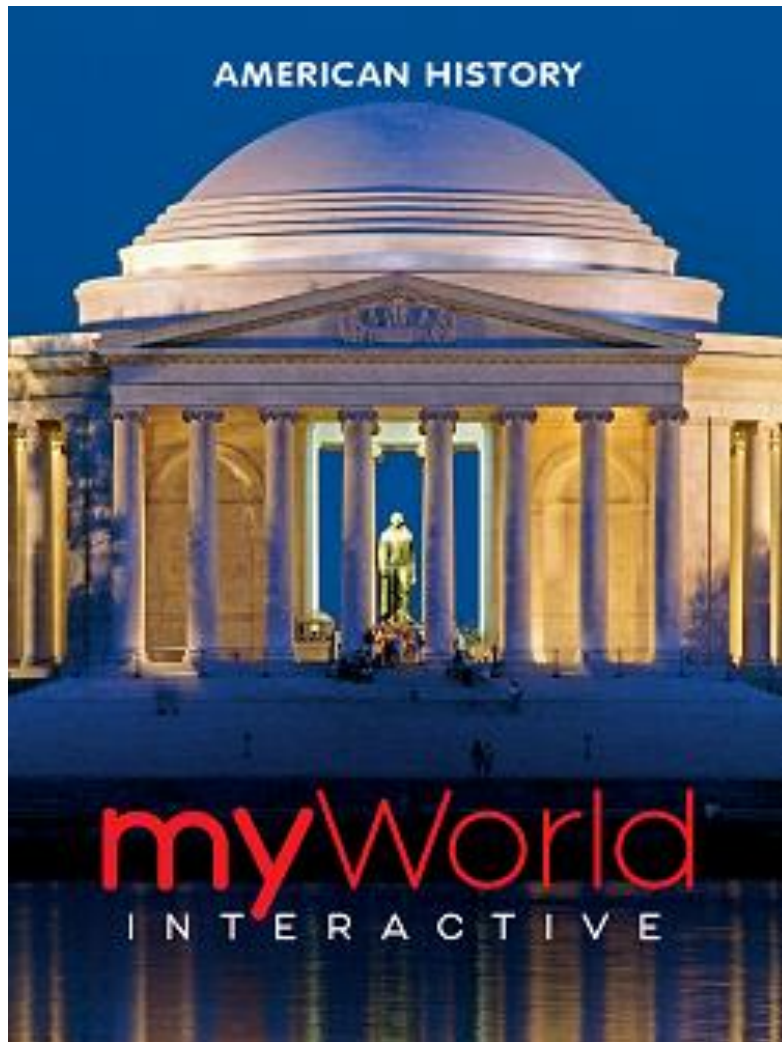


**A Correlation of**



**To the**

**Colorado Academic Standards  
for Social Studies  
Grade 8**

# A Correlation of myWorld Interactive American History, Survey Edition, ©2019 to the Colorado Academic Standards for Social Studies, Grade 8

## Introduction

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 Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

*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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Colorado Academic Standards for Social Studies Grade 8	myWorld Interactive American History Survey Edition, ©2019
<b>1. History</b>	
<b>Content Area: Social Studies</b>	
<b>Standard: 1. History</b>	
<b>Prepared Graduates:</b>	
➤ Develop an understanding of how people view, construct, and interpret history	
<b>Grade Level Expectation: Eighth Grade</b>	
<b>Concepts and skills students master:</b>	
Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
<p>a. Use and interpret documents and other relevant primary and secondary sources pertaining to United States history from multiple perspectives (DOK 1-4)</p>	<p><b>SE/TE:</b> Primary Sources, 25, 47, 65, 90, 153, 177, 216, 223, 253, 303, 316, 348, 451, 464, 488, 531, 564, 620, 645, 661, 709, 736, 775, 804, 833, 865, 873, 914, 928, 980, 992, 1013, 1043; Primary Quote Citations (examples), 34, 56, 69, 79, 127, 141, 148, 156, 160, 164, 170, 179, 191, 209, 248, 272, 283, 294, 314, 354, 403, 454, 467, 473, 508, 532, 554, 581; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; also see: English-Language Arts Handbook: Analyze Primary and Secondary Sources, Analyze Visuals, ELA 3; ELA 4–ELA 5</p> <p>Analysis Skills: Compare Different Points of View, 164; Distinguish Fact and Opinion, 280; Detect Historical Points of View, 291; Distinguish Verifiable from Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565; Draw Sound Conclusions from Sources, 630</p>

