.2, pp. 112–113; C4L3.5, pp. 118–119; C4L4.2, p. 123; C4L4.3, pp. 124–125; C4L4.4, pp. 126–127; CR4, pp. 128–129; EOC2, p. 206 | CI4, p. 95; C4L1.3, p. 101; C4L2.1, p. 103; C4L2.4, p. 109; C4L3.1, p. 111; C4L3.2, p. 113; C4L4.4, p. 127; CR4, pp. 128, 129; EOC2, p. 206 |
| SS.6.W.2.7 Summarize the important achievements of Mesopotamian civilization. Clarifications: Examples are cuneiform writing, epic literature such as <i>Gilgamesh</i> , art and architecture, technology such as the wheel, sail, and plow. | CI3, pp. 68–69; C3L1.1, p. 70; C3L1.2, p. 72; C3L1.3, pp. 74–75; C3L1.4, pp. 76–77; C3L2.1, pp. 80–81; C3L2.6, pp. 90–91; CR3, pp. 92, 93 | C3L1.1, p. 71; C3L1.2, p. 73; C3L1.3, p. 75; C3L1.4, p. 77; C3L2.1, p. 81; C3L2.2, p. 83; C3L2.6, p. 91; CR3, pp. 92, 93 |

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| <p>SS.6.W.2.8 Determine the impact of key figures from ancient Mesopotamian civilizations. Clarifications: Examples are Abraham, Hammurabi, Nebuchadnezzar, Cyrus, Zoroaster.</p> | <p>C3L1.5, pp. 78–79; C3L2.1, pp. 80–81; C3L2.2, pp. 82–83; C3L2.5, p. 88; CR3, p. 92; C5L1.1, p. 132; CR5, p. 148; WSH, p. 211</p> | <p>SFDC3, p. 67D; C3L1.5, p. 79; C3L2.1, p. 81; C3L2.2, p. 83; C3L2.5, p. 89; CR3, p. 92; SFDC4, p. 129D; C5L1.1, p. 133; C5L2.2, p. 143; CR5, p. 148</p> |
| <p>SS.6.W.2.9 Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area. Clarifications: Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.</p> | <p>C5L1.1, pp. 132–133; C5L1.2, pp. 134–135; C5L1.3, pp. 136–137; C5L1.4, pp. 138–139; C5L2.1, pp. 140–141; C5L2.2, pp. 142–143; C5L2.3, pp. 144–145; CR5, pp. 148, 149; EOC2, p. 207</p> | <p>SFDC4, p. 129D; CI5, p. 131; C5L1.1, p. 133; C5L1.2, p. 135; C5L1.3, p. 137; C5L1.4, p. 139; C5L2.1, p. 141; C5L2.2, p. 143; C5L2.3, p. 145; CR5, pp. 148, 149; EOC2, p. 207</p> |
| <p>SS.6.W.2.10 Compare the emergence of advanced civilizations in Meso and South America with the four early river valley civilizations. Clarifications: Examples are Olmec, Zapotec, Chavin.</p> | <p>CI12, pp. 366–377; C12L1.1, pp. 368–369; C12L1.2, pp. 370–371; C12L1.3, pp. 372–373; C12L3.1, pp. 384–385; CR12, pp. 390, 391; C13L1.1, pp. 394–395; CR13, p. 414; EOC5, p. 446; GIS, Unit 2</p> | <p>C12L1.1, p. 369; C12L1.2, p. 371; C12L2.2, p. 377; CR12, pp. 390, 391; C13L1.1, p. 395; C13L1.2, p. 397; C13L1.4, p. 401; CR13, p. 414; EOC5, p. 446; GIS, Unit 2</p> |
| <p>SS.6.W.3 Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).</p> | | |
| <p>SS.6.W.3.1 Analyze the cultural impact the ancient Phoenicians had on the Mediterranean world with regard to colonization (Carthage), exploration, maritime commerce (purple dye, tin), and written communication (alphabet).</p> | <p>C3L2.4, pp. 86–87; C3L2.6, p. 90; CR3, pp. 92, 93; EOC2, p. 206; C8L1.5, p. 229; CR8, p. 238</p> | <p>C3L2.4, p. 87; C3L2.6, p. 91; CR3, pp. 92, 93; EOC2, p. 206; C8L1.5, p. 229; CR8, p. 238</p> |
| <p>SS.6.W.3.2 Explain the democratic concepts (polis, civic participation and voting rights, legislative bodies, written constitutions, rule of law) developed in ancient Greece.</p> | <p>C8L1.4, pp. 226–227; C8L2.2, p. 233; CR8, p. 238; C9L1.1, pp. 242–243; C9L4.4, p. 266; CR9, p. 268</p> | <p>C8L1.4, p. 227; C8L2.2, p. 233; CR8, p. 238; SFDC9, p. 239D; C9L1.1, p. 243; C9L4.4, p. 267; CR9, p. 268; CI10, p. 283</p> |
| <p>SS.6.W.3.3 Compare life in Athens and Sparta (government and the status of citizens, women and children, foreigners, helots).</p> | <p>C8L2.1, pp. 230–231; C8L2.2, pp. 232–233; CR8, p. 238; C9L2.1, p. 248; C9L2.2, p. 250; CR9, p. 268; EOC3, p. 274</p> | <p>CI8, p. 219; C8L2.1, p. 231; C8L2.2, p. 233; CR8, p. 238; C9L1.2, p. 245; C9L2.1, p. 249; C9L2.2, p. 251; CR9, p. 268; EOC3, p. 274</p> |
| <p>SS.6.W.3.4 Explain the causes of the Persian and Peloponnesian Wars.</p> | <p>C8L2.3, pp. 234–235; C8L2.4 pp. 236–237; CR8, pp. 238, 239; C9L1.2, pp. 244–245; C9L2.1, pp. 248–249; C9L2.2, pp. 250–251; C9L2.3, p. 253; CR9, p. 268; EOC3, p. 275</p> | <p>SFDC8, p. 217D; C8L2.3, p. 235; C8L2.4, p. 237; CR8, pp. 238, 239; C9L1.2, p. 245; C9L2.1, p. 249; C9L2.2, p. 251; CR9, p. 268; EOC3, p. 275</p> |

