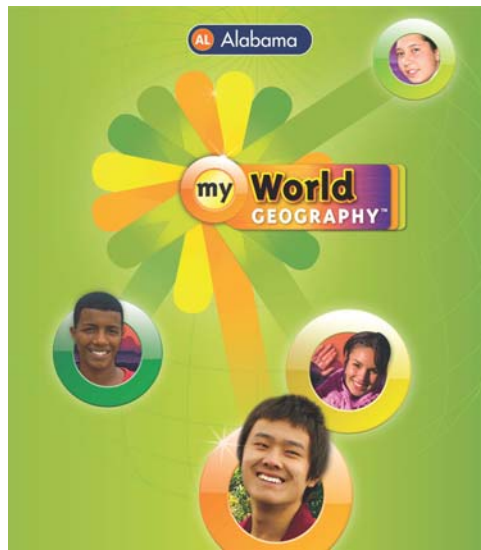


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<p>1.a Explaining the use of map essentials, including type, projections, scale, legend, distance, direction, grid, and symbols Examples: type—reference, thematic, planimetric, topographic, globes and map projections, aerial photographs, satellite images, distance—fractional, graphic, and verbal scales, direction—lines of latitude and longitude, cardinal and intermediate directions</p>	<p>SE/PG: Geography’s Five Themes, 6; Ways to Show Earth’s Surface, 8–9; Understanding Maps, 10–11; Types of Maps, 12–13; Historical Maps, 124–125; Mapping Antarctica, 855 PG: Core Concepts Handbook: Understanding Maps, T10; From Here to There! T11; Types of Maps, T12; Living Map, T13; Historical Maps, T108; Mapping My Day, T109</p>
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<p>1.c Utilizing maps to explain relationships and environments among people and places, including trade patterns, governmental alliances, and immigration patterns</p>	<p>SE/PG: Maps, 5, 6–7, 9, 10, 11, 12, 13, 14, 25, 27, 28, 35, 36, 39, 40–41, 42–43, 44, 50, 54, 65, 67, 70, 76, 82, 86, 90–91, 92–93, 100, 114, 122, 124, 125, 126, 128, 130, 132, 134, 139, 140, 141, 143, 144, 149, 154, 160, 165, 166, 167, 169, 188, 190, 194, 199, 200, 202, 204, 217, 222, 227, 228, 229, 230, 248, 250, 252, 254, 259, 260, 262, 263, 278, 283, 284, 287, 288, 291, 300, 304, 309, 310, 311, 312, 318, 330, 332, 334, 336, 341, 346, 350, 352, 356, 357, 361, 362, 370, 379, 383, 386, 395, 398, 402, 403, 410, 415, 416, 417, 418, 420, 421, 423, 429, 442, 447, 448, 450, 452, 458, 464, 469, 470, 473, 474, 483, 488, 494, 496, 498, 500, 505, 507, 508, 510, 512, 515, 526, 531, 532, 534, 536, 540, 546, 552, 557, 558, 562, 568, 580, 582, 585, 586, 591, 592, 594, 596, 599, 602, 614, 619, 620, 621, 622, 624, 638, 644, 649, 650, 652, 654, 657, 658, 669, 674, 676, 680, 685, 686, 687, 688, 690, 693, 704, 709, 710, 713, 714, 718, 722, 729, 736, 738, 740, 742, 747, 748, 749, 751, 752, 770, 775, 776, 778, 785, 786, 798, 803, 804, 805, 806, 811, 824, 826, 828, 830, 835, 837, 839, 843, 850, 853</p>
<p>1.d Applying mental maps to answer geographic questions, including how experiences and cultures influence perceptions and decisions</p>	<p>SE/PG: Types of Maps, 12–13; Mental Maps, 87 PG: Core Concepts Handbook: From Here to There! T11; Living Map, T13; Mapping My Day, T109</p>

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<p>1.e Categorizing the geographic organization of people, places, and environments using spatial models Examples: urban land-use patterns, distribution and linkages of cities, migration patterns, population-density patterns, spread of culture traits, spread of contagious diseases through a population</p>	<p>SE/PG: Cultural Diffusion and Change, 96–97; Urbanization, 80–81, 542, 559; 595; Urban Planning, 322, 323; Population Growth, 74–75; Population Distribution, 76–77; Population in Alabama, 792, 809; Rivers in Alabama, 849 Population Density: Africa, 498; Andes and the Pampas, 288; Arabia and Iraq, 595; Brazil, 314; Canada, 167, 176, 182-183; Caribbean South America, 263; China, 750-751, 765; Europe, 76; Germany, 432; Israel, 621; Japan, 780, 792-793; Jordan, 621; Lebanon, 621; Mexico, 204-205, 205p, 214; the Netherlands, 431; Russia, 474-475; South Asia, 712, 726-727; Southeast Asia, 806-807, 817; Syria, 621; United States, 144; West and Central Africa, 510-511; Western Europe, 419-421; Language, 90–91; Religion, 92–93; Birmingham, Alabama, 315; Alabama’s Population, 392</p>
<p>2. Determine how regions are used to describe the organization of Earth’s surface</p>	<p>SE/PG: Types of Maps, 12–13; Climate and Weather, 32–33; Water and Climate, 36–37; Types of Climate, 40–41; Ecosystems, 42–43; Environment and Resources, 48–49; Land Use, 50–51; also see: Chapter Atlas, 138–145, 164–171, 198–205, 226–233, 258–265, 282–289, 308–315, 414–421, 446–453, 468–475, 504–511, 530–537, 556–563, 590–597, 618–625, 648–655, 684–691, 708–715, 746–753, 774–781, 802–809 PG: The United States and Canada: A Panel of Regions, T10–T11; A Northern Plan, T43; Africa: Where I’m From, T44–T45; Southwest Asia: Regional Ethnic Cooperation Conference, T61–T63; South and Central Asia: One Small Step, T33–T35</p>

