

2017 Social Studies Review

Social Studies Evaluation Tool – Geography Western Hemisphere

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Instructions

Publishing Company:

- Complete the course evaluation form below. Please provide written explanation as to how the material meets the standard along with location references.

Review Team Member:

- Please use information and attachments to complete the course evaluation form.
- Explain any discrepancies between your findings and those provided information. Explanations and comments should directly reflect the rubric.
- Further explain any findings.

Standards Alignment Evaluation Rubric

0 = No Alignment- **Not Evident**: content as described in the Standards is **not evident**.

.5 = Partial Alignment- **Partially Evident**: content as described in the Standards is **partially evident** and there are few gaps.

1 = High Alignment – **Clearly Evident**: content is fully aligned as described in the Standards and repeatedly included to guarantee extensive opportunities for students to work with the content. Alignment is **clearly evident**.

N/A = Not applicable for standard.

Idaho Content Standards: Social Studies-Geography: Western Hemisphere

Standard 1: History

Students in Geography-Western Hemisphere build an understanding of the cultural and social development of human civilization.

<u>Goal</u>	<u>Objective - The student will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	<u>6-9.GWH.1.8.1</u> Describe major aspects of the civilizations of the Western Hemisphere prior to European contact, such as Mesoamerica.	<p><i>Specific Examples: SE: Introduced:</i> Early History of the United States, 146–147; <i>Taught:</i> Early Civilizations (Maya), 252–253; <i>Assessed:</i> Primary Source: The Maya: Analyze the Documents, 257</p> <p>SE: Early History of the United States, 146–147; Inuit, 178; Canada’s Early History, 182; Early Civilizations (Maya), 252–253; Primary Source: The Maya, 256–257; Cultures Collide, 290–291; The Andes: Early History, 320–321; Brazil: Cultures Meet, 352–353</p> <p>PG: The United States and Canada: Interviewing America, T5–T7; Middle America: Enrichment: Maya Math, T46; Popol Vuh for Kids, T49</p>	Choose an item.
	<u>6-9.GWH.1.8.2</u> Examine the impact of Europeans on indigenous cultures in the Western Hemisphere.	<p><i>Specific Examples: SE: Introduced:</i> Colonization and Slavery, 253–254; <i>Taught:</i> Cultures Collide, 290–291; <i>Assessed:</i> Assessment: Key Ideas, 293</p> <p>SE: Europeans and Native Americans, 147; Westward Expansion, 149; Canada: Contact with Europeans, 183; Colonization and Slavery, 253–254; Cultures Collide, 290–291; The Andes: The Colonial Period, 322–323; Brazil: Cultures Meet, 352–353</p> <p>PG: South America: Drama on the Plantation, T77</p>	Choose an item.

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	<p>6-9.GWH.1.8.3 Compare various approaches to European colonization in the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced: The English Colonies, 147–148; Taught: The Colonial Period, 322–323; Assessed: Assessment: Think Critically, 325</i></p> <p>SE: Colonization, 51; The English Colonies, 147–148; The Colonial Period, 322–323; Colonization and Slavery, 253</p> <p>PG: South America: Hunt for Resources, T5–T7</p>	<p>Choose an item.</p>
	<p>6-9.GWH.1.8.4 Explain how and why events may be interpreted differently according to the points of view of participants and observers.</p>	<p><i>Specific Examples: SE: Introduced: Core Concepts Handbook: Historical Sources, 120–121; Taught: Primary Source: Union or Separation?, 294–295; Assessed: Primary Source: Ethnic Conflict in Bosnia: Analyze the Documents, 527</i></p> <p>SE: Compare Viewpoints, 82, 145, 188, 189, 228, 263, 295, 357, 407, 431, 449, 460, 500, 527, 549, 562; Primary Source: Union or Separation?, 294–295; Form Opinions, 295; Identify Bias, 398, 430, 437, 493, 551; Writing Task: Persuasive Announcement, 269; Outline for a Persuasive Essay, 399; Primary Source: Ethnic Conflict in Bosnia, 526–527</p> <p>PG: Core Concepts Handbook: Debate and Defend, T55; South America: The Climate-Change Debate, T85</p>	<p>Choose an item.</p>

Standard 2: Geography

Students in Geography-Western Hemisphere analyze the spatial organizations of people, places, and environment on the earth's surface, explain how human actions modify the physical environment and how physical systems affect human activity and living conditions, trace the migration and settlement of human populations on the earth's surface, analyze the human and physical characteristics of different places and regions, and explain how geography enables people to comprehend the relationships between people, places, and environments overtime.

<u>Goal</u>	<u>Objective - The student will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	<u>6-9.GWH.2.1.1</u> Explain and use the components of maps, compare different map projections, and explain the appropriate uses for each.	<p><i>Specific Examples: SE: Introduced:</i> Core Concepts Handbook: Ways to Show the Earth's Surface, 8–9; <i>Taught:</i> Core Concepts Handbook: Understanding Maps, 10–11; <i>Assessed:</i> Assessment, 14–15</p> <p>SE: Core Concepts Handbook: Ways to Show the Earth's Surface, 8–9; Understanding Maps, 10–11; Types of Maps, 12–13; Assessment, 14–15; Historical Maps, 124–125; also see: Maps (examples), 172, 173, 175, 188, 190, 206, 211, 212, 214, 216, 235, 240, 245, 246, 247, 248, 272, 274, 276, 278, 283, 284, 286, 287, 308, 313, 314, 317, 318, 321, 332, 340, 345, 346, 347, 354, 372, 374, 376, 378, 383, 471, 472, 474, 475, 481, 487, 502, 507, 508, 510, 512, 522, 530, 535, 536, 539, 540, 549, 556</p> <p>PG: Core Concepts Handbook: Tools of Geography, T2–15; See all Guide on the Side: Analyze Maps (examples), The US and Canada, 130, 139, 175; Middle America, 211, 216, 240; South America, 272, 287, 314; Europe and Russia, 376, 410, 464</p>	Choose an item.
	<u>6-9.GWH.2.1.2</u> Apply latitude and longitude to locate places on Earth and describe the uses of technology, such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).	<p><i>Specific Examples: SE: Introduced:</i> Latitude, longitude, 4–5; <i>Taught:</i> Zones of Latitude, 34; <i>Assessed:</i> Assessment, 35</p> <p>SE: Latitude, longitude, 4–5, 6, 34, 35</p> <p>PG: Core Concepts Handbook: Latitude and Longitude, T5</p>	

<p>6-9.GWH.2.1.3 Use mental maps to answer geographic questions.</p>	<p><i>Specific Examples: SE: Introduced: Understanding Maps, 10–11; Taught: Assessment (map of places to shop in your area), 11; Assessed: Assessment: Journal Activity (discuss your map), 15</i></p> <p>SE: Understanding Maps, 10–11; Types of Maps, 12–13; Assessment, 14</p> <p>PG: Core Concepts Handbook: Ways to Show Earth’s Surface, T8 (sketch a floor plan); From Here to There! T11 (mapmaking); Living Map, T13 (mapmaking)</p>	<p>Choose an item.</p>
<p>6-9.GWH.2.1.4 Analyze visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.</p>	<p><i>Specific Examples: SE: Introduced: Ways to Show the Earth’s Surface, 8–9; Taught: Climate graphs, 33; Assessed: Assessment: Document-Based Questions, 45</i></p> <p>SE: Core Concepts Handbook: Ways to Show the Earth’s Surface, 8–9; Understanding Maps, 10–11; Types of Maps, 12–13; Assessment, 14–15; Historical Maps, 124–125; also see: Charts, Graphs, and Diagrams (examples), 177, 183, 197, 205, 215, 234, 236, 237, 246, 248, 249, 250, 254, 260, 262, 269, 351, 353, 362, 369, 377, 386, 393, 397, 404, 415, 417, 425, 426, 490, 497, 501, 509, 520, 521, 529, 538, 547, 553, 554, 555, 563; Maps (examples), 173, 175, 188, 190, 206, 211, 212, 214, 216, 235, 240, 245, 246, 247, 248, 272, 313, 314, 317, 318, 321, 332, 340, 345, 346, 347, 354, 372, 374, 376, 378, 427, 433, 436, 445, 448, 454, 455, 464, 469, 470, 471, 472, 474, 475, 481, 487, 502, 540, 549, 556</p>	<p>Choose an item.</p>

