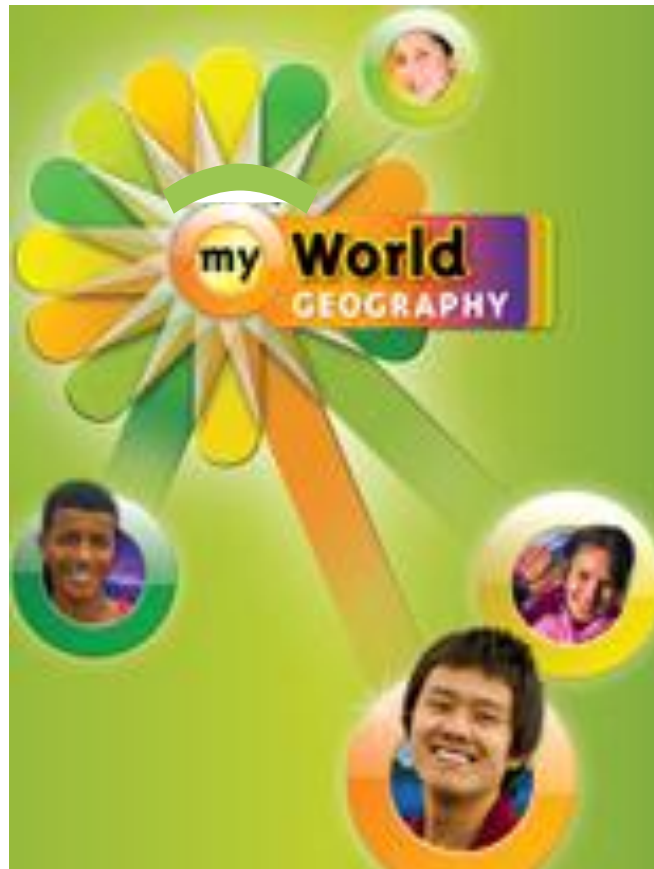


A Correlation of



Survey Edition

To the

**Arkansas Social Studies
Curriculum Framework
Grade 7**

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Introduction

This document demonstrates how **myWorld Geography, Survey Edition**, meets the Arkansas Social Studies Curriculum Framework for Grade 7. Correlation page references are to the Student and Teacher ProGuides.

- **Connect, Experience, and Understand** with **myWorld Geography!** Take your classroom on a virtual exploration around the globe and through time with the exciting new digitally driven social studies program.
- **myWorld Geography** engages 21st century learners by integrating myWorldGeography.com and the Student Edition with the goal of expanding their understanding of the world and its people.
- **Connect** with *myStory*: Watch your students connect to the stories of real teens – from around the world – in this one-of-a-kind video series.
- **Experience** Virtual Travel: Students travel across regions and through time completing game-based assignments tied to Essential Questions.
- **Understand** World Geography: Informal and formal assessments, both in print and online, ensure that your students grasp the important concepts.

myWorld Geography Survey Edition Contents:

Unit 1: United States and Canada

Unit 2: Middle America

Unit 3: South America

Unit 4: Europe and Russia

Unit 5: Africa

Unit 6: Southwest Asia

Unit 7: South and Central Asia

Unit 8: East and Southeast Asia

Unit 9: Australia and the Pacific

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Table of Contents

Strand: World in Spatial Terms 4

Strand: Human Systems 9

Strand: Environment and Society 13

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
Grade 7	
Strand: World in Spatial Terms	
Content Standard 1: Students will interpret spatial information using geographic representations.	
WST.1.7.1 Evaluate the characteristics, functions, advantages, and disadvantages of various <i>geographic representations</i> and <i>geospatial technologies</i> for analyzing <i>spatial patterns</i> and distributions (e.g., maps, diagrams, aerial photographs, remotely sensed images, geographic visualization, global positioning systems, geographic information systems)	SE/TP: Tools of Geography: The Study of Earth, 4-5; Geography’s Five Themes, 6-7; Ways to Show Earth’s Surface, 8-9; Understanding Maps, 10-11; Types of Maps, 12-13; Tools of History: Measuring Time, 118-119; Historical Maps, 124-125; also see: Maps (representative sample), 140, 149, 154, 160, 160, 165, 166, 167, 169, 188, 190, 194, 230, 248, 250, 252, 254, 259, 260, 262, 263, 403, 410, 415, 416, 417, 418, 469, 470, 473, 474, 483, 488, 494, 496, 498, 599, 602, 614, 619, 620, 621, 622, 624, 638, 644, 649, 650, 652, 688, 690, 693, 778, 785, 786, 798, 803, 804, 805, 806, 811, 824, 826, 828, 830, 835, 837, 839, 843, 850, 853; Charts, Graphs, and Diagrams (representative sample), 64, 68, 71, 74, 81, 83, 97, 99, 101, 115, 133, 156, 170, 171, 173, 179, 185, 192, 193, 203, 216, 218, 219, 228, 230, 231, 232, 236, 240, 242, 286, 293, 294, 297, 300, 303, 314, 315, 317, 324, 327, 335, 344, 349, 353, 358, 367, 369, 429, 430, 432, 437, 441, 449, 456, 457, 511, 515, 608, 609, 613, 620, 625, 637, 643, 651, 652, 653, 668, 671, 673, 679, 689, 691, 699, 783, 787, 790, 792, 794, 797, 807, 857; Timelines, 118, 150, 353, 476-477, 513, 603, 632, 720, 754-755
WST.1.7.2 Construct <i>geographic representations</i> for the purpose of asking and answering specific geographic questions	SE/TP: myWorld Chapter Activity: Multimedia Presentation, 797, 857; 21 st Century Learning: Create a table, 821; also see: Tools of History: Measuring Time, 118-119; Historical Maps, 124-125 TP only: Explore myworldgeography.com: <u>The United States and Canada</u> , T4, T32; <u>Middle America</u> , T4, T32; <u>South America</u> , T4, T32, T60; <u>Europe and Russia</u> , T4, T40, T82, T116, T138; <u>Africa</u> , T28, T48, T84; <u>Southwest Asia</u> , T20, T56, T76; <u>South and Central Asia</u> , T20, T48; <u>East and Southeast Asia</u> , T20, T48, T76; <u>Australia and the Pacific</u> , T20

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
WST.1.7.3 Explain relationships between <i>places</i> and <i>regions</i> using <i>geographic representations</i>	SE/TP: Place and region, 6–7, 14; Types of Maps, 12–13; also see: Regional Overview, 128–133, 188–193, 248–253, 330–335, 494–499, 580–585, 674–679, 736–741, 824–829
WST.1.7.4 Analyze how environmental and <i>cultural characteristics</i> of <i>places</i> and <i>regions</i> have changed over time	SE/TP: History of the United States, 146–151; The United States Today, 152–157; History of Canada, 172–177; Canada Today, 178–183; History of Mexico, 206–211; Mexico Today, 212–219; History of Central America and the Caribbean, 234–237; Central America and the Caribbean Today, 238–243; History of Caribbean South America, 266–269; Caribbean South America Today, 270–275; History of the Andes and the Pampas, 290–295; The Andes and the Pampas Today, 296–301; History of Brazil, 316–319; Brazil Today, 320–325; Ancient and Medieval Europe, 336–369; Europe in Modern Times, 370–409; Western Europe Today, 422–439; Eastern Europe Today, 454–461; History of Russia, 476–483; Russia Today, 484–489; History of West and Central Africa, 512–517; West and Central Africa Today, 518–523; History of Southern and Eastern Africa, 538–543; Southern and Eastern Africa Today, 544–549; History of North Africa, 564–569; North Africa Today, 570–575; History of Arabia and Iraq, 598–605; Arabia and Iraq Today, 606–611; History of Israel and Its Neighbors, 626–633; Israel and Its Neighbors Today, 634–641; History of Iran, Turkey, and Cyprus, 656–661; Iran, Turkey, and Cyprus Today, 662–669; History of Central Asia and the Caucasus, 692–695; Central Asia and the Caucasus Today, 696–701; History of South Asia, 716–723; South Asia Today, 724–731; History of China and Its Neighbors, 754–759; China and Its Neighbors Today, 760–767; History of Japan and the Koreas, 782–787; Japan and the Koreas Today, 788–795; History of Southeast Asia, 810–813; Southeast Asia Today, 814–819; History of Australia and the Pacific, 842–845; Australia and the Pacific Today, 846–851

