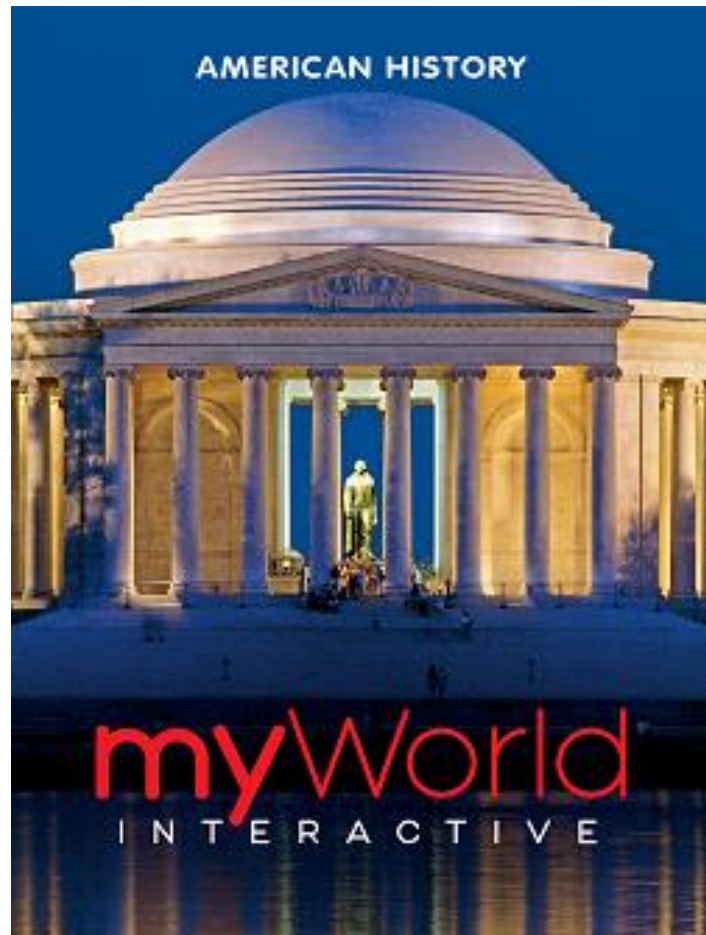


**A Correlation of**



**Survey Edition, ©2019**

To the  
**Connecticut**  
**Social Studies Frameworks**  
**Grade 8**

# A Correlation of myWorld Interactive Social Studies, American History, Survey Edition, ©2019 to the Connecticut Social Studies Frameworks

## Introduction

This document demonstrates how *myWorld Interactive Social Studies, Grade 8, ©2019* meets the Connecticut Social Studies Frameworks, 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 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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Connecticut Social Studies Frameworks Grade 8	A Correlation of myWorld Interactive American History, Survey Edition, ©2019
<b>HIST 8 History</b>	
Change, Continuity and Context	
<b>HIST 8.1</b> Analyze connections among events and developments in historical contexts.	<p><b>SE/TE:</b> Topic 7, Quest Connections, 429; Topic 7, How Did the North and West Promote Slavery, 432; Topic 7, Quest Connections, 435; Topic 7, Quest Connections, 445; Topic 8, Quest Connections, 497; Topic 8, Quest Connections, 503; Topic 8, Quest Connections, 531; Topic 10, Quest Connections, 593; Topic 10, Quest Connections, 599; Topic 10, Quest Connections, 645; Topic 11, Quest Connections, 654; Topic 11, Quest Connections, 661; Topic 11, Quest Connections, 667; Topic 11, Quest Connections, 695; Topic 17, Quest Connections, 1008; What Has Been Done to Stop the Spread of Nuclear Weapons?, 1008-1009</p> <p><b>Active Journal:</b> Topic 7, Quest Connections, 162-164; Topic 7, Taking Notes, 170; Topic 7, Taking Notes, 172; Topic 7, Quick Activity An Echo Across Time, 179; Topic 8, Taking Notes, 196; Topic 8, Taking Notes, 199; Topic 10, Taking Notes, 244; Topic 11, Taking Notes, 268; Topic 11, Taking Notes, 271; Topic 11, Taking Notes, 278; Topic 17, Taking Notes, 420</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Main Ideas and Details, 170; Compare and Contrast, 172</p>
<b>HIST 8.2</b> Classify series of historical events and developments as examples of change and/or continuity.	<p><b>SE/TE:</b> Topic 2, Get Ready to Read, 100; Topic 3, Quick Activity, 143; Topic 4, Analysis Skills: Identify Sources of Continuity, 246; Topic 6, Get Ready to Read, 368; Topic 10, Life on the Plains, 605-606; Topic 11, How Were American Indians Treated During the Progressive Era?, 697-698; Topic 14, Get Ready to Read, 866; Topic 14 Review and Assessment, 886-887; Topic 15, Get Ready to Read, 907</p>