<p>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.</p>	<p><u>6-9.GWH.2.2.1</u> Explain how Earth/sun relationships, ocean currents, and winds influence climate differences on Earth.</p>	<p><i>Specific Examples: SE: Introduced: Core Concepts Handbook: Earth in Space, 18–19; Taught: Air Circulation and Precipitation, 38–39; Assessed: Assessment: Think Critically, 44</i></p> <p>SE: Core Concepts Handbook: Earth in Space, 18–19; Climate and Weather, 32–33; Temperature, 34–35; Water and Climate, 36–37; Air Circulation and Precipitation, 38–39; Types of Climate, 40–41; Ecosystems, 42–43</p> <p>PG: Core Concepts Handbook: Climate and Weather, T28 (analyze climate graphs); Climate Campaign, T29 (poster); Temperature, T31; Latitudes Quiz Show (diagram of earth’s zones); Water and Climate, T32</p>	<p>Choose an item.</p>
	<p><u>6-9.GWH.2.2.2</u> Locate, map, and describe the climate regions of the Western Hemisphere and their impact on human activity and living conditions.</p>	<p><i>Specific Examples: SE: Introduced: Core Concepts Handbook: Climate and Weather, 32–33; Taught: Types of Climate, 40–41; Assessed: Assessment: World Latitude and Currents, 44</i></p> <p>SE: Core Concepts Handbook: Climates and Ecosystems: Climate and Weather, 32–33; Temperature, 34–35; Water and Climate, 36–37; Air Circulation and Precipitation, 38–39; Types of Climate, 40–41; Ecosystems, 42–43</p> <p>PG: Core Concepts Handbook: The United States and Canada: A Panel of Regions, T10–T11; A Northern Plan, T43; Europe and Russia: Enrichment: Comparing Climatographs, T90; Enrichment: Climates Across Russia, T146</p>	<p>Choose an item.</p>

	<p>6-9.GWH.2.2.3 Identify major biomes and explain ways in which the natural environment of places in the Western Hemisphere relates to their climate.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Core Concepts Handbook: Types of Climate, 40–41; <i>Taught:</i> Ecosystems, 42–43; <i>Assessed:</i> Ecosystems: Assessment, 43</p> <p>SE: Core Concepts Handbook: Climate and Weather, 32–33; Temperature, 34–35; Water and Climate, 36–37; Air Circulation and Precipitation, 38–39; Types of Climate, 40–41; Ecosystems, 42–43</p> <p>PG: Core Concepts Handbook: Climate and Weather, T28 (analyze climate graphs); Climate Campaign, T29 (poster); Temperature, T31; Latitudes Quiz Show (diagram of earth’s zones); Water and Climate, T32; Europe and Russia: Enrichment: Comparing Climatographs, T90; Enrichment: Climates Across Russia, T146</p>	<p>Choose an item.</p>
	<p>6-9.GWH.2.2.4 Analyze and give examples of the consequences of human impact on the physical environment.</p>	<p><i>Specific Examples:</i> SE: <i>Introduced:</i> Core Concepts Handbook: People’s Impact on the Environment, 52–53; <i>Taught:</i> Case Study: Destruction of the Amazon Rain Forest, 364–367; <i>Assessed:</i> Case Study: The Soviet Industrial Legacy: Assessment, 561</p> <p>SE: Human-Environment Interaction, 7, 48–49, 50–51, 52–53, 54–55; Closer Look: Ecosystems of Mexico, 213; Crops and Water Pollution, 250; Globalization and the Environment, 330; Curitiba: Green City of the Future, 361; Coal or Nuclear: Difficult Energy Choices, 510; Case Studies: Destruction of the Amazon Rain Forest, 364–367; The Soviet Industrial Legacy, 558–561</p> <p>PG: Core Concepts Handbook: Human-Environment Interaction, T40–55</p>	<p>Choose an item.</p>

	<p>6-9.GWH.2.2.5 Evaluate ways in which technology influences human capacity to modify the physical environment.</p>	<p><i>Specific Examples: SE: Introduced:</i> Core Concepts Handbook: People’s Impact on the Environment, 52–53; <i>Taught:</i> Industrial Revolution, 442–443; <i>Assessed:</i> Assessment: Essential Question: myWorld Chapter Activity, 463</p> <p>SE: Core Concepts Handbook: Human-Environment Interaction, 46–55; Closer Look: Ecosystems of Mexico, 213; Crops and Water Pollution, 250; Globalization and the Environment, 330; Curitiba: Green City of the Future, 361; Coal or Nuclear: Difficult Energy Choices, 510; Case Studies: Destruction of the Amazon Rain Forest, 364–367; The Soviet Industrial Legacy, 558–561; Technology, 484, 608; Culture and Technology, 97, 98–99; Economic Development, 65; Human-Environment Interaction, 51–53; Industrial Revolution, 442–443; Transportation, 98–99; Middle Ages, 411; Transportation, 77, 475, 538, 539; also see:</p> <p>PG: Core Concepts Handbook: Human–Environment Interaction, T40–55</p>	<p>Choose an item.</p>
	<p>6-9.GWH.2.2.6 Explain how physical processes have shaped Earth’s surface. Classify these processes according to those that have built up Earth’s surface (mountain-building and alluvial deposition) and those that wear away at Earth’s surface (erosion).</p>	<p><i>Specific Examples: SE: Introduced:</i> Core Concepts Handbook: Tamsen Studies a Volcano, 17; <i>Taught:</i> Forces Inside Earth, 26–27; <i>Assessed:</i> Assessment: Document-Based Questions, 29</p> <p>SE: Core Concepts Handbook: Tamsen Studies a Volcano, 17; Earth’s Structure, 22–23; Forces on Earth’s Surface, 24–25; Forces Inside Earth, 26–27; Climate and Weather, 32–33; Temperature, 34–35; Water and Climate, 36–37; Air Circulation and Precipitation, 38–39; Volcanoes, 202, 211, 244, 245, 469, 537; Hurricane, 212, 213, 599; Flooding, 348–349</p> <p>PG: Core Concepts Handbook: Earth’s Structure, T20; Forces on Earth’s Surface, T22; Forces Inside Earth, T24; On the Move, T25</p>	<p>Choose an item.</p>

<p>Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.</p>	<p><u>6-9.GWH.2.3.1</u> Identify the names and locations of countries and major cities in the Western Hemisphere</p>	<p><i>Specific Examples: SE: Introduced: Europe Population Density (cities), 76; Taught: Urbanization, 80–81; Assessed: Assessment, 82–83</i></p> <p>SE: Core Concepts Handbook: Europe Population Density (cities), 76; Urbanization, 80–81; Maps (examples), 114, 128, 132, 134, 144, 166, 188, 206, 216, 240, 272, 278, 286, 340, 372, 374, 376, 418, 445, 454, 455, 464, 474, 481, 487, 502, 522, 540, 549, 556</p>	<p>Choose an item.</p>
	<p><u>6-9.GWH.2.3.2</u> Describe major physical characteristics of regions in the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced: Types of Climate, 40–41; Taught: Ecosystems, 42–43; Assessed: Assessment: Identify, 44</i></p> <p>SE: Core Concepts Handbook: Types of Climate, 40–41; Ecosystems, 42–43; Environment and Resources, 48–49; Land Use, 50–51; People's Impact on the Environment, 52–53; Chapter Atlas, 138–145, 170–177, 210–217, 244–251, 282–289, 312–319, 344–351, 468–475, 506–513, 534–541</p> <p>PG: Core Concepts Handbook: Our Planet, Earth, T14–29; The United States and Canada: A Panel of Regions, T10–T11 (Describe regions); A Northern Plan, T43 (plan for Canada's regions); Africa: Where I'm From, T44–T45</p>	<p>Choose an item.</p>
	<p><u>6-9.GWH.2.3.3</u> Identify patterns of population distribution and growth in the Western Hemisphere and explain changes in these patterns which have occurred over time.</p>	<p><i>Specific Examples: SE: Introduced: Population Growth, 74–75; Taught: Population Distribution, 76–77; Assessed: Assessment: Migration, 79</i></p> <p>SE: Core Concepts Handbook: Population Growth, 74–75; Population Distribution, 76–77; Migration, 78–79; Urbanization, 80–81; Population Density: Andes, 318; Brazil, 350; Canada, 173, 186, 194–195; Caribbean, 287; Europe, 76; Germany, 490; Mexico, 216, 217, 232; Netherlands, 489; Russia, 540–541; United States, 144; Western Europe, 473–475</p>	<p>Choose an item.</p>