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
Content Standard 2: Students will analyze the spatial organization of people, places, and environments on Earth’s surface.	
WST.2.7.1 Construct visual and written explanations of the <i>spatial organization</i> and <i>spatial patterns</i> of people, <i>places</i> , and environments	<p>SE/TP: Document-Based Assessment Writing Task & 21st Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857</p> <p>TP only: myWorld Activity: <u>The United States and Canada</u>, T10, T16, T24, T38, T46, T54; <u>Middle America</u>, T10, T18, T26, T38, T44, T52; <u>South America</u>, T10, T16, T24, T38, T44, T52, T66, T72, T80; <u>Europe and Russia</u>, T10, T18, T26, T34, T46, T54, T60, T65, T74, T88, T96, T110, T122, T130, T144, T150, T158; <u>Africa</u>, T10, T16, T24, T38, T44, T52, T66, T72, T80; <u>Southwest Asia</u>, T10, T16, T24, T38, T44, T52, T66, T72, T80; <u>South and Central Asia</u>, T10, T16, T24, T38, T44, T52; <u>East and Southeast Asia</u>, T10, T16, T24, T38, T44, T52, T66, T72, T80; <u>Australia and the Pacific</u>, T10, T16, T24, T32</p>
WST.2.7.2 Compare <i>spatial connections</i> among people, <i>places</i> , and their environments over time	<p>SE/TP: Regional Overview, 128–133, 188–193, 248–253, 330–335, 494–499, 580–585, 674–679, 736–741, 824–829; Chapter Atlas, 138–145, 164–171, 198–205, 226–233, 258–265, 282–289, 308–315, 414–421, 446–453, 468–475, 504–511, 530–537, 556–563, 590–597, 618–625, 648–655, 684–691, 708–715, 746–753, 774–781, 802–809</p>
WST.2.7.3 Use <i>spatial data</i> to answer questions and resolve problems about patterns reflecting physical and human phenomena	<p>SE/TP: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Economic Basics, 58–59; Economic Process, 60–61; Economic Systems, 62–63; Economic Development, 64–65; Trade, 66–67; Population Growth, 74–75; Population Distribution, 76–77; Migration, 78–79; Urbanization, 80–81; Cultural Diffusion and Change, 96–97; Science and Technology, 98–99; also see: Regional Overview, 128–133, 188–193, 248–253, 330–335, 494–499, 580–585, 674–679, 736–741, 824–829</p>

