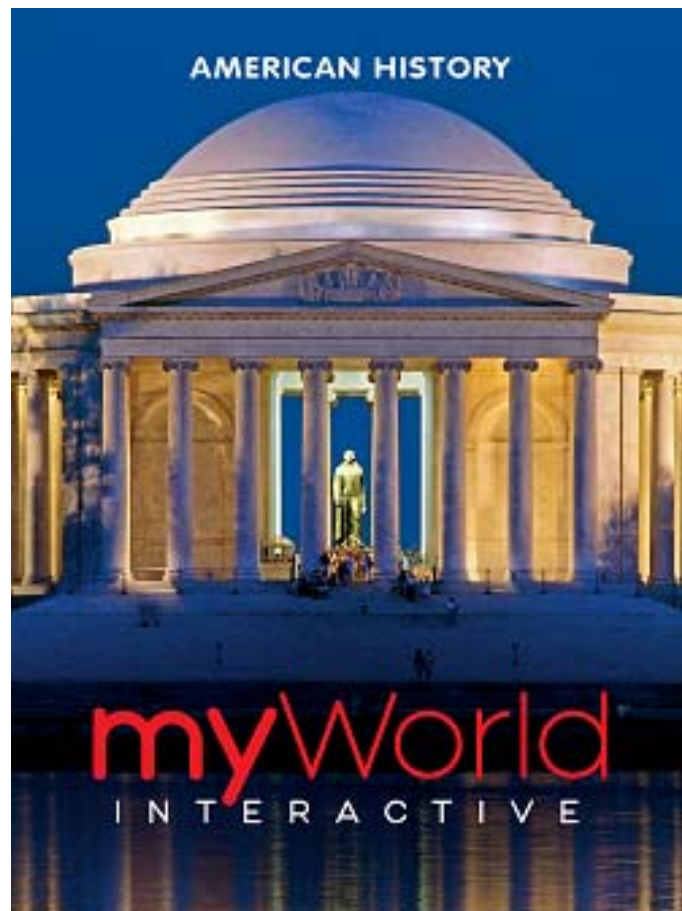


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<b>Oregon Social Sciences Academic Content Standards Grade 8</b>	<b>myWorld Interactive American History Survey Edition, ©2019</b>
<b>Grade 8</b>	
<b>Civics and Government</b>	
8.1 Compare and contrast the Articles of Confederation to the U.S. Constitution.	<p><b>SE/TE:</b> A Weak Confederation, 197–203; Drafting a Constitution, 204–209; Ideas That Influenced the Constitution, 210–215; Primary Source Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; Constitution of the United States, 1048–1071</p> <p><b><u>Digital Resources:</u></b> Interactive Primary Sources: Articles of Confederation</p>
8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.	<p><b>SE/TE:</b> Why Did Antifederalists Demand a Bill of Rights?, 219–222; Citizens’ Rights and Responsibilities, 247–252; also see: Abolitionism, 443–449; Reform and Women’s Rights, 452–463; also see: Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993; Progress and Setbacks for Social Justice, 687–698; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; Constitution of the United States, 1048–1071</p> <p><b>Active Journal:</b> Literacy Skills: Use Evidence to Support Ideas, 100; Vocabulary, 101</p> <p><b><u>Digital Resources:</u></b> Core Concepts: Government and Civics</p>

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8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples.	<p><b>SE/TE:</b> impact of European contact on American Indians, 42, 45; Harsh Treatment of American Indians, 62; Spanish Colonization and New Spain, 55–64; Primary Sources: Bartolomé de Las Casas, Historia Apologética, 65; Missionary Work Continues, 69; Interaction with American Indians and the Environment, 71–72; Conflicts between settlers, 77, 99, 304–306; War Erupts Between Settlers and American Indians, 86–87; The French and Indian War, 133–140; Conflict Over Land, 142–143; Primary Source: Tenskwatawa, The Prophet, Speech, 316; Conflict with American Indians, 360–367; American Indians in Oregon Country, 377, 379, 381; Hardship for American Indians, 610–619; Primary Source Chief Joseph, “I Will Fight No More Forever”, 620</p> <p><b>Active Journal:</b> Literacy Skills: Summarize, 34; Vocabulary, 35; Literacy Skills: Cite Evidence, 145; Vocabulary, 146</p> <p><b>Digital Resources:</b> Core Concepts: Government and Civics</p>
8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.	<p><b>SE/TE:</b> A Two-Party System Develops, 273–279; New political parties, 341; Reform and Women’s Rights, 452–463; The Labor Movement, 631–637; NAACP, 693; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993</p> <p><b>Active Journal:</b> Literacy Skills: Compare and Contrast, 116; Vocabulary, 117; Quick Activity, 118; Literacy Skills: Summarize, 174; Literacy Skills: Draw Conclusions, 177; Literacy Skills: Determine Central Ideas, 278; Literacy Skills: classify and Categorize, 381</p> <p><b>Digital Resources:</b> Lesson Videos: Topic 5: Lesson 2: The Origin of Political Parties</p>

