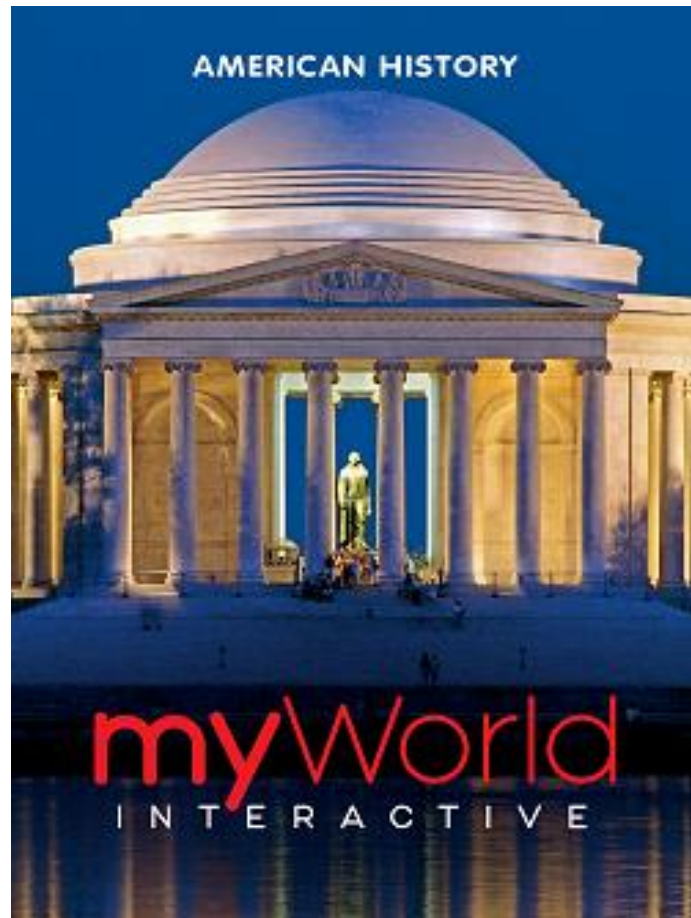


## A Correlation of



# To the Arizona History and Social Science Standards Grade 8

**A Correlation myWorld Interactive Social Studies American History, Survey Edition, ©2019  
to the Arizona History and Social Science Standards, Grade 8**

**Introduction**

This document demonstrates how *myWorld Interactive American History, ©2019* meets the Arizona History and Social Science Standards, Grade 8. Correlation page references are to the Student Edition and Teacher Edition.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Activity Journal** encourages inquiry, writing, and application of concepts. Create self-motivated learners!

*myWorld Interactive Social Studies* provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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EIGHTH GRADE - CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY	
<b>8.SP Disciplinary Skills and Processes</b>	
Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.	
8.SP1.1 Analyze connections among events and developments in broader historical contexts.	<p><b>SE/TE:</b> Analysis Skills: Relate Events in Time, 189; Construct a Timeline, 329; Detect Changing Patterns, 421; Analyze Sequence, Causation, and Correlation, 662; also see: Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548, 584, 650, 690, 714, 746, 780, 816, 846, 861, 890, 905, 960, 998; Identify Cause and Effect (examples), 255, 268, 277, 284, 290, 300, 321, 325, 458, 505, 529, 543, 545, 560, 572, 588, 599, 624, 811, 835, 859, 872; Identify Patterns, 364</p> <p><b>Active Journal:</b> Timeline Skills, 2-3, 24-25, 52-53, 76-77, 104-105, 130-131, 158-159, 184-185, 210-211, 232-233, 258-259, 284-285, 312-313, 340-341, 362-363, 390-391, 410-411; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402, 422; Quick Activity: Make a Timeline, 66; Great Depression Timeline, 337; Turning the Tide of War, 359; Civil Rights Movement Timeline, 380; Building a Timeline, 407; Create an Illustrated Timeline, 42</p> <p><b>Digital Resources:</b> 21st Century Skills Tutorials: Sequence</p>

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8.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.	<p><b>SE/TE:</b> Analysis Skills: Identify Sources of Continuity, 246; Analyze Sequence, Causation, and Correlation, 662; Detect Changing Patterns, 421; also see: Analyze Reading Check &amp; Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Sequence (examples), 399, 576; Identify Patterns, 364</p> <p><b>Active Journal:</b> Timeline Skills, 2-3, 24-25, 52-53, 76-77, 104-105, 130-131, 158-159, 184-185, 210-211, 232-233, 258-259, 284-285, 312-313, 340-341, 362-363, 390-391, 410-411; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402, 422</p> <p><b>Digital Resources:</b> 21st Century Skills Tutorials: Sequence</p>
8.SP1.3 Evaluate the significance of past events and their effect on students' lives and society.	<p><b>SE/TE:</b> Analysis Skills: Relate Events in Time, 189; Construct a Timeline, 329; Detect Changing Patterns, 421; Analyze Sequence, Causation, and Correlation, 662; also see: Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548, 584, 650, 690, 714, 746, 780, 816, 846, 861, 890, 905, 960, 998; Identify Cause and Effect (examples), 255, 268, 277, 284, 290, 300, 321, 325, 458, 505, 529, 543, 545, 560, 572, 588, 599, 624, 811, 835, 859, 872; Identify Patterns, 364</p> <p><b>Active Journal:</b> Timeline Skills, 2-3, 24-25, 52-53, 76-77, 104-105, 130-131, 158-159, 184-185, 210-211, 232-233, 258-259, 284-285, 312-313, 340-341, 362-363, 390-391, 410-411; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402, 422; Quick Activity: Make a Timeline, 66; Great Depression Timeline, 337; Turning the Tide of War, 359; Civil Rights Movement Timeline, 380; Building a Timeline, 407; Create an Illustrated Timeline, 424</p>

