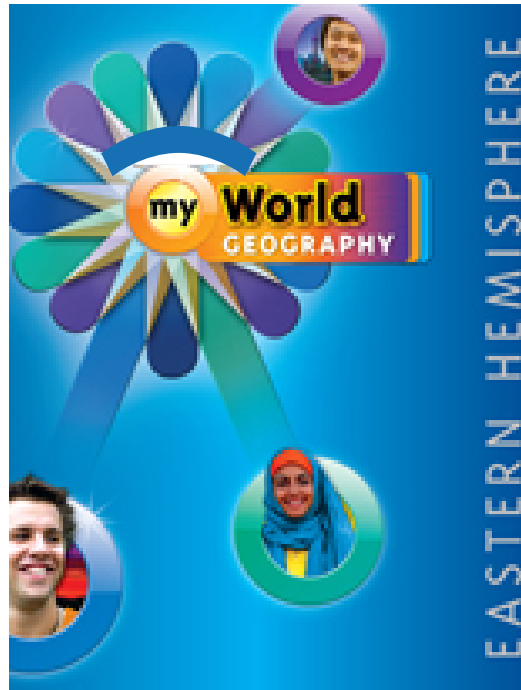


A Correlation of

myWorld Geography

Eastern Hemisphere Edition, © 2011



To the

Colorado State Social Studies Academic Standards

Grade 7

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to the
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INTRODUCTION

This document demonstrates how *myWorld Geography* © 2011 Eastern Hemisphere meets the objectives of the Colorado State Social Studies Academic Standards for Grade Seven. Correlation page references are to the Student Edition.

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

myWorldGeography.com & *myWorld Geography*™ Eastern Hemisphere Edition Units:

- Unit 1: Europe and Russia
- Unit 2: Africa
- Unit 3: Southwest Asia
- Unit 4: South and Central Asia
- Unit 5: East and Southeast Asia
- Unit 6: Australia and the Pacific

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to the
Colorado State Social Studies Academic Standards for Grade 7**

Table of Contents

Standard: 1. History.....	4
Standard: 2. Geography	6
Standard: 3. Economics.....	8
Standard: 4. Civics	10

**myWorld Geography, Eastern Hemisphere Edition, © 2011
to the
Colorado State Social Studies Academic Standards for Grade 7**

Colorado State Social Studies Academic Standards for Grade 7	myWorld Geography, © 2011, Eastern Hemisphere Edition
New Colorado P-12 Academic Standards	
Content Area: Social Studies	
Grade Level Expectations: Seventh Grade	
Standard: 1. History	
Prepared Graduates: <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> • Develop an understanding of how people view, construct, and interpret history 	
Concepts and skills students master:	
1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence	SE: 115, 127, 285, 319, 359, 391, 423, 465, 501, 651, 685, 715
Evidence Outcomes	
21st Century Skill and Readiness Competencies	
Students Can:	
a. Determine and explain the interdependence of people around the world during significant eras or events (DOK 1-3)	SE: 66-67, 110-112, 209, 211, 245, 279, 311-313, 385, 450, 661, 796
b. Analyze historical sources for accuracy and point of view while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts (DOK 1-3)	SE: 15, 29, 45, 55, 71, 83, 101, 115, 127, 173, 219, 257, 285, 319, 359, 391, 423, 465, 501, 535, 573, 609, 651, 685, 715, 757
Relevance & Application:	
1. Individuals identify points of view, seek multiple sources, and develop and defend a thesis with evidence throughout life. For example, responsible citizens learn about the platforms and beliefs of candidates running for office prior to voting	SE: 15, 45, 55, 71, 83, 101, 115, 127, 285, 319, 359, 391, 423, 465, 501, 651, 685, 715
2. Technology is used to explore and evaluate accuracy of information. For example, editors check stories for accuracy and documentary film makers interview multiple individuals when making a movie.	SE: 15, 55, 71, 127, 285, 319, 359, 391, 423, 465, 651
3. The use the context and content from the past is used to make connections to the present (e.g. the human settlement and trade route patterns)	SE: 15, 29, 45, 55, 71, 83, 101, 115, 127, 173, 219, 257, 285, 319, 359, 391, 423, 465, 501, 535, 573, 609, 651, 685, 715, 757