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<p>2.a Identifying physical and human features used as criteria for mapping formal, functional, and perceptual regions Examples: physical—landforms, climates, bodies of water, resources human—language, religion, culture, economy, government</p>	<p>SE/PG: Chapter Atlas, 138–145, 164–171, 198–205, 226–233, 258–265, 282–289, 308–315, 414–421, 446–453, 468–475, 504–511, 530–537, 556–563, 590–597, 618–625, 648–655, 684–691, 708–715, 746–753, 774–781, 802–809; Rivers in Alabama, 849</p>
<p>2.b Interpreting processes and reasons for regional change, including land use, urban growth, population, natural disasters, and trade</p>	<p>SE/PG: World in Numbers, 230; Regional Economies, 299–300; Farming and Free Trade (Brazil), 324; European Union, 403; International Issues, 406; At the Center of the European Union, 428, 429; Regional Newcomers, 438–439; Economics: Pacific region, 849; Settlement and Land Use, 806; Urbanization, 80–81, 542, 559, 595; Cities and Towns, 142, 363–364, 510–511, 559, 693, 750–751, 807; Population in Alabama, 792, 809</p>
<p>2.c Analyzing interactions among regions to show transnational relationships, including the flow of commodities and Internet connectivity Examples: winter produce to Alabama from Chile and California, poultry from Alabama to other countries</p>	<p>SE/PG: Trade, 66–67; Mexico, 218, 219; NAFTA, 152, 154, 216; South America, 299–300; Southeast Asia, 810–812; Central America and Caribbean, 241–242; Land Use and Resources, 286</p>

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<p>3.e Comparing geographic issues in different regions that result from human and natural processes Examples: human—increase or decrease in population, land use change in tropical forests, natural—hurricanes, tsunamis, tornadoes, floods</p>	<p>SE/PG: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Land Use and Resources, 286–287; Climate and Land Use, 310–311; Natural Resources and the Environment, 451; Russia’s Resources, 472–472; People and the Land, 508–509; Riches from the Land, 534–535; Resources and Trade, 562–563; Land Use and Energy, 652–653; Climate and Land Use, 686–687; Land Use and Resources, 712; Climate and Land Use, 748–749; Land Use and Natural Resources, 778–779; Environmental Threats, 781; Settlement and Land Use, 806; Hurricanes, 27, 30, 31, 39, 140, 200, 201, 228, 229-230, 804, 896; Tsunamis, 415, 803, 908</p>
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<p>6. Illustrate how primary, secondary, and tertiary economic activities have specific functions and spatial patterns. Examples: primary—forestry, agriculture, mining secondary—manufacturing furniture, grinding coffee beans, assembling automobiles tertiary—selling furniture, selling caffè latte, selling automobiles</p>	<p>SE/PG: Economic Systems, 62–63; see also Economy of Different Countries: Algeria, 572–573; Andes and the Pampas, 299–300; Arabia and Iraq, 593, 608–609; Australia, 849; Baltic Nations, 455; Bangladesh, 730; Belgium, 431; Brazil, 317, 318, 319, 324; Canada, 170, 171, 177, 180–181; Caribbean South America, 275; Central America and Caribbean, 237, 241–242; Central Asia and Caucasus, 698; China, 762–763; Colombia, 275; Czech Republic, 456; Egypt, 573; Europe, 406; France, 430; French Guiana, 275; Germany, 396, 406, 432; Greece, 436–437, 438; Guyana, 275; India, 730–731; Iran, 664; Israel, 637; Italy, 436–437, 438; Japan, 787, 792; Jordan, 637; Kenya, 549; Lebanon, 637; Libya, 572–573; Mexico, 216–217; Middle America, 192–193; Mongolia, 762, 763; New Zealand, 849; North Africa, 572–573; North Korea, 791; Pacific region, 849; Pakistan, 730; Poland, 454–455; Portugal, 436–437, 438; Russian Federation, 483, 485; Saudi Arabia, 609; Scandinavia, 425; Slovakia, 456; Slovenia, 457; Solomon Islands, 849; South Africa, 549; South Asia, 728, 730–731; Southeast Asia, 818–819; South Korea, 789; Southwest Asia, 637; Spain, 436–437, 438; Suriname, 275; Syria, 637; Taiwan, 762, 763; Tajikistan, 698; Turkey, 667–668; United Kingdom, 423; United States, 152–154; Venezuela, 275; West and Central Africa, 518–519; Western Europe, 426; Yemen, 608</p>
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<p>6.b Analyzing the impact of economic interdependence and globalization on places and their populations Examples: seed corn produced in Iowa and planted in South America; silicon chips manufactured in California and installed in a computer made in China that is purchased in Australia</p>	<p>SE/PG: Trade, 66–67; A Closer Look: Crops and Globalization and the Environment, 298–299; Global Trade, 819; Trade, 66–67; Free-Trade Agreements, 241–242; NAFTA and, 152, 154, 216, 219; European Union, 403; International Issues, 406; At the Center of the European Union, 428, 429; ASEAN, 819, 887; MERCOSUR, 299–300, 324; Land Use and Resources, 286; Alabama’s Exports, 294; Port of Mobile, 819</p>
<p>6. c Explaining why countries enter into global trade agreements, including the North American Free Trade Agreement (NAFTA), the Dominican Republic-Central America Free Trade Agreement (DR-CAFTA), the European Union (EU), the Mercado Común del Sur (MERCOSUR), and the Association of Southeast Asian Nations (ASEAN)</p>	<p>SE/PG: Trade, 66–67; Free-Trade Agreements, 241–242; NAFTA and, 152, 154, 216, 219; European Union, 403; International Issues, 406; At the Center of the European Union, 428, 429; ASEAN, 819, 887; MERCOSUR, 299–300, 324; Alabama’s Exports, 294; Port of Mobile, 819</p>
<p>7. Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns. Examples: types—linear, clustered, grid sizes—large urban, small urban, and rural areas</p>	<p>SE/PG: Urbanization, 80–81, 542, 559; 595; Urban Planning, 322, 323; Settlement and Land Use, 806; Urbanization, 559, 595; Cities and Towns, 142, 311, 363–364, 510–511, 559, 693, 750–751, 807; Rural Area, 80–81; Suburbs, 51, 81; Where People Live, 263; Linear Settlements, 142; Population of Alabama, 511</p>
<p>7.a Explaining human activities that resulted in the development of settlements at particular locations due to trade, political importance, or natural resources Examples: Timbuktu near caravan routes; Pittsburg, Pennsylvania, and Birmingham, Alabama, as manufacturing centers near coal and iron ore deposits; Singapore near a major ocean transportation corridor</p>	<p>SE/PG: Trade, 66–67; Migration and Settlement, 142–143; New France, 173; The Rise of Cities, 362–363; Medieval Trade Routes, 362; Where People Live and Work, 419; Port of Mobile, 819</p>