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
Content Standard 3: Students will analyze regions created through cultural, human, and physical characteristics.	
WST.3.7.1 Analyze the combinations of physical and human characteristics that make <i>places</i> and <i>regions</i> similar to and different from other <i>places</i> and <i>regions</i>	SE/TP: Regional Overview, 128–133, 188–193, 248–253, 330–335, 494–499, 580–585, 674–679, 736–741, 824–829; Chapter Atlas, 138–145, 164–171, 198–205, 226–233, 258–265, 282–289, 308–315, 414–421, 446–453, 468–475, 504–511, 530–537, 556–563, 590–597, 618–625, 648–655, 684–691, 708–715, 746–753, 774–781, 802–809; Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Population Distribution, 76–77; Migration, 78–79; Urbanization, 80–81; 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
WST.3.7.2 Analyze perceptions people have of <i>places</i> and <i>regions</i> around the world based on direct experiences (e.g., living in a <i>place</i> , travel) and indirect experiences (e.g., media, books, family, friends)	SE/TP: Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; Analyze Primary and Secondary Sources, 126, 158, 576 TP only: Primary Source Lesson Plan: <u>The United States and Canada</u> , T28, T50; <u>Middle America</u> , T48; <u>South America</u> , T20, T48, T76; <u>Europe and Russia</u> , T14, T122, T30, T50, T70, T78, T106, T134, T154; <u>Africa</u> , T28, T48, T84; <u>Southwest Asia</u> , T20, T56, T76; <u>South and Central Asia</u> , T20, T48; <u>East and Southeast Asia</u> , T20, T48, T76; <u>Australia and the Pacific</u> , T20. In addition, the teacher’s edition <i>Guide on the Side</i> lists learning strategies and questions on nearly every page of each of the unit books.

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
Content Standard 4: Students will apply geographic skills and tools to interpret the past, the present, and plan for the future.	
WST.4.7.1 Explain physical and cultural changes in <i>places</i> and <i>regions</i> over time using a variety of sources including <i>geographic representations</i> (e.g., boundaries, languages, beliefs, climate, technology, migration)	<p>SE/TP: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Economic Basics, 58–59; Economic Process, 60–61; Economic Systems, 62–63; Economic Development, 64–65; Trade, 66–67; Population Growth, 74–75; Population Distribution, 76–77; Migration, 78–79; Urbanization, 80–81; Cultural Diffusion and Change, 96–97; Science and Technology, 98–99</p> <p>Also see the chapters and lessons about how regions and countries have changed over time. Examples include the following: History of the United States, 146–151; The United States Today, 152–157; History of Central America and the Caribbean, 234–237; Central America and the Caribbean Today, 238–243; History of Russia, 476–483; Russia Today, 484–489; History of West and Central Africa, 512–517; West and Central Africa Today, 518–523; History of Arabia and Iraq, 598–605; Arabia and Iraq Today, 606–611; History of Israel and Its Neighbors, 626–633; Israel and Its Neighbors Today, 634–641; History of Iran, Turkey, and Cyprus, 656–661; Iran, Turkey, and Cyprus Today, 662–669; History of China and Its Neighbors, 754–759; China and Its Neighbors Today, 760–767; History of Japan and the Koreas, 782–787; Japan and the Koreas Today, 788–795</p>

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
WST.4.7.2 Analyze the influence of geography on current events, issues, and in planning for the future using a variety of sources including <i>geographic representations</i> and available <i>geospatial technology</i>	SE/TP: 21 st Century Learning and myWorld Activity, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857 TP only: myWorld Activity: <u>The United States and Canada</u> , T10, T16, T24, T38, T46, T54; <u>Middle America</u> , T10, T18, T26, T38, T44, T52; <u>South America</u> , T10, T16, T24, T38, T44, T52, T66, T72, T80; <u>Europe and Russia</u> , T10, T18, T26, T34, T46, T54, T60, T65, T74, T88, T96, T110, T122, T130, T144, T150, T158; <u>Africa</u> , T10, T16, T24, T38, T44, T52, T66, T72, T80; <u>Southwest Asia</u> , T10, T16, T24, T38, T44, T52, T66, T72, T80; <u>South and Central Asia</u> , T10, T16, T24, T38, T44, T52; <u>East and Southeast Asia</u> , T10, T16, T24, T38, T44, T52, T66, T72, T80; <u>Australia and the Pacific</u> , T10, T16, T24, T32
Strand: Human Systems	
Content Standard 5: Students will analyze the demographics and migration of human population and settlement over time.	
HS.5.7.1 Examine the variations of populations in different <i>places</i> and <i>regions</i> using <i>demographics</i>	SE/TP: Population Growth, 74–75; Population Distribution, 76–77; Migration, 78–79; Urbanization, 80–81; What is Culture?, 86–87; Families and Societies, 88–89; Language, 90–91; Cultural Diffusion and Change, 96–97; Population, 167, 176, 182–183, 204–205, 214, 263, 288, 314, 392, 419–421, 431, 432, 474–475, 498, 510–511, 558–559, 595, 621, 652, 712, 726–727, 740, 741, 750–751, 765, 780, 792–793, 806–807, 817, 828, 840, 841, 903
HS.5.7.2 Analyze <i>spatial patterns</i> and consequences of settlement and migration (e.g., voluntary and involuntary, seasonal, short- and long-term migration, <i>push- pull-factors</i>)	SE/TP: Migration, 78–79; Urbanization, 80–81; What is Culture?, 86–87; Cultural Diffusion and Change, 96–97; Conflict and Cooperation, 110–111; Migration, 142–144, 252, 406, 486, 539, 545, 765, 807, 808, 842–843, 899; also see: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Economic Development, 64–65; Trade, 66–67; Money Management, 68–69; Population Growth, 74–75; Population Distribution, 76–77