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Colorado State Social Studies Academic Standards for Grade 7	myWorld Geography, © 2011, Eastern Hemisphere Edition
Prepared Graduates: <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> Analyze key historical periods and patterns of change over time within and across nations and cultures 	
Concepts and skills students master:	
2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another	SE: 134-137, 138-145, 146-147, 148-153, 154-155, 156-161, 162-163, 164-171, 172-173, 174-177, 178-185, 186-187, 188-193, 194-199, 200-205, 206-207, 208-215, 216-217, 218-219, 236-241, 242-247, 248-249, 250-255, 274-281, 298-305, 306-307, 308-313, 340-345, 350-355, 372-377, 380-385, 404-409, 414-419, 444-451, 454-459, 478-485, 490-497, 514-519, 522-529, 530-533, 556-559, 562-567, 586-593, 596-603, 630-635, 638-645, 664-669, 672-679, 698-701, 704-709, 736-739
Evidence Outcomes	
21st Century Skill and Readiness Competencies	
Students Can:	
a. Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere (DOK 1-2)	SE: 134-137, 138-145, 146-147, 148-153, 154-155, 156-161, 162-163, 164-171, 172-173, 174-177, 178-185, 186-187, 188-193, 194-199, 200-205, 206-207, 208-215, 216-217, 218-219, 298-305, 306-307, 340-345, 372-377, 404-409, 444-451, 478-485, 514-519, 556-559, 586-593, 630-635, 664-669, 698-701, 736-739
b. Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved (DOK 1-3)	SE: 134-137, 138-145, 146-147, 148-153, 154-155, 156-161, 162-163, 164-171, 172-173, 174-177, 178-185, 186-187, 188-193, 194-199, 200-205, 206-207, 208-215, 216-217, 218-219, 257, 285, 298-305, 306-307, 319, 340-345, 359, 372-377, 404-409, 423, 444-451, 465, 478-485, 501, 514-519, 535, 556-559, 573, 586-593, 609, 630-635, 651, 664-669, 698-701, 715, 736-739, 757
c. Describe the foundation and development of key historical topics. Topics to include but not limited to early civilizations, Greece, Rome, ancient China and ancient African civilizations, and the Medieval World incorporating the Crusades and Feudalism (DOK 1-2)	SE: 134-137, 138-145, 146-147, 148-153, 154-155, 156-161, 162-163, 164-171, 172-173, 174-177, 178-185, 186-187, 188-193, 194-199, 200-205, 206-207, 208-215, 216-217, 218-219, 298-305, 306-307, 340-345, 372-377, 404-409, 444-451, 478-485, 514-519, 556-559, 586-593, 630-635, 664-669, 698-701, 736-739
d. Analyze the social, political, cultural, economic, and technological development within the topics listed in above in evidence outcome "c" (DOK 1-3)	SE: 134-137, 138-145, 146-147, 148-153, 154-155, 156-161, 162-163, 164-171, 172-173, 174-177, 178-185, 186-187, 188-193, 194-199, 200-205, 206-207, 208-215, 216-217, 218-219, 298-305, 306-307, 340-345, 372-377, 404-409, 444-451, 478-485, 514-519, 556-559, 586-593, 630-635, 664-669, 698-701, 736-739

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e. Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere. Topics to include but not limited to world religions, the Silk Road, East/West contact and settlement patterns (DOK 1-2)	SE: 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 353, 380-381, 414-415, 422, 442-443, 446-447, 454-455, 476-477, 479-482, 500, 512-513, 534, 556-557, 560-561, 585, 587-589, 632-633, 636-637, 685, 705
Relevance & Application:	
1. Historical information and context are used to interpret, evaluate, and inform current decisions or policies. For example, architects use ancient designs to influence their designs and advertisers use historical references in their ads to create context and meaning.	SE: 101, 115, 219, 232, 285, 314, 359, 391, 423, 501, 535, 685
2. Historical philosophies and ideas continue to inform and affect the present. For example, democracy continues to evolve from its Greek origins and cultural traditions change and evolve with global interaction.	SE: 140-142, 178-185, 194-199, 200-205, 208-215, 216-217, 218-219
3. Technological developments continue to evolve and affect the present. For example, the speed of communication is almost instantaneous with blogs and the Internet.	SE: 65, 98-99, 100, 167, 198-199, 806
Content Area: Social Studies	
Grade Level Expectations: Seventh Grade	
Standard: 2. Geography	
Prepared Graduates: <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> • Develop spatial understanding, perspectives, and personal connections to the world 	
Concepts and skills students master:	
1. Use geographic tools to gather data and make geographic inferences and predictions	SE: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 16-17
Evidence Outcomes	
21st Century Skill and Readiness Competencies	
Students Can:	
a. Interpret maps and other geographic tools to find patterns in human and physical systems (DOK 1-3)	SE: 64, 74, 76, 82, 83, 173, 230, 296, 326, 338, 441, 457, 473, 583, 598, 651, 694
b. Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion (DOK 1-3)	<i>Opportunities to address this standard appear on the following pages:</i> SE: 47, 50-51, 52-53, 54-55, 96-97, 100, 251, 369, 400-401, 440-441, 474-475, 500, 564, 599, 608, 645, 663, 790