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<p>7.b Describing settlement patterns in association with the location of resources Examples: fall line settlements near waterfalls used as a source of energy for mills, European industrial settlements near coal seams, spatial arrangement of towns and cities in North American Corn Belt settlements</p>	<p>SE/PG: Population Distribution, 76–77; Migration and Settlement, 142–143; New France, 173; The Rise of Cities, 362–363; Medieval Trade Routes, 362; Where People Live and Work, 419; Natural Resources and the Environment, 451</p>
<p>7.c Describing ways in which urban areas interact and influence surrounding regions Examples: daily commuters from nearby regions; communication centers that service nearby and distant locations through television, radio, newspapers, and the Internet; regional specialization in services or production</p>	<p>SE/PG: Urbanization, 80–81, 542, 559, 595; Urban Planning, 322, 323; Settlement and Land Use, 806; Urbanization, 559, 595; Cities and Towns, 142, 363–364, 510–511, 559, 693, 750–751, 807; Birmingham, 315</p>
<p>8. Determine political, military, cultural, and economic forces that contribute to cooperation and conflict among people.</p>	<p>SE/PG: World War II, 151; The United States as World Leader, 156–157; World War I, 177; Historical Ties to Britain, 178; Struggle for Power, 210–211; An Independent Brazil, 317–318; World War I, 394–395; A War of Ideas, 397; World War II, 398–399; Cold War and Division, 400–402; European Union, 403, 429; Yugoslavia Splits, 458; Ethnic Conflict Continues, 459; Cold War Russia, 481; Independence and Beyond (Africa), 516–517; Political Challenges, 519–520; Independence and Conflict (Israel), 632–633; The Palestinian-Israeli Conflict, 638–639; Iran and the United States, 664; Divided Cyprus, 668–669; Communists Take Control, 695; South Asia After Independence, 722–723; Conflicts in South Asia, 729; International Conflicts and Connections, 784–785; The Korean War, 786; Independence, War, and Recovery, 812–813; United Nations (UN), 111, 150, 181, 433</p>

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<p>8.a Identifying political boundaries based on physical and human systems Examples: physical systems—rivers as boundaries between counties human systems—streets as boundaries between local government units</p>	<p>SE/PG: Understanding Maps, 10–11, Types of Maps, 12–13; Maps: Political, 13, 90–91, 92–93, 124, 128, 134, 160, 188, 194, 222, 248, 278, 304, 330, 336, 346, 350, 356, 357, 370, 410, 442, 464, 494, 500, 526, 552, 580, 586, 599, 602, 614, 644, 674, 680, 704, 718, 822, 736, 742, 770, 786, 798, 824, 830</p>
<p>8.b Identifying effects of cooperation among countries in controlling territories Examples: Great Lakes environmental management by United States and Canada, United Nations (UN) Heritage sites and host countries, Antarctic Treaty on scientific research</p>	<p>SE/PG: United Nations (UN), 111, 150, 181, 401, 433, 459, 547, 786; Antarctic Treaty, 855, 886 PG: Southwest Asia: Enrichment: Seeds of Conflict, T18; Regional Ethnic Cooperation Conference, T61–T63</p>

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<p>8.c Describing the eruption of territorial conflicts over borders, resources, land use, and ethnic and nationalistic identity Examples: India and Pakistan conflict over Jammu and Kashmir, the West Bank, the Sudan, Somalia piracy, ocean fishing and mineral rights, local land-use disputes</p>	<p>SE/PG: World War II, 151; The United States as World Leader, 156–157; World War I, 177; Historical Ties to Britain, 178; Struggle for Power, 210–211; An Independent Brazil, 317–318; World War I, 394–395; A War of Ideas, 397; World War II, 398–399; Cold War and Division, 400–402; European Union, 403, 429; Yugoslavia Splits, 458; Ethnic Conflict Continues, 459; Cold War Russia, 481; Independence and Beyond (Africa), 516–517; Political Challenges, 519–520; Independence and Conflict (Israel), 632–633; The Palestinian-Israeli Conflict, 638–639; Iran and the United States, 664; Divided Cyprus, 668–669; Communists Take Control, 695; South Asia After Independence, 722–723; Conflicts in South Asia, 729; International Conflicts and Connections, 784–785; The Korean War, 786; Independence, War, and Recovery, 812–813; United Nations (UN), 111, 150, 181, 433</p> <p>PG: Core Concepts Handbook: Conflict and Cooperation, T96; Making Peace, T97; The United States and Canada: Culture Clash, T46–T47; Middle America: A Time for Judgment, T5–T7; South America: Civil Conflict in Columbia, T28; Europe and Russia: Ethnic Conflicts in Bosnia, T134–T135; Africa: Agents of Change, T33–T35; Analyze Conflicts, T52–T53; Southwest Asia: Enrichment: Seeds of Conflict, T18; Regional Ethnic Cooperation Conference, T61–T63; East and Southeast Asia: Enrichment: Tibet’s Conflict with China, T12</p>