		<p>(Continued) PG: Core Concepts Handbook: Population Growth, T64; Running Out of Room, T65; Population Distribution, T67; Crowded Cities, T67; Migration, T68; On the Move, T69; Urbanization, T70; Urbanization Investigation, T71</p>	
<p>Goal 2.4: Analyze the human and physical characteristics of different places and regions.</p>	<p><u>6-9.GWH.2.4.1</u> Use maps, charts, and graphs to compare rural and urban populations in selected countries in the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced:</i> Population Distribution, 76–77; <i>Taught:</i> Brazil's Declining Rural Population, 350; <i>Assessed:</i> Assessment: Think Critically, 351</p> <p>SE: Population Distribution, 76–77; Panama City: Urbanization, 80; Charts, Graphs, and Diagrams: World Urbanization, 81; Assessment: Think Critically, 82; Urban Population: Ireland, 1950–2030, 83; Charts, Graphs, and Diagrams: World Population, 2008, 64; Urban Population: Ireland, 1950-2030, 83; Antigua and Barbuda: Tourist Versus Year-round Population, 2005, 249; Brazil's Declining Rural Population, 350; London Population, 417; Maps: The United States and Canada: Urban Population, 1900, 2000, 132; United States: Population Density, 144; Population Diversity, 158; Canada: Population Density, 173; Mexico: Population Density, 216; Caribbean South America: Population Density, 287; The Andes and the Pampas: Population Density, 318</p> <p>PG: Core Concepts Handbook: Urbanization, T70; Urbanization Investigation, T71</p>	<p>Choose an item.</p>
	<p><u>6-9.GWH.2.4.2</u> Describe major cultural characteristics of regions in the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced:</i> Language, 90–91; <i>Taught:</i> Religion, 92–93; <i>Assessed:</i> Assessment: Think Critically, 100</p> <p>SE: Core Concepts Handbook: What is Culture?, 86–87; Language, 90–91; Religion, 92–93; Cultural Diffusion, 96–97; Cultures: Ancient Greece, 343, 345-346; Andes and the Pampas, 296-297; Brazil, 320-321; Canada, 182-183; Caribbean South America, 270-271; Georgia, 697; Germany, 432; Hungary, 457; Mexico, 214-215; Native Americans, 84, 85; Poland, 455; Southern Europe, 435-436; United States, 154-156; Western Europe, 411-413, 418</p>	<p>Choose an item.</p>

		<p>(Continued) PG: Core Concepts Handbook: What is Culture?, T74; Religion, T80; Religion Research, T81; Art with Meaning, T83; The United States and Canada: Culture Clash, T46–T47; Europe and Russia: Piecing Together the Past, T5–T7</p>	
	<p><u>6-9.GWH.2.4.3</u> Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity.</p>	<p><i>Specific Examples:</i> SE: Introduced: Closer Look: One Region, Many Faces, 259; <i>Taught:</i> Influence of Religion on Cultures of Eastern Europe, 514–517; <i>Assessed:</i> Section Assessment, 517</p> <p>SE: Cultural Diffusion, 97, 260, 495, 595; Closer Look: One Region, Many Faces, 259; Influence of Religion on Cultures of Eastern Europe, 514–517; Map: French Quebec Culture Region, 86; Cultural Mosaic, 190, 595 ; Brazil: Cultures Meet, 352–353</p> <p>PG: Core Concepts Handbook: What is Culture? T74; Religion Research, T81; Cultural Diffusion and Change, T84; Track That Trait, T85; The United States and Canada: Culture Clash, T46–T47; Europe and Russia: Interfaith of Religion on Cultures of Eastern Europe, T126–T127</p>	<p>Choose an item.</p>
	<p><u>6-9.GWH.2.4.4</u> Analyze the locations of the major manufacturing and agricultural regions of the Western Hemisphere.</p>	<p><i>Specific Examples:</i> SE: Introduced: Land Use, 50–51; <i>Taught:</i> Industrial Revolution, 442–443; <i>Assessed:</i> The Soviet Industrial Legacy: Assessment, 561</p> <p>SE: Core Concepts Handbook: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Manufacturing, 324; Industrial Revolution, 442–443; The Soviet Industrial Legacy, 558–561; also see; Chapter Atlas, 138–145, 170–177, 210–217, 244–251, 282–289, 312–319, 344–351, 468–475, 506–513, 534–541</p> <p>PG: Europe and Russia: The Soviet Industrial Legacy, T162–T163</p>	<p>Choose an item.</p>

<p>Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.</p>	<p><u>6-9.GWH.2.5.1</u> Analyze the distribution of natural resources in the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced: Core Concepts Handbook: Environment and Resources, 48–49; Taught: Mexico, 214–215; Assessed: Assessment: Document-Based Questions, 239</i></p> <p>SE: Core Concepts Handbook: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Charts, Graphs, and Diagrams: Major Natural Resources, 49; Canada: Land and Resources, 174–176; Mexico, 214–215; Caribbean South America, 288; Natural Resources: Andes and the Pampas, 317; Brazil, 347, 362; Western Europe, 471; Eastern Europe, 510, 511; Russia, 538–539</p> <p>PG: The United States and Canada: Section Quiz, T13; Resource Attraction, T38–T39; Middle America: A Time for Judgment, T5–T7; South America: Section Quiz, T19</p>	<p>Choose an item.</p>
	<p><u>6-9.GWH.2.5.2</u> Give examples of how both natural and technological hazards have impacted the physical environment and human populations in specific areas of the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced: Forces Inside the Earth, 26–27; Taught: Hurricane Havoc, 247; Assessed: Section Assessment: Key Ideas, 251</i></p> <p>SE: Tamsen Studies a Volcano, 17; Forces Inside the Earth, 26–27; Hurricane Katrina Strikes, 31; Raging Storms, 39; Making a Difference, 47; People’s Impact on the Environment, 52–53; Hurricane Havoc, 247; Environments in Danger, 250–251; A Closer Look: Crops and Water Pollution, 250; Closer Look: Globalization and the Environment, 330–331; Coal or Nuclear: Difficult Energy Choices, 510; Hurricanes, 27, 30, 31, 39, 140, 212, 213, 246–248, 599; Earthquakes, 17, 26–27, 211, 246, 283, 296, 469</p> <p>PG: Middle America: Enrichment: Earthquakes in El Salvador, T41; South America: Destruction of the Amazon Rain Forest, T84; The Climate-Change Debate, T85</p>	<p>Choose an item.</p>

	<p>6-9.GWH.2.5.3 Give examples of how land forms and water, climate, and natural vegetation have influenced historical trends and developments in the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced:</i> Environment and Resources, 48–49; <i>Taught:</i> Migration and Settlement, 142–144; <i>Assessed:</i> Section Assessment, 155</p> <p>SE: Making a Difference, 47; Environment and Resources, 48–49; Land Use, 50–52; People’s Impact on the Environment, 52–53; Population and Movement: Population Growth, 74–75; Population Distribution, 76–77; Migration, 78–79; Urbanization, 80–81; Migration and Settlement, 142–144; History of the United States, 146–151; The United States Expands, 152–155; History of Mexico, 222–227; History of Central America and the Caribbean, 252–255; History of Caribbean South America, 290–293; History of the Andes and the Pampas, 320–325; History of Brazil, 352–355; History of Russia, 542–549; also see: Climate and Weather, 32–33; Temperature, 34–35; Water and Climate, 36–37; Air Circulation and Precipitation, 38–39; Types of Climate, 40–41; Ecosystems, 42–43</p> <p>PG: The United States and Canada: Enrichment: Enrichment: Rethinking Dams, T26; Building the Canadian Pacific Railway, T48; Middle America: Venturing in Nicaragua, T33–T35; Location Equation, T38–T39; South America: Enrichment: The Panama Canal, T26; Drama on the Plantation, T77</p>	<p>Choose an item.</p>
	<p>6-9.GWH.2.5.4 Identify contrasting perspectives of environmental issues that affect the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced:</i> Making a Difference (protecting the environment), 47; <i>Taught:</i> Energy for the Future, 476–479; <i>Assessed:</i> Assessment, 479</p>	<p>Choose an item.</p>