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| <p>SS.6.W.3.5 Summarize the important achievements and contributions of ancient Greek civilization. Clarifications: Examples are art and architecture, athletic competitions, the birth of democracy and civic responsibility, drama, history, literature, mathematics, medicine, philosophy, science, warfare.</p> | <p>WSH, p. 1; C18, pp. 218–219; C8L1.1, pp. 220–221; C8L1.3, pp. 224–225; CR8, p. 238; C9L1.1, pp. 242–243; C9L1.2, pp. 244–245; C9L1.3, pp. 246–247; C9L4.1, pp. 260–261; C9L4.2, pp. 262–263; C9L4.3, pp. 264–265; C9L4.4, pp. 266–267; CR9, p. 268; EOC3, p. 275; WSH, p. 449</p> | <p>SFDC8, p. 217D; C8L1.1, p. 221; C8L1.3, p. 225; CR8, p. 238; C19, p. 241; C9L1.1, p. 243; C9L1.2, p. 245; C9L1.3, p. 247; C9L3.3, p. 259; C9L4.1, p. 261; C9L4.2, p. 263; C9L4.3, p. 265; C9L4.4, p. 267; CR9, p. 268; EOC3, p. 275</p> |
| <p>SS.6.W.3.6 Determine the impact of key figures from ancient Greece. Clarifications: Examples are Aristophanes, Aristotle, Hippocrates, Herodotus, Homer, Pericles, Plato, Pythagoras, Socrates, Solon, Sophocles, Thales, Themistocles, Thucydides.</p> | <p>C8L1.3, pp. 224–225; C9L1.1, pp. 242–243; C9L1.2, pp. 244–245; C9L2.3, pp. 252–253; C9L4.1, pp. 260–261; C9L4.2, pp. 262–263; CR9, p. 268; EOC3, p. 274</p> | <p>C8L1.3, p. 225; C8L2.4, p. 237; SFDC9, p. 239D; C9L1.1, p. 243; C9L1.2, p. 245; C9L2.3, p. 253; C9L4.1, p. 261; C9L4.2, p. 263; CR9, p. 268; EOC3, p. 274</p> |
| <p>SS.6.W.3.7 Summarize the key achievements, contributions, and figures associated with The Hellenistic Period. Clarifications: Examples are Alexander the Great, Library of Alexandria, Archimedes, Euclid, Plutarch, The Septuagint, Stoicism.</p> | <p>C9L3.1, pp. 254–255; C9L3.2, pp. 256–257; C9L3.3, pp. 258–259; CR9, p. 268; EOC3, p. 275; WSH, p. 449</p> | <p>C9L3.1, p. 255; C9L3.2, p. 257; C9L3.3, p. 259; CR9, p. 268; EOC3, p. 275</p> |
| <p>SS.6.W.3.8 Determine the impact of significant figures associated with ancient Rome. Clarifications: Examples are Augustus, Cicero, Cincinnatus, Cleopatra, Constantine the Great, Diocletian, Tiberius and Gaius Gracchus, Hadrian, Hannibal, Horace, Julius Caesar, Ovid, Romulus and Remus, Marcus Aurelius, Scipio Africanus, Virgil, Theodosius, Attila the Hun.</p> | <p>C10L1.2, p. 286; C10L1.3, pp. 288–289; C10L3.1, pp. 298–299; C10L3.3, pp. 302–303; C10L3.4, pp. 304–305; C10L3.5, pp. 306–307; C10L4.1, pp. 308–309; C10L4.2, pp. 310–311; C10L4.3, pp. 312–313; C10L4.4, pp. 314–315; CR10, pp. 316, 317; C11L1.1, pp. 320–321; C11L2.5, pp. 340–341; C11L3.2, pp. 344–345; C11L3.3, pp. 346–347; C11L4.1, p. 348; CR11, p. 352; EOC4, p. 358</p> | <p>SFDC10, p. 281D; C10L1.2, p. 287; C10L1.3, p. 289; C10L3.1, p. 299; C10L3.3, p. 303; C10L3.4, p. 305; C10L3.5, p. 307; C10L4.1, p. 309; C10L4.2, p. 311; C10L4.3, p. 313; C10L4.4, p. 315; CR10, pp. 316, 317; C11, p. 319; C11L1.1, p. 321; C11L2.5, p. 341; C11L3.2, p. 345; C11L3.3, p. 347; CR11, p. 352; EOC4, p. 358</p> |
| <p>SS.6.W.3.9 Explain the impact of the Punic Wars on the development of the Roman Empire.</p> | <p>C10L3.3, pp. 302–303; C10L3.5, pp. 306–307; CR10, p. 316; EOC4, p. 358</p> | <p>C10L3.3, p. 303; C10L3.5, p. 307; CR10, p. 316; EOC4, p. 358</p> |
| <p>SS.6.W.3.10 Describe the government of the Roman Republic and its contribution to the development of democratic principles (separation of powers, rule of law, representative government, civic duty).</p> | <p>C10L1.3, pp. 288–289; C10L1.4, pp. 290–291; CR10, pp. 316, 317; C11L4.1, p. 348</p> | <p>SFDC10, p. 281D; C10L1.3, p. 289; C10L1.4, p. 291; CR10, pp. 316, 317; C11L4.1, p. 349</p> |
| <p>SS.6.W.3.11 Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one.</p> | <p>C10L4.1, pp. 308–309; C10L4.2, pp. 310–311; C10L4.3, pp. 312–313; CR10, p. 316; C11L1.1, pp. 320–321; EOC4, p. 358</p> | <p>C10L4.1, p. 309; C10L4.2, p. 311; C10L4.4, p. 315; CR10, p. 316; C11L1.1, p. 321; EOC4, p. 358</p> |