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c. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere (DOK 1-3)	SE: 14-15, 28-29, 44-45, 54-55, 70-71, 82-83, 100-101, 114-115, 126-127, 172-173, 218-219, 256-257, 284-285, 318-319, 358-359, 390-391, 422-423, 464-465, 500-501, 534-535, 572-573, 608-609, 650-651, 684-685, 714-715, 756-757
d. Ask and answer questions after examining geographic sources (DOK 1-3)	SE: 15, 29, 45, 55, 71, 83, 101, 115, 127, 173, 219, 257, 285, 319, 359, 391, 423, 465, 501, 535, 573, 609, 651, 685, 715, 757
Relevance & Application:	
1. Geographic tools and the data they represent help businesses make decisions regarding location such as the best location for a business or the next Olympics.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 14-15, 28-29, 44-45, 54-55, 70-71, 82-83, 100-101, 114-115, 126-127, 172-173, 218-219, 256-257, 284-285, 318-319, 358-359, 390-391, 422-423, 464-465, 500-501, 534-535, 572-573, 608-609, 650-651, 684-685, 714-715, 756-757
2. Geography and technology enable the ability to make predictions about such topics as population expansion and need for services.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 14-15, 28-29, 44-45, 54-55, 70-71, 82-83, 100-101, 114-115, 126-127, 172-173, 218-219, 256-257, 284-285, 318-319, 358-359, 390-391, 422-423, 464-465, 500-501, 534-535, 572-573, 608-609, 650-651, 684-685, 714-715, 756-757
Prepared Graduates: <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> • Examine places and regions and the connections among them 	
Concepts and skills students master:	
2. Regions have different issues and perspectives	SE: 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 236-241, 242-247, 250-255, 274-281, 282-283, 308-313, 350-355, 380-385, 414-419, 454-459, 490-497, 522-529, 562-567, 596-603, 638-645, 672-679, 704-709, 742-747
Evidence Outcomes	
21st Century Skill and Readiness Competencies	
Students Can:	
a. Classify data to construct thematic maps and make inferences (DOK 1-3)	<i>Opportunities to address this standard appear on the following pages:</i> SE: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 28, 44, 54, 70, 82, 100, 114, 126, 172, 218, 256, 284, 318, 358, 390, 422, 464, 500, 534, 572, 608, 650, 684, 714, 756
b. Analyze and interpret data using geographic tools and create maps (DOK 1-3)	SE: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 28, 44, 54, 70, 82, 100, 114, 126, 172, 218, 256, 284, 318, 358, 390, 422, 464, 500, 534, 572, 608, 650, 684, 714, 756