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8.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.	<p><b>SE/TE:</b> 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; also see: Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Primary Sources (examples), 25, 47, 65, 90, 153, 216, 253, 303, 316, 348, 451, 488, 531, 564, 620, 661, 736, 804, 865, 914, 980, 992, 1013; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p><b>Active Journal:</b> Quick Activity, 16, 21, 40, 47, 66, 71, 90, 99, 118, 123, 142, 155, 176, 179, 198, 205, 222, 229, 246, 255, 270, 273, 300, 303, 328, 337, 356, 359, 380, 385, 404, 407, 424, 427</p> <p><b>Digital Resources:</b> Social Studies Reference Center: Biographies</p>
Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	
8.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras.	<p><b>SE/TE:</b> Analysis Skills: Assess Credibility of a Source, 512; Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Real News from “Fake News,” 1014; Determine Author’s Point of View, 153, 348, 464, 564, 736, 775, 804, 992; Identify/Recognize Points of View, 403, 894, 954, 991; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p><b>Active Journal:</b> Quick Activity: Formerly a Slave, 198; An Echo Across Time, 179; Writing Workshop: Writing from Perspective: Narrative Essay, 50–51; Narrative Essay, 182–183; Narrative Essay, 360–361</p>

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(Continued)	(Continued) <b>Digital Resources:</b> 21 <sup>st</sup> Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments
8.SP2.2 Explain how and why perspectives of people have changed over time.	<b>SE/TE:</b> Analysis Skills: Assess Credibility of a Source, 512; Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Real News from “Fake News,” 1014; Determine Author’s Point of View, 153, 348, 464, 564, 736, 775, 804, 992; Identify/Recognize Points of View, 403, 894, 954, 991; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045 <b>Active Journal:</b> Quick Activity: Formerly a Slave, 198; An Echo Across Time (Compare Declaration of Independence to the Declaration of Sentiments), 179 <b>Digital Resources:</b> 21 <sup>st</sup> Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments
8.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.	<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; Analysis Skills: Assess Credibility of a Source, 512; Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Real News from “Fake News,” 1014; Determine Author’s Point of View, 153, 348, 464, 564, 736, 775, 804, 992; Identify/Recognize Points of View, 403, 894, 954, 991

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(Continued)	(Continued) <b>Active Journal:</b> Quick Activity: Formerly a Slave, 198; An Echo Across Time (Compare Declaration of Independence to the Declaration of Sentiments), 179; Writing Workshop: Writing from Perspective: Narrative Essay, 50–51; Narrative Essay, 182–183; Narrative Essay, 360–361  <b>Digital Resources:</b> 21 <sup>st</sup> Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments
Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.	
8.SP3.1 Create and answer compelling and supporting questions that reflect enduring issues in the field of history and social science.	<b>SE/TE:</b> Research: Generate Question to Focus Research, 13, 272, 557, 788, 1012; Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000 <b>Active Journal:</b> Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431; Quests: Ask Questions, 4, 26, 54, 78, 106, 132, 160, 186, 212, 234, 260, 286, 314, 342, 364, 392, 412  <b>Digital Resources:</b> 21 <sup>st</sup> Century Skills Tutorials: Ask Questions; Generate New Ideas; Search for Information on the Internet; Evaluate Web Sites



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8.SP3.2 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.	<p><b>SE/TE:</b> Analyze Primary and Secondary Sources, ELA 4–ELA 6; Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Analysis Skills: Assess Credibility of a Source, 512; Writing Workshop: Topic 1: Research Paper, 13, 24, 38, 46, 49; Topic 5: Research Paper, 272, 279, 290, 302, 315, 328, 331; Topic 9: Research Paper, 557, 563, 572, 579, 581; Topic 11: Research Paper, 660, 668, 678, 686, 698, 711; Topic 13: Research Paper, 788, 796, 803, 812, 820, 832, 841, 843; Topic 17: Research Paper, 1012, 1022, 1032, 1042, 1045</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>
8.SP3.3 Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	<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: Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000;</p> <p><b>Active Journal:</b> Quests: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>

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8.SP3.4 Evaluate the relevance and utility of historical sources based on information such as author, date, origin, intended audience, and purpose.	<p><b>SE/TE:</b> Analyze Sources: Assess Credibility of a Source, 512; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Writing Workshop: Use Credible Sources, 38, 279, 563, 668, 678, 796, 803</p> <p><b>Active Journal:</b> Quests: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>
8.SP3.5 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the source to guide the selection to support claims and counterclaims.	<p><b>SE/TE:</b> Quests, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Analysis Skills: Assess Credibility of a Source, 512; 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; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Writing Workshop: Use Credible Sources, 38, 279, 563, 668, 678, 796, 803</p> <p><b>Active Journal:</b> Quests: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419</p>

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<p>(Continued)</p>	<p>(Continued) <b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Evaluate Web Sites; Interpret Sources; Read Charts, Graphs, and Tables; Search for Information on the Internet; Take Effective Notes</p>
<p>8.SP4.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of the arguments.</p>	<p><b>SE/TE:</b> Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255; Topic 10: Argumentative Essay, 597, 609, 619, 629, 637, 644, 647 <b>Active Journal:</b> Writing Workshop: Argument, 102–103, 256–257; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229  <b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p>