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8.5 Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments and Oregon Constitution.	<p><b>SE/TE:</b> The Move Toward Independence, 165–176; Weak Confederation, 197–203; Drafting a Constitution, 204–209; Ideas That Influenced the Constitution, 210–215; Primary Source Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; Declaration of Independence, 1046–1047; United States Constitution, 1050–1071; also see: Analyzing Primary Sources: Thomas Paine, Common Sense, 177; Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalist and Antifederalist Writings, 223</p> <p><b>Active Journal:</b> Quick Activity, 71; Quest Connections, 80-82; Literacy Skills: 95</p> <p><b>Digital Resources:</b> Interactive Primary Sources: Anti-Federalist Papers; The Federalist No. 10; The Federalist No. 39; The Federalist No. 51; The Federalist No. 78; United States Constitution; Lesson Videos: Topic 4: Lesson 4: The Bill of Rights; Lesson 6: The Three Branches of Government</p>

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<p align="center"><b>Oregon Social Sciences Academic Content Standards Grade 8</b></p>	<p align="center"><b>myWorld Interactive American History Survey Edition, ©2019</b></p>
<p>8.6 Examine and evaluate landmark Supreme Court decisions up to 1900 and the impact of the decisions on government practices, personal liberties, and property rights. (such as Marbury v. Madison, Cherokee Nation v. Georgia, Plessy v. Ferguson, Dred Scott v. Sandford, Yick Wo v. Hopkins)</p>	<p><b>SE/TE:</b> <i>Marbury v. Madison</i>, 235, 288–290; <i>Fletcher v. Peck</i>, 290; How Did Supreme Court Decisions Expand Federal Power?, 321–323; Debate Over Nullification, 351; <i>McCulloch v. Maryland</i>, 354–355; <i>Johnson v. M’Intosh</i> (1823), 363; <i>Cherokee Nation v. Georgia</i> (1831), 363; <i>Worcester v. Georgia</i> Decision Is Ignored, 363–364; The Supreme Court Rules on <i>Dred Scott v. Sandford</i>, 493–494, 499, 545, 556; <i>Plessy v. Ferguson</i>, 577</p> <p><b>Active Journal:</b> Literacy Skills: Draw Conclusions, 126</p> <p><b>Digital Resources:</b> Landmark Supreme Court Cases: <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Gibbons v. Ogden</i>; <i>Worcester v. Georgia</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i></p>
<p>8.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.</p>	<p><b>SE/TE:</b> Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; also see: Industrialization and Immigration, 422–430; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; The Civil War, 474–545; Reconstruction, 546–581; Imperialism and World War I, 712–777; The Rise of Progressivism, 670–678; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698; Social Change, 789–796; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; The Conservative Revolution, 963–972; Challenges at Home, 1033–1042</p> <p><b>Active Journal:</b> Literacy Skills: Determine Central Ideas, 278; Quick Activity, 380; Literacy Skills: Classify and Categorize, 381</p>

