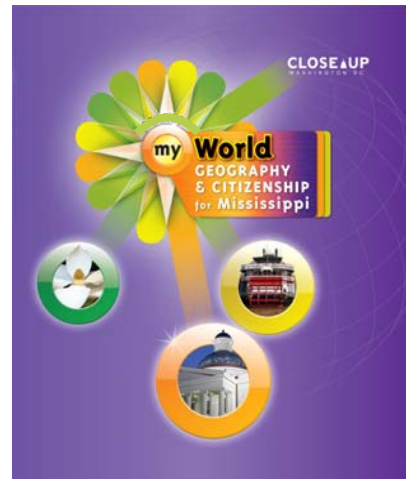


A Correlation of

myWorld Geography and Citizenship for Mississippi

© 2013



To the

Mississippi Curriculum Frameworks Geography and Civics Grade 6

Savvas Learning Company

myWorld Geography and Citizenship for Mississippi © 2013
A Correlation to the Mississippi Curriculum Frameworks

Geography and Civics
Grade 6

Competency # 1 1. Understand the responsibilities, duties, and functions of all three branches of government on a federal, state, and local level.	Pupil Edition Page References	Annotated Teacher Edition Page References
Objectives		
a. Differentiate among the three branches of government at the federal, state, and local level. (DOK 1)		SE/TE: The Federal Government: The Legislative Branch, 678–693; The Executive Branch, 694–713; The Judicial Branch, 714–735
b. Explain and analyze the concepts of separation of powers and checks and balances among the three branches of state and national governments. (DOK 2)		SE/TE: Separation of powers, 148, 598, 603, 612, 629, 631, 697; Checks and Balances, 629, 630, 631, 689, 697, 730
c. Research and summarize how the electoral process works in the United States government. (DOK 1)		SE/TE: Responsibilities of Citizens: Voting, 569–570; Citizenship Skills: How to Cast Your Vote, 57

Competency # 2 2. Understand individual and civic duties and responsibilities of citizens of the United States.	Pupil Edition Page References	Annotated Teacher Edition Page References
Objectives		
a. Explain and give examples of the differences between natural-born citizens, naturalized citizens, and non-citizens. (DOK 1)		SE/TE: Immigration Today, 27; Who is a Citizen? 560–561
b. Differentiate between individual and civic duties/responsibilities of American citizens (e.g., Individual- respect for the rights of others, self-discipline, negotiation, compromise; Civic- respect for the law, patriotism, participation in the political process). (DOK 1)		SE/TE: Rights, Duties, and Responsibilities, 563–571
Competency # 3 3. Understand how the United States can benefit by individual and collective participation and by public service.		Annotated Teacher Edition Page References
Objectives		
a. Investigate and discuss examples of how citizens participate in the political process. (DOK 2)		SE/TE: Responsibilities of Citizens: Voting, 569–570; Citizenship Skills: How to Cast Your Vote, 572; How to Work on a Political Campaign, 704; How to Participate in Public Debate, 800

<p>b. Explore and formulate a plan for civic and community action (e.g., recycling, supporting the military and veterans, helping the elderly, etc.). (DOK 3)</p>		<p>SE/TE: Citizenship Skills: How to Volunteer, 539; Serving the Community, 572; A Nation of Volunteers, 577; Civics and Economics: Young Volunteers, 578</p>
---	--	--

Competency # 4 4. Understand the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns.	Pupil Edition Page References	Annotated Teacher Edition Page References
Objectives		
a. Analyze information using social studies tools (e.g., timelines, time zones, maps, globes, graphs, political cartoons, tables, technology, etc.). (DOK 3)		SE/TE: Maps (examples), 2–3, 11, 13, 15, 16, 21, 30, 37, 39, 41, 50, 63, 64, 66, 68, 75, 85, 86, 88, 111, 112, 115, 124, 131, 132, 135, 136, 144, 151, 152, 153, 177, 179, 180, 182, 183, 185, 190, 209, 210, 214, 220, 231, 232, 235, 236, 242, 257, 259, 260, 262, 277, 278, 282, 297, 302, 310, 324, 327, 328, 345, 348, 358, 365, 368, 396, 406, 413, 414, 417, 425, 441, 443, 446, 464, 485, 515, 525, 542, 590, 657, 770, 796, 814; Charts, Graphs, and Diagrams (examples), 28, 43, 67, 74, 89, 94, 96, 120, 123, 133, 139, 142, 156, 162, 186, 188, 194, 199, 218, 234, 240, 268, 283, 285, 289, 306, 325, 333, 367, 369, 378,

<p>(Continued)</p> <p>a. Analyze information using social studies tools (e.g., timelines, time zones, maps, globes, graphs, political cartoons, tables, technology, etc.). (DOK 3)</p>		<p>397, 416, 422, 426, 449, 465, 467, 472, 474, 489, 494, 496, 521, 536, 542, 545, 553, 561, 574, 577, 597, 616, 637, 642, 655, 660–661, 684, 693, 700, 706, 708, 719, 733, 744–745, 752, 796</p>
<p>b. Analyze relationships among people, places, and the environment by mapping information including trade patterns, governmental alliances, and immigration patterns. (DOK 3)</p>		<p>SE/TE: Immigrants, 540, 541–543, 544–545, 546, 558, 560–561, 580; Trade, 600, 604; International trade, 771, 773–774, 778, 807; also see: Maps, 21, 25, 220, 257, 436</p>