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<p>8.SP4.7 Construct and present explanations using reasoning, correct sequence, examples, details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p><b>SE/TE:</b> Writing: Using the Writing Process, ELA 7–ELA 8; Write Informative or Explanatory Essays, ELA 10; Topic 1: Research Paper, 13, 24, 38, 46, 49; Topic 3: Explanatory Essay, 140, 152, 163, 176, 188, 191; Topic 5: Research Paper, 272, 279, 290, 302, 315, 328, 331; Topic 8: Informative Essay, 487, 499, 511, 519, 530, 543, 545; Topic 9: Research Paper, 557, 563, 572, 579, 581; Topic 11: Research Paper, 660, 668, 678, 686, 698, 711; Topic 12: Write an Informative Essay, 726, 735, 743, 751, 760, 767, 777; Topic 13: Research Paper, 788, 796, 803, 812, 820, 832, 841, 843; Topic 15: Write an Informative Text, 898, 906, 913, 927, 935, 947, 955, 957; Topic 16: Explanatory Essay, 972, 979, 991, 995; Topic 17: Research Paper, 1012, 1022, 1032, 1042, 1045</p> <p><b>Active Journal:</b> Writing Workshop: Explanatory Essay, 74–75, 408–409; Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Analyze Primary and Secondary Sources; Compare and Contrast; Draw Conclusions; Draw Inferences; Identify Evidence; Identify Main Ideas and Details; Organize Your Ideas; Sequence; Synthesize; Write an Essay</p>

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<p>8.SP4.8 Present arguments and explanations on topics of interest to others to reach multiple audiences in and outside of the classroom print, oral, and digital technologies.</p>	<p><b>SE/TE:</b> Quests: 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</p> <p><b>Active Journal:</b> Quests: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate; Identify Evidence; Identify Main Ideas and Details; Organize Your Ideas; Sequence; Synthesize; Write an Essay</p>
<p>Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.</p>	
<p>8.SP4.1 Explain the multiple causes and effects of events and developments in the past.</p>	<p><b>SE/TE:</b> Analysis Skills: Distinguish Cause and Effect, 224; Reading Check &amp; Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487; Sequence (examples), 399, 576</p> <p><b>Active Journal:</b> Take Notes: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220, 242, 271, 274, 329, 352</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Analyze Cause and Effect</p>

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8.SP4.2 Evaluate the influence of various causes of events and developments in the past.	<p><b>SE/TE:</b> Analysis Skills: Distinguish Cause and Effect, 224; Reading Check &amp; Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487; Sequence (examples), 399, 576</p> <p><b>Active Journal:</b> Take Notes: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220, 242, 271, 274, 329, 352</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Analyze Cause and Effect</p>
8.SP4.3 Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues.	<p><b>SE/TE:</b> Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255 Topic 10: Argumentative Essay, 597, 609, 619, 629, 637, 644, 647</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 102–103, 256–257; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p>

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8.SP4.4 Compare the credibility, and authenticity of central arguments in secondary works of history on related topics in multiple media.	<p><b>SE/TE:</b> Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Essential from Incidental Information, 565; Distinguish Fact and Opinion, 280; Distinguish Relevant from Irrelevant Information, 500; Distinguish Verifiable from Unverifiable Information, 382; Identify Central Issues and Problems, 679</p> <p><b>Active Journal:</b> Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Compare Viewpoints; Consider and Counter Opposing Arguments; Identify Bias; Participate in a Discussion or Debate</p>
<b>8.C Civics</b>	
Civic virtues and democratic principles are key components of the American political system.	
8.C1.1 Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems.	<p><b>SE/TE:</b> What Were the Foundations of Representative Government?, 123–125; 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; Review and Assessment, 254–255</p> <p><b>Active Journal:</b> Quest: Examining the Colonial Environment, 26–33</p> <p><b>Digital Resources:</b> Social Studies Core Concepts: Government and Civics</p>

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<p>Ideas and principles contained in founding documents include but are not limited to popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights</p>	
<p>8.C1.2 Demonstrate civic virtues that contribute to the common good and democratic principles within a variety of deliberative processes and settings.</p>	<p><b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quest: Civic Discussion Inquiry, 132, 260, 336, 478, 892; Citizens’ Rights and Responsibilities, 247–252 <b>Active Journal:</b> Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>
<p>8.C1.3 Analyze the influence of personal interests and perspectives when people address issues and problems in government and civil society.</p>	<p><b>SE/TE:</b> Abolitionism, 443–449; Reform and Women’s Rights, 452–463; 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; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Citizens’ Rights and Responsibilities, 247–252; Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408 <b>Active Journal:</b> Quest: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176; Newspaper Editorial, 229; Civil Rights Movement Timeline, 380</p>



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(Continued)	(Continued) <b>Digital Resources:</b> 21 <sup>st</sup> Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting; Social Studies Reference Center: Biographies: Topic 3: Lesson 3 Thomas Jefferson; Topic 3: Lesson 4 Benjamin Franklin
8.C1.4 Engage in projects to help or inform others such as community service and service-learning projects.	<b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quest: Civic Discussion Inquiry, 132, 260, 336, 478, 892; Citizens' Rights and Responsibilities, 247–252 <b>Active Journal:</b> Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293  <b>Digital Resources:</b> 21 <sup>st</sup> Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting

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Citizens have individual rights, roles, and responsibilities.	
8.C2.1 Analyze the powers of citizens in a variety of governmental and non-governmental contexts.	<p><b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quest: Civic Discussion Inquiry: Senate Representation, 196; also see: Federalists, Antifederalists, and the Bill of Rights, 217–222; Federalism and Amendments, 237–245; Citizens’ Rights and Responsibilities, 247–252; Primary Source: Hamilton and Madison Disagree, 253; A Two-Party System Develops, 273–279; Abolitionism, 443–449; Reform and Women’s Rights, 452–463</p> <p><b>Active Journal:</b> Quests: Examining the Colonial Environment, 26–33; Senate Representation, 78–85; Slavery and Abolition, 160–167; Reporting the Facts, 364–371</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>
8.C2.2 Explain specific roles, rights and responsibilities of people in a society.	<p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 247–252; Quest: Project Inquiry: Choosing Sides, 132; Civic Discussion Inquiry: Senate Representation, 196; Document-Based Inquiry: The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Look into the Future, 1000; also see: Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993</p> <p><b>Active Journal:</b> Quests: Senate Representation, 78–85</p> <p><b>Digital Resources:</b> Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>