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	<p>(Continued)</p> <p><b>Active Journal:</b> Topic 2, Taking Notes, 43; Topic 2, Taking Notes, 45; Topic 3, Taking Notes, 64; Topic 4, Taking Notes 97; Topic 6, Taking Notes, 147; Topic 10, Taking Notes, 244; Topic 11, Taking Notes, 276; Topic 14, Taking Notes, 354; Topic 15, Taking Notes, 376</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Categorize</p>
Perspectives	
<p><b>HIST 8.3</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	<p><b>SE/TE:</b> Topic 4, Primary Sources: Hamilton and Madison Disagree, 253; Topic 5, What Issues Divided Hamilton and Jefferson, 274-276; Topic 5, Analysis Skills, Detect Historical Point of View, 291; Topic 16, Watch NBC Learn: Irene Zoppi, Gulf War Veteran, 959; Why Did President Bush’s Popularity Decline?, 1035</p> <p><b>Active Journal:</b> Topic 4, Taking Notes, 100; Topic 5, Taking Notes, 116; Topic 5, Quick Activity Take Sides, 118; Topic 5, Taking Notes, 120; Topic 7, Quick Activity Abolitionists Speak Out, 176; Topic 8, Quick Activity Living Through the War, 205; Topic 17, Taking Notes, 428</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Summarize; Support Ideas with Evidence; Analyze Primary and Secondary Sources</p>
<p><b>HIST 8.4</b> Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women).</p>	<p><b>SE/TE:</b> Topic 3, Quest Connections, 177; Topic 5, Analysis Skills, Detect Historical Point of View, 291; Topic 7, How Did the Women’s Movement Start?, 460-461; Topic 10, Women in the Workplace, 634-635; Topic 10, Labor Faces Challenges, 635-637; Topic 14, Quest Connections, 865; Topic 14, Primary Source, 869; Topic 14, Quest Connections, 882; Topic 16, Watch NBC Learn: Irene Zoppi, Gulf War Veteran, 959; Topic 16, Critical Thinking, 970</p>

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	<p>(Continued)</p> <p><b>Active Journal:</b> Topic 3, Taking Notes, 67; Topic 5, Taking Notes, 120; Topic 10, Taking Notes, 251; Topic 14, Taking Notes, 352; Topic 14, Taking Notes, 354; Topic 14, Taking Notes, 357; Topic 16, Taking Notes, 400</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Summarize; Identify Main Ideas and Details; Analyze Cause and Effect; Sequence; Analyze Primary and Secondary Sources</p>
<p><b>HIST 8.5</b> Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p>	<p><b>SE/TE:</b> Topic 1, Quest Document-Based Writing Inquiry: The Easter Mutiny, 6; Topic 1, Primary Sources: Christopher Columbus, <i>Diary</i>, 47; Topic 1, Quest Connections, 47; Topic 2, Topic 2, Topic 2, Primary Sources: Bartolomé de Las Casas, <i>Historia Apologética</i>, 65; Topic 3, Primary Sources: John and Abigail Adams, Letters, 153; Topic 5, Analysis Skills, Detect Historical Point of View, 291; Topic 6, Primary Sources: John Quincy Adams, Speech on Independence Day, 348; Topic 7, Quest Document-Based Writing Inquiry, Slavery and Abolition, 408; Topic 9, Primary Sources: Frederick Douglass, “What the Black Man Wants,” 564; Topic 12, Primary Sources: Theodore Roosevelt, <i>The Rough Riders</i>, 736; Topic 12, Primary Sources, Woodrow Wilson, <i>The Fourteen Points</i>, 775; Topic 16, Primary Sources, Nelson Mandela, “Glory and Hope,” 992</p> <p><b>Active Journal:</b> Topic 1, Quest, 4-11; Topic 5, Taking Notes, 120; Topic 7, Quest, 160-167; Topic 7, Quick Activity An Echo Across Time, 179; Topic 8, Quick Activity Formerly a Slave, 198</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Analyze Primary and Secondary Sources</p>