Competency # 5 5. Understand the processes that shape the physical environment, including long range effects of extreme weather phenomena and human activity (e.g., ocean and atmospheric circulation, movements of the sun, moon, and Earth, hurricanes, erosion, pollution, deforestation, etc.).	Pupil Edition Page References	Annotated Teacher Edition Page References
Objectives		
a. Compare and contrast the effects that human activity has on ecosystems throughout time. (DOK 2)		SE/TE: Environmental Concerns, 42–43, 90–91, 120, 160–161, 213, 233, 300–301, 468–469; Farming, 65, 67, 69, 75, 116, 134, 153, 162, 211, 281, 394, 395, 416, 466–467
b. Analyze positive and negative effects that natural and human phenomena have on societies throughout the world. (DOK 3)		SE/TE: Environmental Concerns, 42–43, 90–91, 120, 160–161, 213, 233, 300–301, 468–469; Farming, 65, 67, 69, 75, 116, 134, 153, 162, 211, 281, 394, 395, 416, 466–467
c. Assess and describe how governments and people prepare for natural disasters. (DOK 2)		SE/TE: Hurricane Havoc, 87–88

Competency # 6 6. Understand the influences of historical documents (e.g., Magna Carta, Mayflower Compact, Declaration of Independence, Constitution, the Bill of Rights, the Emancipation Proclamation, etc.), events, and social movements on the rights of American citizens.	Pupil Edition Page References	Annotated Teacher Edition Page References
Objectives		
a. Compare and contrast the essential ideas of various historical documents that are important in shaping the values of American Democracy. (DOK 2)		SE/TE: Roots of American Government, 595–598; The Supreme Law of the Land, 624–631; Protections in the Bill of Rights, 641–648
b. Analyze how various philosophers influenced the writing of America’s historical documents. (DOK 3)		SE/TE: Roots of American Government, 595–598
c. Analyze political and social impacts of civil rights movements throughout the history of the United States (e.g., demonstrations, individual and group resistance, organizing efforts, and collective action/unity). (DOK 3)		SE/TE: Civil Rights Movement, 551, 652, 667, 675; Civil rights laws, 551, 667; Voting rights of women, 659–661, 663
d. Explain and analyze the current state of civil and human rights for all people in our nation (e.g., people with disabilities, minorities, gender, etc.). (DOK 3)		SE/TE: Civil rights laws, 551, 667; Civil Rights Act (1964), 551; Voting rights of women, 659–661, 663

<p>e. Explain how conflict, cooperation, and interdependence (e.g., social justice, diversity, mutual respect, and civic engagement) among groups, societies, and nations influenced the writing of early historical documents. (DOK 3)</p>		<p>SE/TE: Roots of American Government, 595–598; The Supreme Law of the Land, 624–631; Adding the Bill of Rights, 638–640</p>
<p>Competency # 7 7. Understand how geographic location affects the economic and political aspects of both the Eastern and Western Hemispheres.</p>	<p>Pupil Edition Page References</p>	<p>Annotated Teacher Edition Page References</p>
<p>Objectives</p>		
<p>a. Identify and describe economic activities of both hemispheres. (DOK 3)</p>		<p>SE/TE: Economics and Economic Systems, 24–26, 74–75, 95–96, 123, 141–142, 198–199, 325; Farming, 65, 67, 69, 75, 116, 134, 153, 162, 211, 281, 394, 395, 416, 466–467</p>
<p>b. Analyze how physical features of a region affect the economic and political development of a population. (DOK 3)</p>		<p>SE/TE: Land use, climate, and resources, 12–13, 40–42, 66–67, 88–89, 107–109, 116, 127–129, 134–135, 181, 193, 210–213, 234–235, 242, 260–261, 280–281, 282, 302–303, 324, 368–369, 688–689, 416, 466–467, 516–517</p>

Competency # 8 8. Understand how location affects the cultural aspects of both the Eastern and Western Hemispheres.	Pupil Edition Page References	Pupil Edition Page References
Objectives		
a. Identify and describe the hemispheres using the five themes of geography (e.g., location, place, human/environmental interaction, movement, and region). (DOK 1)		SE/TE: Regional Overview, 1–5, 52–57, 100–105, 166–171, 246–251, 312–317, 382–387, 430–435, 500–505; Chapter Assessment, 30–31, 50–51, 78–79, 98–99, 124–125, 144–145, 164–165, 202–203, 224–225, 244–245, 270–271, 290–291, 310–311, 336–337, 358–359, 380–381, 406–407, 428–429, 456–457, 478–479, 498–499, 528–529
b. Analyze how physical features of a region affect the cultural development of a population. (DOK 2)		SE/TE: Cultures and physical features, 18–20, 33–35, 81–83, 107–109, 127–129, 205–207, 262–263, 300–301, 303, 326, 347, 394, 442, 468, 487–488

- All competencies and objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference if there is no correlation.
- If you have an annotated teacher edition (ATE), then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand alone.