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<p>(Continued) 8.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.</p>	<p>(Continued) <b>Digital Resources:</b> Core Concepts: Government and Civics; Interactive Primary Sources: Declaration of Sentiments and Resolutions; Emancipation Proclamation, Abraham Lincoln; Preamble to the Platform of the Populist Party; "I Have a Dream," Martin Luther King, Jr.; Biographies: Susan B. Anthony; Elizabeth Cady Stanton; Margaret Fuller; Lucretia Mott</p>
<p>8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.</p>	<p><b>SE/TE:</b> Declaration of Independence, 168, 169, 170, 171, 182, 190, 197, 213, 214, 222, 443, 503; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Primary Source: Hamilton and Madison Disagree, 253; United States Constitution, 1050–1071</p> <p><b>Active Journal:</b> Quick Activity, 71; Quest: Discussion Inquiry: 78-85; Literacy Skills: Compare and Contrast, 88; Literacy Skills: Classify and Categorize, 91; Literacy Skills: Classify and Categorize, 95</p> <p><b>Digital Resources:</b> Interactive Primary Sources: Anti-Federalist Papers; The Federalist No. 10; The Federalist No. 39; The Federalist No. 51; The Federalist No. 78; United States Constitution; Lesson Videos: Topic 4: Lesson 4: The Bill of Rights</p>

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<p>8.9 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.</p>	<p><b>SE/TE:</b> Abolitionism, 443–449; Reform and Women’s Rights, 452–463; The Rise of Progressivism, 670–678; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698; Social Change, 789–796; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; The Conservative Revolution, 963–972</p> <p><b>Active Journal:</b> Literacy Skills: Determine Central Ideas, 278; Quick Activity, 380; Literacy Skills: Classify and Categorize, 381</p> <p><b>Digital Resources:</b> Interactive Primary Sources: Declaration of Sentiments and Resolutions; Emancipation Proclamation, Abraham Lincoln; Preamble to the Platform of the Populist Party; “I Have a Dream,” Martin Luther King, Jr.; Biographies: William Lloyd Garrison; Frederick Douglas; Sojourner Truth; Harriet Tubman; Susan B. Anthony; Elizabeth Cady Stanton; Margaret Fuller; Lucretia Mott</p>
<p>8.10 Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).</p>	<p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 247–252; Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quest: Civic Discussion Inquiry: Senate Representation, 196</p> <p><b>Active Journal:</b> Literacy Skills: Use Evidence to Support Ideas, 100</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills: Participate in a Discussion or Debate; Paying Taxes; Political Participation; Serving on a Jury; Solve Problems; Voting; Work in Teams; Core Concepts: Government and Civics</p>



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8.11 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.	<p><b>SE/TE:</b> Weak Confederation, 197–203; Ideas That Influenced the Constitution, 210–215; also see: Communism, 762, 787, 939–940, 977, 1024–1027; Fascism, 849–850</p> <p><b><u>Digital Resources:</u></b> Core Concepts: Government and Civics</p>
<b>Economics</b>	
8.12 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies.	<p><b>SE/TE:</b> The Market Economy and the Industrial Revolution, 412–413; The Role of Market Forces, 413–414; What Led to the Rise of Corporations and Banks, 624–625; NAFTA, 970–971, 1017, 1041; OPEC, 990; Embargo, 301; Trade: Tariffs, 263, 266, 320, 342, 350–351, 371, 677; Analysis Skill: Interpret Economic Performance, 359; Quest: Document–Based Inquiry: The Role of Government in the Economy, 782</p> <p><b><u>Digital Resources:</u></b> Core Concepts: Economics</p>
8.13 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy	<p><b>SE/TE:</b> Trade, 17, 31, 32–35, 44–46, 71, 121–123, 142, 146, 299–300, 301, 370, 378, 424, 717–718, 721, 725–726; NAFTA, 970–971, 1017, 1041; OPEC, 990; Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669; The Industrial Revolution, 409–420</p> <p><b><u>Digital Resources:</u></b> Core Concepts: Economics</p>