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<p align="center"><b>Colorado Academic Standards for Social Studies Grade 8</b></p>	<p align="center"><b>myWorld Interactive American History Survey Edition, ©2019</b></p>
<p>b. Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history (DOK 1-3)</p>	<p><b>SE/TE:</b> Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; also see: English-Language Arts Handbook: Analyze Primary and Secondary Sources, Analyze Visuals, ELA 3; ELA 4–ELA 5</p> <p>Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Assess Credibility of a Source, 512</p>
<p>c. Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry (DOK 1-3)</p>	<p><b>SE/TE:</b> Quest: Choosing Sides, 132; Stay Out? Or Get Involved?, 260; The Mexican-American War, 336; A Lincoln Website, 478; Reporting the Facts, 892; Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High Speed Rail, 586; Imperialism and Annexation, 716; Document-Based Inquiry: The Easter Mutiny, 6; Examining the Colonial Environment, 54; Slavery and Abolition, 408; Effects of Immigration, 652; The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Verifiable and Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Distinguish Real News from “Fake News”, 1014</p>

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<b>Colorado Academic Standards for Social Studies Grade 8</b>	<b>myWorld Interactive American History Survey Edition, ©2019</b>
d. Construct a written historical argument on the use or understanding of primary and secondary sources (DOK 1-3)	<b>SE/TE:</b> Document-Based Inquiry: The Easter Mutiny, 6; Examining the Colonial Environment, 54; Slavery and Abolition, 408; Effects of Immigration, 652; The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Verifiable and Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; Distinguish Real News from “Fake News”, 1014
<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>	
<b>Relevance and Application:</b>	
1. The context and content from the past are used to make connections to the present such as connecting the Civil War to current social and political issues, and the boom and bust cycle of economics with the Gold Rush and railroads	<b>SE/TE:</b> Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996; Revisit the Essential Question, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Analysis Skills: Identify Sources of Continuity, 246
2. The historical method of inquiry is used to interpret and refine history and serves as a model for inquiry. For example, historians and communities preserve historical documents, artifacts, and buildings.	<b>SE/TE:</b> Document-Based Inquiry: The Easter Mutiny, 6; Examining the Colonial Environment, 54; Slavery and Abolition, 408; Effects of Immigration, 652; The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000; 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; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Verifiable and Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512

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Colorado Academic Standards for Social Studies Grade 8	myWorld Interactive American History Survey Edition, ©2019
<b>Prepared Graduates:</b>	
➤ Analyze key historical periods and patterns of change over time within and across nations and cultures	
<b>Concepts and skills students master:</b>	
2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Determine and explain the historical context of key people and events from the origins of the American Revolution through Reconstruction including the examination of different perspectives (DOK 1-2)	<b>SE/TE:</b> Review and Assessment, 48–49, 126–127, 191, 254–255, 330–331, 402–403, 472–473, 544–545, 580–581; Lesson Check, 13, 24, 38, 46, 64, 77, 90, 99, 109, 120, 125, 140, 152, 163, 176, 188, 203, 209, 215, 222, 236, 245, 252, 272, 279, 290, 302, 315, 328, 347, 358, 367, 374, 381, 391, 401, 420, 430, 449, 463, 471, 487, 499, 511, 519, 530, 543, 557, 563, 572, 579; Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Verifiable and Unverifiable Information, 382; Distinguish Relevant from Irrelevant Information, 500; Assess Credibility of a Source, 512; also see: 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
b. Evaluate continuity and change over the course of United States history by examining various eras and determining major sources of conflict and compromise (DOK 1-3)	<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; also see: Revolution, 128–191; Constitution Era, 192–255; The Early Republic, 256–331; The Age of Jackson, 332–403; The Civil War, 474–545; Reconstruction, 546–581; Industrialization, 582–647; The Progressive Era, 648–711; Imperialism and World War I, 712–777; Prosperity and Depression, 778–843; World War II, 844–887; Postwar America, 888–957