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8.C2.3 Analyze concepts and ideals such as majority and minority rights, civil dissent, and the rule of law.	<p><b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quest: Civic Discussion Inquiry: Senate Representation, 196; also see: 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; Citizens’ Rights and Responsibilities, 247–252; Primary Source: Hamilton and Madison Disagree, 253; A Two-Party System Develops, 273–279; Abolitionism, 443–449; Reform and Women’s Rights, 452–463</p> <p><b>Active Journal:</b> Quests: Examining the Colonial Environment, 26–33; Senate Representation, 78–85; Slavery and Abolition, 160–167; Reporting the Facts, 364–371</p> <p><b>Digital Resources:</b> Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>
8.C2.4 Explain how immigrants become naturalized citizens.	<p><b>SE/TE:</b> American Citizenship, 247–249</p> <p><b>Active Journal:</b> Quests: Effects of Immigration, 260–267</p> <p><b>Digital Resources:</b> Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Lesson Videos: Topic 4: Lesson 7: Responsibilities of Citizenship</p>

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<p align="center"><b>Arizona History and Social Science Standards Grade 8</b></p>	<p align="center"><b>myWorld Interactive Social Studies American History, Survey Edition ©2019</b></p>
<p>An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government is essential to effective citizenship.</p>	
<p>8.C3.1 Describe the impact of political and civic institutions such as political parties, interest groups, elections, and the media in shaping policy.</p>	<p><b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quest: Civic Discussion Inquiry: Senate Representation, 196; also see: Citizens’ Rights and Responsibilities, 247–252; Primary Source: Hamilton and Madison Disagree, 253; A Two-Party System Develops, 273–279; Abolitionism, 443–449; Reform and Women’s Rights, 452–463  <b>Active Journal:</b> Quests: Analyzing the Reagan Conservative Movement, 392–399    <b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Analyze Images; Analyze Media Content; Analyze Political Cartoons; Evaluate Web Sites</p>

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<p>Key concepts include but are not limited to political party platforms, structure of parties on a national, state, and local level including precincts, primary and general elections, presidential nominating system including conventions, congressional elections including congressional districts, gerrymandering, and census, electoral college including how electors are chosen in Arizona, types of interest groups, and role of the media.</p>	
<p>8.C3.2 Examine the origins and purpose of constitutions, laws, treaties, and international agreements.</p>	<p><b>SE/TE:</b> 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; Review and Assessment, 254–255; Adams-Onis Treaty, 326; Fort Laramie Treaty, 613–614, 616; Treaty of Kanagawa, 718; Treaty of Versailles, 771–772, 771–774, 849–850, 856; North Atlantic Treaty Organization (NATO), 896–897, 978, 1012; United Nations (UN), 897, 898; Intermediate Nuclear Force (INF) Treaty, 975; Strategic Arms Reduction Treaty (START), 982</p> <p><b>Active Journal:</b> Quests: Senate Representation, 78–85; The Mexican-American War, 132–139; Writing Workshop: Arguments, 102–103 (Power of Federal Government)</p> <p><b>Digital Resources:</b> Social Studies Core Concepts: Government and Civics; Social Studies Reference Center: Biographies: Topic 3: Lesson 2 Patrick Henry; Topic 3: Lesson 3 Thomas Jefferson</p>

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8.C3.3 Compare the structures, powers, and limits of government at distinct levels in the United States.	<p><b>SE/TE:</b> Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; United States Constitution, 1050–1071; also see: State Governments, 198, 244–245, 254, 570; States’ Rights, 242–243, 284–285, 349–352, 364, 503</p> <p><b>Active Journal:</b> Writing Workshop: Arguments, 102–103 (Power of Federal Government)</p> <p><b>Digital Resources:</b> Social Studies Core Concepts: Government and Civics</p>
Process, rules, and laws direct how individuals are governed and how society addresses problems.	
8.C4.1 Compare historical and contemporary means of changing societies to promote the common good.	<p><b>SE/TE:</b> Abolitionism, 443–449; Reform and Women’s Rights, 452–463; 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; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Citizens’ Rights and Responsibilities, 247–252</p> <p><b>Active Journal:</b> Quest: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176; Newspaper Editorial, 229; Civil Rights Movement Timeline, 380</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting; Social Studies Reference Center: Biographies: Topic 4: Lesson 4 James Madison; Topic 5: Lesson 1 Alexander Hamilton</p>

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8.C4.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.	<p><b>SE/TE:</b> Federalism and Amendments, 237–245; Landmark Supreme Court Cases, 288–290, 918–919, 920, 930; Reform and Women’s Rights, 452–463; 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; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; also see: Judicial Review, 232, 235, 281, 331, 560</p> <p><b>Active Journal:</b> Quick Activity: Civil Rights Movement Timeline, 380</p> <p><b>Digital Resources:</b> Social Studies Core Concepts: Government and Civics; 21<sup>st</sup> Century Skills Tutorials: Being an Informed Citizen; Political Participation; Serving on a Jury; Voting</p>
8.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings and at different levels including the national, state, local (county, city, school board), and tribal.	<p><b>SE/TE:</b> Reconstruction, 546–581; The Progressive Era, 648–711; Aid for the Needy, 818–819; Roosevelt’s New Deal, 821–832; Economic Policy, 966, 967–968, 979, 1017, 1020–1022, 1034, 1037, 1041; also see: Embargo, 301; Trade: Tariffs, 263, 266, 320, 342, 350–351, 371, 677; NAFTA, 970–971, 1017, 1041; OPEC, 990; Analysis Skill: Interpret Economic Performance, 359; Quest: Document-Based Inquiry: The Role of Government in the Economy, 782</p> <p><b>Active Journal:</b> Quick Activity: Debate with a Partner, 222; Great Depression Timeline, 337; Quest: The Role of Government in the Economy, 314–321</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting; Social Studies Core Concepts: Government and Civics</p>