		<p>(Continued)</p> <p>SE: Making a Difference, 47; People’s Impact on the Environment, 52–53; The Environment: New Concerns, 176–177; Pollution, 216–217, 250–251, 298, 360, 459, 473–474, 476, 511, 604; A Closer Look: Crops and Water Pollution, 250; Globalization and the Environment, 330; Climate and Land Use, 346–347; Curitiba: Green City of the Future, 361; Destruction of the Amazon Rain Forest, 364–367; Coal or Nuclear: Difficult Energy Choices, 510; Natural Resources and the Environment, 511</p> <p>PG: Core Concepts Handbook: Environment and Resources, T42; Climate Campaign, T29; Disappearing Forest, T47; The United States and Canada: Enrichment: Polar Bears and Global Warming, T40; South America: Destruction of the Amazon Rain Forest, T84; The Climate-Change Debate, T85; Danube Cleanup, T88–T89; Europe and Russia: The Soviet Industrial Legacy, T162–T163</p>	
	<p>6-9.GWH.2.5.5 Explain how human-induced changes in the physical environment in one place can cause changes in another place such as acid rain, deforestation, air and water pollution.</p>	<p><i>Specific Examples:</i> SE: Introduced: People’s Impact on the Environment, 52–53; <i>Taught:</i> Pollution, 473–475; <i>Assessed:</i> Stalin’s Industrial Legacy: Assessment, 561</p> <p>SE: Human–Environment Interaction: Environment and Resources, 48–49, Land Use, 50–51, People’s Impact on the Environment, 52–53; The Environment: New Concerns, 176–177; Environmental Impact, 216–217; Crops and Water Pollution, 250; Globalization and the Environment, 330; Pollution, 473–475, 489; Coal or Nuclear: Difficult Energy Choices, 510; Natural Resources and the Environment, 511; Stalin’s Industrial Legacy, 560–561</p> <p>PG: The United States and Canada: Enrichment: Polar Bears and Global Warming, T40; South America: Destruction of the Amazon Rain Forest, T84; The Climate-Change Debate, T85; Europe and Russia: The Soviet Industrial Legacy, T162–T163</p>	<p>Choose an item.</p>

Standard 3: Economics

Students in Geography-Western Hemisphere explain basic economic concepts and identify different influences on economic systems.

<u>Goal</u>	<u>Objective - The student will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
Goal 3.1: Explain basic economic concepts.	<u>6-9.GWH.3.1.1</u> Define scarcity and its impact on decision making such as trade and settlement.	<p><i>Specific Examples: SE: Introduced: Scarcity, 58; Taught: Opportunity Cost, 59; Assessed: Assessment: Think Critically, 70</i></p> <p>SE: Scarcity, 58–59; also see: Trade, 66–67; Crusades and Trade, 410–411; NAFTA, 156, 158</p> <p>PG: Core Concepts Handbook: Trade, T58; International Traders, T59</p>	Choose an item.
Goal 3.2: Identify different influences on economic systems.	<u>6-9.GWH.3.2.1</u> Describe how different economic systems in the Western Hemisphere answer the basic economic questions on what to produce, how to produce, and for whom to produce.	<p><i>Specific Examples: SE: Introduced: Economic Systems, 62–63; Taught: Case Study: Cuba: Revolution to Today, 264–267; Assessed: Communism to Nationalism: Assessment, 549</i></p> <p>SE: Core Concepts Handbook: Economic Basics, 58–59; Economic Process, 60–61; Economic Systems, 62–63; Economies of countries: United States, 156–158; Canada, 176, 177, 187, 192–181; Middle America, 204–193; Mexico, 252–253; Central America and Caribbean, 255, 261–262; Caribbean South America, 301; Andes and the Pampas, 331–332; Brazil, 353, 354, 355, 362; Europe, 458; United Kingdom, 481; Scandinavia, 483; Western Europe, 484; France, 488; Belgium, 489; Southern Europe, 496–497, 498; Poland, 518; Baltic Nations, 519; Czech Republic, 520; Slovakia, 520; Slovenia, 521; Germany, 446, 458, 490; Russian Federation, 549, 553</p> <p>PG: Core Concepts Handbook: Economic Systems, T54; Debate and Defend, T55; Economic Development, T56</p>	Choose an item.

	<p>6-9.GWH.3.2.2 Compare the standard of living of various countries of the Western Hemisphere today using Gross Domestic Product (GDP) per capita as an indicator.</p>	<p><i>Specific Examples: SE: Introduced: Economic Development, 64–65; Taught: Standard of Living, 99; Assessed: Comparing Standards of Living: Chart Skills, 554</i></p> <p>SE: Core Concepts Handbook: Economic Development, 64–65; Standard of Living, 99; Comparing Standards of Living: Chart Skills, 554; Gross Domestic Product, 64, 484, 497, 598; Gross National Product, 489, 599</p>	<p>Choose an item.</p>
	<p>6-9.GWH.3.2.3 Analyze current economic issues in the countries of the Western Hemisphere using a variety of information resources.</p>	<p><i>Specific Examples: SE: Introduced: World: Human Development, 65; Taught: Free–Trade Agreements, 261–262; Assessed: Assessment: Document-Based Questions, 269</i></p> <p>SE: Trade Barriers, 67; Tariffs, 67, 498; NAFTA, 156, 158, 192, 234, 237; Central America–Dominican Republic–United States Free Trade Association (CAFTA–DR), 262; Free Trade Area of the Americas (FTAA), 237; Free Trade, 67, 483; Free–Trade Agreements, 261–262, 331–332; Economic Development, 64–65</p> <p>PG: South America: Job Hunting in Brazil, T61–T63; Destruction of the Amazon Rain Forest, T84; Europe and Russia: Enrichment: Russian Oil Exports, T160</p>	<p>Choose an item.</p>

	<p>6-9.GWH.3.2.4 Identify economic connections between a local community and the countries of the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced: Circular Flow in a Mixed Economy, 63; Taught: United States and China: Trade, 67; Assessed: Assessment: Identify, 70</i></p> <p>SE: Circular Flow in a Mixed Economy, 63; <i>Taught:</i> United States and China: Trade, 67; <i>Assessed:</i> Assessment: Identify, 70; Economic Regions, 158, 596; Economic Organizations, 111; Canada and Trade, 192–193; Mexico, 234, 236, 2237; South America, 331–332</p> <p>PG: The United States and Canada: Trade Partner Search, T54–T55; Europe and Russia: Let’s Make a Trade, T10–T11; Trade Spices Up Life, T34–T35</p>	<p>Choose an item.</p>
	<p>6-9.GWH.3.2.5 Identify specific areas of the Western Hemisphere with important natural resource deposits.</p>	<p><i>Specific Examples: SE: Introduced: Core Concepts Handbook: Environment and Resources, 48–49; Taught: Mexico, 214–215; Assessed: Assessment: Document-Based Questions, 239</i></p> <p>SE: Core Concepts Handbook: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Charts, Graphs, and Diagrams: Major Natural Resources, 49; Canada: Land and Resources, 174–176; Mexico, 214–215; Caribbean South America, 288; Natural Resources: Andes and the Pampas, 317; Brazil, 347, 362; Western Europe, 471; Eastern Europe, 510, 511; Russia, 538–539</p> <p>PG: The United States and Canada: Section Quiz, T13; Resource Attraction, T38–T39; Middle America: A Time for Judgment, T5–T7; South America: Section Quiz, T19</p>	<p>Choose an item.</p>

	<p>6-9.GWH.3.2.6 Investigate how physical geography, productive resources, specialization, and trade have influenced the way people earn income.</p>	<p><i>Specific Examples: SE: Introduced: Economic Process, 60–61; Taught: Trade, 66–67; Assessed: Assessment: Think Critically, 70</i></p> <p>SE: Environment and Resources, 48–49, Land Use, 50–51; Economic Basics, 58–59; Economic Process, 60–61; Economic Systems, 62–63; Economic Development, 64–65; Canada’s Role in the World, 192–193; Mexico’s Economy, 216–218; Trade, 219; Economies, 301; Regional Economies, 331–332; Brazil: A Growing Economy, 362; The European Union, 455, 486, 487; Democracy Spreads East, 455–456; West Central Europe Today, 486–491; Southern Europe Today, 494–499; Eastern Europe Today, 518–525; Russia and the World, 555–557</p> <p>PG: Core Concepts Handbook: Economics and Geography, T48–71</p>	<p>Choose an item.</p>
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Standard 4: Civics and Government

Students in Geography-Western Hemisphere build an understanding of comparative government.