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<p align="center"><b>Colorado Academic Standards for Social Studies Grade 8</b></p>	<p align="center"><b>myWorld Interactive American History Survey Edition, ©2019</b></p>
<p>c. Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction (DOK 1-2)</p>	<p><b>SE/TE:</b> A Changing Nation, 292–302; Madison and the War of 1812, 304–315; Conflict with American Indians, 360–367; Westward Movement, 368–374; Settling Oregon Country, 375–381; New Spain and Independence for Texas, 383–391; Manifest Destiny in California and the Southwest, 392–401; Review and Assessment, 402–403; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442; Conflicts and Compromises, 479–487</p>
<p>d. Evaluate the impact of different factors – on topics to include but not limited to gender, age, ethnicity and class– on groups and individuals in this time period and the impact of these groups and individuals on the events of the time period (DOK 1-3)</p>	<p><b>SE/TE:</b> Conflict with American Indians, 360–367; Industrialization and Immigration, 422–430; ; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; Hardships for American Indians, 610–619; Primary Source, 620; The Labor Movement, 631–637; The Rise of Progressivism, 670–678; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698; Social Change, 789–796; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935</p>
<p>e. Analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction (DOK 1-3)</p>	<p><b>SE/TE:</b> Identify Cause and Effect (examples), 255, 268, 277, 284, 290, 300, 321, 325, 387, 388, 420, 426, 427, 432, 458, 505, 529, 543, 545, 560, 572, 588, 599, 624, 637, 647, 693, 721, 726, 767, 811, 835, 859, 872</p> <p>Literacy Skill: Identify Cause and Effect, 39, 337, 391, 392, 396, 397, 401, 465, 489; Analysis Skill: Distinguish Cause and Effect, 224; Causes and Effects of Reconstruction, 553–554</p> <p><u>Digital Resources</u> 21st Century Skills: Solve Problems; Analyze Cause and Effect</p>



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f. Analyze ideas that are critical to the understanding of American history and give examples of the ideals involved in major events and movements. Topics to include but not limited to representative democracy, federalism, capitalism, abolition, temperance, nativism, and expansionism (DOK 1-3)	<b>SE/TE:</b> Abolitionism, 443–449; Reform and Women’s Rights, 452–463; The Rise of Progressivism, 670–678; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698; Social Change, 789–796; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; The Conservative Revolution, 963–972; Challenges at Home, 1033–1042
<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>	
<b>Relevance and Application:</b>	
1. The context and information from the past are used to make connections and inform decisions in the present. For example, the concepts of liberty continue to be defended by lawyers and citizens while the rights and responsibilities of citizens continue to evolve through the work of policy makers, legislators, judges, lawyers, and individuals.	<b>SE/TE:</b> 474, 546, 582, 648, 712, 778, 844, 888, 958, 996; Revisit the Essential Question, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Analysis Skills: Identify Sources of Continuity, 246; also see: 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; Quest (Group Work): 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
2. Technological developments continue to evolve and impact the present. For example, communication media has evolved from printing, telegraph, early photography and continues to evolve, in transportation of scientific discoveries)	<b>SE/TE:</b> Technology Speeds Transportation, 371–372; The Industrial Revolution, 409–420; Mining, Railroads, and the Economy, 587–597; Industry and Corporations, 622–629; New Technologies, 638–644; Primary Source, 645; Advances in Science and Technology, 1023–1032; Tennessee Valley Authority, 826–827; Textile Mills, 320–322, 327; War and Technology, 524–525