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| <p>SS.6.W.3.12 Explain the causes for the growth and longevity of the Roman Empire. Clarifications: Examples are centralized and efficient government, religious toleration, expansion of citizenship, the legion, the extension of road networks.</p> | <p>C10L2.3, pp. 296–297; C10L3.1, pp. 298–299; C10L3.2, pp. 300–301; CR10, p. 316; C11L1.2, pp. 322–323; CR11, pp. 352, 353; EOC4, p. 359</p> | <p>C10L3.1, p. 299; C10L3.2, p. 301; CR10, p. 316; C11L1.1, p. 321; C11L1.2, p. 323; CR11, pp. 352, 353; EOC4, p. 359</p> |
| <p>SS.6.W.3.13 Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. Clarifications: Examples are Christian monotheism, Jesus as the son of God, Peter, Paul.</p> | <p>C11L2.1, pp. 332–333; C11L2.2, pp. 334–335; C11L2.4, pp. 338–339; C11L2.5, pp. 340–341; CR11, pp. 352, 353; EOC4, p. 359</p> | <p>C11L2.1, p. 333; C11L2.2, p. 335; C11L2.4, p. 339; C11L2.5, p. 341; CR11, pp. 352, 353; EOC4, p. 359</p> |
| <p>SS.6.W.3.14 Describe the key achievements and contributions of Roman civilization. Clarifications: Examples are art and architecture, engineering, law, literature, technology.</p> | <p>CI10, pp. 282–283; C10L3.1, pp. 298–299; CI11, pp. 318–319; C11L1.3, pp. 324–325; C11L1.4, pp. 326–327; C11L1.5, pp. 328–329; C11L4.1, pp. 348–349; C11L4.2, pp. 350–351; CR11, p. 352; UW4, p. 356; EOC4, p. 359; WSH, pp. 448–449</p> | <p>C10L3.1, p. 299; SFDC11, p. 317D; CI11, p. 319; C11L1.3, p. 325; C11L1.4, p. 327; C11L1.5, p. 329; C11L4.1, p. 349; C11L4.2, p. 351; CR11, p. 352; EOC4, p. 359</p> |
| <p>SS.6.W.3.15 Explain the reasons for the gradual decline of the Western Roman Empire after the Pax Romana. Clarifications: Examples are internal power struggles, constant Germanic pressure on the frontiers, economic policies, over dependence on slavery and mercenary soldiers.</p> | <p>C11L3.1, pp. 342–343; C11L3.2, pp. 344–345; C11L3.3, pp. 346–347; CR11, pp. 352, 353; EOC4, p. 359</p> | <p>C11L3.1, p. 343; C11L3.2, p. 345; C11L3.3, p. 347; CR11, pp. 352, 353; EOC4, p. 359</p> |
| <p>SS.6.W.3.16 Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves.</p> | <p>C10L1.3, p. 288; C10L2.1, pp. 292–293; C10L2.2, pp. 294–295; CR10, p. 316; EOC4, p. 358</p> | <p>CI10, p. 283; C10L1.3, p. 289; C10L2.1, p. 293; C10L2.2, p. 295; C10L2.3, p. 297; CR10, p. 316; EOC4, p. 358</p> |
| <p>SS.6.W.3.17 Explain the spread and influence of the Latin language on Western Civilization. Clarifications: Examples are education, law, medicine, religion, science.</p> | <p>C11L4.1, p. 348; EOC4, p. 359</p> | <p>C11L4.1, p. 349; EOC4, p. 359</p> |
| <p>SS.6.W.3.18 Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.</p> | <p>C4L3.4, p. 116; C4L3.5, pp. 118–119; C11L2.2, p. 335; C11L2.3, pp. 336–337</p> | <p>C4L3.4, p. 117; C11L2.2, p. 335; C11L2.3, p. 337</p> |
| <p>SS.6.W.4 Recognize significant events, figures, and contributions of classical Asian civilizations (China, India).</p> | | |
| <p>SS.6.W.4.1 Discuss the significance of Aryan and other tribal migrations on Indian civilization.</p> | <p>C6L1.3, pp. 156–157; CR6, p. 170; EOC2, p. 207</p> | <p>CI6, p. 151; C6L1.3, p. 157; CR6, p. 170; EOC2, p. 207</p> |
| <p>SS.6.W.4.2 Explain the major beliefs and practices associated with Hinduism and the social structure of the caste system in ancient India. Clarifications: Examples are Brahman, reincarnation, dharma, karma, ahimsa, moksha.</p> | <p>CI6, pp. 150–151; C6L1.3, pp. 156–157; C6L1.4, pp. 158–159; C6L1.5, pp. 160–161; C6L2.2, pp. 166, 167; C6L2.3, p. 168; CR6, pp. 170, 171</p> | <p>CI6, p. 151; C6L1.3, p. 157; C6L1.4, p. 159; C6L1.5, p. 161; C6L1.6, p. 163; C6L2.2, p. 167; C6L2.3, p. 169; CR6, pp. 170, 171</p> |

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|--|---|---|
| SS.6.W.4.3 Recognize the political and cultural achievements of the Mauryan and Gupta empires. | C6L2.1, pp. 164–165; C6L2.2, pp. 166–167; C6L2.3, pp. 168–169; CR6, p. 170 | C6L2.1, p. 165; C6L2.2, p. 167; C6L2.3, p. 169; CR6, p. 170 |
| SS.6.W.4.4 Explain the teachings of Buddha, the importance of Asoka, and how Buddhism spread in India, Ceylon, and other parts of Asia. Clarifications: Examples are The Four Noble Truths, Three Qualities, Eightfold Path. | C6L1.6, pp. 162–163; C6L2.1, pp. 164–165; C6L2.3, p. 168; CR6, p. 170; C7L3.2, pp. 194–195; CR7, p. 201; EOC2, p. 207; C14L1.2, pp. 420–421; CR14, p. 440; WHS, p. 449; GIS, Unit 5 | C6L1.6, p. 163; C6L2.1, p. 165; C6L2.3, p. 169; CR6, p. 170; C7L3.2, p. 195; CR7, p. 201; EOC2, p. 207; C14L1.2, p. 421; CR14, p. 440; GIS, Unit 5 |