<u>Goal</u>	<u>Objective - The student will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
<p>Goal 4.5: Build an understanding of comparative government.</p>	<p><u>6-9.GWH.4.5.1</u> Identify the major forms of government in the Western Hemisphere and compare them with the United States.</p>	<p><i>Specific Examples: SE: Introduced: Foundations of Government, 104–105; Taught: Political Systems, 106–107; Assessed: Assessment: Think Critically, 114</i></p> <p>SE: Core Concepts Handbook: Foundations of Government, 104–105; Political Systems, 106–107; Independent Canada, 187; Governing Canada, 190–192; Governing Mexico, 230–231; Government and Change, 260–261; Government and Conflicts, 299–300; The New Governments, 333; The New Brazil, 354–355; Government for the People, 363; The European Union, 455, 486, 487; Democracy Spreads East, 455–457; British Government, 480–481; Central Europe, 520–521; The Balkan Nations, 522–523; The Russian Federation, 549; also see: Political Systems, 106–107; Political Structures, 108–109</p> <p>PG: Political Systems, T92; Political Structures, T95; The United States and Canada: Enrichment: Creating a Federalist Government, T18</p>	<p>Choose an item.</p>

	<p>6-9.GWH.4.5.2 Give examples of the different routes to independence from colonial rule taken by countries in the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced: A New Country, 148; Taught: Democratic Revolutions, 440–441; Assessed: Assessment: Think Critically, 443</i></p> <p>SE: A New Country, 148; Canada’s Early History, 182–183; Roots of a Nation, 184–185; Canada Grows, 186; History of Mexico, 222–227; History of Central America and the Caribbean, 252–254; History of Caribbean South America, 290–293; History of the Andes and the Pampas, 320–325; The New Brazil, 354; Limiting the King’s Power, 412–414; Democratic Revolutions, 440–441; History of Russia, 542–559; also see: Foundations of Government, 104–105; Political Systems, 106–107; Political Structures, 108–109</p> <p>PG: Core Concepts: T90–105, T92–107, T94–109; Middle America, T16–227, T42–254; South America, T14–293, T42–325, T70–355; Europe and Russia, T2–417, T38–463, T148–559</p>	<p>Choose an item.</p>
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Standard 5: Global Perspectives

Students in Geography-Western Hemisphere build an understanding of multiple perspectives and global interdependence.

<u>Goal</u>	<u>Objective - The student will:</u>	List units with specific examples of where standards are Introduced/Taught/Assessed. Include a narrative explanation.	Point Value 0/.5/1 (Reviewer)
<p>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</p>	<p><u>6-9.GWH.5.1.1</u> Discuss how social institutions, including family, religion, and education, influence behavior in different societies in the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced: Families and Societies, 88–89; Taught: Religion, 92–93; Assessed: Assessment: Think Critically, 100</i></p> <p>SE: Core Concepts Handbook: What Is Culture? 86–87; Families and Societies, 88–89; Language, 90–91; Religion, 92–93; Art, 94–95; Cultural Diffusion and Change, 96–97; Influence of Religion on Cultures of Eastern Europe, 514–517; Religion, 184, 258, 259, 359, 387, 409, 512–513, 517, 521</p> <p>PG: Core Concepts Handbook: Families and Societies, T76; Religion, T80; Religion Research, T81</p>	<p>Choose an item.</p>
	<p><u>6-9.GWH.5.1.2</u> Give examples of how language, literature, and the arts shaped the development and transmission of culture in the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced: Cultural Diffusion and Change, 96–97; Taught: Primary Source: Ancient Greek Literature, 390–391; Assessed: The World Wars in Art: Analyzing Documents, 451</i></p> <p>SE: Core Concepts Handbook: What is Culture?, 86–87; Families and Societies, 88–89; Language, 90–91; Religion, 92–93; Art, 94–95; Cultural Diffusion and Change, 96–97, 260, 495, 595; Primary Sources: Ancient Greek Literature, 390–391; Learned Women of the Middle Ages, 406–407; Renaissance Views of Rulers, 430–431; The World Wars in Art, 450–451; Influence of Religion on Cultures of Eastern Europe, 514–517; Map: French Quebec Culture Region, 86; Cultural Mosaic, 190, 595; Literature: Renaissance, 425; Muslims, 409</p> <p>PG: Core Concepts Handbook: Language, T78; One World, One Language, T79; Religion, T80; Religion Research, T81; Art, T82-T83</p>	<p>Choose an item.</p>

	<p>6-9.GWH.5.1.3 Define ethnocentrism and give examples of how this attitude can lead to cultural misunderstandings.</p>	<p><i>Specific Examples: SE: Introduced: Building Tolerance, 491; Taught: Ethnic Cleansing, 522–523; Assessed: Primary Source: Ethnic Conflict in Bosnia: Analyze the Documents, 527</i></p> <p>SE: Ethnic Cleansing, 522–523; Primary Source: Ethnic Conflict in Bosnia, 526–527</p> <p>PG: The United States and Canada: Supporting Diversity, T51; Enrichment: A Distinct Identify: The Quebecois, T56</p>	<p>Choose an item.</p>
	<p>6-9.GWH.5.1.4 Discuss present conflicts between cultural groups and nation-states in the Western Hemisphere.</p>	<p><i>Specific Examples: SE: Introduced: The United States as a World Leader, 160–161; Taught: Governments and Conflicts, 299–300; Assessed: Assessment: Essential Question, 301</i></p> <p>SE: The United States as a World Leader, 160–161; Governments and Conflicts, 299–300; Case Study: Bolivia: A Divided Nation, 334–337; Brazil: Government for the People, 363; Cuba: Revolution to Today, 264–267; Primary Source: A Sense of Identity, 492–493; Challenges for the Region, 498–499; Ethnic Cleansing, 522–523; Primary Source: Ethnic Conflict in Bosnia, 526–527; Russia Faces Challenges, 554–555</p> <p>PG: South America: Destruction of the Amazon Rain Forest, T84; The Climate-Change Debate, T85; Europe and Russia: Memo to Russia, T139–T141; The United States and Canada: Supporting Diversity, T51; Enrichment: A Distinct Identify: The Quebecois, T56</p>	<p>Choose an item.</p>

	<p>6-9.GWH.5.1.5 Give examples of the benefits of global connections, such as developing opportunities for trade, cooperating in seeking solutions to mutual problems, learning for technological advances, acquiring new perspectives, and benefiting from developments in architecture, music, and the arts</p>	<p><i>Specific Examples: SE: Introduced:</i> Circular Flow in a Mixed Economy, 63; <i>Taught:</i> United States and China: Trade, 67; <i>Assessed:</i> Assessment: Identify, 70</p> <p>SE: Circular Flow in a Mixed Economy, 63; <i>Taught:</i> United States and China: Trade, 67; <i>Assessed:</i> Assessment: Identify, 70; Economic Regions, 158, 596; Economic Organizations, 111; Canada and Trade, 192–193; Mexico, 234, 236, 2237; South America, 331–332</p> <p>PG: The United States and Canada: Trade Partner Search, T54–T55; Europe and Russia: Let’s Make a Trade, T10–T11; Trade Spices Up Life, T34–T35</p>	<p>Choose an item.</p>
	<p>6-9.GWH.5.1.6 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and speculate possible responses by various individuals, groups, and nations.</p>	<p><i>Specific Examples: SE: Introduced:</i> People’s Impact on the Environment, 52–53; <i>Taught:</i> Urbanization, 80–81; <i>Assessed:</i> Assessment: Document-Based Questions, 83</p> <p>SE: Core Concepts Handbook: Environment and Resources, 48–49, Land Use, 50–51, People’s Impact on the Environment, 52–53; The Environment: New Concerns, 176–177; Environmental Impact, 216–217; Crops and Water Pollution, 250; Globalization and the Environment, 330; Pollution, 473–475, 489; Coal or Nuclear: Difficult Energy Choices, 510; Natural Resources and the Environment, 511; Stalin’s Industrial Legacy, 560–561</p> <p>PG: The United States and Canada: Enrichment: Polar Bears and Global Warming, T40; South America: Destruction of the Amazon Rain Forest, T84; The Climate-Change Debate, T85; Europe and Russia: The Soviet Industrial Legacy, T162–T163</p>	<p>Choose an item.</p>