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<b>2. Geography</b>	
<b>Standard: 2. Geography</b>	
<b>Prepared Graduates:</b>	
➤ Develop spatial understanding, perspectives, and personal connections to the world	
<b>Grade Level Expectation: Eighth Grade</b>	
<b>Concepts and skills students master:</b>	
1. Use geographic tools to analyze patterns in human and physical systems	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Interpret maps and other geographic tools as a primary source to analyze a historic issue (DOK 1-3)	<p><b>SE/TE:</b> Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; also see: 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</p> <p><u>Digital Resources:</u> Interactive Maps</p> <p>21st Century Skills: Analyze Data and Models; Create Charts and Maps; Read Physical Maps; Read Special Purpose Maps; Use Parts of a Map</p>

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<p align="center"><b>Colorado Academic Standards for Social Studies Grade 8</b></p>	<p align="center"><b>myWorld Interactive American History Survey Edition, ©2019</b></p>
<p>b. Describe the nature and spatial distribution of cultural patterns (DOK 1-2)</p>	<p><b>SE/TE:</b> Cultures of North America, 14–24; Early Europe, Africa, and Asia, 27–38; Spanish Colonization and New Spain, 55–64; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Conflict with American Indians, 360–367; Westward Movement, 368–374; Settling Oregon Country, 375–381; Manifest Destiny in California and the Southwest, 392–401; 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; Hardship for American Indians, 610–619; A New Wave of Immigration, 653–660; A Changing American Culture, 699–708; Expansion in the Pacific, 717–726; Roaring Twenties Culture, 797–803</p> <p>Analysis Skill: Identifying Physical and Cultural Features, 141; Detect Changing Patterns, 421; Interpret Thematic Maps, 573</p> <p>21st Century Skills: Develop Cultural Awareness; Read Physical Maps; Read Special Purpose Maps; Use Parts of a Map</p>

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<p>c. Recognize the patterns and networks of economic interdependence (DOK 1-2)</p>	<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; 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</p>
<p>d. Explain the establishment of human settlements in relationship to physical attributes and important regional connections (DOK 1-2)</p>	<p><b>SE/TE:</b> 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; also see: Analysis Skills: Identifying Physical and Cultural Features, 141</p>
<p>e. Calculate and analyze population trends (DOK 2-3)</p>	<p><b>SE/TE:</b> Quest: Examining the Colonial Environment, 54; Slave Population, 63; 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>

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<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>	
<b>Relevance and Application:</b>	
<p>1. The analysis and understanding of patterns found in human and physical systems helps to explain impacts on society such as the impact of migration patterns on regions.</p>	<p><b>SE/TE:</b> European Exploration in the Americas, 39–46; Spanish Colonization and New Spain, 55–64; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Westward Movement, 368–374; Settling Oregon Country, 375–381; Manifest Destiny in California and the Southwest, 392–401; Industrialization and Immigration, 422–430; African American migration, 573, 578, 664, 759, 810–811; Mining, Railroads, and the Economy, 587–597; Hardship for American Indians, 610–619; A New Wave of Immigration, 653–660; Migration to sunbelt, 911–912</p>
<p>2. Technology is used to find, plot, and express the patterns found in human and physical systems that affect society such as population density and growth analyses, impact of deforestation, and human and environmental changes that affect world health.</p>	<p><b>SE/TE:</b> Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; Advances in Science and Technology, 1023–1032; Quest: Distinguish Real News from “Fake News”, 1014; also see: Maps (examples), 191, 194, 199, 233, 255, 258, 270, 295, 334, 343, 361, 365, 369, 370, 377, 379, 384, 390, 423, 435, 447, 473, 476</p>