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<p>8.C4.4 Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue including an action plan to address or inform others about the issue.</p>	<p><b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Identify Central Issues and Problems, 317; Quest: Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716; Document-Based Inquiry: 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><b>Active Journal:</b> Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Quick Activity: Abolitionists Speak Out, 176; An Echo Across Time (Compare Declaration of Independence and Declaration of Sentiments, 179; Civil Rights Movement Timeline, 380; You’re the Newscaster, 385 (Vietnam War)</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>



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<p>8.C4.5 Analyze how a specific problem can manifest itself at the local, regional, and global levels, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. Apply a range of deliberative and democratic procedures to take action and solve the problem.</p>	<p><b>SE/TE:</b> Analysis Skills: Identify Central Issues and Problems, 317; Quest: Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716; Document-Based Inquiry: 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; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500;; Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993</p> <p><b>Active Journal:</b> Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Quick Activity: Abolitionists Speak Out, 176; An Echo Across Time (Compare Declaration of Independence and Declaration of Sentiments, 179; Civil Rights Movement Timeline, 380; You’re the Newscaster, 385 (Vietnam War)</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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<b>8.E Economics</b>	
A financially literate individual understands how to manage income, spending, and investment.	
8.E1.1 Analyze the relationship between education, income, and job opportunities.	<p><b>SE/TE:</b> Wages, 426, 806, 868, 815, 933; The Labor Movement, 631–637; GI Bill of Rights, 907, 910; A Global Economy, 1015–1023; also see: Education: Apprenticeships, 116–117; Free-Market System/Capitalism, 287, 412–413, 627–628, 977; Public, 244, 245, 456–457, 704–705, 756; Women’s, 462; Progressive era, 704–705</p> <p><b>Active Journal:</b> Quest: The Role of Government in the Economy, 314–321</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics; Lesson Videos: Topic 10: Lesson 4: Big Business; Lesson 5: The Labor Movement</p>
8.E1.2 Analyze the relationship between interest rates, saving, and use of credit.	<p><b>SE/TE:</b> Credit, 413; Consumer Goods and Credit, 785–786; Stock market, 813, 814, 827, 1019; Consumer Goods Increase, 910; What Caused a World Economic Crisis, 1018–1020; American Recovery and Reinvestment Act, 1021; Economic Dangers Persist, 1022; also see: First Bank of the United States, 266, 275–276; Second Bank of the United States, 319, 322, 352–355; Interpret Economic Performance, 359; Quest: Document-Based Inquiry: The Role of Government in the Economy, 782; A Global Economy, 1015–1022</p> <p><b>Active Journal:</b> Quests: The Role of Government in the Economy, 314–321</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics; Lesson Videos: Topic 13: Lesson 4 Prosperity and Peril; Lesson 5 The Great Depression</p>

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8.E1.3 Analyze the relationship between investment and return.	<p><b>SE/TE:</b> Stock market, 813, 814, 827, 1019; Consumer Goods Increase, 910; What Caused a World Economic Crisis, 1018–1020; American Recovery and Reinvestment Act, 1021; Economic Dangers Persist, 1022; also see: First Bank of the United States, 266, 275–276; Second Bank of the United States, 319, 322, 352–355; Quest: Document-Based Inquiry: The Role of Government in the Economy, 782  <b>Active Journal:</b> Quests: The Role of Government in the Economy, 314–321</p> <p><b>Digital Resources:</b> Social Studies Core Concepts: Economics; Lesson Videos: Topic 17: Lesson 3 The Global Financial Crisis of 2008</p>
8.E1.4 Examine the factors that influence spending decisions.	<p><b>SE/TE:</b> Consumer Goods and Credit, 785–786; Consumer Goods Increase, 910; Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669</p> <p><b>Digital Sources:</b> Core Concepts: Personal Finance</p>
8.E1.5 Create a budget and examine the benefits of budgeting.	<p><b>SE/TE:</b> Analysis Skill: Conduct a Cost Benefit Analysis, 669; also see: Debt, 200, 263–267; Promoting a Free Market Economy, 287; Credit, 413; Consumer Goods and Credit, 785–786</p> <p><b>Digital Resources:</b> Core Concepts: Personal Finance</p>