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<p>9. Explain how human actions modify the physical environment within and between places, including how human induced changes affect the environment. Examples: within places—construction of dams and downstream water availability for human consumption, agriculture, and aquatic ecosystems between places—urban heat islands and global climate change, desertification and land degradation, pollution and ozone depletion</p>	<p>SE/PG: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Land Use and Resources, 286–287; Climate and Land Use, 310–311; Natural Resources and the Environment, 451; Russia’s Resources, 472–472; People and the Land, 508–509; Riches from the Land, 534–535; Resources and Trade, 562–563; Land Use and Energy, 652–653; Climate and Land Use, 686–687; Land Use and Resources, 712; Climate and Land Use, 748–749; Land Use and Natural Resources, 778–779; Environmental Threats, 781; Settlement and Land Use, 806</p> <p>PG: Core Concepts Handbook: People’s Impact on the Environment, T46; Middle America: Location Equation, T38–T39; South America: Grant Report, T33–T35; Africa: To Drill or Not to Drill? T5–T7; Southwest Asia: Water for Arabia and Iraq, T5–T7; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p>
<p>10. Explain how human systems develop in response to physical environmental conditions. Example: farming practices in different regions, including slash-and-burn agriculture, terrace farming, and center-pivot irrigation</p>	<p>SE/PG: Farming: Albania, 449; Egypt, 564, 565; Azerbaijan, 687; Brazil, 311, 324; the Caucasus, 687; Central Asia, 686-687; Eastern Europe, 449; Georgia, 687; Japan and the Koreas, 778–779; Mechanized, 449; Mexico, 201, 203, 205, 206, 207, 217; Middle Ages, 363; North Africa, 573; South Asia, 712; Southern and Eastern Africa, 535; Soviet Union, 480-481; Terraced farming, 264</p> <p>PG: Australia and the Pacific: Reporting Back: A Voyage to the Pacific, T5–T7; Southwest Asia: Water for Arabia and Iraq, T5–T7; Africa: To Drill or Not to Drill? T5–T7; Middle America: Location Equation, T38–T39</p>

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<p style="text-align: center;">2010 Alabama Course of Study Social Studies – Geography Grade 7</p>	<p style="text-align: center;">Savvas myWorld Geography, Survey Alabama Edition, ©2015</p>
<p>10.a Identifying types, locations, and characteristics of natural hazards, including earthquakes, hurricanes, tornadoes, and mudslides</p>	<p>SE/PG: Natural Disaster, 27; Earthquakes, 17, 26–27, 199, 228, 259, 270, 415, 803; Hurricanes, 27, 30, 31, 39, 140, 200, 201, 228, 229-230, 804, 896; Raging Storms, 39; Tsunamis, 415, 803; Volcanoes, 16, 17, 26-27, 26, 190, 199, 226, 227, 415, 471, 738, 775, 803, 837; Drought, 548, 777, 851, 892; Flood in Alabama, 780 PG: East and Southeast Asia: Geography of a Disaster, T84; Tsunami Reactions, T85</p>
<p>10.b Differentiating ways people prepare for and respond to natural hazards, including building storm shelters, conducting fire and tornado drills, and establishing building codes for construction</p>	<p>SE/PG: Raging Storms, 39; Tsunami Early Warning System, 803; International Red cross and Hurricanes, 230 PG: East and Southeast Asia: Geography of a Disaster, T84 (discussion of relief agencies)</p>
<p>11. Explain the cultural concept of natural resources and changes in spatial distribution, quantity, and quality through time and by location.</p>	<p>SE/PG: Environment and Resources, 48–49; Nonrenewable Resources, 901; Land Use, 50–51; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Oil in Alabama, 269, 608, 652; Land Use and Resources, 286–287; Climate and Land Use, 310–311; Natural Resources and the Environment, 451; Russia’s Resources, 472–472; People and the Land, 508–509; Riches from the Land, 534–535; Resources and Trade, 562–563; Land Use and Energy, 652–653; Climate and Land Use, 686–687; Land Use and Resources, 712; Climate and Land Use, 748–749; Land Use and Natural Resources, 778–779; Environmental Threats, 781</p>

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<p>11.a Evaluating various cultural viewpoints regarding the use or value of natural resources Examples: salt and gold as valued commodities, petroleum product use and the invention of the internal combustion engine</p>	<p>SE/PG: Environment and Resources, 48–49; Nonrenewable Resources, 901; Land Use, 50–51; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Land Use and Resources, 286–287; Climate and Land Use, 310–311; Natural Resources and the Environment, 451; Russia’s Resources, 472–472; People and the Land, 508–509; National Parks, 533; Riches from the Land, 534–535; Resources and Trade, 562–563; Land Use and Energy, 652–653; Climate and Land Use, 686–687; Land Use and Resources, 712; Climate and Land Use, 748–749; Land Use and Natural Resources, 778–779; Environmental Threats, 781 PG: Common Core Handbook: Environment and Resources, T42; What Did You Do Last Weekend? T43; People’s Impact on the Environment, T46; South America: Hunt for Resources, T5–T7; Challenges for Brazil, T80–T81</p>
<p>11.b Identifying issues regarding depletion of nonrenewable resources and the sustainability of renewable resources Examples: ocean shelf and Arctic exploration for petroleum, hybrid engines in cars, wind-powered generators, solar collection panels</p>	<p>SE/PG: Environment and Resources, 48–49; Nonrenewable Resources, 901; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Oil in Alabama, 269, 608, 652; Land Use and Resources, 286–287; Natural Resources and the Environment, 451; National Parks, 533; People and the Land, 508–509; Land Use and Energy, 652–653; Land Use and Resources, 712; Environmental Threats, 781 PG: Common Core Handbook: Environment and Resources, T42; What Did You Do Last Weekend? T43; People’s Impact on the Environment, T46; South America: Hunt for Resources, T5–T7; Challenges for Brazil, T80–T81</p>

