

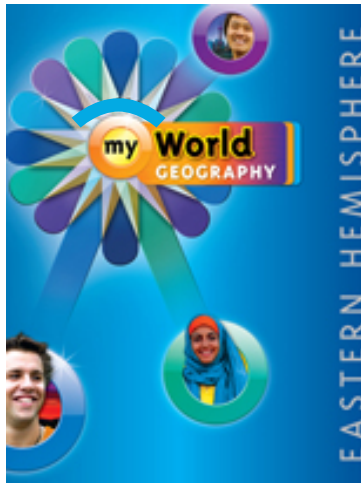
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Savvas

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To the

Oregon

Social Sciences Standards

Grades 7 and 8

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Social Sciences Grade 7	
Grade 7 World History and Geography–Eastern Hemisphere	
Historical Knowledge	
7.1. Describe and compare the beliefs, the spread, and the influence of religions throughout Europe, Asia, and Africa, Islam, Crusades, Holy Roman Empire.	SE: 92-93, 100, 164-167, 171, 446-447, 479-483, 500, 587-589, 632-633, 636-637, 700, 790
7.2. Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe, Asia, and Africa.	SE: 164-168, 448, 556-557, 560-561, 585
7.3. Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.	SE: 178-191, 188-193, 194-196, 218
Historical Thinking	
7.4. Explain how and why cultures in the Eastern Hemisphere record history in different ways.	SE: 118-119, 120-121, 122-123, 124-125, 126-127, 146-147, 298-305, 306-307, 308-313, 340-345, 350-355, 372-377, 380-385, 404-409, 414-419, 444-451, 454-459, 478-485, 490-497, 514-519, 522-529, 530-533, 556-559, 562-567, 586-593, 596-603, 630-635, 638-645, 664-669, 672-679, 698-701, 704-709, 736-739
7.5. Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.	SE: 118, 126, 153, 298-299, 449, 484, 590, 606, 630-631, 807
7.6. Form historical questions and use a variety of information resources to find, summarize and evaluate historical data on the people places, events and developments that have played a part in the history of Africa, Asia and the Southwest Pacific.	SE: 15, 45, 55, 71, 83, 101, 115, 120-121, 122-123, 126-127, 173, 218, 257, 285, 319, 359, 391, 423, 465, 501, 535, 573, 609, 651, 685, 715, 757

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7.7. Interpret documents and data from multiple primary and secondary sources (e.g., art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts) while forming historical questions.	SE/TE: 146-147, 154-155, 162-163, 186-187, 206-207, 216-217, 248-249, 282-283, 306-307, 356-357, 378-379, 420-421, 452-453, 498-499, 520-521, 560-561, 594-595, 636-637, 670-671, 702-703, 740-741
Geography	
7.8. Use and evaluate maps, graphs, charts, models, and databases to analyze geographic distributions in the Eastern Hemisphere.	<i>This standard is addressed throughout the text, representative citations include the following:</i> SE: 33, 36-37, 49, 64, 74-75, 81, 83, 97, 171, 191, 240, 246, 276, 343, 381, 457, 493, 565, 598, 651, 676, 708
7.9. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere.	SE: 14-15, 28-29, 44-45, 54-55, 70-71, 82-83, 100-101, 114-115, 126-127, 172-173, 218-219, 256-257, 284-285, 318-319, 358-359, 390-391, 422-423, 464-465, 500-501, 534-535, 572-573, 608-609, 650-651, 684-685, 714-715, 756-757
7.10. Interpret maps and other geographic tools to find patterns in human and physical systems in the Eastern Hemisphere.	<i>This standard is addressed throughout the text, representative citations include the following:</i> SE: 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 27, 65, 76, 82, 166, 230, 296, 326, 338, 441, 457, 473, 583, 598, 651, 694
7.11. Describe the physical environment of places in the Eastern Hemisphere and how it influences trade, culture, and the economy.	SE: 224-231, 262-269, 290-297, 332-339, 364-371, 396-403, 436-443, 470-477, 506-513, 548-555, 578-585, 622-629, 656-663, 690-697, 728-735
7.12. Compare and analyze human characteristics (e.g., population, land use, language, and religion) of places and regions in the Eastern Hemisphere.	SE: 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 236-241, 242-247, 250-255, 274-281, 282-283, 308-313, 350-355, 380-385, 414-419, 454-459, 490-497, 522-529, 562-567, 596-603, 638-645, 672-679, 704-709, 742-747
7.13. Describe the historical and current physical, cultural, and economic characteristics of eco-regions.	<i>This standard is addressed extensively throughout the text, representative citations include the following:</i> SE/TE: 138-173, 178-219, 236-241, 242-247, 250-255, 274-281, 298-305, 308-313, 340-345, 350-355, 372-377, 380-385, 404-409, 414-419, 444-451, 454-459, 478-485, 490-497, 514-519, 522-529, 556-559, 562-567, 586-593, 596-603, 630-635, 672-679, 698-701, 736-739, 742-747