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8.14 Investigate how economic decisions affect the well-being of individuals within a group (such as enslaved people, indigenous peoples, women, and children), businesses, and society.	<p><b>SE/TE:</b> The Industrial Revolution, 409–420; Mining, Railroads, and the Economy, 587–597; Industry and Corporations, 622–629; New Technologies, 638–644; Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669; Quest: Civic Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716; Document-Based Inquiry: The Role of Government in the Economy, 782</p> <p><b><u>Digital Resources:</u></b> Core Concepts: Economics</p>
<b>Financial Literacy</b>	
8.15 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services)	<p><b>SE/TE:</b> Banks and Banking, 352–355, 412–413, 625, 815–816, 827; Analyzing Primary Sources: Franklin D. Roosevelt, Fireside Chat on Banking, 833; What Caused a World Economic Crisis?, 1018–1020; A Weak Recovery, 1020–1022</p> <p><b><u>Digital Resources:</u></b> Core Concepts: Personal Finance</p>
8.16 Explain how compound interest can be both a positive and a negative (compounding interest on investments and compounding interest on credit cards).	<p><b>SE/TE:</b> Access to Credit, 413; Installment Buying, 786</p> <p><b><u>Digital Resources:</u></b> Core Concepts: Personal Finance</p>
8.17 Define and explain “fair lending practices” and “financial decision-making.”	<p><b>SE/TE:</b> Access to Credit, 413; Installment Buying, 786; Consumer Regulations, 683</p> <p><b><u>Digital Resources:</u></b> Core Concepts: Personal Finance</p>
8.18 Describe how marketing and advertising can influence spending and saving decisions.	<p><b>SE/TE:</b> Advertising, 786; Consumer Goods, 424, 785–786; Consumerism, 701</p> <p><b><u>Digital Resources:</u></b> Core Concepts: Personal Finance</p>

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<b>Geography</b>	
8.19 Interpret maps to identify growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade).	<p><b>SE/TE:</b> Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; Maps (examples), 4, 30, 49, 60, 87, 101, 123, 130, 140, 160, 186, 191, 199, 258, 270, 305, 313, 331, 343, 365, 377, 384, 395, 403, 423, 447, 476, 490, 507, 521, 895, 896, 900, 903, 912, 939, 943, 957, 960, 989, 995</p> <p><b><u>Digital Resources:</u></b> 21<sup>st</sup> Century Skills: Read Physical Maps; Read Special Purpose Maps; Use Parts of a Map. See all Interactive Maps (chart in front matter of textbook xxv–xxvi).</p>
8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.	<p><b>SE/TE:</b> Technology Speeds Transportation, 371–372; Railroads, 423–424; Mining, Railroads, and the Economy, 587–597; Industry and Corporations, 622–629; New Technologies, 638–644; Dust Bowl, 834–835; Environmental Challenges, 1024–1027; Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; Interactive Topic Map, 781; Maps (examples), 4, 30, 49, 60, 87, 101, 123, 130, 140, 160, 186, 191, 199, 258, 270, 305, 313, 331, 343, 365, 377, 384, 395, 403, 423, 447, 476, 490, 507, 521, 895, 896, 900, 903, 912, 939, 943, 957, 960, 989, 995</p> <p><b><u>Digital Resources:</u></b> Core Concepts: Geography</p>

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8.21 Explain how historical technological developments (such as cotton gin, roads, railroads, canals, etc.), societal decisions, and personal practices interact with the physical environment in the United States (e.g., sustainability, economics ecosystems).	<p><b>SE/TE:</b> Industrial Revolution, 409–420; Mining, Railroads, and the Economy, 587–597; Industry and Corporations, 622–629; New Technologies, 638–644; Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669; Quest: Civic Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716; Document-Based Inquiry: The Role of Government in the Economy, 782; Dust Bowl, 834–835; Environmental Challenges, 1024–1027</p> <p><b>Digital Resources:</b> Core Concepts: Geography</p>
<b>History (Local, State, National, and World) [U.S. History - through Reconstruction]</b>	
<b>Historical Knowledge</b>	
8.22 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives.	<p><b>SE/TE:</b> Timelines, 4, 52, 130, 194, 220, 348, 351, 406, 476, 505, 548, 584, 650, 714, 746, 780, 808, 816, 861, 905, 977, 982, 998</p> <p>Review and Assessment, 48–49, 126–127, 191, 254–255, 330–331, 402–403, 472–473, 544–545, 580–581, 646–647, 710–711, 776–777, 842–843, 886–887, 956–957, 994–995, 1044–1045</p> <p>Analysis Skills: Relate Events in Time, 189; Distinguish Cause and Effect, 224; Identify Sources of Continuity, 246; Detect Changing Patterns, 421</p> <p>Quest: Project-Based Learning Inquiry, 132, 260, 336, 478, 892; Discussion Inquiry, 196, 550, 586, 716; Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000</p> <p><b>Active Journal:</b> Quest: Project-Based Learning Inquiry, located at the beginning of each U.S. History topic, has students explore sources and multiple perspectives, and cite evidence to support a point of view.</p>