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<b>Prepared Graduates:</b>	
➤ Examine places and regions and the connections among them	
<b>Concepts and skills students master:</b>	
2. Conflict and cooperation occur over space and resources	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
<p>a. Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict (DOK 1-3)</p>	<p><b>SE/TE:</b> Analysis Skills: Relate Events in Time, 189; Distinguish Cause and Effect, 224; Identify Sources of Continuity, 246; Interpret Economic Performance, 359; Detect Changing Patterns, 421; Interpret Thematic Maps, 573; Analyze Sequence, Causation, and Correlation, 662; Conduct a Cost-Benefit Analysis, 669</p> <p>Columbian Exchange, 44-46; Slave trade 107-109; Triangular trade, 122, 123; Colonial Trade and Government, 121-125; 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</p>
<p>b. Compare how differing geographic perspectives apply to a historic issue (DOK 1-2)</p>	<p><b>SE/TE:</b> Quest: The Mexican-American War, 336; Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716; also see: Spanish Colonization and New Spain, 55-64; Westward Movement, 368-374; Manifest Destiny in California and the Southwest, 392-401; Conflicts and Compromises, 479-487; Hardship for American Indians, 610-619; Expansion in the Pacific, 717-726; War and Empire, 727-735; U.S. Power in Latin America, 737-743</p>

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c. Interpret from a geographic perspective the expansion of the United States by addressing issues of land, security, and sovereignty (DOK 1-2)	<b>SE/TE:</b> Conflict with American Indians, 360–367; Westward Migration, 368–374; Settling Oregon Country, 375–381; New Spain and Independence for Texas, 383–391; Manifest Destiny in California and the Southwest, 392–401; Review and Assessment, 402–403; Conflicts and Compromises, 479–487; Mining, Railroads, and the Economy, 587–597; Industry Western Agriculture, 598–609; Hardships for American Indians, 610–619; Expansion in the Pacific, 717–726; War and Empire, 727–735; U.S. Power in Latin America, 737–743
<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>	
<b>Relevance and Application:</b>	
1. Nations are working cooperatively or are engaged in conflict over the division and control of land, water, and other resources.	<b>SE/TE:</b> Westward Migration, 368–374; Settling Oregon Country, 375–381; New Spain and Independence for Texas, 383–391; Manifest Destiny in California and the Southwest, 392–401; Review and Assessment, 402–403; Expansion in the Pacific, 717–726; War and Empire, 727–735; U.S. Power in Latin America, 737–743; World War I, 752–760, 761–767, 768–774; World War II, 849–887; Korea and Other Postwar Conflicts, 899–906; Vietnam, 936–947
2. Individuals and groups make choices regarding the use of space and resources in society. For example, various nations and groups fought over the resources of the United States and businesses and individuals have raced for land and resources throughout history including the Gold Rush and the Western land rush.	<b>SE/TE:</b> Conflict with American Indians, 360–367; Westward Migration, 368–374; Settling Oregon Country, 375–381; New Spain and Independence for Texas, 383–391; Manifest Destiny in California and the Southwest, 392–401; Review and Assessment, 402–403; Expansion in the Pacific, 717–726; War and Empire, 727–735; U.S. Power in Latin America, 737–743; also see: Quest: Imperialism and Annexation, 716