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
Content Standard 6: Students will evaluate the characteristics, distribution, and complexity of cultural regions.	
<p>HS.6.7.1 Examine the <i>cultural characteristics</i> of various <i>regions</i> (e.g., celebrations, language, child-rearing, clothing, food, beliefs, behaviors)</p>	<p>SE/TP: 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; 21st Century Learning: Develop Cultural Awareness, 858–859</p> <p>Also see the chapters and lessons about the cultural characteristics of regions and countries. Examples include the following: History of the United States, 146–151; American Culture, 154–156; History of Central America and the Caribbean, 234–237; Woven Cultures, 238–240; History of Russia, 476–483; History of West and Central Africa, 512–517; The Cultures of the Region, 521; History of Arabia and Iraq, 598–605; Religious Traditions, 606–607; History of Israel and Its Neighbors, 626–633; History of Iran, Turkey, and Cyprus, 656–661; History of China and Its Neighbors, 754–759; A Rich Cultural Life, 795</p>
<p>HS.6.7.2 Analyze reasons for and effects of <i>cultural diffusion</i>, <i>cultural convergence</i>, and <i>cultural divergence</i> in and across various <i>regions</i></p>	<p>SE/TP: What is Culture?, 86–87; Cultural Diffusion and Change, 96–97; also see: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Economic Development, 64–65; Trade, 66–67; Money Management, 68–69; Population Growth, 74–75; Population Distribution, 76–77; also see: American Culture, 154–156; Woven Cultures, 238–240; The Cultures of the Region, 521; Religious Traditions, 606–607; History of Israel and Its Neighbors, 626–633; A Rich Cultural Life, 795</p>

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
Content Standard 7: Students will analyze patterns and networks of economic interdependence among regions.	
HS.7.7.1 Explain <i>primary, secondary, tertiary, and quaternary economic activities</i>	SE/TP: Primary, secondary, tertiary, and quaternary economic activities, 60; see also: Economies of Different Countries, 152–154, 170, 171, 177, 180–181, 192–193, 216–217, 237, 241–242, 275, 299–300, 317, 318, 319, 324, 396, 406, 423, 425, 426, 430, 431, 432, 436–437, 438, 454–455, 456, 457, 483, 485, 518–519, 549, 572–573, 593, 608–609, 637, 664, 667–668, 698, 728, 730–731, 762–763, 787, 789, 791, 792, 818–819, 849
HS.7.7.2 Compare advantages and disadvantages of one location over another in the access to <i>factors of production</i> (e.g., human resources, natural resources, capital resources, entrepreneurship)	SE/TP: Factors of production, 58; also see: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Economic Process, 60–61; Economic Systems, 62–63; Economic Development, 64–65; Trade, 66–67
HS.7.7.3 Analyze movements of people, products, and ideas through transportation and communication networks and how they vary among <i>regions</i> (e.g., regional, global)	SE/TP: Trade Barriers and Free Trade, 67; Influence on the World Economy, 152, 154; Trade (Mexico), 218, 219; Ending Foreign Control, 236–237; Free-Trade Agreements, 241–242; Regional Economies, 299–300; Farming and Free Trade (Brazil), 324; European Union, 403; International Issues, 406; At the Center of the European Union, 428, 429; Resources and Trade, 562–563; The Persian Gulf in Modern Times, 603–605; Israel and Its Neighbors Today, 634–641; How the Oil Rich Can Help the Oil Poor, 672–673; Joining the World Economy, 698; Governments and Economies, 730–731; Economic Growth: the Importance of Exports, 762–763; Southeast Asia and the World, 819