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8.23 Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780s through Reconstruction.	<p><b>SE/TE:</b> Review and Assessment, 48–49, 126–127, 190–191, 254–255, 330–331, 402–403, 472–473, 544–545, 580–581; Lesson Check, 13, 24, 38, 46, 64, 77, 90, 99, 109, 120, 125, 140, 152, 163, 176, 188, 203, 209, 215, 222, 236, 245, 252, 272, 279, 290, 302, 315, 328, 347, 358, 367, 374, 381, 391, 401, 420, 430, 449, 463, 471, 487, 499, 511, 519, 530, 543, 557, 563, 572, 579; Biographies, 32, 43, 86, 119, 151, 181, 218, 297, 306, 376, 469, 529, 537, 568</p> <p><b>Active Journal:</b> Quest: Project-Based Learning Inquiry, located at the beginning of each American History topic, has students explore sources and multiple perspectives, and cite evidence to support a point of view.</p> <p><b><u>Digital Resources:</u></b> Biographies (see all biographies listed on page xxiv of the front matter)</p>
8.24 Examine the cause and effect of social, political, and economic factors that motivated westward expansion, invasion of indigenous peoples, institutions, and the resulting impacts.	<p><b>SE/TE:</b> Conflict with American Indians, 360–367; Westward Movement, 368–374; Settling Oregon Country, 375–381; New Spain and Independence for Texas, 383–391; Manifest Destiny in California and the Southwest, 392–401; Review and Assessment, 402–403</p> <p><b>Active Journal:</b> Quest: Civic Discussion Inquiry, 132-137; Literacy Skills: Cite Evidence, 145; Literacy Skills: Classify and Categorize, 147; Literacy Skills: Summarize, 149; Literacy Skills: Identify Cause and Effect, 153; Civic Discussion Inquiry: 243-241</p> <p><b><u>Digital Resources:</u></b> Biographies: John Quincy Adams; Andrew Jackson; Alexis de Tocqueville; John C. Calhoun; Daniel Webster; Lesson Videos: The Trail of Tears; The Journey West; Why Oregon Country?; The Mexican American War; Manifest Destiny</p>

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<p>8.25 Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events.</p>	<p><b>SE/TE:</b> Women (examples), 111–112, 155, 446–447, 687–689, 758, 791–792, 835–836, 868–869; African Americans (examples), 213, 241, 313–314, 429–430, 437–438, 561, 563, 576–578, 602–603, 692–694, 763–764, 801–804, 916–919; Asian Americans (examples), 604, 655, 659, 660, 674, 695–697, 838, 871–872, 932 Native Americans (examples), 22–23, 61, 62, 183, 213, 311, 313, 339, 362–365, 377, 379, 385, 401, 581, 589, 603, 611–618, 755, 932; Hispanic and Latino Americans (examples), 59–60, 61–64, 323, 324, 654, 694–695, 759, 809; Biographies, 32, 43, 86, 119, 151, 181, 218, 297, 306, 376, 469, 529, 537, 568, 592, 668, 692, 739, 765, 803, 836, 860, 869, 931, 936, 969, 970, 1003, 1041; Jewish Immigrants, 428, 658</p> <p><b><u>Digital Resources:</u></b> Biographies (examples), Abigail Adams; John Adams; Haym Solomon; Marquis de Lafayette; Bernardo de Galvez; William Lloyd Garrison; Frederick Douglass; Sojourner Truth; Harriet Tubman; Robert Purvis; Susan B. Anthony; Mikhail Gorbachev; Barack Obama</p>
<p>8.26 Analyze the figures, groups, events, and philosophies that led to United States colonial independence from British Rule.</p>	<p><b>SE/TE:</b> The French and Indian War, 133–140; Growing Resentment Against Britain, 142–152; Primary Source: John and Abigail Adams, Letters, 153; Taking Up Arms, 154–163; The Move Toward Independence, 165–176; Primary Source: Thomas Paine, <i>Common Sense</i>, 177; Winning Independence, 178–188; Review and Assessment, 190–191</p> <p><b>Active Journal:</b> Quest: Project-Based Learning, 54–61; Literacy Skills: Identify Cause and Effect, 64; Literacy Skills: Summarize, 67; Literacy Skills: 69; Writing Workshop, 74–75</p>