Indicators of Quality		
Literacy Connections Across All Content Areas	Evidence-Give specific example	Rating: (Reviewer only)
Students will build knowledge and academic language through content rich, complex nonfiction texts.	<p><i>myWorld Geography: Western Hemisphere</i> provides instruction in comprehension strategies and academic/content-specific vocabulary within the context of Social Studies texts.</p> <p>Representative Examples: SE: Compare and Contrast, 190; Analyze Cause and Effect, 156; Sequence, 146, 182; Key Terms, 156, 161, 182; Key Terms and Ideas, 196</p>	Choose an item.
Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.	<p><i>myWorld Geography: Western Hemisphere</i> is fully designed to build reading, writing, and speaking skills and can be seamlessly integrated in the reading block of time. Each area of learning, such as reading, writing, or speaking, does not need to be a separate focus of teaching, but is taught in a single, rich lesson. Students are provided with several opportunities for reading and writing throughout every chapter and every lesson.</p> <p>Representative Examples: SE: <i>myStory: A Long Way from Home</i> 207–209; <i>Primary Sources</i>, 188–189, 228–229, 326–327; <i>Identify Main Ideas and Details</i>, 230; <i>Analyze Cause and Effect</i>, 222; PG (Overview): <i>Reading in the Social Studies Classroom</i>, 32–35</p>	Choose an item.
Students will use digital resources strategically to conduct research and create and present material in oral and written form.	<p><i>myWorld Geography: Western Hemisphere</i> utilizes storytelling to bring Social Studies content to life. Our exclusive interactive digital solution, on <i>Savvas' Realize™</i>, makes Social Studies personal for every student in a way that's easier for you. Using electronic tools, students can investigate new knowledge, produce projects, and distribute their work to an extended audience.</p> <p>Representative Examples: SE: <i>myStory Video</i>, 169; <i>21st Century Learning: Search for Information on the Internet</i>, 370–371; PG (Overview): <i>The What and Where of Technology in Your Classroom</i>, 24–27; <i>Building 21st Century Learning Environments</i>, 28–31; PG (The United States and Canada): <i>Chapter-Canada: Chapter Resource Guide page with Technology</i>, T30; <i>Explore</i>, T32; see savvasrealize.com for online e-text and Teacher materials.</p>	Choose an item.

<p>Students will collaborate effectively for a variety of purposes while also building independent literacy skills.</p>	<p>Students actively engage in acquiring literacy skills in Savvas' <i>myWorld Geography: Western Hemisphere</i>. Activities provide opportunities for students to demonstrate and transfer their understanding of the chapter content. Activities range from mapping, graphing, and role playing, to researching and analyzing primary sources. Representative Examples: SE: Primary Sources, 406–407, 450–451, 460–461; Identify Main Ideas and Details, 230; PG (South America): myWorld Chapter Activity, T5; Chapter Resource Guide: Explore, T4; myWorld Activity, T10, T16; Primary Source Lesson Plan, T20</p>	<p>Choose an item.</p>
<p>Equity</p>	<p>Evidence-Give specific example</p>	<p>Rating: (Reviewer only)</p>
<p>1. Materials are free from bias in their portrayal of ethnic groups, gender, age, disabilities, culture, religion, etc. and contain accommodations for multiple learning styles, students with exceptionalities, English Language Learners, and cultural differences.</p> <ul style="list-style-type: none"> • Multicultural Representation • Free from bias • Designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students. • The material provides a balanced representation of points of view regarding issues such as race, gender, religion, environment, business, industry, political orientation, careers and career choices. 	<p><i>myWorld Geography: Western Hemisphere</i> provides a full range of text and illustrations across print and digital assets that depict the full range of contributions, heritage, experiences and achievements of males and females in different cultures and regions.</p> <p><i>myWorld Geography: Western Hemisphere</i> is committed to representing peoples and cultures in a fair and equitable way across ethnicities, gender, and abilities. Turning pages through the program will show the range of representation across children and adults at play, at work and within a home environment.</p> <p>Representative Examples: SE: Photos, 110, 111, 136, 137, 146, 170, 280, 281</p>	<p>Choose an item.</p>
<p>2. The material offers texts representing a wide array of cultures and experiences, allowing students opportunities to learn about situations similar to and different from their own personal experiences.</p>	<p>The student text has been carefully selected by subject-matter experts for its contribution to a diverse representation of cultures and voices. Accompanying illustrations and photographs were carefully reviewed to ensure accuracy and respectful representation of a wide array of cultures and experiences.</p> <p>Representative Examples: SE: myStory: Daniella's Coffee Run, 279–281; Photos, 156, 170, 194, 221, 309</p>	<p>Choose an item.</p>

Accessibility	Evidence-Give specific example	Rating: (Reviewer only)
<p>3. Accessible Education Materials (AEM): Print- and technology-based educational materials, including printed and electronic textbooks and related core materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphical, audio, video). Laws that govern the use of AEM: 1.)The Individuals with Disabilities Education Act (IDEA) focuses on accessible formats of print instructional material in the following formats: Braille, Large Print, Audio Text & Digital Text; 2.) Two federal civil rights acts: Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). Both prohibit discrimination on the basis of disability and speak to the obligation of public schools to provide accessible educational materials to students with disabilities who need them.</p> <ul style="list-style-type: none"> Submitted core PRINT materials must include assurance from the publishers agreeing to comply with the most current National Instructional Materials Accessibility Standard (NIMAS) specifications regarding accessible instructional materials. 	<p><i>myWorld Geography: Western Hemisphere</i>, connects Social Studies content and literacy instruction with materials that are streamlined, flexible and attuned to today’s classroom. Our innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective and easy to use. All materials in the program comply with NIMAS specifications regarding instructional materials. Representative Examples: PG (Overview): The What and Where of Technology in Your Classroom, 24–27; Building 21st Century Learning Environments, 28–31. Sign on to savvasrealize.com for student and teacher materials crossing all platforms.</p>	<p>Choose an item.</p>
Student Focus	Evidence-Give specific example	Rating: (Reviewer only)
<p>4. The material supports the sequential and cumulative development of foundational skills. Those skills are necessary for a student’s independent comprehension of grade-level complex texts and mastery of tasks called for by the standards.</p>	<p><i>Savvas’ myWorld Geography: Western Hemisphere</i> integrates the sequential and cumulative development of foundational skills and processes with social studies content. Target Reading Skills throughout the text allow students to practice these essential skills in every lesson. Representative Examples: SE: Compare and Contrast, 190, 195; Identify Main Ideas and Details, 230; Analyze Cause and Effect, 222</p>	<p>Choose an item.</p>
<p>5. The material provides many and varied opportunities for students to work with each standard within the grade level.</p>	<p><i>myWorld Geography: Western Hemisphere</i> provides easy-to-use resources that engage all students, and includes standards-based social studies content that reinforces literacy instruction. The program is designed to help you address critical knowledge and skill development in the time you have to teach social studies. Representative Examples: SE: Essential Question, 278; Section Assessment, 289, 293; Chapter Assessment, 306–307; PG (Europe and Russia): Objectives, T8, T14, T22; myWorld Activity, T34; Differentiated Instruction, T44, T46</p>	<p>Choose an item.</p>