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8.E1.6 Analyze the impact of debt on individuals.	<p><b>SE/TE:</b> For supporting content please see: Debt, 200, 263–267; Promoting a Free Market Economy, 287; Credit, 413; Consumer Goods and Credit, 785–786; Consumer Goods Increase, 910; Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669</p> <p><b>Digital Sources:</b> Core Concepts: Personal Finance</p>
8.E1.7 Understand several types of financial investments and calculate rates of return.	<p><b>SE/TE:</b> Stock market, 813, 814, 827, 1019; Consumer Goods Increase, 910; What Caused a World Economic Crisis, 1018–1020; American Recovery and Reinvestment Act, 1021; Economic Dangers Persist, 1022; also see: First Bank of the United States, 266, 275–276; Second Bank of the United States, 319, 322, 352–355; Quest: Document-Based Inquiry: The Role of Government in the Economy, 782</p> <p><b>Active Journal:</b> Quests: The Role of Government in the Economy, 314–321</p> <p><b>Digital Resources:</b> Social Studies Core Concepts: Economics; Lesson Videos: Topic 17: Lesson 3 The Global Financial Crisis of 2008</p>
8.E1.8 Identify ways insurance may minimize personal financial risk.	<p><b>SE/TE:</b> RFC, 819; Federal Deposit Insurance Corporation (FDIC), 827; Unemployment insurance, 829; The Fair Deal, 908; Health Insurance, 908, 970, 1003, 1039; Insurance company bail outs, 1020; Affordable Care Act, 1037; also see: African Americans insurance companies, 694; Mutualistas and insurance, 695</p> <p><b>Digital Resources:</b> Core Concepts: Personal Finance</p>

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By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	
8.E.2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.	<p><b>SE/TE:</b> Analysis Skills: Interpret Economic Performance, 359; Quest: Document-Based Writing Inquiry: The Role of Government in the Economy, 782; Analyzing the Reagan Conservative Movement, 962; Conduct a Cost-Benefit Analysis, 669; Roosevelt’s New Deal, 821–832; Economic Policy, 966, 967–968, 979, 1017, 1020–1022, 1034, 1037, 1041; also see: Mercantilism, 121; Triangular Trade, 123; Economic Policy: of Hamilton, 274; of Jefferson, 274–275, 287–288; laissez faire, 287, 357; American System, 321, 371; of Quincy Adams, 341; The Industrial Revolution, 409–420; Analysis Skill Detect Changing Patterns, 421; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442</p> <p><b>Active Journal:</b> Quick Activity: Great Depression Timeline, 337; Quest: The Role of Government in the Economy, 314–321</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics; Personal Finance</p>
8.E.2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups.	<p><b>SE/TE:</b> NAFTA, 970–971, 1041; A Global Economy, 1015–1022; also see: Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669</p> <p><b>Active Journal:</b> Take Notes, 422</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics</p>

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Individuals and institutions are interdependent within market systems.	
8.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.	<p><b>SE/TE:</b> Promoting a Free Market Economy, 287; Stock market, 413, 786–787, 813, 814, 827, 1019; Credit, 413; Industry and Corporations, 622–629; New Technologies, 638–644; Primary Source: Quotations from Thomas Edison, 645; Consumer Goods and Credit, 785–786; How Did the Automobile Change America?, 792–794; Consumer Goods Increase, 910; What Caused a World Economic Crisis, 1018–1020; American Recovery and Reinvestment Act, 1021; Economic Dangers Persist, 1022; also see: Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669</p> <p><b>Active Journal:</b> Quick Activity: Inventing for Change, 255; Changing Fashions, 328; Quest: High-Speed Rail, 234–241</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics</p>
8.E3.2 Analyze the relationship between supply, demand, and competition and their influence on prices, wages, and production.	<p><b>SE/TE:</b> Demand for goods, 624, 786, 816, 908; Economic law of demand, 626; Home prices, 1018; also see: Free-Market System/Capitalism, 287, 412–413, 627–628, 977; Consumer Price Index (CPI), 359; crop prices, 607, 609; A Global Economy, 1015–1023; Trade: Tariffs, 263, 266, 320, 342, 350–351, 371, 677; Embargo, 301; NAFTA, 970–971, 1017, 1041; OPEC, 990</p> <p><b>Active Journal:</b> Take Notes, 422; Quick Activity: Great Depression Timeline, 337; Quest: The Role of Government in the Economy, 314–321</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics</p>

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8.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions in a market economy.	<p><b>SE/TE:</b> Primary Source: Hamilton and Madison Disagree, 253; First Bank of the United States, 266, 275–276; Second Bank of the United States, 319, 322, 352–355; Interpret Economic Performance, 359; Industry and Corporations, 622–629; Labor unions, 632–634, 636–637, 674, 682, 757, 806, 828, 931; Quest: Document-Based Inquiry: The Role of Government in the Economy, 782; Roosevelt’s New Deal, 821–832; A Global Economy, 1015–1022</p> <p><b>Active Journal:</b> Quests: The Role of Government in the Economy, 314–321</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Government and Civics</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics; Lesson Videos: The Effects of Industrialization on Daily Life</p>
The domestic economy is shaped by interactions between government, institutions, and the private sector.	
8.E4.1 Explain how inflation, deflation, and unemployment affect distinct groups.	<p><b>SE/TE:</b> Current employment statistics (CES), 359; Inflation, 528, 529, 609, 908, 950; employment trends, 636, 1020; Deflation and the Great Depression, 815; Unemployment, 816, 817, 868, 926, 1037</p> <p><b>Active Journal:</b> Quick Activity: Great Depression Timeline, 337</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics</p>
8.E4.2 Explain the influence of changes in interest rates on borrowing and investing.	<p><b>SE/TE:</b> Bond and interest, 263, 868; Interest rates, 686; Installment buying, 786; Timeline (Fed raises/lowers interest rates), 813, 1016, 1018; Low interest loans, 910; Monetary policy, 964; Higher interest rate loans, 1019;</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics; Personal Finance</p>

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8.E4.3 Explain the effect of productivity on standard of living.	<p><b>SE/TE:</b> Rising Standards of Living, 425; Highest standard of living, 629, 907, 910</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics</p>
The interconnected global economy impacts all individuals and groups in significant and varied ways.	
8.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.	<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; 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>Digital Sources:</b> : Core Concepts: Economics</p>