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<p>(Continued) 8.26 Analyze the figures, groups, events, and philosophies that led to United States colonial independence from British Rule.</p>	<p>(Continued) <b>Digital Resources:</b> Interactive Primary Sources: Declaration of Independence; Biographies: King George III; Abigail Adams; John Adams; Samuel Adams; Mercy Otis Warren; Patrick Henry; George Washington; Crispus Attucks; Thomas Jefferson; Patrick Henry; Benjamin Franklin; Haym Solomon; Marquis de Lafayette; Wentworth Cheswell; Bernardo de Galvez</p>
<p>8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups(including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world.</p>	<p><b>SE/TE:</b> African Americans in the War, 181–182; American Indians Choose Sides, 183–184; Conflict with American Indians, 360–367; African Americans Fight for the Union, 523–524; Women Contribute to the War Effort, 530; African Americans in Congress, 567–568; Organizing a Massive War Effort, 756–757; Changes at Home, 758–759; Harlem Renaissance, 801–804; The Home Front, 866–872; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; Protesting War &amp; Counterculture, 946, 947; Latinos, 931–932; Women, 111–112, 155, 446–447, 687–689, 758, 791–792, 835–836, 868–869</p> <p>Biographies, 32, 43, 86, 119, 151, 181, 218, 297, 306, 376, 469, 529, 537, 568, 592, 668, 692, 739, 765, 803, 836, 860, 869, 931, 936, 969, 970, 1003, 1041</p> <p><b>Digital Resources:</b> Biographies (examples): King George III; Abigail Adams; John Adams; Samuel Adams; Mercy Otis Warren; Patrick Henry; George Washington; Crispus Attucks; Thomas Jefferson; Patrick Henry; Benjamin Franklin; Haym Solomon; Marquis de Lafayette; Wentworth Cheswell; Bernardo de Galvez; Gouverneur Morris; James Wilson; Alexander Hamilton; John C. Calhoun; Daniel Webster;</p>

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<p>(Continued) 8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups(including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world.</p>	<p>(Continued) Charles Finney; Theodore Weld; William Lloyd Garrison; Frederick Douglass; Sojourner Truth; Harriet Tubman; Robert Purvis; Susan B. Anthony; Robert E. Lee; Ulysses S. Grant; Andrew Carnegie; John D. Rockefeller; Theodore Roosevelt; John F. Kennedy; Richard M. Nixon; Ronald Reagan; Bill Clinton; Sandra Day O'Connor; Mikhail Gorbachev; Barack Obama</p>
<p>8.28 Identify issues related to historical events to recognize power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes).</p>	<p><b>SE/TE:</b> Abolitionism, 443–449; Reform and Women’s Rights, 452–463; Hardships for American Indians, 610–619; Primary Source, 620; The Labor Movement, 631–637; The Rise of Progressivism, 670–678; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698; Social Change, 789–796; Reform and Women’s Rights, 452–463; The Labor Movement, 631–637; Progress and Setbacks for Social Justice, 687–698; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; The Conservative Revolution, 963–972</p> <p><b><u>Digital Resources:</u></b> Landmark Supreme Court Cases: <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Korematsu v. United States</i>; <i>Brown v. Board of Education</i>; Lesson Videos: Abolitionism; The Seneca Falls Convention; Rise of the Progressive Movement; Harlem in the 1920s; The Civil Rights Movement</p>