| SS.6.W.4.5 Summarize the important achievements and contributions of ancient Indian civilization. Clarifications: Examples are Sanskrit, Bhagavad Gita, medicine, metallurgy, and mathematics including Hindu-Arabic numerals and the concept of zero. | C6L1.2, pp. 154–155; C6L1.3, pp. 156–157; C6L1.5, pp. 160–161; C6L2.1, pp. 164–165; C6L2.2, pp. 166–167; C6L2.3, pp. 168–169; CR6, pp. 170, 171 | SFDC6, p. 149D; C6L1.2, p. 155; C6L2.1, p. 165; C6L2.2, p. 167; C6L2.3, p. 169; CR6, pp. 170, 171 |
| SS.6.W.4.6 Describe the concept of the Mandate of Heaven and its connection to the Zhou and later dynasties. | C7L1.2, pp. 176–177; CR7, p. 200; EOC2, p. 207; C14L1.1 pp. 418–419; CR14, p. 440 | SFDC7, p. 171C; C7L1.2, p. 177; EOC2, p. 207; C14L1.1, p. 419; CR14, p. 440 |
| SS.6.W.4.7 Explain the basic teachings of Laozi, Confucius, and Han Fei Zi. Clarifications: Examples are filial piety, the role of kinship in maintaining order, hierarchy in Chinese society. | CI7, pp. 172–173; C7L1.3, pp. 178–179; C7L1.4, p. 181; CR7, pp. 200, 201 | SFDC7, p. 171D; CI7, p. 173; C7L1.3, p. 179; C7L1.4, p. 181; C7L2.4, p. 189; CR7, pp. 200, 201; C14L1.2, p. 421 |
| SS.6.W.4.8 Describe the contributions of classical and post classical China. Clarifications: Examples are Great Wall, Silk Road, bronze casting, silk-making, movable type, gunpowder, paper-making, magnetic compass, horse collar, stirrup, civil service system, <i>The Analects</i> . | WSH, p. 1; C7L1.2, pp. 176–177; C7L1.3, pp. 178–179; C7L2.1, pp. 182–183; C7L2.2, pp. 184–185; C7L2.3, pp. 186–187; C7L2.4, pp. 188–189; C7L2.5, pp. 190–191; C7L3.1, pp. 192–193; CR7, p. 200; CI14, pp. 416–417; C14L1.1, pp. 418–419; C14L1.3, pp. 422–423; C14L1.4, pp. 424–425; CR14, p. 440; EOC5, p. 447; WHS, p. 449; GIS, Unit 5 | SFDC7, p. 171D; C7L1.2, p. 177; C7L1.3, p. 179; C7L2.1, p. 183; C7L2.2, p. 185; C7L2.3, p. 187; C7L2.4, p. 189; C7L2.5, p. 191; C7L3.1, p. 193; CR7, p. 200; SFDC14, p. 415D; C14L1.1, p. 419; C14L1.3, p. 423; C14L1.4, p. 425; C14L3.3, p. 437; CR14, p. 440; EOC5, p. 447; GIS, Unit 5 |
| SS.6.W.4.9 Identify key figures from classical and post classical China. Clarifications: Examples are Shi Huangdi, Wu-ti, Empress Wu, Chengho. | C7L1.3, pp. 178–179; C7L1.4, p. 181; C7L2.1, pp. 182–183; C7L2.2, p. 184; C7L2.3, pp. 186–187; C7L2.4, pp. 188–189; CR7, p. 200; C14L1.1, pp. 418–419; C14L1.3, p. 422; C14L2.1, pp. 426–427; C14L2.2, pp. 428–429; C14L2.3, p. 431; C14L3.1, pp. 432–433; C14L3.2, pp. 434–435; CR14, p. 440; EOC5, p. 447 | SFDC7, p. 171D; C7L1.3, p. 179; C7L1.4, p. 181; C7L2.1, p. 183; C7L2.2, p. 185; C7L2.3, p. 187; C7L2.4, p. 189; CR7, p. 200; SFDC14, p. 415D; C14L1.1, p. 419; C14L1.3, p. 423; C14L2.1, p. 427; C14L2.2, p. 429; C14L2.3, p. 431; C14L3.1, p. 433; C14L3.2, p. 435; CR14, p. 440; EOC5, p. 447 |

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|---|---|--|
| SS.6.W.4.10 Explain the significance of the silk roads and maritime routes across the Indian Ocean to the movement of goods and ideas among Asia, East Africa, and the Mediterranean Basin. | C7L3.1, pp. 192–193; C7L3.2, pp. 194–195; C7L3.3, pp. 196–197; C7L3.4, pp. 198–199; CR7, p. 200; EOC2, p. 207; C14L2.2, pp. 428–429; C14L2.3, pp. 430–431; C14L3.2, pp. 434–435; CR14, p. 440; WSH, p. 449; GIS, Unit 2 | SFDC7, p. 171D; C7L3.1, p. 193; C7L3.2, p. 195; C7L3.3, p. 197; C7L3.4, p. 199; CR7, p. 200; EOC2, p. 207; SFDC14, p. 415D; C14L2.2, p. 429; C14L2.3, p. 431; C14L3.2, p. 435; CR14, p. 440; GIS, Unit 2 |
| SS.6.W.4.11 Explain the rise and expansion of the Mongol empire and its effects on peoples of Asia and Europe including the achievements of Genghis and Kublai Khan. | C14L2.1, pp. 426–427; C14L2.2, pp. 428–429; C14L2.3, pp. 430–431; CR14, p. 440; EOC5, p. 447; WSH, p. 449 | SFDC14, p. 415D; C14L2.1, p. 427; C14L2.2, p. 429; C14L2.3, p. 431; CR14, p. 440; EOC5, p. 447 |