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<p>12. Explain geographic contexts that influenced historical events. Examples: physical features—fall line, Cumberland Gap, Westward Expansion in the United States, weather conditions at Valley Forge and the outcome of the American Revolution, role of ocean currents and winds during exploration by Christopher Columbus environmental issues—boundary disputes, ownership of ocean resources, revitalization of downtown areas</p>	<p>SE/PG: History of the United States, 146–151; The United States Today, 152–157; History of Canada, 172–177; Canada Today, 178–183; History of Mexico, 206–211; Mexico Today, 212–219; History of Central America and the Caribbean, 234–237; Central America and the Caribbean Today, 238–243; History of Caribbean South America, 266–269; Caribbean South America Today, 270–275; History of the Andes and the Pampas, 290–295; The Andes and the Pampas Today, 296–301; History of Brazil, 316–319; Brazil Today, 320–325; Ancient and Medieval Europe, 336–369; Europe in Modern Times, 370–409; Western Europe Today, 422–439; Eastern Europe Today, 454–461; History of Russia, 476–483; Russia Today, 484–489; History of West and Central Africa, 512–517; West and Central Africa Today, 518–523; History of Southern and Eastern Africa, 538–543; Southern and Eastern Africa Today, 544–549; History of North Africa, 564–569; North Africa Today, 570–575; History of Arabia and Iraq, 598–605; Arabia and Iraq Today, 606–611; History of Israel and Its Neighbors, 626–633; Israel and Its Neighbors Today, 634–641; History of Iran, Turkey, and Cyprus, 656–661; Iran, Turkey, and Cyprus Today, 662–669; History of Central Asia and the Caucasus, 692–695; Central Asia and the Caucasus Today, 696–701; History of South Asia, 716–723; South Asia Today, 724–731; History of China and Its Neighbors, 754–759; China and Its Neighbors Today, 760–767; History of Japan and the Koreas, 782–787; Japan and the Koreas Today, 788–795; History of Southeast Asia, 810–813; Southeast Asia Today, 814–819; History of Australia and the Pacific, 842–845; Australia and the Pacific Today, 846–851</p>

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Reading Standards for Literacy in History/Social Studies Grades 6-8	
Key Ideas and Details	
<p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>SE/PG: Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; Analyze Primary and Secondary Sources, 126, 158, 576</p> <p>PG: Primary Source Lesson Plan: Core Concepts, 12, 27, 33, 49, 97, 106, 110, 118, The United States and Canada, T28, T50, 133, 150, 154, 162, 170, 180, and 182; Middle America, T22, T48, 193, 219, 232, 265; South America, T20, T48, T76, 274, 288, 289, 295, 313, 318, 329; Europe and Russia, T14, T22, T30, T50, T70, T78, T106, T134, T154, 344, 352, 359, 365, 373, 379, 390, 402, 405, 419, 451, 460, 481, 487; Africa, T28, T48, T84, 536, 548, 574; Southwest Asia, T20, T56, T76, 597, 632, 638, 650; South and Central Asia, T20, T48, 689, 701, 707, 710, 713, 721, 728; East and Southeast Asia, T20, T48, T76, 741, 750, 767, 793, 805; Australia and the Pacific, T20, 848. In addition, the teacher’s edition <i>Guide on the Side</i> lists learning strategies and questions on nearly every page of each of the unit books.</p>

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<p>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>	<p>SE/PG: Main Idea and Details, 28, 563; also see: Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; Analyze Primary and Secondary Sources, 126, 158, 576</p> <p>PG: Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48, T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20. In addition, the teacher’s edition <i>Guide on the Side</i> lists learning strategies and questions on nearly every page of each of the unit books.</p>
<p>RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>SE/PG: Land Use, 50–51; People’s Impact on the Environment, 52–53; Economic Process, 60–61; Economic Systems, 62–63; Economic Development, 64–65; Trade, 66–67; How Banks Work, 68; Supply and Demand of Product X, 71; Population Growth, 74–75, Migration, 78–79, Urbanization, 80–81, Cultural Diffusion and Change, 96–97; Mercantilism, 293; Roman Checks and Balances, 349; Feudalism: The Medieval Way of Life, 358; The Scientific Method, 389; 21st Century Learning: Generate New Ideas, 578–579, Make a Difference, 672–673, Evaluate Web Sites, 734–735, Give an Effective Presentation, 822–823, Develop Cultural Awareness, 858–859</p>