<p>6. The material reflects the progression of the strands and how they build within and across the grades in a logical way. This enables students to develop and demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication indicated by the standards.</p>	<p>Providing students with instruction in comprehension skills is critical in the social studies classroom. Each level of <i>myWorld Geography: Western Hemisphere</i> program provides numerous opportunities to integrate language arts skills with the social studies content. The <i>myWorld Social Studies</i> program is fully designed to build reading and writing skills at the appropriate level of complexity and can be seamlessly integrated into the social studies classroom.</p> <p>Representative Examples: SE: Analyze Cause and Effect, 156; Sequence, 146, 182; Primary Source, 294–295, 406–407; Essential Question Activity, 165; PG (South America): Differentiated Instruction, T14, T16; myWorld Activity, T16; myWorld Chapter Activity, T33</p>	<p>Choose an item.</p>
<p>7. The material engages the reader, i.e. does it correspond with age appropriate interests?</p>	<p>All aspects of the design and content of <i>myWorld Geography: Western Hemisphere</i> engages the reader with age appropriate interests. Videos, illustrations, stories, photos, graphics, and texts are seamlessly intertwined to create a grade-appropriate and content-rich experience.</p> <p>Representative Examples: SE: Chapter Atlas (photos, maps, and graphs) 244–251; myStory, 279–281; myStory Video, 281</p>	<p>Choose an item.</p>
<p>8. The material cross-refers and integrates with other subjects in related areas of the curriculum.</p>	<p>Savvas' <i>myWorld Geography: Western Hemisphere</i> provides opportunities for teachers and students to integrate other subject areas throughout the program. Research activities, Differentiated Instruction, and text activities provide a rich learning experience for all students.</p> <p>Representative Examples: SE: Case Study: Energy for the Future, 476–479 (science and technology); PG (South Africa): myWorld Activity: Sing for your Country, T21 (music); More Activities, T24 (photography)</p>	<p>Choose an item.</p>
<p>9. The material includes strategies and textual content that are grade appropriate.</p>	<p>Savvas' <i>myWorld Geography: Western Hemisphere</i> includes strategies and textual content that are grade appropriate. At the beginning of each chapter, students watch a video in which teens from around the globe tell their story. Through the experiences of their international peers, your students will develop an awareness of, and relate to, different cultures and regions. In each grade level students explore target reading, critical thinking, graph, and map skills that grade and content appropriate.</p> <p>Representative Examples: SE: Sequence, 146; Analyze Cause and Effect, 156; The Essential Question, 206; myStory Video, 169; PG (The United States and Canada) Objectives, T28, T36</p>	<p>Choose an item.</p>

<p>10. The material has a balance of text types and lengths that encourage close, in-depth reading and rereading, analysis, comparison, and synthesis of texts.</p>	<p>The student text of Savvas' <i>myWorld Geography: Western Hemisphere</i> includes a balance of text types and lengths. The text includes headings and subheadings, different type faces, and specific graphics to highlight key features and teaching moments. Chapter Assessment activities and 21st Century Learning Unit activities encourage in-depth reading and synthesis of the text. Representative Examples: SE: History of the Andes and the Pampas, 320–325; Chapter Assessment, 338–339, 368–369; 21st Century Learning: Analyze Media Content, 564–565</p>	<p>Choose an item.</p>
<p>11. The material includes sufficient supplementary activities or assignments that are appropriately integrated into the text.</p>	<p>One of the most important and challenging responsibilities of a teacher is to create and execute activity-based learning experiences while ensuring that activities are high quality and lead to real learning. The myWorld Activity for each chapter includes activity cards; provides a non-written performance assessment option for each chapter; and hands-on, minds-on activities addressing a wide variety of learning styles. Representative Examples: SE: Essential Question, 165; 21st Century Learning: Solve Problems, 270–271; PG (The United States and Canada): myWorld Activity: Interviewing America, T5; More Activities from myWorld Teachers, T46; PG (Overview): Real Learning with Activities, 40–43</p>	<p>Choose an item.</p>
<p>12. The material has activities and assignments that develop problem-solving skills and foster synthesis and inquiry at both an individual and group level.</p>	<p>Teachers know that students learn best when they tackle real-world problems that spark their curiosity and relate to their lives. The challenge is to make lessons interesting and relevant for students, while making sure students can develop problem-solving skills and encourage research and inquiry skills. Opportunities for individual learning and cooperative learning exist at all levels. Representative Examples: SE: Essential Question: myWorld Chapter Activity, 307; 21st Century Learning: Solve Problems, 270–271; Unit Project: 21st Century Learning, 370–371; PG (Europe and Russia): myWorld Activity: Danube Cleanup, T88; myWorld Activity: Hailstorm, T122; PG (Overview): Real Learning with Activities, 40–43</p>	<p>Choose an item.</p>
<p>13. The material has activities and assignments that reflect varied learning styles of students.</p>	<p>Diverse student needs, experiences, and learning styles challenge today's classrooms. Differentiated Instruction includes flexible teaching techniques oriented to various learning modalities and work habits. Savvas' <i>myWorld Geography: Western Hemisphere</i> provides activities and strategies teachers can employ to create a student-centered, personalized instructional approach. Representative Examples: PG (Europe and Russia): Differentiated Instruction, T8, T10, T24, T26, T41; PG (Overview): Differentiated Instruction and Social Studies Content, 36–39</p>	<p>Choose an item.</p>

<p>14. The material includes appropriate instructional strategies.</p>	<p>Explicit instruction in comprehension strategies within the context of social studies texts exists in Savvas' <i>myWorld Geography: Western Hemisphere</i>. Students explore target reading, critical thinking, graph, and map skills. The book provides a three-tiered approach to learning: <i>Connect</i>: Students connect to the stories of real teens from around the world. <i>Experience</i>: Students embark on Essential Question themed virtual explorations across the globe and through time. <i>Understand</i>: Informal and formal assessment options, both in print and online, provide students with multiple ways to demonstrate mastery.</p> <p>Representative Examples: SE: myStory and MyStory Video, 241–243; Reading Skill Identify Main Ideas and Details, 290; Map Skills, 304; Section Assessment, 333, 337</p>	<p>Choose an item.</p>
<p>Pedagogical Approach</p>	<p>Evidence-Give specific example</p>	<p>Rating: (Reviewer only)</p>
<p>15. The material offers strategies for teachers to meet the needs of a range of learners, including advanced students and those requiring remediation.</p>	<p>Diverse student needs, experiences, and learning styles challenge today's teachers. Educators who differentiate instruction recognize students as individuals with individual learning needs. They realize students learn at different rates and also in a variety of ways. English Language Learner Notes provide suggestions for assisting English learners at various proficiency levels. Differentiated Instruction Notes provide suggestions to modify the material for all students.</p> <p>Representative Examples: PG (South America): English Language Learners, T9, T23; Differentiated Instruction, T5, T8, T10, T16</p>	<p>Choose an item.</p>
<p>16. The material provides suggestions for scaffolding that support the comprehension of grade-level text without replacing students' opportunities for full and regular encounters with grade-level complex texts. Removing the scaffolding over the course of the materials is encouraged.</p>	<p><i>myWorld Geography: Western Hemisphere</i> provides suggestions for scaffolding that support the comprehension of grade-level text. Each chapter is built around an Essential Question, which is revisited in each lesson and chapter assessment. Each chapter begins with a myStory and myVideo that helps students develop an awareness of, and relate to, different cultures and regions. Comprehension skills and activities are intertwined within the text to help students make sense of information about the world they live in. The myWorld Activity and 21st Century learning projects encourages students to demonstrate understanding of the chapter content.</p> <p>Representative Examples: SE: The Essential Question, 206; myStory video, 243; Analyze Cause and Effect, 156; 21st Century Learning, 370–371; PG (South America): Connect to the Essential Question, T3; Draw Conclusions, 296</p>	<p>Choose an item.</p>