| SS.6.W.4.12 Identify the causes and effects of Chinese isolation and the decision to limit foreign trade in the 15th century. | C14L3.3, pp. 436–437; CR14, pp. 440, 441; EOC5, p. 447 | C14L3.3, p. 437; CR14, pp. 440, 441; EOC5, p. 447 |
| HOLOCAUST EDUCATION | | |
| SS.68.HE.1 Foundations of Holocaust Education | | |
| SS.68.HE.1.1 Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. | | |
| <ul style="list-style-type: none"> Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe. | C15, p. 130; C5L1.1, pp. 132–133; C5L1.2, pp. 134–135; C5L1.3, pp. 136–137; C5L1.4, pp. 138–139; C5L2.1, pp. 140–141; C5L2.2, pp. 142–143; C5L2.3, pp. 144–145; LAH | LAH |
| <ul style="list-style-type: none"> Students will analyze how antisemitism led to and contributed to the Holocaust. | C5L2.3, pp. 144–145; LAH | LAH |
| <ul style="list-style-type: none"> Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis). | C5L2.3, pp. 144–145; LAH | LAH |

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|--|--|--|
| ENGLISH LANGUAGE DEVELOPMENT | | |
| ELD.K12.ELL.SI Language of Social and Instructional Purposes | | |
| ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. | CR1, p. 35; CR2, p. 55; UW1, p. 59; C3L1.4, p. 77; CR3, p. 93; C4L2.3, p. 107; CR4, p. 129; C5L1.4, p. 139; CR5, p. 149; C6L1.5, p. 161; CR6, p. 171; C7L1.4, p. 181; CR7, p. 201; UW2, p. 205; CR8, p. 239; C9L2.3, p. 253; CR9, p. 269; UW3, p. 273; C10L4.3, p. 313; CR10, p. 317; C11L2.4, p. 339; CR11, p. 353; C12L2.5, p. 383; CR12, p. 391; CR13, p. 415; C14L2.3, p. 431; CR14, p. 441; UW5, p. 445 | SFDC1, p. 9D; C1L1.2, p. 15; CR1, p. 35; SFDC2, p. 35D; CR2, p. 55; C3L1.3, p. 75; CR3, p. 93; SFDC4, p. 93D; C4L4.1, p. 121; CR4, p. 129; SFDC4, p. 129C; C5L2.4, p. 147; CR5, p. 149; SFDC6, p. 149D; C6L1.2, p. 155; SFDC7, p. 171D; CR7, p. 201; SFDC8, p. 217D; C8L1.1, p. 221; SFDC9, p. 239D; CR9, p. 269; SFDC10, p. 281D; C10L1.1, p. 285; CR10, p. 317; SFDC11, p. 317D; C11L1.4, p. 327; CR11, p. 353; SFDC12, p. 365D; CR12, p. 391; SFDC13, p. 391D; CR13, p. 415; SFDC14, p. 415D; CR14, p. 441; UW5, p. 444 |
| ELD.K12.ELL.SS Language of Social Studies | | |
| ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. | CR1, p. 35; CR2, p. 55; UW1, p. 59; C3L1.4, p. 77; CR3, p. 93; C4L2.3, p. 107; CR4, p. 129; C5L1.4, p. 139; CR5, p. 149; C6L1.5, p. 161; CR6, p. 171; C7L1.4, p. 181; CR7, p. 201; UW2, p. 205; CR8, p. 239; C9L2.3, p. 253; CR9, p. 269; UW3, p. 273; C10L4.3, p. 313; CR10, p. 317; C11L2.4, p. 339; CR11, p. 353; C12L2.5, p. 383; CR12, p. 391; CR13, p. 415; C14L2.3, p. 431; CR14, p. 441; UW5, p. 445 | SFDC1, p. 9D; CR1, p. 35; SFDC2, p. 35D; CR2, p. 55; C3L2.1, p. 81; CR3, p. 93; SFDC4, p. 93D; C4L2.4, p. 109; CR4, p. 129; SFDC4, p. 129C; C5L2.1, p. 141; CR5, p. 149; SFDC6, p. 149D; C6L2.3, p. 169; SFDC7, p. 171D; CR7, p. 201; SFDC8, p. 217D; SFDC9, p. 239D; CR9, p. 269; SFDC10, p. 281D; C10L1.1, p. 285; CR10, p. 317; SFDC11, p. 317D; C11L1.1, p. 321; C11L2.5, p. 341; CR11, p. 353; SFDC12, p. 365D; CR12, p. 391; SFDC13, p. 391D; C13L2.5, p. 413; CR13, p. 415; SFDC14, p. 415D; C14L1.2, p. 421; CR14, p. 441; UW5, p. 444 |
| HEALTH EDUCATION | | |
| HE.6.C.2 Internal and External Influence—Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. | | |
| HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention. Clarifications: Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws. | CR9, p. 268 | CR9, p. 268 |

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| B.E.S.T. Standards Correlations | | |
| MATHEMATICS | | |
| Mathematical Thinking and Reasoning | | |
| MA.K12.MTR.1.1 Actively participate in effortful learning both individually and collectively. | UW4, p. 357; C12L2.4, p. 380 | This standard is addressed throughout the text. For example, see: C3L2.6, p. 91; C4L4.2, p. 123; C12L2.4, p. 381 |
| MA.K12.MTR.2.1 Demonstrate understanding by representing problems in multiple ways. | UW4, p. 357; C12L2.4, p. 380 | This standard is addressed throughout the text. For example, see: C4L4.2, p. 123; C8L2.3, p. 235; C12L2.4, p. 381; C14L3.3, p. 437 |