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Colorado Academic Standards for Social Studies Grade 8	myWorld Interactive American History Survey Edition, ©2019
<b>3. Economics</b>	
<b>Content Area: Social Studies</b>	
<b>Standard: 3. Economics</b>	
<b>Prepared Graduates:</b>	
➤ Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
<b>Grade Level Expectation: Eighth Grade</b>	
<b>Concepts and skills students master:</b>	
1. Economic freedom, including free trade, is important for economic growth	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Give examples of international differences in resources, productivity, and prices that provide a basis for international trade (DOK 1-2)	<b>SE/TE:</b> Analysis Skill: Interpret Economic Performance, 359; 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  <u>Digital Resources:</u> Core Concepts: Economics
b. Describe the factors that lead to a nation having a comparative and absolute advantage in trade (DOK 1)	<b>SE/TE:</b> Trade, 17, 31, 32-35, 44-46, 71, 121-123, 142, 146, 299-300, 301, 370, 378, 424, 717-718, 721, 725-726; NAFTA, 970-971, 1017, 1041; OPEC, 990; Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669  <u>Digital Resources:</u> Core Concepts: Economics
c. Explain effects of domestic policies on international trade (DOK 1-2)	<b>SE/TE:</b> 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  <u>Digital Resources:</u> Core Concepts: Economics



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d. Explain why nations often restrict trade by using quotas, tariffs, and non-tariff barriers (DOK 1-2)	<p><b>SE/TE:</b> Trade: Tariffs, 263, 266, 320, 342, 350–351, 371, 677; Embargo, 301; 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><u>Digital Resources:</u> Core Concepts: Economics</p>
<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>	
<b>Relevance and Application:</b>	
1. The understanding of trade and collaboration within the market economy is important to business and individual economic success.	<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><u>Digital Resources:</u> Core Concepts: Economics</p>
2. Analysis of the positive and negative impacts of trade agreements is critical to a nation’s economy. For example, the Santa Fe Trail and the opening of trade with Japan in American history.	<p><b>SE/TE:</b> Santa Fe Trail, 384; Trade with Japan, 717–718; A Global Economy, 1015–1023; Trade: Tariffs, 263, 266, 320, 342, 350–351, 371, 677; Embargo, 301; NAFTA, 970–971, 1017, 1041; OPEC, 990; Analysis Skill: Interpret Economic Performance, 359</p> <p><u>Digital Resources:</u> Core Concepts: Economics</p>

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3. Identification of the role of information as a good or service and its influence on production, trade, income, and technological advances aids businesses to operate efficiently.	<b>SE/TE:</b> New Technologies, 638–644; Advances in Science and Technology, 1023–1032; Analysis Skills: Interpret Economic Performance, 359; Detect Changing Patterns, 421; Update an Interpretation, 450; Distinguish Relevant from Irrelevant Information, 500; Distinguish Essential from Incidental Information, 565; Conduct a Cost Benefit Analysis, 669; Quest: Distinguish Real News from “Fake News”, 1014
4. Innovation and invention create absolute or comparative advantage in trade.	<b>SE/TE:</b> Technology Speeds Transportation, 371–372; The Industrial Revolution, 409–420; Mining, Railroads, and the Economy, 587–597; Industry and Corporations, 622–629; New Technologies, 638–644; Primary Source, 645; Advances in Science and Technology, 1023–1032; Tennessee Valley Authority, 826–827; Textile Mills, 320–322, 327; War and Technology, 524–525; Trade, 17, 31, 32–35, 44–46, 71, 121–123, 142, 146, 299–300, 301, 370, 378, 424, 717–718, 721, 725–726  <u>Digital Resources:</u> Core Concepts: Economics
<b>Prepared Graduates:</b>	
➤ Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
<b>Concepts and skills students master:</b>	
2. Manage personal credit and debt (PFL)	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Identify and differentiate between purposes and reasons for debt (DOK 1-2)	<b>SE/TE:</b> 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  <u>Digital Resources:</u> Core Concepts: Personal Finance