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Craft and Structure	
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	SE/PG: Section Opener: Key Terms, 138, 146, 152, 164, 172, 178, 198, 206, 212, 226, 234, 238, 258, 266, 270, 282, 290, 296, 308, 316, 320, 340, 348, 354, 360, 374, 382, 388, 394, 400, 414, 422, 428, 434, 446, 454, 468, 476, 484, 504, 512, 518, 530, 538, 544, 556, 564, 570, 590, 598, 606, 618, 626, 634, 648, 656, 662, 684, 692, 696, 708, 716, 724, 746, 754, 760, 774, 782, 788, 802, 810, 814, 834, 842, 846, 852; Section Assessment: Key Terms, 145, 151, 157, 171, 177, 183, 205, 211, 219, 233, 237, 243, 265, 269, 275, 289, 295, 301, 315, 319, 325, 347, 353, 359, 367, 381, 387, 393, 399, 407, 421, 427, 433, 439, 453, 461, 475, 483, 489, 511, 517, 523, 537, 543, 549, 563, 569, 575, 597, 605, 611, 625, 633, 641, 655, 661, 669, 691, 695, 701, 715, 723, 731, 753, 759, 767, 781, 787, 795, 809, 813, 819, 841, 845, 851, 855; Chapter Assessment: Key Terms, 158, 184, 220, 244, 276, 302, 326, 368, 408, 440, 490, 524, 550, 576, 612, 642, 670, 702, 732, 768, 796, 820, 856 PG: Visual Glossary: Core Concepts, T3, T15, T27, T41, T49, T63, T73, T89, T101
RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	SE/PG: Compare and Contrast, 14, 28, 44, 82, 100, 114, 126, 158, 183, 184, 220, 243, 244, 269, 353, 368, 381, 408, 421, 440, 490, 524, 537, 543, 549, 550, 563, 569, 575, 597, 612, 641, 642, 655, 661, 669, 670, 701, 702, 732, 767, 768, 781, 796, 841, 845, 856; Cause and Effect, 14, 28, 54, 70, 126, 158, 171, 177, 244, 275, 302, 381, 453, 461, 523, 543, 550, 569, 576, 611, 612, 625, 633, 642, 655, 661, 669, 691, 701, 702, 759, 767, 781, 787, 795; Sequence, 44, 54, 70, 158, 184, 220, 244, 524, 759, 845; Compare Viewpoints, 517, 537, 550, 612, 633, 723, 732, 796

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<p>RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p>SE/PG: Identify Bias, 387; Fact and Opinion, 408; also see: 21st Century Learning: Evaluate Web sites, 15, 121, 734–735, 769, Analyze media content, 83, 115, 221, 277, 492–493, 551, 643; Analyze Primary and Secondary Sources, 126, 158, 576</p>

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Integration of Knowledge and Ideas	
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	SE/PG: Ways to Show Earth's Surface, 8–9; Understanding Maps, 10–11; Types of Maps, 12–13; Charts, Graphs, and Diagrams, 18, 20, 22, 33, 34, 37, 38, 45, 49, 55, 58, 59, 60, 61, 63, 64, 68, 71, 74, 81, 83, 97, 99, 101, 115, 133, 151, 153, 156, 170, 171, 173, 179, 185, 192, 193, 203, 216, 218, 219, 228, 230, 231, 232, 236, 240, 242, 245, 247, 253, 261, 265, 267, 269, 272, 275, 277, 285, 286, 293, 294, 297, 300, 303, 314, 315, 317, 324, 327, 335, 344, 349, 353, 358, 367, 369, 377, 378, 385, 389, 390, 396, 397, 409, 424, 426, 429, 430, 432, 437, 441, 449, 456, 457, 463, 472, 481, 485, 486, 487, 491, 499, 507, 511, 515, 522, 525, 533, 537, 545, 549, 563, 572, 592, 593, 608, 609, 613, 620, 625, 637, 643, 651, 652, 653, 668, 671, 673, 679, 689, 691, 699, 703, 712, 715, 726, 728, 730, 733, 741, 749, 754, 756, 758, 761, 763, 765, 769, 777, 779, 780, 783, 787, 790, 792, 794, 797, 807, 809, 811, 812, 816, 818, 821, 829, 836, 840, 849, 857; Maps, 5, 6–7, 9, 10, 11, 12, 13, 14, 25, 27, 28, 35, 36, 39, 40–41, 42–43, 44, 50, 54, 65, 67, 70, 76, 82, 86, 90–91, 92–93, 100, 114, 122, 124, 125, 126, 128, 130, 132, 134, 139, 140, 141, 143, 144, 149, 154, 160, 165, 166, 167, 169, 188, 190, 194, 199, 200, 202, 204, 217, 222, 227, 228, 229, 230, 248, 250, 252, 254, 259, 260, 262, 263, 278, 283, 284, 287, 288, 291, 300, 304, 309, 310, 311, 312, 318, 330, 332, 334, 336, 341, 346, 350, 352, 356, 357, 361, 362, 370, 379, 383, 386, 395, 398, 402, 403, 410, 415, 416, 417, 418, 420, 421, 423, 429, 442, 447, 448, 450

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<p>(Continued) RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>(Continued) 452, 458, 464, 469, 470, 473, 474, 483, 488, 494, 496, 498, 500, 505, 507, 508, 510, 512, 515, 526, 531, 532, 534, 536, 540, 546, 552, 557, 558, 562, 568, 580, 582, 585, 586, 591, 592, 594, 596, 599, 602, 614, 619, 620, 621, 622, 624, 638, 644, 649, 650, 652, 654, 657, 658, 669, 674, 676, 680, 685, 686, 687, 688, 690, 693, 704, 709, 710, 713, 714, 718, 722, 729, 736, 738, 740, 742, 747, 748, 749, 751, 752, 770, 775, 776, 778, 785, 786, 798, 803, 804, 805, 806, 811, 824, 826, 828, 830, 835, 837, 839, 843, 850, 853; myStory Video, 137, 163, 197, 225, 257, 281, 307, 339, 373, 413, 445, 467, 503, 529, 555, 589, 617, 647,, 683, 707, 745, 773, 801, 833; also see: 21st Century Learning: Evaluate Web sites, 15, 121, 734–735, 769, Analyze media content, 83, 115, 221, 277, 492–493, 551, 643 PG: myworldgeography.com: Core Concepts, T3, T15, T27, T41, T49, T63, T73, T89, T101; The United States and Canada, T4, T32; Middle America, T4, T32; South America, T4, T32, T60; Europe and Russia, T4, T40, T82, T116, T138; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p>