| MA.K12.MTR.3.1 Complete tasks with mathematical fluency. | UW4, p. 357; C12L2.4, p. 380 | This standard is addressed throughout the text. For example, see: C3L2.6, p. 91; C4L4.2, p. 123; C10L3.2, p. 301; C12L2.4, p. 381 |
| MA.K12.MTR.4.1 Engage in discussions that reflect on the mathematical thinking of self and others. | UW4, p. 357 | This standard is addressed throughout the text. For example, see: C2L2.1, p. 49; C3L2.6, p. 91; C6L2.3, p. 169; C14L1.4, p. 425 |
| MA.K12.MTR.5.1 Use patterns and structure to help understand and connect mathematical concepts. | UW4, p. 357; C12L2.4, p. 380 | This standard is addressed throughout the text. For example, see: C2L2.1, p. 49; C14L1.4, p. 425 |
| MA.K12.MTR.6.1 Assess the reasonableness of solutions. | UW4, p. 357 | This standard is addressed throughout the text. For example, see: C3L2.6, p. 91; C4L4.2, p. 123; C12L2.4, p. 381 |
| MA.K12.MTR.7.1 Apply mathematics to real-world contexts. | UW4, p. 357 | This standard is addressed throughout the text. For example, see: C2L2.1, p. 49; C3L2.6, p. 91; C5L1.1, p. 133; C10L3.2, p. 301; UW4, p. 356; C14L1.4, p. 425 |

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| ENGLISH LANGUAGE ARTS | | |
| Expectations | | |
| ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning. | C1L1.4, p. 19; C1L2.2, p. 27; CR1, pp. 34, 35; CR2, pp. 54, 55; C3L1.4, p. 77; C3L2.6, p. 91; CR3, p. 92; C4L2.3, p. 107; C4L3.1, p. 111; CR4, p. 128; C5L1.4, p. 139; CR5, p. 149; C6L1.5, p. 161; C6L2.2, p. 167; C7L1.4, p. 181; C7L2.1, p. 183; C7L2.5, p. 191; CR7, p. 201; C8L1.3, p. 225; C9L2.3, p. 253; CR9, p. 269; UW3, p. 273; C10L4.3, p. 313; CR10, pp. 316, 317; C11L2.4, p. 339; C11L4.1, p. 349; CR11, p. 352; C12L2.5, p. 383; C12L3.2, p. 387; CR12, p. 390; CR13, p. 414; C14L2.3 p. 431; CR14, p. 440 | This standard is addressed throughout the text. For example, see: UI1, p. 5; SFDC1, p. 9D; CI1, p. 11; C1L1.1, p. 13; C1L1.2, p. 15; C1L1.3, p. 17; C1L1.4, p. 19; C1L1.5, p. 21; C1L2.1, p. 25; C1L2.2, p. 27; C1L2.3, p. 29; C1L2.4, p. 31; C1L2.5, p. 33; CR1, p. 35; SFDC2, p. 35D; CI2, p. 37; C2L1.4, p. 45; C2L2.2, p. 51; C2L2.3, p. 53; CR2, pp. 54, 55; C3L1.2, p. 73; C3L1.4, p. 77; CR3, p. 92; SFDC4, p. 93D; C4L1.1, p. 97; C4L2.3, p. 107; C4L2.4, p. 109; C4L3.3, p. 115; C4L4.2, p. 123; C4L4.3, p. 125; CR4, p. 128; SFDC4, p. 129D; C5L1.4, p. 139; CR5, p. 149; CI6, p. 151; C6L1.1, p. 153; C6L1.3, p. 157; C6L1.5, p. 161; C6L2.1, p. 165; C6L2.2, p. 167; CR7, p. 201; UW2, pp. 203, 204; CI8, p. 219; C8L1.2, p. 223; C8L2.1, p. 231; C8L2.2, p. 233; C8L2.4, p. 237; SFDC9, p. 239D; C9L1.1, p. 243; C9L2.2, p. 251; C9L2.3, p. 253; C9L3.2, p. 257; CR9, p. 269; UW3, p. 272; SFDC10, p. 281D; C10L1.3, p. 289; C10L1.4, p. 291; C10L2.1, p. 293; C10L2.2, p. 295; C10L2.3, p. 297; C10L3.4, p. 305; C10L4.2, p. 311; C10L4.3, p. 313; C10L4.4, p. 315; CR10, pp. 316, 317; SFDC11, p. 317D; C11L1.1, p. 321; C11L1.3, p. 325; C11L1.4, p. 327; C11L1.5, p. 329; C11L1.6, p. 331; C11L2.1, p. 333; C11L2.2, p. 335; C11L2.3, p. 337; C11L2.4, p. 339; C11L2.5, p. 341; C11L3.1, p. 343; C11L4.1, p. 349; CR11, p. 352; CR12, p. 390; SFDC13, p. 391D; C13L1.2, p. 397; C13L2.3, p. 409; CR13, p. 414; SFDC14, p. 415D; CR14, p. 440 |

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| <p>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.</p> | <p>C3L1.4, p. 77; CR3, p. 93; C4L2.3, p. 107; CR4, p. 129; C5L1.4, p. 139; C6L1.5, p. 161; C7L1.4, p. 181; C9L2.3, p. 253; CR9, p. 268; C10L4.3, p. 313; CR10, p. 317; C11L2.4, p. 339; C12L2.5, p. 383; C14L2.3, p. 431; CR14, p. 441</p> | <p>This standard is addressed throughout the text. For example, see: WSH, p. 1; CI1, p. 11; C1L1.1, p. 13; C1L1.2, p. 15; C1L1.3, p. 17; C1L1.4, p. 19; C1L2.1, p. 25; C1L2.2, p. 27; C1L2.5, p. 33; C2L1.2, p. 41; C2L1.3, p. 43; C2L2.1, p. 49; UW1, p. 57; SFDC3, p. 67D; C3L1.3, p. 75; C3L1.4, p. 77; C3L1.5, p. 79; C3L2.2, p. 83; C3L2.5, p. 89; CR3, p. 93; CI4, p. 95; C4L1.1, p. 97; C4L1.3, p. 101; C4L2.1, p. 103; C4L2.2, p. 105; C4L3.1, p. 111; C4L3.2, p. 113; C4L4.1, p. 121; C4L4.3, p. 125; C4L4.4, p. 127; CR4, p. 129; SFDC4, p. 129D; C5L1.2, p. 135; C5L1.3, p. 137; C5L2.1, p. 141; C5L2.2, p. 143; C5L2.3, p. 145; CI6, p. 151; C6L1.1, p. 153; C6L1.2, p. 