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b. Analyze benefits and costs of credit and debt (DOK 1-2)	<b>SE/TE:</b> Credit, 413; Consumer Goods and Credit, 785–786; Consumer Goods Increase, 910; Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669  <u>Digital Resources:</u> Core Concepts: Personal Finance
c. Compare sources of credit (DOK 1-2)	<b>SE/TE:</b> Credit, 413; Consumer Goods and Credit, 785–786; Consumer Goods Increase, 910; Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669  <u>Digital Resources:</u> Core Concepts: Personal Finance
d. Describe the components of a credit history (DOK 1)	<b>SE/TE:</b> Credit, 413; Consumer Goods and Credit, 785–786; Consumer Goods Increase, 910; Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669  <u>Digital Resources:</u> Core Concepts: Personal Finance
<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>	
<b>Relevance and Application:</b>	
1. Technology aids in the research of purchases to find the lowest available cost, compare sources of credit, and track debt.	<b>SE/TE:</b> Credit, 413; Consumer Goods and Credit, 785–786; Consumer Goods Increase, 910; Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669  <u>Digital Resources:</u> Core Concepts: Personal Finance
2. Analysis of the cost of borrowing helps to determine how to manage debt for such items as higher education and automobile purchases.	<b>SE/TE:</b> Credit, 413; Consumer Goods and Credit, 785–786; Consumer Goods Increase, 910; Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669  <u>Digital Resources:</u> Core Concepts: Personal Finance

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3. Technology is used to research credit history, credit scores, and the variables that impact a credit history to protect personal financial security.	<b>SE/TE:</b> Credit, 413; Consumer Goods and Credit, 785–786; Consumer Goods Increase, 910; Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669  <u>Digital Resources:</u> Core Concepts: Personal Finance
<b>4. Civics</b>	
<b>Content Area: Social Studies</b>	
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b>	
➤ Analyze and practice rights, roles, and responsibilities of citizens	
<b>Grade Level Expectation: Eighth Grade</b>	
<b>Concepts and skills students master:</b>	
1. Analyze elements of continuity and change in the United States government and the role of citizens over time	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes (DOK 1-2)	<b>SE/TE:</b> Two-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

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<p align="center"><b>Colorado Academic Standards for Social Studies Grade 8</b></p>	<p align="center"><b>myWorld Interactive American History Survey Edition, ©2019</b></p>
<p>b. Analyze the changing definition of citizenship and give examples of the expansion of rights (DOK 1-3)</p>	<p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 247–252; Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quest: Civic Discussion Inquiry: Senate Representation, 196; 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; Emancipation, 520–530; ; 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</p>
<p>c. Describe examples of citizens and groups who have influenced change in United States government and politics (DOK 1-2)</p>	<p><b>SE/TE:</b> Abolitionism, 443–449; Reform and Women’s Rights, 452–463; The Rise of Progressivism, 670–678; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698; Social Change, 789–796; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; The Conservative Revolution, 963–972; Challenges at Home, 1033–1042; Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Citizens’ Rights and Responsibilities, 247–252</p>
<p>d. Evaluate the result of various strategies for political change over time (DOK 1-3)</p>	<p><b>SE/TE:</b> Abolitionism, 443–449; Reform and Women’s Rights, 452–463; Emancipation, 520–522; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; Quest: Analyzing the Reagan Conservative Movement, 962; The Conservative Revolution, 963–972</p>

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e. Analyze primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change (DOK 2-3)	<b>SE/TE:</b> Declaration of Independence, 168, 169, 170, 171, 182, 190, 197, 213, 214, 222, 443, 503; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Primary Source: Hamilton and Madison Disagree, 253; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; United States Constitution, 1050–1071
f. Examine ways citizens may effectively voice opinions, monitor government, and bring about change nationally (DOK 1-2)	<b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993; Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Stay Out? Or Get Involved? 260; Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716; Document-Based Writing Inquiry: The Role of Government in the Economy, 782; Look Into the Future, 1000; Citizens’ Rights and Responsibilities, 247–252
<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>	
<b>Relevance and Application:</b>	
1. There are elements that contribute to continuity and change in order to maintain a free and democratic society. For example, the right to vote is fundamental in society, but who can vote has changed over time.	<b>SE/TE:</b> Voting Rights, 213, 241, 338–339, 561, 563, 570, 576–577, 687–689, 791; Citizens’ Rights and Responsibilities, 247–252; also see: The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; United States Constitution, 1050–1071; Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993