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<p>RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>SE/PG: Identify Bias, 387; Fact and Opinion, 408; also see: 21st Century Learning: Evaluate Web sites, 15, 121, 734–735, 769, Analyze media content, 83, 115, 221, 277, 492–493, 551, 643; Analyze Primary and Secondary Sources, 126, 158, 576</p> <p>PG: Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48, T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p>
<p>RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>SE/PG: Analyze Primary and Secondary Sources, 126, 158, 576; also see: Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120–121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857</p> <p>PG: Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48, T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p>

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Range of Reading and Level of Text Complexity	
<p>RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>This objective is met throughout <i>myWorld World Geography</i>, including in these features:</p> <p>SE/PG: Chapter Assessment, 158–159, 184–185, 220–221, 244–245, 276–277, 302–303, 326–327, 368–369, 408–409, 440–441, 490–491, 524–525, 550–551, 576–577, 612–613, 642–643, 670–671, 702–703, 732–733, 768–769, 796–797, 820–821, 856–857; Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; Analyze Primary and Secondary Sources, 126, 158, 576</p> <p>PG: myWorld Activity: The United States and Canada, T10, T16, T24, T38, T46, T54; Middle America, T10, T18, T26, T38, T44, T52; South America, T10, T16, T24, T38, T44, T52, T66, T72, T80; Europe and Russia, T10, T18, T26, T34, T46, T54, T60, T65, T74, T88, T96, T110, T122, T130, T144, T150, T158; Africa, T10, T16, T24, T38, T44, T52, T66, T72, T80; Southwest Asia, T10, T16, T24, T38, T44, T52, T66, T72, T80; South and Central Asia, T10, T16, T24, T38, T44, T52; East and Southeast Asia, T10, T16, T24, T38, T44, T52, T66, T72, T80; Australia and the Pacific, T10, T16, T24, T32</p> <p>myWorld Chapter Activity: The United States and Canada, T5, T33; Middle America, T5, T33; South America, T5, T33, T61; Europe and Russia, T5, T41, T83, T117, T139; Africa, T5, T33, T61; Southwest Asia, T5, T33, T61; South and Central Asia, T5, T33; East and Southeast Asia, T5, T33, T61; Australia and the Pacific, T5</p> <p>Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48,</p>

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<p>(Continued) RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p>(Continued) T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p>
<p>Writing Standards for Literacy in History/Social Studies Grades 6-8</p>	
<p>Text Types and Purposes</p>	
<p>WHST.6-8.1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SE/PG: Writing Task: Favorite Book and Opinion, 101, Essay: Opinion Piece, 115, Speech, Persuasive Announcement, 245; 21st Century Learning: Persuasive Essay, 409, Marketing Campaign, 579</p>

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<p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SE/PG: Writing Task: Compare two documents, Explanation, 15, 29, 55, 71, 83, 159, 185, 221, 303, 327, 369, 409, 525, 551, 577, 613, 643, 769, 797, 821, 857, Comparing, 671, 733; 21st Century Learning: Illustrated Informational Brochure, 101, Short Essay, 115, Report, 797</p>

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WHST.6-8.3. (See note; not applicable as a separate requirement per Common Core State Standards)	
Production and Distribution of Writing	
WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE/PG: Writing Task, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; also see: Journal Activity, 15, 29, 45, 55; Student Journal, 145, 151, 157, 171, 177, 183, 205, 211, 219, 233, 237, 243, 265, 269, 275, 289, 295, 301, 315, 319, 325, 347, 353, 359, 367, 381, 387, 393, 399, 407, 421, 427, 433, 439, 453, 461, 475, 483, 489, 511, 517, 523, 537, 543, 549, 563, 569, 575, 597, 605, 611, 625, 633, 641, 655, 661, 669, 691, 695, 701, 715, 723, 731, 753, 759, 767, 781, 787, 795, 809, 813, 819, 841, 845, 851, 855

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<p>WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>SE/PG: Writing Task, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; also see: Journal Activity, 15, 29, 45, 55; Student Journal, 145, 151, 157, 171, 177, 183, 205, 211, 219, 233, 237, 243, 265, 269, 275, 289, 295, 301, 315, 319, 325, 347, 353, 359, 367, 381, 387, 393, 399, 407, 421, 427, 433, 439, 453, 461, 475, 483, 489, 511, 517, 523, 537, 543, 549, 563, 569, 575, 597, 605, 611, 625, 633, 641, 655, 661, 669, 691, 695, 701, 715, 723, 731, 753, 759, 767, 781, 787, 795, 809, 813, 819, 841, 845, 851, 855</p> <p>PG: Writing Activities exist throughout the Teacher’s Edition on the myWorld Chapter Activity pages and the myWorld Activity pages.</p> <p>myWorld Activity: The United States and Canada, T10, T16, T24, T38, T46, T54; Middle America, T10, T18, T26, T38, T44, T52; South America, T10, T16, T24, T38, T44, T52, T66, T72, T80; Europe and Russia, T10, T18, T26, T34, T46, T54, T60, T65, T74, T88, T96, T110, T122, T130, T144, T150, T158; Southwest Asia, T10, T16, T24, T38, T44, T52, T66, T72, T80; South and Central Asia, T10, T16, T24, T38, T44, T52; East and Southeast Asia, T10, T16, T24, T38, T44, T52, T66, T72, T80; Australia and the Pacific, T10, T16, T24, T32</p> <p>myWorld Chapter Activity: The United States and Canada, T5, T33; Middle America, T5, T33; South America, T5, T33, T61; Europe and Russia, T5, T41, T83, T117, T139; Africa, T5, T33, T61; Southwest Asia, T5, T33, T61; South and Central Asia, T5, T33; East and Southeast Asia, T5, T33, T61; Australia and the Pacific, T5</p>