155; C6L1.3, p. 157; C6L1.4, p. 159; SFDC7, p. 171D; C7L1.2, p. 177; C7L2.1, p. 183; C7L2.2, p. 185; C7L2.4, p. 189; C7L3.4, p. 199; UI3, p. 213; CI8, p. 219; C8L1.1, p. 221; C8L1.3, p. 225; C8L2.1, p. 231; C9L1.1, p. 243; C9L1.3, p. 247; C9L2.1, p. 249; C9L2.2, p. 251; C9L2.3, p. 253; C9L3.1, p. 255; C9L4.2, p. 263; C9L4.3, p. 265; CR9, p. 268; UW3, pp. 271, 272; UI4, p. 277; C10L1.2, p. 287; C10L1.4, p. 291; C10L2.1, p. 293; C10L2.2, p. 295; C10L2.3, p. 297; C10L3.1, p. 299; C10L3.3, p. 303; C10L3.4, p. 305; C10L3.5, p. 307; C10L4.1, p. 309; C10L4.2, p. 311; C10L4.3, p. 313; C10L4.4, p. 315; CR10, p. 317; C11L1.1, p. 321; C11L1.3, p. 325; C11L1.4, p. 327; C11L1.5, p. 329; C11L1.6, p. 331; C11L2.1, p. 333; C11L2.2, p. 335; C11L2.4, p. 339; C11L2.5, p. 341; C11L3.1, p. 343; C11L3.2, p. 345; C11L3.3, p. 347; C11L4.2, p. 351; UW4, pp. 355, 356; UI5, p. 361; SFDC12, p. 365D; C12L1.1, p. 369;</p> |

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|---|--|--|
| | | C12L1.3, p. 373; C12L2.3, p. 379; C12L2.5, p. 383; C12L3.3, p. 389; SFDC13, p. 391D; C113, p. 393; C13L1.4, p. 401; C13L2.1, p. 405; C13L2.2, p. 407; C13L2.3, p. 409; C13L2.4, p. 411; SFDC14, p. 415D; C14L1.4, p. 425; C14L2.2, p. 429; C14L2.3, p. 431; C14L3.2, p. 435; C14L3.3, p. 437; C14L3.4, p. 439; CR14, p. 441; UW5, p. 445 |
| ELA.K12.EE.3.1 Make inferences to support comprehension. | C1L1.1, p. 13; C1L1.3, p. 17; C1L1.5, p. 21; CR1, p. 34; C13, p. 68; C3L1.3, p. 75; C3L2.1, p. 81; C3L2.2, p. 83; C3L2.4, p. 87; CR3, p. 92; C4L3.2, p. 113; C4L3.3, p. 115; C4L3.4, p. 117; C4L3.5, p. 119; C4L4.1, p. 121; C5L1.2, p. 135; C5L2.1, p. 141; C5L2.2, p. 143; C6L1.1, p. 153; C6L1.2, p. 155; C6L1.6, p. 163; C7L1.1, p. 175; C7L3.1, p. 193; C7L3.2, p. 195; C9L1.1, p. 243; C9L1.3, p. 247; C10L1.2, p. 287; C10L1.4, p. 291; C10L2.2, p. 295; C10L3.4, p. 305; CR10, p. 316; C11L1.1, p. 321; C11L1.3, p. 325; C11L1.4, p. 327; C11L2.1, p. 333; C11L2.2, p. 335; C12L1.3, p. 373; C12L2.2, p. 377; C12L3.3, p. 389; C13L1.2, p. 396; C13L1.4, p. 401; C13L1.5, p. 403; C13L2.5, p. 413; CR13, p. 414; C14L1.1, p. 419; C14L1.3, p. 423; C14L2.2, p. 429; CR14, p. 440 | This standard is addressed throughout the text. For example, see: C1L1.2, p. 15; C1L1.3, p. 17; C1L1.5, p. 21; C1L2.3, p. 29; C1L2.4, p. 31; CR1, p. 35; C2L1.2, p. 41; C2L1.5, p. 47; UI2, p. 63; C13, p. 69; C3L1.1, p. 71; C3L1.2, p. 73; C3L1.3, p. 75; C3L1.4, p. 77; C3L2.2, p. 83; C3L2.5, p. 89; CR3, p. 92; SFDC4, p. 93D; C4L1.3, p. 101; C4L2.1, p. 103; C4L2.2, p. 105; C4L3.3, p. 115; C4L3.5, p. 119; C5L1.1, p. 133; C6L1.5, p. 161; SFDC7, p. 171D; C7L1.4, p. 181; C7L2.3, p. 187; C7L2.5, p. 191; C7L3.2, p. 195; C7L3.3, p. 197; UW2, pp. 203, 204; C8L1.1, p. 221; C8L1.3, p. 225; C8L1.4, p. 227; C8L2.1, p. 231; C9L1.3, p. 247; C9L3.2, p. 257; C10L2.1, p. 293; C10L3.1, p. 299; C10L3.2, p. 301; C10L3.3, p. 303; C10L4.1, p. 309; CR10, p. 316; C11L1.1, p. 321; C11L1.3, p. 325; C11L1.5, p. 329; C11L1.6, p. 331; C11L2.4, p. 339; C11L3.3, p. 347; C11L4.1, p. 349; C11L4.2, p. 351; C12L1.2, p. 371; C12L2.4, p. 381; C12L3.2, p. 387; C13L1.4, p. 401; C13L2.2, p. 407; C13L2.5, p. 413; CR13, p. 414; C14L1.2, p. 421; C14L3.1, p. 433; CR14, p. 440; UW5, p. 444 |

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| <p>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> | <p>UW1, p. 59; CR3, p. 93; CR5, p. 149; CR7, p. 201; CR10, p. 317</p> | <p>This standard is addressed throughout the text. For example, see: SFDC1, p. 9D; WSH, p. 1; C1L2.5, p. 33; SFDC2, p. 35D; C2L1.2, p. 41; C2L1.4, p. 45; C2L2.2, p. 51; C2L2.3, p. 53; UW1, p. 58; SFDC3, p. 67D; CI3, p. 69; C3L1.1, p. 71; C3L1.3, p. 75; C3L1.4, p. 77; C3L1.5, p. 79; C3L2.1, p. 81; C3L2.3, p. 85; C3L2.5, p. 89; C3L2.6, p. 91; CR3, p. 93; C4L2.3, p. 107; C4L3.2, p. 113; C4L3.5, p. 119; C4L4.1, p. 121; C4L4.4, p. 127; CI5, p. 131; C5L1.3, p. 137; C5L2.2, p. 143; C5L2.4, p. 147; CR5, p. 149; SFDC6, p. 149D; C6L2.3, p. 169; SFDC7, p. 171D; CI7, p. 173; C7L1.3, p. 179; C7L2.4, p. 189; C7L2.5, p. 191; CR7, p. 201; WSH, p. 211; SFDC8, p. 217D; C8L1.2, p. 223; C8L2.3, p. 235; SFDC9, p. 239D; CI9, p. 241; C9L1.1, p. 243; C9L3.3, p. 