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
Content Standard 8: Students will analyze causes and effects of cooperation and conflict among people.	
HS.8.7.1 Examine physical and human characteristics that influence the division and control of Earth’s surface (e.g., resources, land use, ethnicity, national identities)	SE/TP: World War II, 151; The United States as World Leader, 156–157; World War I, 177; Historical Ties to Britain, 178; Struggle for Power, 210–211; An Independent Brazil, 317–318; World War I, 394–395; A War of Ideas, 397; World War II, 398–399; Cold War and Division, 400–402; European Union, 403, 429; Yugoslavia Splits, 458; Ethnic Conflict Continues, 459; Cold War Russia, 481; Independence and Beyond (Africa), 516–517; Political Challenges, 519–520; Independence and Conflict (Israel), 632–633; The Palestinian-Israeli Conflict, 638–639; Iran and the United States, 664; Divided Cyprus, 668–669; Communists Take Control, 695; South Asia After Independence, 722–723; Conflicts in South Asia, 729; International Conflicts and Connections, 784–785; The Korean War, 786; Independence, War, and Recovery, 812–813; United Nations (UN), 111, 150, 181, 433; NAFTA and, 152, 154, 216, 219
HS.8.7.2 Explain levels of cooperation among people in various <i>places</i> and <i>regions</i> who solve human and environmental issues	SE/TP: Making a Difference, 46–47; Human-Environment Interaction: Environment and Resources, 48–49; Cooperation, 111; United Nations (UN), 150, 181, 433; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Land Use and Resources, 286–287; Globalization and the Environment, 298; Climate and Land Use, 310–311; Understanding the European Union, 429; Coal or Nuclear: difficult Energy Choices, 450; Natural Resources and the Environment, 451

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
HS.8.7.3 Analyze conflicting territorial claims from multiple perspectives (e.g., water sources or access, mineral rights, natural resources)	SE/TP: Trade Barriers and Free Trade, 67; Influence on the World Economy, 152, 154; Trade (Mexico), 218, 219; Ending Foreign Control, 236–237; Free-Trade Agreements, 241–242; Regional Economies, 299–300; Farming and Free Trade (Brazil), 324; European Union, 403; At the Center of the European Union, 428, 429; Regional Newcomers, 438–439; Yugoslavia Splits, 458; Ethnic Conflict Continues, 459; Independence and Beyond (Africa), 516–517; Resources and Trade, 562–563; Independence and Conflict (Israel), 632–633; The Palestinian-Israeli Conflict, 638–639; Divided Cyprus, 668–669; How the Oil Rich Can Help the Oil Poor, 672–673; Joining the World Economy, 698; Conflicts in South Asia, 729; Governments and Economies, 730–731; Economic Growth: the Importance of Exports, 762–763; International Conflicts and Connections, 784–785; The Korean War, 786; Southeast Asia and the World, 819
Strand: Environment and Society	
Content Standard 9: Students will analyze the interactions between humans and the environment.	
ES.9.7.1 Examine ways people have adapted to the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication)	SE/TP: Science and Technology, 98–99; Land Use, 50–51; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Land Use and Resources, 286–287; Climate and Land Use, 310–311; Natural Resources and the Environment, 451; Russia’s Resources, 472–472; People and the Land, 508–509; Riches from the Land, 534–535; Resources and Trade, 562–563; Land Use and Energy, 652–653; Climate and Land Use, 686–687; Land Use and Resources, 712; Climate and Land Use, 748–749; Land Use and Natural Resources, 778–779; Environmental Threats, 781; Settlement and Land Use, 806