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<p>WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>SE/PG: Twenty-first Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 186–187, 221, 245, 246–247, 277, 303, 327, 328–329, 369, 409, 441, 491, 492–493, 525, 551, 577, 578–579, 613, 643, 671, 672–673, 703, 733, 734–735, 769, 797, 821, 822–823, 857</p> <p>PG: myworldgeography.com: Core Concepts, T3, T15, T27, T41, T49, T63, T73, T89, T101; The United States and Canada, T4, T32; Middle America, T4, T32; South America, T4, T32, T60; Europe and Russia, T4, T40, T82, T116, T138</p>
Research to Build and Present Knowledge	
<p>WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>SE/PG: Twenty-first Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 186–187, 221, 245, 246–247, 277, 303, 327, 328–329, 369, 409, 441, 491, 492–493, 525, 551, 577, 578–579, 613, 643, 671, 672–673, 703, 733, 734–735, 769, 797, 821, 822–823, 857; Analyze Primary and Secondary Sources, 126, 158, 576</p> <p>PG: myworldgeography.com: Core Concepts, T23, T15, T27, T41, T49, T63, T73, T89, T101; The United States and Canada, T4, T32; Middle America, T4, T32; South America, T4, T32, T60; Europe and Russia, T4, T40, T82, T116, T138; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p> <p>myWorld Chapter Activity: The United States and Canada, T5, T33; Middle America, T5, T33; South America, T5, T33, T61; Europe and Russia, T5, T41, T83, T117, T139; Africa, T5, T33, T61; Southwest Asia, T5, T33, T61; South and Central Asia, T5, T33; East and Southeast Asia, T5, T33, T61; Australia and the Pacific, T5</p>

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<p>WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>SE/PG: Twenty-first Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 186–187, 221, 245, 246–247, 277, 303, 327, 328–329, 369, 409, 441, 491, 492–493, 525, 551, 577, 578–579, 613, 643, 671, 672–673, 703, 733, 734–735, 769, 797, 821, 822–823, 857; also see: Analyze Primary and Secondary Sources, 126, 158, 576</p> <p>PG: myworldgeography.com: Core Concepts, T23, T15, T27, T41, T49, T63, T73, T89, T101; The United States and Canada, T4, T32; Middle America, T4, T32; South America, T4, T32, T60; Europe and Russia, T4, T40, T82, T116, T138; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and Pacific, T20</p> <p>myWorld Chapter Activity: The United States and Canada, T5, T33; Middle America, T5, T33; South America, T5, T33, T61; Europe and Russia, T5, T41, T83, T117, T139; Africa, T5, T33, T61; Southwest Asia, T5, T33, T61; South and Central Asia, T5, T33; East and Southeast Asia, T5, T33, T61; Australia and the Pacific, T5</p>

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<p>WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research</p>	<p>SE/PG: Document-Based Assessment Writing Task & 21st Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; also see: Analyze Primary and Secondary Sources, 126, 158, 576; Student Journal, 145, 151, 157, 171, 177, 183, 205, 211, 219, 233, 237, 243, 265, 269, 275, 289, 295, 301, 315, 319, 325, 347, 353, 359, 367, 381, 387, 393, 399, 407, 421, 427, 433, 439, 453, 461, 475, 483, 489, 511, 517, 523, 537, 543, 549, 563, 569, 575, 597, 605, 611, 625, 633, 641, 655, 661, 669, 691, 695, 701, 715, 723, 731, 753, 759, 767, 781, 787, 795, 809, 813, 819, 841, 845, 851, 855</p>

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Range of Writing	
<p>WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE/PG: Writing Task, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; also see: Journal Activity, 15, 29, 45, 55; Student Journal, 145, 151, 157, 171, 177, 183, 205, 211, 219, 233, 237, 243, 265, 269, 275, 289, 295, 301, 315, 319, 325, 347, 353, 359, 367, 381, 387, 393, 399, 407, 421, 427, 433, 439, 453, 461, 475, 483, 489, 511, 517, 523, 537, 543, 549, 563, 569, 575, 597, 605, 611, 625, 633, 641, 655, 661, 669, 691, 695, 701, 715, 723, 731, 753, 759, 767, 781, 787, 795, 809, 813, 819, 841, 845, 851, 855</p> <p>PG only: Writing Activities exist throughout the Teacher’s Edition on the myWorld Chapter Activity pages and the myWorld Activity pages.</p> <p>myWorld Activity: The United States and Canada, T10, T16, T24, T38, T46, T54; Middle America, T10, T18, T26, T38, T44, T52; South America, T10, T16, T24, T38, T44, T52, T66, T72, T80; Europe and Russia, T10, T18, T26, T34, T46, T54, T60, T65, T74, T88, T96, T110, T122, T130, T144, T150, T158; Southwest Asia, T10, T16, T24, T38, T44, T52, T66, T72, T80; South and Central Asia, T10, T16, T24, T38, T44, T52; East and Southeast Asia, T10, T16, T24, T38, T44, T52, T66, T72, T80; Australia and the Pacific, T10, T16, T24, T32</p> <p>myWorld Chapter Activity: The United States and Canada, T5, T33; Middle America, T5, T33; South America, T5, T33, T61; Europe and Russia, T5, T41, T83, T117, T139; Africa, T5, T33, T61; Southwest Asia, T5, T33, T61; South and Central Asia, T5, T33; East and Southeast Asia, T5, T33, T61; Australia and the Pacific, T5</p>