259; C9L4.1, p. 261; C9L4.2, p. 263; SFDC10, p. 281D; CI10, p. 283; C10L1.2, p. 287; C10L1.4, p. 291; C10L2.1, p. 293; C10L2.2, p. 295; C10L3.1, p. 299; C10L3.2, p. 301; C10L3.4, p. 305; C10L4.1, p. 309; C10L4.2, p. 311; C10L4.3, p. 313; CR10, p. 317; SFDC11, p. 317D; CI11, p. 319; C11L1.3, p. 325; C11L1.5, p. 329; C11L2.3, p. 337; C11L3.1, p. 343; C11L3.2, p. 345; C11L4.1, p. 349; SFDC12, p. 365D; CI12, p. 367; C12L2.1, p. 375; C12L2.2, p. 377; C12L3.2, p. 387; C12L3.3, p. 389; C13L1.2, p. 397; C13L1.4, p. 401; C13L1.5, p. 403; C13L2.1, p. 405; C13L2.2, p. 407; C13L2.4, p. 411; SFDC14, p. 415D; CI14, p. 417; C14L1.1, p. 419; C14L2.1, p. 427; C14L2.2, p. 429; C14L3.4, p. 439; WSH, p. 449</p> |

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| <p>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</p> | <p>CR1, p. 35; CR2, p. 55; C3L1.4, p. 77; CR3, p. 93; C4L2.3, p. 107; CR4, p. 129; C5L1.4, p. 139; CR5, p. 149; C6L1.5, p. 161; CR6, p. 171; C7L1.4, p. 181; CR7, p. 201; UW2, p. 205; CR8, p. 239; C9L2.3, p. 253; CR9, p. 269; UW3, p. 273; C10L4.3, p. 313; CR10, p. 317; C11L2.4, p. 339; CR11, p. 353; C12L2.5, p. 383; CR12, p. 391; CR13, p. 415; C14L2.3, p. 431; CR14, p. 441; UW5, p. 445</p> | <p>This standard is addressed throughout the text. For example, see: WSH, p. 2; CR1, p. 35; SFDC2, p. 35D; C2L1.4, p. 45; C2L2.2, p. 51; C2L2.3, p. 53; CR2, p. 55; UW1, p. 58; SFDC3, p. 67D; C3L1.2, p. 73; C3L1.3, p. 75; C3L1.4, p. 77; C3L2.1, p. 81; C3L2.2, p. 83; C3L2.3, p. 85; CR3, p. 93; C4L2.4, p. 109; C4L3.5, p. 119; C4L4.2, p. 123; C4L4.3, p. 125; CR4, p. 129; C5L1.3, p. 137; C5L2.2, p. 143; CR5, p. 149; C6L1.5, p. 161; C6L1.6, p. 163; C6L2.1, p. 165; CR6, p. 171; SFDC7, p. 171D; C7L1.2, p. 177; C7L1.4, p. 181; C7L2.2, p. 185; C7L3.1, p. 193; C7L3.3, p. 197; CR7, p. 201; UW2, pp. 203, 204; C8L1.3, p. 225; C8L2.1, p. 231; C8L2.2, p. 233; CR8, p. 239; C9L1.2, p. 245; CR9, p. 269; UW3, p. 272; C10L2.3, p. 297; CR10, p. 317; C11L1.4, p. 327; C11L2.4, p. 339; C11L3.1, p. 343; CR11, p. 353; UW4, p. 356; SFDC12, p. 365D; C12L1.2, p. 371; C12L3.1, p. 385; CR12, p. 391; SFDC13, p. 391D; C13L1.5, p. 403; CR13, p. 415; SFDC14, p. 415D; C14L1.1, p. 419; C14L1.3, p. 423; C14L3.1, p. 433; CR14, p. 441; UW5, p. 444</p> |

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| <p>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p> | <p>CR1, p. 35; CR2, p. 55; C3L1.4, p. 77; CR3, p. 93; C4L2.3, p. 107; CR4, p. 129; C5L1.4, p. 139; CR5, p. 149; C6L1.5, p. 161; CR6, p. 171; C7L1.4, p. 181; CR7, p. 201; UW2, p. 205; CR8, p. 239; C9L2.3, p. 253; CR9, p. 269; UW3, p. 273; C10L4.3, p. 313; CR10, p. 317; C11L2.4, p. 339; CR11, p. 353; C12L2.5, p. 383; CR12, p. 391; CR13, p. 415; C14L2.3, p. 431; CR14, p. 441; UW5, p. 445</p> | <p>This standard is addressed throughout the text. For example, see: C1L1.4, p. 19; C1L2.2, p. 27; CR1, p. 35; C2L2.2, p. 51; C2L2.3, p. 53; CR2, p. 55; UW1, p. 58; SFDC3, p. 67D; C3L1.1, p. 71; C3L1.3, p. 75; C3L1.4, p. 77; C3L2.1, p. 81; C3L2.3, p. 85; CR3, p. 93; C4L2.3, p. 107; C4L2.4, p. 109; C4L3.5, p. 119; C4L4.2, p. 123; CR4, p. 129; SFDC4, p. 129D; C5L1.2, p. 135; C5L1.4, p. 139; C5L2.4, p. 147; CR5, p. 149; C6L1.5, p. 161; C6L1.6, p. 163; C6L2.2, p. 167; CR6, p. 171; SFDC7, p. 171D; C17, p. 173; C7L1.3, p. 179; C7L3.1, p. 193; CR7, p. 201; UW2, pp. 203, 204; C8L1.3, p. 225; C8L1.4, p. 227; C8L2.1, p. 231; C8L2.3, p. 235; C8L2.4, p. 237; CR8, p. 239; C9L2.1, p. 249; C9L3.3, p. 259; C9L4.1, p. 261; C9L4.2, p. 263; CR9, p. 269; UW3, p. 272; C10L1.2, p. 287; C10L1.3, p. 289; C10L2.3, p. 297; C10L3.5, p. 307; C10L4.3, p. 313; CR10, p. 317; C11L1.4, p. 327; C11L2.1, p. 333; C11L2.2, p. 335; C11L2.3, p. 337; C11L2.4, p. 339; C11L3.2, p. 345; C11L3.3, p. 347; C11L4.1, p. 349; C11L4.2, p. 351; CR11, p. 353; UW4, p. 356; SFDC12, p. 365D; C12L2.1, p. 375; C12L2.2, p. 377; C12L2.4, p. 381; C12L3.2, p. 387; C12L3.3, p. 389; SFDC13, p. 391D; C13L1.4, p. 401; C13L1.5, p. 403; C13L2.2, p. 407; C13L2.3, p. 409; CR13, p. 415; SFDC14, p. 415D; C14L2.1, p. 427; CR14, p. 441; UW5, p. 444; WSH, p. 449</p> |

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