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2. Individuals work collaboratively to research and advocate ideas regarding important issues facing society such as suffrage, the rights of workers, and the rights of children.	<b>SE/TE:</b> Citizens’ Rights and Responsibilities, 247–252; Quest: Project Inquiry: Choosing Sides, 132; Civic Discussion Inquiry: Senate Representation, 196; High Speed Rail, 586; Document-Based Inquiry: Dropping the Atomic Bomb, 848; also see: Primary Source: Hamilton and Madison Disagree, 253; A Two-Party System Develops, 273–279; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993
<b>Prepared Graduates:</b>	
➤ Analyze the origins, structure, and functions of governments and their impacts on societies and citizens	
<b>Concepts and skills students master:</b>	
2. The place of law in a constitutional system	
<b>Evidence Outcomes</b>	
<b>Students can:</b>	
a. Discern various types of law (DOK 1-2)	<b>SE/TE:</b> Understanding the Constitution, 225–236; The States’ Obligations to Citizens, 244  <u>Digital Resources:</u> Core Concepts: Government and Civics Concepts
b. Evaluate the strengths and weaknesses of rule of law (DOK 1-2)	<b>SE/TE:</b> Rule of Law, 215, 287; also see: Understanding the Constitution, 225–236  <u>Digital Resources:</u> Core Concepts: Government and Civics Concepts
c. Describe and engage in various means of conflict management (DOK 1-3)	<b>SE/TE:</b> Analysis Skills: Compare Different Points of View, 164; Frame Questions, 621; Make a Difference, 915; Political Participation, 993; also see: Quest (Group Work): 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

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d. Explain the role and importance of the Constitution (DOK 1-2)	<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; Federalism and Amendments, 237–246; Citizens’ Rights and Responsibilities, 247–252; Review and Assessment, 254–255
e. Discuss the tensions between individual rights, state law, and national law (DOK 1-3)	<b>SE/TE:</b> Federalism and Amendments, 237–245; Federalism, 228, 254, 255
f. Explain how state and federal court power of judicial review is reflected in the United States form of constitutional government (DOK 1-2)	<b>SE/TE:</b> Landmark Supreme Court Cases, 288–290; Judicial Review, 232, 235, 281, 331, 560
g. Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and the common good	<b>SE/TE:</b> Citizens’ Rights and Responsibilities, 247–252; Quest: Project Inquiry: Choosing Sides, 132; Civic Discussion Inquiry: Senate Representation, 196; High Speed Rail, 586; 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  <u>Digital Resources</u> Core Concepts: Government and Civics Concepts



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<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>	
<b>Relevance and Application:</b>	
<p>1. Laws interact and may remain the same or change over time. For example, in a society with laws, leadership can change but the law remains the same.</p>	<p><b>SE/TE:</b> Drafting a Constitution, 204–209; Federalists, Antifederalists, and the Bill of Rights, 217–222; Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; also see: Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993; Quest: Senate Representation, 196; Slavery and Abolition, 408; also see: Civil Disobedience, 155, 156, 157, 447, 449, 461, 471, 920–922, 927, 956</p> <p><u>Digital Resources</u> Core Concepts: Government and Civics Landmark Supreme Court Cases</p>
<p>2. Laws allow understanding of the proper course of action and consequences for not adhering to the law. For example, safety belts are required in automobiles for safety reasons and various government agencies regulate industries to protect the common good.</p>	<p><b>SE/TE:</b> Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; Citizens’ Rights and Responsibilities, 247–252; also see: Civil Disobedience, 155, 156, 157, 447, 449, 461, 471, 920–922, 927, 956</p> <p><u>Digital Resources</u> Core Concepts: Government and Civics Social Studies Reference Center: Landmark Supreme Court Cases</p>