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8.E5.2 Compare various economic systems such as command, mixed, and free market.	<p><b>SE/TE:</b> Promoting a Free Market Economy, 287; Free-Market System/Capitalism, 287, 412–413, 627–628, 977; Socialism, 760; Communism (economic system), 762, 787, 939–940, 977, 1024–1027; Consumer Goods and Credit, 785–786; How Did the Automobile Change America?, 792–794; Consumer Goods Increase, 910; What Caused a World Economic Crisis, 1018–1020; American Recovery and Reinvestment Act, 1021; Economic Dangers Persist, 1022</p> <p><b>Active Journal:</b> Quick Activity: Inventing for Change, 255; Changing Fashions, 328; Quest: High-Speed Rail, 234–241</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics</p>
8.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.	<p><b>SE/TE:</b> Trade Grows, 29; How Was the Middle East a Crossroads of the World?, 30–32; African Trade and Cultures, 32–35; Chinese Trade and Technology, 35–36; A Search for New Trade Routes, 37; Columbian Exchange, 44–46; Slave trade 107–109; Triangular Trade, 122–123; Rivers and Erie Canal, 370–371, 372; Colonial Trade and Government, 121–125; Fur trade, 377–378; The Industrial Revolution, 409–420; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597; Western Agriculture, 598–609; New Technologies, 638–644; Expansion in the Pacific, 717–726; Free trade, 970–971; A Global Economy, 1015–1022; NAFTA, 1041</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper, 22–23 (inventions affect trade)</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics</p>

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<b>8.G Geography</b>	
The use of geographic representations and tools helps individuals understand their world.	
8.G1.1 Use geographic tools and representations to analyze historical and modern political and economic issues and events.	<p><b>SE/TE:</b> Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; Maps (examples), 4, 8, 16, 30, 38, 42, 49, 58, 60, 68, 70, 73, 87, 92, 101, 123, 127, 130, 134, 140, 144, 146, 160, 175, 186, 187, 191, 194, 199, 233, 255, 258, 270, 295, 334, 343, 361, 365, 369, 370, 377, 379, 384, 390, 423, 435, 447, 473, 476, 480, 490, 502, 507, 515, , 581, 714, 732, 747, 827, 859, 878, 900, 939, 1005; Analyze Charts, 75, 909, 1038; Analyze Graphs, 85, 182, 508, 524, 607, 658, 695, 790, 812; Analyze Images, 208, 364, 373, 399; Analyze Data, 251</p> <p><b>Active Journal:</b> Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211, 259, 285, 313, 341, 391, 411; Timeline Skills, 2-3, 24-25, 52-53, 76-77, 104-105, 130-131, 158-159, 184-185, 210-211, 232-233, 258-259, 284-285, 312-313, 340-341, 362-363, 390-391, 410-411; Quest Activity: Life in the Trenches, 303; Explore, 123; The Importance of Water, 155</p> <p><b>Digital Resources:</b> 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Charts, Graphs, and Tables; Create Databases; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>

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Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology	
Human-environment interactions are essential aspects of human life in all societies.	
8.G2.1 Examine impact of and responses to environmental issues such as air, water, and land pollution, deforestation, urban sprawl, and changes to climate.	<p><b>SE/TE:</b> Document-Based Inquiry: Examining the Colonial Environment, 54; Rivers and Erie Canal, 370–371, 372; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Environment and Industry, 579; Mining, Railroads, and the Economy, 587–597; Dust Bowl, 834–835; Panama Canal, 737–740; Environmental Challenges, 1024–1027; Hurricane Katrina, 1035</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129; Quick Activity: Explore, 123; The Importance of Water, 155; Westward Bound! 246; Tracing Urbanization, 273; Building the Panama Canal, 300</p> <p><b>Digital Sources:</b> 21st Century Skills Tutorials: Read Political Maps; Develop Cultural Awareness; Social Studies Core Concepts: Geography</p>

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<p>8.G2.2 Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p>	<p><b>SE/TE:</b> Analysis Skills: Identifying Physical and Cultural Features, 141 Interpret Economic Performance, 359; Conduct a Cost-Benefit Analysis, 669; also see: The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597; Expansion in the Pacific, 717–726; War and Empire, 727–735; Quests: High-Speed Rail, 586; Imperialism and Annexation, 716;</p> <p><b>Active Journal:</b> Quest: Document-Based Writing Inquiry: Examining the Colonial Environment, 54; Quest: Civic Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics; 21st Century Skills Tutorials: Develop Cultural Awareness</p>

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<p align="center"><b>Arizona History and Social Science Standards Grade 8</b></p>	<p align="center"><b>myWorld Interactive Social Studies American History, Survey Edition ©2019</b></p>
<p>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</p>	
<p>8.G3.1 Evaluate the impact of economic, political, and social decisions that have caused conflict or promoted cooperation throughout time.</p>	<p><b>SE/TE:</b> Lack of Representation in Parliament, 146; 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; First Bank of the United States, 266, 275–276; Distinguish Fact from Opinion: Diary Entry, 280; Analysis Skills: Detect Historical Points of View, 291; Second Bank of the United States, 319, 322, 352–355; Interpret Economic Performance, 359; Industry and Corporations, 622–629; Quest: Document-Based Inquiry: The Role of Government in the Economy, 782; Roosevelt's New Deal, 821–832; A Global Economy, 1015–1022</p> <p><b>Active Journal:</b> Quests: The Role of Government in the Economy, 314–321; Analyzing the Reagan Conservative Movement, 392–399</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Government and Civics</p>