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<b>Historical Thinking</b>	
8.29 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.	<p><b>SE/TE:</b> Quest: Project-Based Learning Inquiry, 132, 260, 336, 478, 892; Discussion Inquiry, 196, 550, 586, 716; Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000; Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 661, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043; Primary Quote Citations (examples), 34, 56, 69, 79, 127, 141, 148, 156, 160, 164, 170, 179, 191, 209, 248, 272, 283, 294, 314, 354, 403, 454, 467, 473, 508, 532, 554, 581; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; also see: English-Language Arts Handbook: Analyze Primary and Secondary Sources, Analyze Visuals, ELA 3; ELA 4-ELA 5</p> <p>Analysis Skills: Compare Different Points of View, 164; Distinguish Fact and Opinion, 280; Detect Historical Points of View, 291; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565; Draw Sound Conclusions from Sources, 630</p> <p><b><u>Digital Resources:</u></b> Interactive Primary Sources (see a complete list on pages xxiii of the front matter); Landmark Supreme Court Cases</p>

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<p align="center"><b>Oregon Social Sciences Academic Content Standards Grade 8</b></p>	<p align="center"><b>myWorld Interactive American History Survey Edition, ©2019</b></p>
<p>8.30 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.</p>	<p><b>SE/TE:</b> Analysis Skills: Construct a Timeline, 329; Interpret Economic Performance, 359; Detect Changing Patterns, 421; Interpret Thematic Maps, 573; Timelines, 4, 52, 130, 194, 220, 348, 351, 406, 476, 505, 548, 584, 650, 714, 746, 780, 808, 816, 861, 905, 977, 982, 998; Charts and Graphs (examples), 17, 48, 98, 124, 152, 173, 201, 208, 235, 251, 274, 278, 321, 359, 271, 291, 453, 462, 508, 510, 527, 562, 596, 617, 634, 683, 697, 721, 753, 769, 786, 812, 824, 856, 884, 902, 910, 920, 968, 978, 1008, 1019, 1026; Analyze Political Cartoon (examples), 146, 147, 231, 236, 282, 347, 495, 557, 595, 608, 671, 719, 774, 942, 1032</p> <p><b>Active Journal:</b> Quest: Project-Based Learning Inquiry, located at the beginning of each American History topic, has students explore sources and multiple perspectives, synthesize, and cite evidence to support a point of view.</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills: Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons; Create Charts and Maps; Create Databases; Evaluate Existing Arguments; Evaluate Web Sites; Interpret Sources; Read Charts, Graphs, and Tables; Support Ideas with Evidence</p>

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<p>8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States.</p>	<p><b>SE/TE:</b> Women (examples), 111–112, 155, 446–447, 687–689, 758, 791–792, 835–836, 868–869; African Americans (examples), 213, 241, 313–314, 429–430, 437–438, 561, 563, 576–578, 602–603, 692–694, 763–764, 801–804, 916–919; Asian Americans (examples), 604, 655, 659, 660, 674, 695–697, 838, 871–872, 932 Native Americans (examples), 22–23, 61, 62, 183, 213, 311, 313, 339, 362–365, 377, 379, 385, 401, 581, 589, 603, 611–618, 755, 932; Hispanic and Latino Americans (examples), 59–60, 61–64, 323, 324, 654, 694–695, 759, 809; Biographies, 32, 43, 86, 119, 151, 181, 218, 297, 306, 376, 469, 529, 537, 568, 592, 668, 692, 739, 765, 803, 836, 860, 869, 931, 936, 969, 970, 1003, 1041; Jewish Immigrants, 428, 658; Gay Rights, 934–935</p> <p>Biographies, 32, 43, 86, 119, 151, 181, 218, 297, 306, 376, 469, 529, 537, 568, 592, 668, 692, 739, 765, 803, 836, 860, 869, 931, 936, 969, 970, 1003, 1041</p>
<b>Social Science Analysis</b>	
<p>8.32 Critique and analyze information for point of view, historical context, distortion, bias propaganda and relevance including sources with conflicting information in order to question the dominant narratives in history.</p>	<p><b>SE/TE:</b> Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Quests, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p> <p>Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Assess Credibility of a Source, 512; Distinguish Real News from “Fake News”, 1014</p> <p><b>Active Journal:</b> Quest: Project-Based Learning Inquiry, located at the beginning of each American History topic, has students explore sources and multiple perspectives, synthesize, and cite evidence to support a point of view.</p>