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c. Construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere (DOK 1-3)	<i>Opportunities to address this standard appear on the following pages:</i> SE: 2-3, 4-5, 6-7, 8-9, 10-11, 12-13, 14-15, 28, 44, 54, 70, 82, 100, 114, 126, 172, 218, 256, 284, 318, 358, 390, 422, 464, 500, 534, 572, 608, 650, 684, 714, 756
d. Explain how the physical environment of a place influences its economy, culture, and trade patterns (DOK 1-2)	SE: 224-231, 262-269, 290-297, 332-339, 364-371, 396-403, 436-443, 470-477, 506-513, 548-555, 578-585, 622-629, 656-663, 690-697, 728-735
Relevance & Application:	
1. Individuals and businesses understand the characteristics of a region and its needs. For example, a snowmobile business should not be located in the South and restaurants reflect regional tastes in foods.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 14-15, 28-29, 44-45, 54-55, 70-71, 82-83, 100-101, 114-115, 126-127, 172-173, 218-219, 256-257, 284-285, 318-319, 358-359, 390-391, 422-423, 464-465, 500-501, 534-535, 572-573, 608-609, 650-651, 684-685, 714-715, 756-757
2. Regional access to resources affects individual perceptions, what they value, and how they react. For example, water consumption may be based on availability.	SE: 54, 227, 295, 336, 368, 402, 438, 474, 552, 582, 608, 640, 663
Content Area: Social Studies	
Grade Level Expectations: Seventh Grade	
Standard: 3. Economics	
Prepared Graduates: <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> • Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy 	
Concepts and skills students master:	
1. Supply and demand influence price and profit in a market economy	SE: 59, 71
Evidence Outcomes	
21st Century Skill and Readiness Competencies	
Students Can:	
a. Define supply and demand (DOK 1)	SE: 59, 71
b. Identify factors that cause changes in supply and demand (DOK 1)	SE: 59, 71
c. Define and identify factors that impact price (DOK 1)	SE: 59, 71
d. Identify examples to illustrate that consumers ultimately determine what is produced in a market economy (DOK 1-2)	SE: 58-59, 60-61, 63, 66-67, 70-71
e. Explain the function of profit in a market economy (DOK 1-2)	SE: 60-61, 70

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f. Demonstrate how supply and demand determine equilibrium price and quantity (DOK 1-2)	SE: 59, 71
Relevance & Application:	
1. The principle of supply and demand is used to succeed in business.	SE: 59, 71
2. Technology is used as a tool to support global trade in a market economy. For example, bar coding allows companies to keep close track of inventory and sales projections are used to make predictions regarding production.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 66-67, 70-71
3. Individual choices affect supply and demand.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 59, 71
4. Natural disasters, politics, financial issues, and trade affect supply and demand.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 59, 71
Prepared Graduates: <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> • Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL) 	
Concepts and skills students master:	
2. The distribution of resources influences economic production and individual choices (Economics and PFL)	SE: 438-440, 456-457, 464, 497, 511, 536-537
Evidence Outcomes	
21st Century Skill and Readiness Competencies	
Students Can:	
a. Give examples that illustrate connections between resources and manufacturing (DOK 1-2)	SE: 48-49, 54, 227, 295, 336, 368, 402, 438, 474, 552
b. Identify patterns of trade between places based on distribution of resources (DOK 1-2)	SE: 48-49, 54, 66-67, 70-71, 227, 295, 336, 368, 402, 438, 474, 552
c. Compare and contrast the relative value and different uses of several types of resources (DOK 2-3)	SE: 48-49, 54, 227, 295, 336, 368, 402, 438-440, 456-457, 464, 474, 497, 511, 536-537, 552
d. Use supply and demand analysis to explain how prices allocate scarce goods in a market economy (DOK 1-2)	<i>Opportunities to address this standard appear on the following pages:</i> SE: 59, 71
e. Define resources from an economic and personal finance perspective (DOK 1-2)	SE: 48-49, 54, 227, 295, 336, 368, 402, 438-440, 456-457, 464, 474, 497, 511, 536-537, 552