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7.14. Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.	SE/TE: 47, 50-51, 52-53, 54-55, 369, 400-401, 564, 599, 645, 663
7.15. Determine and explain the interdependence of people around the world during significant eras or events.	SE/TE: 64-65, 66-67, 70, 164-168, 448, 556-557, 560-561, 585
Civics and Government	
7.16. Describe the role of citizens in various governments in the Eastern Hemisphere.	SE: 112-113, 114-115, 460-463, 490-491, 602, 604-607, 608, 680-683
7.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Eastern Hemisphere.	SE: 104-105, 106-107, 108-109, 139, 140-141, 148-149, 405, 515
7.18. Investigate current issues in the Eastern Hemisphere and how they relate to other countries, including the United States.	SE/TE: 250-255, 274-281, 308-313, 350-355, 380-385, 414-419, 454-459, 490-497, 522-529, 562-567, 596-603, 638-645, 672-679, 680-683, 704-709, 742-747, 748-751
7.19. Analyze the significance of the Magna Carta, Hammurabi's Code and other documents on the development of modern governments.	SE: 104, 168-169, 171, 196, 236, 461, 798
Economics/Financial Literacy	
7.20. Explain the concepts of "supply" and "demand" and how price allocates scarce goods.	SE: 59, 71
7.21. Explain the function of imports and exports in the economy.	SE: 66-67, 70-71, 252-253, 350, 661
7.22. Explain "outsourcing" and describe the costs and benefits.	SE: 603, 800
7.23. Explain the function of profit in the economy.	SE: 60, 70

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Social Science Analysis	
7.24. Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.	SE: 55, 83, 121, 218, 285, 391, 423, 501, 609, 651, 685, 788
7.25. Analyze evidence from multiple sources including those with conflicting information.	SE: 15, 45, 55, 71, 83, 101, 115, 120-121, 122-123, 126-127, 173, 219, 257, 285, 319, 359, 391, 423, 465, 501, 535, 573, 609, 651, 685, 715, 757

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Social Sciences Grade 8 U.S. History; 1765-Reconstruction	
Historical Knowledge	
8.1. Evaluate continuity and change over the course of the United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, and nations.	SE: 188–193, 200–205, 345, 593, 701; also see: 303, 485, 519-524, 593, 601–602, 666, 667, 668–669, 675
8.2. Evaluate continuity and change over the course of United States history, by analyzing key people and constitutional convention, age of Jefferson, industrial revolution, westward expansion, Civil War.	<i>For related material, please see the following pages:</i> SE/TE: 196-197
8.3. Examine social, political and economic factors that caused westward expansion from American Revolution through reconstruction.	<i>For related material, please see the following pages:</i> SE: 108-109, 112-113, 114-115, 190-193, 196-197
8.4. Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time.	<i>For related material, please see the following pages:</i> SE: 108-109, 112-113, 114-115, 190-193
8.5. Analyze the causes as outlined in the Declaration of Independence, and examine the major American and British leaders, key events, international support, and consequences of (e.g., Articles of Confederation, changes in trade relationships, achievement of independence by the United States) the American Revolution.	<i>For related material, please see the following pages:</i> SE: 108-109, 112-113, 114-115, 190-193, 196-197
Historical Thinking	
8.6. Use and interpret documents and other relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.	SE: 115
8.7. Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History.	SE: 115
8.8. Evaluate information from a variety of sources and perspectives.	SE/TE: 146-147, 154-155, 162-163, 186-187, 206-207, 216-217, 378-379, 498-499, 594-595, 636-637, 670-671, 702-703, 740-741

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8.9. Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources.	SE/TE: 115
Geography	
8.10. Interpret maps to identify growth and development of the United States.	SE: 189, 191
8.11. Identify and describe patterns and networks of economic interdependence, migration, and settlement.	<i>For related material, please see the following pages:</i> SE: 189-193
8.12. Investigate how differing geographic perspectives apply to issues in U.S. History.	<i>For related material, please see the following pages:</i> SE: 189-193
8.13. Explain how current and historical technological developments, societal decisions, and personal practices influence sustainability in the United States.	<i>For related material, please see the following pages:</i> SE/TE: 47, 50-51, 52-53, 54-55, 369, 400-401, 564, 599, 645, 663
Civics and Government	
8.14. Explain rights and responsibilities of citizens.	SE/TE: 108-109, 112-113, 114-115
8.15. Contrast the impact of the Articles of Confederation as a form of government to the U.S. Constitution.	<i>For related material, please see the following pages:</i> SE: 104-105, 108-109, 114-115
8.16. Compare and contrast how European governments and the United States government interacted with Native American peoples.	SE: 190-192
8.17. Examine the development activities of political parties and interest groups and their affect on events, issues, and ideas.	<i>For related material, please see the following pages:</i> SE: 104-105, 108-109, 114-115
8.18. Examine and analyze important United States documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments.	<i>For related material, please see the following pages:</i> SE: 104-105, 108-109, 114-115

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8.19. Examine important Supreme Court decisions prior to 1880 and the impact of the decisions on government practices, personal liberties, and property rights.	<i>For related material, please see the following pages:</i> SE: 104-105, 108-109, 114-115
8.20. Analyze the changing definition of citizenship and the expansion of rights.	SE: 112-113, 114-115
8.21. Analyze important political and ethical values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.	<i>For related material, please see the following pages:</i> SE: 104-105, 108-109, 114-115, 196-197
Economics/Financial Literacy	
8.22. Distinguish among tariffs, quotas, and government policies as means to regulate trade.	SE: 67, 70
8.23. Describe how industrialization changes production and how it creates shifts in the market.	SE: 64-65, 70
Social Science Analysis	
8.24. Compare fictional portrayals of a time, place, or character to historical or other non-fictional sources relating to the same period.	SE: 115
8.25. Critique data for point of view, historical context, distortion, or propaganda and relevance.	SE: 115, 187
8.26. Examine a controversial event, issue, or problem from more than one perspective.	SE: 75, 115 TE: 215, 233
8.27. Examine the various characteristics, causes, and effects of an event, issue, or problem.	SE: 115
8.28. Investigate a response or solution to an issue or problem and support or oppose, using research.	SE: 115, 234