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<p>(Continued) 8.32 Critique and analyze information for point of view, historical context, distortion, bias propoganda and relevance including sources with conflicting information in order to question the dominant narratives in history.</p>	<p>(Continued) <b>Digital Resources:</b> 21<sup>st</sup> Century Skills: Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Compare Viewpoints; Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>
<p>8.33 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p>	<p><b>SE/TE:</b> Quest: <i>Project Inquiry</i>: Choosing Sides, 132; Stay Out? Or Get Involved?, 260; The Mexican–American War, 336; A Lincoln Website, 478; Reporting the Facts, 892; <i>Civic Discussion Inquiry</i>: Senate Representation, 196; The End of Reconstruction, 550; High Speed Rail, 586; Imperialism and Annexation, 716; <i>Document–Based Inquiry</i>: The Easter Mutiny, 6; Examining the Colonial Environment, 54; Slavery and Abolition, 408; Effects of Immigration, 652; The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000</p> <p>The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; Regional Conflicts, 981–991; Terrorism and an Unstable World, 1001–1012; A Global Economy, 1015–1022; Challenges at Home, 1033–1042</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills: Being an Informed Citizen; Compare Viewpoints; Evaluate Existing Arguments; Make Decisions; Make a Difference; Participate in a Discussion or Debate; Political Participation; Solve Problems</p>

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8.34 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.	<p><b>SE/TE:</b> Quest: <i>Project Inquiry</i>: Choosing Sides, 132; Stay Out? Or Get Involved?, 260; The Mexican–American War, 336; A Lincoln Website, 478; Reporting the Facts, 892; <i>Civic Discussion Inquiry</i>: Senate Representation, 196; The End of Reconstruction, 550; High Speed Rail, 586; Imperialism and Annexation, 716; <i>Document-Based Inquiry</i>: The Easter Mutiny, 6; Examining the Colonial Environment, 54; Slavery and Abolition, 408; Effects of Immigration, 652; The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000</p> <p>Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Verifiable and Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Distinguish Real News from “Fake News”, 1014</p> <p><b><u>Digital Resources:</u></b> 21<sup>st</sup> Century Skills: Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Being an Informed Citizen; Compare Viewpoints; Consider and Counter Opposing Arguments; Evaluate Existing Arguments; Evaluate Web Sites; Identify Bias; Make Decisions; Make a Difference; Participate in a Discussion or Debate; Political Participation; Solve Problems</p>

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8.35 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	<p><b>SE/TE:</b> Quest: <i>Project Inquiry</i>: Choosing Sides, 132; Stay Out? Or Get Involved?, 260; The Mexican–American War, 336; A Lincoln Website, 478; Reporting the Facts, 892; <i>Civic Discussion Inquiry</i>: Senate Representation, 196; The End of Reconstruction, 550; High Speed Rail, 586; Imperialism and Annexation, 716; <i>Document-Based Inquiry</i>: The Easter Mutiny, 6; Examining the Colonial Environment, 54; Slavery and Abolition, 408; Effects of Immigration, 652; The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000</p> <p>Review and Assessment, 48–49, 126–127, 191, 254–255, 330–331, 402–403, 472–473, 544–545, 580–581, 646–647, 710–711, 776–777, 842–843, 886–887, 956–957, 994–995, 1044–1045</p> <p>Analysis Skills: Distinguish Fact and Opinion, 280; Detect Historical Points of View, 291; Construct a Timeline, 329; Frame Questions, 621; Analyze Sequence, Causation, and Correlation, 662; Conduct a Cost-Benefit Analysis, 669; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993; Distinguish Real News from “Fake News,” 1014</p> <p><b>Active Journal:</b> There are many opportunities throughout the <i>Active Journal</i> to construct reasoned explanations using relevant data while acknowledging the strengths and weaknesses of arguments.</p>

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<p>(Continued)</p> <p>8.35 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p>(Continued)</p> <p><b>Digital Resources:</b>            21<sup>st</sup> Century Skills: Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Being an Informed Citizen; Compare Viewpoints; Consider and Counter Opposing Arguments; Evaluate Existing Arguments; Evaluate Web Sites; Identify Bias; Make Decisions; Make a Difference; Participate in a Discussion or Debate; Political Participation; Solve Problems</p>

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