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Global Interconnections and spatial patterns are a necessary part of geographic reasoning.	
8.G4.1 Take an active stance on a geographic issue reflecting its scale (local, regional, state, national, or global).	<p><b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Citizens’ Rights and Responsibilities, 247–252; Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408; also see: NAFTA, 970–971, 1041; A Global Economy, 1015–1022; also see: Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669</p> <p><b>Active Journal:</b> Quest: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176; Newspaper Editorial, 229; Civil Rights Movement Timeline, 380</p> <p><b>Digital Sources:</b> 21<sup>st</sup> Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting; Social Studies Reference Center</p>

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<b>8.H History</b>	
Cycles of conflict and cooperation have shaped relations among people, places, and environments.	
8.H2.1 Explain how different beliefs about the government’s role in social and economic life have affected political debates and policies in the United States.	<p><b>SE/TE:</b> Colonial Trade and Government, 121–125; Lack of Representation in Parliament, 146; Mercantilist System, 154–156; State governments: structure of early, 198; 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; First Bank of the United States, 266, 275–276; Distinguish Fact from Opinion: Diary Entry, 280; Analysis Skills: Detect Historical Points of View, 291; Second Bank of the United States, 319, 322, 352–355; Interpret Economic Performance, 359; Industry and Corporations, 622–629; Quest: Document-Based Inquiry: The Role of Government in the Economy, 782; Roosevelt’s New Deal, 821–832; A Global Economy, 1015–1022</p> <p><b>Active Journal:</b> Quests: The Role of Government in the Economy, 314–321; Analyzing the Reagan Conservative Movement, 392–399</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Government and Civics</p>

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8.H2.2 Investigate how conflict can be both unifying and divisive both domestically and internationally.	<p><b>SE/TE:</b> Party System Develops, 273–279; Jackson Wins the Presidency, 337–347; Political Conflict and Economic Crisis, 349–358; Conflict with American Indians, 360–367; The Industrial Revolution, 409–420; 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> Quests: Choosing Sides, 54–61; Stay Out? Or Get Involved? 106–113; The Mexican-American War, 132–139; Slavery and Abolition, 160–167; Imperialism and Annexation, 286–293; The Role of Government in the Economy, 314–321; Dropping the Atomic Bomb, 342–349; Analyzing the Reagan Conservative Movement, 392–399</p> <p><b>Digital Resources:</b> Lesson Videos (examples): Topic 5: Lesson 2: The Origin of Political Parties; Topic 6: Lesson 2: North vs South in the Age of Jackson; Lesson 3: The Trail of Tears; Lesson 6: The Mexican-American War; Topic 8: Lesson 2: Bleeding Kansas; Southern States React; Topic 12: Lesson 5: The U.S. Enters the War; Topic 14: Lesson 4 War on a Global Scale; Topic 15: Lesson 1 The Early Years of the Cold War; Lesson 2 The Korean War; Lesson 4 The Civil Rights Movement; Topic 17: Lesson 2 Global Challenges</p>



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<p>8.H2.3 Explain how geographic and environmental factors shaped communities and how competition over resources have affected government policies.</p>	<p><b>SE/TE:</b> Analysis Skills: Identifying Physical and Cultural Features, 141 Interpret Economic Performance, 359; Conduct a Cost-Benefit Analysis, 669; also see: The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597; Expansion in the Pacific, 717–726; War and Empire, 727–735; Quests: High-Speed Rail, 586; Imperialism and Annexation, 716;</p> <p><b>Active Journal:</b> Quest: Document-Based Writing Inquiry: Examining the Colonial Environment, 54; Quest: Civic Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716</p> <p><b>Digital Sources:</b> Social Studies Core Concepts: Economics; 21st Century Skills Tutorials: Develop Cultural Awareness</p>

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Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.	
8.H3.1 Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries.	<p><b>SE/TE:</b> Social Change, 789–796; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993</p> <p><b>Active Journal:</b> Quick Activity: Civil Rights Movement Timeline, 380</p> <p><b>Digital Sources:</b> 21<sup>st</sup> Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>
8.H3.2 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.	<p><b>SE/TE:</b> Abolitionism, 443–449; Reform and Women’s Rights, 452–463; 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; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Citizens’ Rights and Responsibilities, 247–252; Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408</p> <p><b>Active Journal:</b> Quest: Slavery and Abolition, 160–167; Quick Activity: Abolitionists Speak Out, 176; Newspaper Editorial, 229; Civil Rights Movement Timeline, 380</p>

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(Continued)	(Continued) <b>Digital Sources:</b> 21 <sup>st</sup> Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting; Social Studies Reference Center
8.H3.3 Compare how individual rights, freedoms, and responsibilities have evolved over time around the world.	<b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quest: Civic Discussion Inquiry: Senate Representation, 196; also see: 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; Citizens’ Rights and Responsibilities, 247–252; Primary Source: Hamilton and Madison Disagree, 253; A Two-Party System Develops, 273–279; Abolitionism, 443–449; Reform and Women’s Rights, 452–463 <b>Active Journal:</b> Quests: Examining the Colonial Environment, 26–33; Senate Representation, 78–85; Slavery and Abolition, 160–167; Reporting the Facts, 364–371  <b>Digital Sources:</b> Social Studies Core Concepts: Government and Civics; 21 <sup>st</sup> Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting

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<p>8.H3.4 Investigate a significant historical topic from United States History that has significance to an issue or topic today.</p>	<p><b>SE/TE:</b> Quests: 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; Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996; Review and Assessment, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p><b>Active Journal:</b> Essential Question, 2, 24, 52, 76, 104, 130, 158, 184, 210, 232, 258, 284, 312, 340, 362, 390, 410</p> <p><b>Digital Sources:</b> 21st Century Skills Tutorials: Ask Questions; Generate New Ideas; Draw Inferences; Support Ideas With Evidence</p>