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f. Explain the role of taxes in economic production and distribution of resources (PFL) (DOK 1-2)	<i>Opportunities to address this standard appear on the following pages:</i> SE: 48-49, 54, 66-67, 70-71, 227, 295, 336, 368, 402, 438, 474, 552
g. Define the various types of taxes students will pay as adults (PFL) (DOK 1)	<i>Opportunities to address this standard appear on the following pages:</i> SE: 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71
h. Demonstrate the impact of taxes on individual income and spending (PFL) (DOK 1-2)	<i>Opportunities to address this standard appear on the following pages:</i> SE: 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71
Relevance & Application:	
1. Various factors that influence production, including resources, supply and demand, and price (PFL), affect individual consumer choices over time.	SE: 48-49, 54, 59, 71, 227, 295, 336, 368, 402, 438-440, 456-457, 464, 474, 497, 511, 536-537, 552
2. Technology is used to explore relationships of economic factors and issues related to individual consumers.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 48-49, 54, 59, 71, 227, 295, 336, 368, 402, 438-440, 456-457, 464, 474, 497, 511, 536-537, 552
3. Analysis of the distribution and location of resources helps businesses to determine business practices such as large companies locating near transportation.	<i>Opportunities to address this standard appear on the following pages:</i> SE: 48-49, 54, 59, 71, 227, 295, 336, 368, 402, 438-440, 456-457, 464, 474, 497, 511, 536-537, 552
Content Area: Social Studies	
Grade Level Expectations: Seventh Grade	
Standard: 4. Civics	
Prepared Graduates: <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> • Analyze origins, structure, and functions of governments and their impacts on societies and citizens 	
Concepts and skills students master:	
1. Compare how various nations define the rights, responsibilities, and roles of citizens	SE: 460-463, 490-491, 602, 604-607, 608, 680-683
Evidence Outcomes	
21st Century Skill and Readiness Competencies	
Students Can:	
a. Compare the definition of citizen in various governments (DOK 1-2)	SE: 112-113, 114-115, 460-463, 490-491, 602, 604-607, 608, 680-683
b. List the responsibilities of citizens in various governments (DOK 1)	SE: 112-113, 114-115, 302-305, 383, 418-419, 460-463, 490-491, 522, 526, 534, 603, 604-605, 608, 634-635, 650, 674-675, 680-681, 706, 744

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c. Define the roles of citizens in various governments (DOK 1)	SE: 112-113, 114-115, 302-305, 383, 418-419, 460-463, 490-491, 522, 526, 534, 603, 604-605, 608, 634-635, 650, 674-675, 680-681, 706, 744
d. Give national and international examples of ethics and quality in government policies and practices (DOK 1-2)	SE: 92, 480, 793
e. Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time (DOK 1-4)	SE: 112-113, 114-115, 460-463, 490-491, 602, 604-607, 608, 639, 680-683
Relevance & Application:	
1. The comparison of how different nations define the rights, responsibilities and roles of their citizens helps to understand the actions and reactions of various nations and their citizens to current events. For example, groups in France and Italy freely demonstrate while demonstrations in China are less frequent.	SE: 112-113, 114-115, 460-463, 490-491, 602, 604-607, 608, 639, 680-683
Prepared Graduates: <i>(Click on a Prepared Graduate Competency to View Articulated Expectations)</i>	
<ul style="list-style-type: none"> • Analyze and practice rights, roles, and responsibilities of citizens 	
Concepts and skills students master:	
1. Different forms of government and international organizations and their influence in the world community	SE: 111, 209, 211, 245, 279, 311-313, 385, 450
Evidence Outcomes	
21st Century Skill and Readiness Competencies	
Students Can:	
a. Compare different forms of government in the world and how they derive their authority (DOK 1-2)	SE: 108-109, 114-115, 460-463, 490-491, 602, 604-607, 608, 680-683
b. Evaluate how various nations interact, resolve their differences, and cooperate (DOK 2-3)	SE: 111, 209, 211, 245, 279, 311-313, 385, 450
c. Analyze conflicts among nations including causes and consequences (DOK 2-3)	SE: 110-111, 374-375, 382-383, 386-389, 391, 449-450, 451, 484-485, 494-496, 498-499, 500-501, 524, 528-529, 534, 593, 601
d. Describe common interests and evaluate examples of global collaboration (DOK 1-3)	SE: 111, 209, 211, 245, 279, 311-313, 385, 450
e. Use criteria that identify the attributes of a good government and apply to specific examples (DOK 1-2)	SE: 102-103, 104-105, 106-107, 108-109, 110-111, 114-113

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Relevance & Application:	
<p>1. The use of technology to research how various countries, their governments, and nongovernmental organizations work collaboratively to solve issues allows global participation in advocacy for beliefs. For example, scientists from different nations work together to help solve the global warming issues and charitable organizations send aid to areas of need.</p>	<p><i>Opportunities to address this standard appear on the following pages:</i> SE: 111, 209, 211, 245, 279, 311-313, 385, 450</p>
<p>2. International organizations influence the world community to contribute or protect beliefs and interests. For example, the European Union was created for economic reasons, and the International Committee of the Red Cross was created to support people in crisis.</p>	<p>SE: 111, 209, 211, 245, 279, 311-313, 385, 450</p>