<p>17. The material provides opportunities for supporting English language learners to regularly and actively participate with grade-level text.</p>	<p>All ProGuides of <i>myWorld Geography: Western Hemisphere</i> include English Language Learning objectives for each lesson. ELL Notes on Active Reading pages provide suggestions for supporting English Language Learners at several levels of English proficiency. Representative Examples: PG (Europe and Russia): ELL Support, T17, T22, T25; PG (Overview): The Three Pillars of English Language Learners, 20–23</p>	<p>Choose an item.</p>
<p>18. The material gives clear and concise instruction to teachers and students. It is easy to navigate and understand.</p>	<p><i>Savvas' myWorld Geography: Western Hemisphere</i> includes clear and concise instruction for teachers and students. The Lesson Plan Summaries for each lesson provide a quick summary of the steps teachers can use to teach the lesson using both digital and print resources. The Active Reading Pages provide additional comprehension questions, English Language Learner Notes, and Differentiated Instruction Notes. The Chapter Assessment options page explores options for assessment. Representative Examples: PG (Africa): Lesson Plan Summary, T100–T101; Active Reading notes, 486–491; Section Quiz, T63, T69; Chapter Assessment, 462–463</p>	<p>Choose an item.</p>
<p>19. The material assesses students at a variety of knowledge levels (e.g., recall, inferencing/analyzing, reasoning, problem solving) centered on grade-level texts that are clearly aligned and measurable against the expectations of the ICS.</p>	<p>Teachers have many opportunities to assess students' strengths and weaknesses and analyze their performance based on specific goals and criteria. Section Assessment & Chapter Assessment activities exist for all lessons and chapters. <i>myWorld Activity</i> for each chapter provides a great performance assessment option. Chapter Tests, in digital and text formats, provide quick formal and summative assessment options. Representative Examples: SE: Section Assessment, 255, 263; Chapter Assessment, 268–269; 21st Century Learning: Make a Difference, 270–271; PG (The United States and Canada): <i>my World Activity</i>, T24; Section Quiz, T19, T27</p>	<p>Choose an item.</p>
<p>20. The material offers ongoing, easily implemented, and varied assessments.</p> <ul style="list-style-type: none"> Assessments should clearly denote which standards are being emphasized. They should also include aligned rubrics and scoring guidelines that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up. 	<p><i>Savvas' myWorld Geography: Western Hemisphere</i> includes ongoing traditional assessments that focus on tests and written work & performance assessment that show learning in active and nontraditional formats. Representative Examples: SE: Section Assessment, 289, 293; Chapter Assessment, 306–307; PG (Europe and Russia): Active Reading support, 422–429; <i>my World Activity</i>, T54; Section Quiz, T57; PG (Overview): Assessing Learning in Social Studies, 48–51</p>	<p>Choose an item.</p>

Presentation and Design	Evidence-Give specific example	Rating: (Reviewer only)
<p>21. The material has an aesthetically appealing appearance (attractive, inviting).</p>	<p>All text and digital components of Savvas' <i>myWorld Geography: Western Hemisphere</i> has an aesthetically appealing appearance. Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos have been intertwined to create a rich student-centered learning environment. Representative Examples: SE: Southern Europe Today, 494–499; myStory Video Link, 505; PG (The United States and Canada): Chapter–Canada: Chapter Resource Guide page with Technology, T30; PG (Europe and Russia): Access Enduring Understandings, T117</p>	<p>Choose an item.</p>
<p>22. Layout is consistent, clear, and understandable.</p> <ul style="list-style-type: none"> • The material has headings and sub-headings that make it easy to navigate through the book. • Chapters are logically arranged. • Text provides a useful table of contents, glossary, and index. • Text contains references, bibliography, and resources. 	<p>The layout is consistent, clear, and understandable in Savvas' <i>myWorld Geography: Western Hemisphere</i>. The student text includes a clear easy to use Table of Contents, Glossary, and Index, and Credits page. Each chapter follows a consistent format, are logically arranged, and include headings that encourage students to comprehend the material. Explicit instruction that includes teacher activities and questions help students to analyze the structure and layout of the text. Representative Examples: SE: Table of Contents, viii–xxix; Glossary, 592–609; Index, 610–628; Acknowledgements, 629–632; Reading Skills: Analyze Cause and Effect, 156</p>	<p>Choose an item.</p>
<p>23. The material uses a language/reading level suitable for the intended readers.</p>	<p>Savvas' <i>myWorld Geography: Western Hemisphere</i> uses a language/reading level of the intended audience. Instruction promotes active engagement with the vocabulary, as well as repeated exposure in many contexts. Representative Examples: SE: Key Terms, 20, 36, 182, 187; Key Terms and Ideas, 196; Primary Sources, 188–189, 492–493; also see: PG (Overview): Reading in the Social Studies Classroom, 32–34</p>	<p>Choose an item.</p>
<p>24. The material has a reasonable and appropriate balance between text and illustration. The material has grade-appropriate font size.</p>	<p>All student materials in <i>myWorld Geography: Western Hemisphere</i> includes a balance of text and illustrations or graphics. Images enhance the text, encouraging students to visualize important ideas and concepts. The text font size is appropriate for each grade level. Representative Examples: SE: Canada Today, 190–195; Chart Skills, 234</p>	<p>Choose an item.</p>
<p>25. The illustrations clearly cross-reference the text, are directly relevant to the content (not simply decorative), and promote thinking, discussion, and problem solving.</p>	<p>Illustrations, photographs, and graphics in <i>myWorld Geography: Western Hemisphere</i> are directly related to the content and are accompanied with descriptive captions. The ProGuides include comprehension questions that connect the images with lesson material. Representative Examples: SE: Photos, 146, 168, 169, 260, 312; Map Skills, 173; PG (South America): Analyze Charts and Maps, 304; Analyze Visuals, 331</p>	<p>Choose an item.</p>

<p>26. Non-text content (performance clips, images, maps, globes, graphs, pictures, charts, databases, and models) are accurate and well integrated into the text.</p>	<p>Color photographs and illustrations, graphic organizers and charts, maps and tables, and content-rich videos are accurate and well integrated into the text. The Student Edition includes concise captions and instructions encourage students to explore this non-text content. The ProGuides include teaching strategies and questions to interconnect this material with the text. Representative Examples: SE: Photos, 210, 223, 241; Illustration, 253; Map, 276; Chart, 276; PG (The United States and Canada): Analyze Visuals, 150; Analyze Graphs, 176</p>	<p>Choose an item.</p>
<p>Technology</p>	<p>Evidence-Give specific example</p>	<p>Rating: (Reviewer only)</p>
<p>27. The material includes or references technology that provides teachers with additional tasks for students.</p>	<p><i>Savvas' myWorld Geography: Western Hemisphere</i> allows students and teachers to travel beyond the classroom with technology that blends easily into any classroom. Time-saving activities, interactive presentations, and classroom management tools allow for seamless integration of 21st century skills and daily lesson planning. Digital courseware on <i>Savvas' Realize™</i> platform also includes digital presentations, eTexts, myStory Videos, teacher podcasts, leveled readers, and 21st century learning lessons. Representative Examples: SE: Media and Technology: Search for Information on the Internet, 370–371; Analyze Media Content, 564–565; PG (Overview): The What and Where of Technology in Your Classroom, 24–27; Building 21st Century Learning Environments, 28–31; PG (The United States and Canada): Chapter-Canada: Chapter Resource Guide page with Technology, T30; Explore, T32; see savvasrealize.com for online e-text and Teacher materials.</p>	<p>Choose an item.</p>
<p>28. The material includes guidance for the mindful use of embedded technology to support and enhance student learning.</p>	<p><i>Savvas' Realize™ myWorld Geography: Western Hemisphere</i> platform integrates technology and 21st century skills such as innovating, working in teams, or evaluating websites. The helps teachers to develop experiences in which students use technology to communicate and collaborate with others in the classroom, school, community, and world. Representative Examples: SE: Media and Technology: Search for Information on the Internet, 370–371; Analyze Media Content, 564–565; PG (Overview): The What and Where of Technology in Your Classroom, 24–27; Building 21st Century Learning Environments, 28–31; PG (Africa): Chapter Resource Guide: Explore, T32. See savvasrealize.com for online e-text and Teacher materials.</p>	<p>Choose an item.</p>
<p>Does the electronic/digital/online version of the materials:</p>	<p>Evidence-Give specific example</p>	<p>Rating: (Reviewer only)</p>
<p>29. The material has “platform neutral” technology (i.e., will run on Windows or other platforms) and availability for networking.</p>	<p><i>Savvas' Realize™ myWorld Geography: Western Hemisphere</i> is platform neutral and available for networking. Pleases specifications at the platform website. Representative Examples: Sign on to savvasrealize.com for student and teacher materials crossing all platforms.</p>	<p>Choose an item.</p>

30. The material has a user-friendly and interactive interface allowing the user to control (shift among activities).

All platforms of Savvas' Realize allows the students to control their digital experience. Among Songs and videos, digital eText, hands-on activities, and digital game-like practice make learning experiential. *myWorld Social Studies* motivates learners and connects them to the real world.
Representative Examples: **PG (Overview):** The What and Where of Technology in Your Classroom, 24–27; Building 21st Century Learning Environments, 28–31. Also see: savvasrealize.com see Chapter Opener: Essential Question; myVideo

Choose an item.

Notes: Click here to enter text.