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
ES.9.7.2 Describe symbiotic relationships between humans and their physical environments	SE/TP: Environment and Resources, 48–49; Land Use, 50–51; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; How People Use Their Land, 264; Land Use and Resources, 286–287; Climate and Land Use, 310–311; Natural Resources and the Environment, 451; Russia’s Resources, 472–472; People and the Land, 508–509; Riches from the Land, 534–535; Resources and Trade, 562–563; Land Use and Energy, 652–653; Climate and Land Use, 686–687; Land Use and Resources, 712; Climate and Land Use, 748–749; Land Use and Natural Resources, 778–779; Environmental Threats, 781; Settlement and Land Use, 806
ES.9.7.3 Analyze positive and negative consequences of human changes on the physical environment	SE/TP: Making a Difference, 46–47; Human-Environment Interaction: Environment and Resources, 48–49; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Land Use and Resources, 286–287; Globalization and the Environment, 298; Climate and Land Use, 310–311; Coal or Nuclear: difficult Energy Choices, 450; Natural Resources and the Environment, 451
ES.9.7.4 Examine human induced changes in one <i>place</i> or <i>region</i> and its effects on other <i>places</i> or <i>regions</i> (e.g., flood control, deforestation, factories, electric power generation)	SE/TP: The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; Globalization and the Environment, 298; Climate and Land Use, 310–311; Coal or Nuclear: Difficult Energy Choices, 450; Natural Resources and the Environment, 451

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
Content Standard 10: Students will evaluate patterns of change and continuity in the distribution and consumption of resources.	
ES.10.7.1 Explain how culture has influenced decisions about the use of resources over time	SE/TP: Trade Barriers and Free Trade, 67; Influence on the World Economy, 152, 154; Trade (Mexico), 218, 219; Ending Foreign Control, 236–237; Free-Trade Agreements, 241–242; Regional Economies, 299–300; Farming and Free Trade (Brazil), 324; European Union, 403; International Issues, 406; At the Center of the European Union, 428, 429; Resources and Trade, 562–563; The Persian Gulf in Modern Times, 603–605; Israel and Its Neighbors Today, 634–641; How the Oil Rich Can Help the Oil Poor, 672–673; Joining the World Economy, 698; Governments and Economies, 730–731; Economic Growth: the Importance of Exports, 762–763; Southeast Asia and the World, 819
ES.10.7.2 Examine physical and human processes that influence formation and <i>sustainability</i> of resources	SE/TP: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Land Use and Resources, 286–287; Climate and Land Use, 310–311; Natural Resources and the Environment, 451; Russia’s Resources, 472–472; People and the Land, 508–509; Riches from the Land, 534–535; Resources and Trade, 562–563; Land Use and Energy, 652–653; Climate and Land Use, 686–687; Land Use and Resources, 712; Climate and Land Use, 748–749; Land Use and Natural Resources, 778–779; Environmental Threats, 781; Settlement and Land Use, 806

**A Correlation of myWorld Geography, Survey Edition
to the
Arkansas Social Studies Curriculum Framework, Grade 7**

Arkansas Social Studies Curriculum Framework	myWorld Geography Survey Edition
<p>ES.10.7.3 Evaluate the <i>sustainability</i> of resources achieved through civic actions</p>	<p>SE/TP: Making a Difference, 46–47; Human-Environment Interaction: Environment and Resources, 48–49; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Land Use and Resources, 286–287; Globalization and the Environment, 298; Climate and Land Use, 310–311; Coal or Nuclear: difficult Energy Choices, 450; Natural Resources and the Environment, 451</p>