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<p>Historical Sources and Evidence</p>	
<p><b>HIST 8.6</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p>	<p><b>SE/TE:</b> Reading: Analyze Primary and Secondary sources, ELA4-ELA5; Writing: Find and Use Credible Sources, ELA12-ELA13; Topic 1 Review and Assessment: Critical Thinking and Writing, Question 13. Writer’s Workshop: Write a Research Paper, 49; Topic 5 Review and Assessment: Critical Thinking and Writing, Question 14. Writer’s Workshop: Write a Research Paper, 331; Topic 9 Review and Assessment: Critical Thinking and Writing, Question 13. Writer’s Workshop: Write a Research Paper, 581; Topic 13, Review and Assessment: Critical Thinking and Writing, Question 12. Writer’s Workshop: Write a Research Paper, 843</p> <p><b>Active Journal:</b> Topic 1, Writing Workshop Research Paper, 22-23; Topic 5, Writing Workshop Research Paper, 128-129; Topic 9, Writing Workshop Research Paper, 230-231; Topic 11, Writing Workshop Research Paper, 282-283; Topic 13, Writing Workshop Research Paper, 338-339</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Support Ideas with Evidence; Analyze Primary and Secondary Sources</p>

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<p><b>HIST 8.7</b> Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.</p>	<p><b>SE/TE:</b> Topic 1, Quest Document-Based Writing Inquiry, The Easter Mutiny, 6; Topic 2, Quest Project-Based Learning Inquiry, Examining the Colonial Environment, 54; Topic 3, Quest Project-Based Learning Inquiry, Choosing Sides, 132; Topic 4, Quest Civic Discussion Inquiry, Senate Representation, 196; Topic 5, Quest Project-Based Learning Inquiry, Stay Out? Or Get Involved?, 260; Topic 6, Quest Civic Discussion Inquiry, The Mexican-American War, 336; Topic 7, Quest Document-Based Writing Inquiry, Slavery and Abolition, 408; Topic 8, Quest Project-Based Learning Inquiry, A Lincoln Website, 478; Topic 9, Quest Civic Discussion Inquiry, The End of Reconstruction, 550; Topic 10, Quest Civic Discussion Inquiry, High Speed Rail, 586; Topic 11, Quest Document-Based Writing Inquiry, Effects of Immigration, 652; Topic 12, Quest Civic Discussion Inquiry, Imperialism and Annexation, 716; Topic 13, Quest Document-Based Writing Inquiry, The Role of Government, 783; Topic 14, Quest Document-Based Writing Inquiry, Dropping the Atomic Bomb, 848; Topic 15, Quest Project-Based Learning Inquiry, Reporting the Facts, 892; Topic 16, Quest Document-Based Writing Inquiry, Analyzing the Reagan Conservative Movement, 962; Topic 17, Quest Document-Based Writing Inquiry, Look into the Future, 1000</p> <p><b>Active Journal:</b> Topic 1, Quest, 4-11; Topic 2, Quest, 26-33; Topic 3, Quest, 54-61; Topic 4, Quest, 78-85; Topic 5, Quest, 106-113; Topic 6, Quest, 132-139; Topic 7, Quest, 160-167; Topic 8, Quest, 186-193; Topic 9, Quest, 212-219; Topic 10, Quest, 234-241; Topic 11, Quest, 260-267; Topic 12, Quest, 286-293; Topic 13, Quest, 314-321; Topic 14, Quest, 342-349; Topic 15, Quest, 364-371; Topic 16, Quest, 392-399; Topic 17, Quest, 412-419</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Analyze Primary and Secondary Sources</p>



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<p><b>HIST 8.8</b> Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.</p>	<p><b>SE/TE:</b> Writing: Find and Use Credible Sources, ELA12-ELA13; Topic 1 Review and Assessment: Critical Thinking and Writing, Question 13. Writer’s Workshop: Write a Research Paper, 49; Topic 5 Review and Assessment: Critical Thinking and Writing, Question 14. Writer’s Workshop: Write a Research Paper, 331; Topic 8, Analysis Skills: Assess Credibility of a Source, Primary Source, 512; Topic 9 Review and Assessment: Critical Thinking and Writing, Question 13. Writer’s Workshop: Write a Research Paper, 581; Topic 13, Lesson Check: Critical Thinking and Writing: Question 6. Writing Workshop: Find and Use Credible Sources, 796; Topic 13, Review and Assessment: Critical Thinking and Writing, Question 12. Writer’s Workshop: Write a Research Paper, 843  <b>Active Journal:</b> Topic 1, Writing Workshop Research Paper, 22-23; Topic 5, Writing Workshop Research Paper, 128-129; Topic 9, Writing Workshop Research Paper, 230-231; Topic 11, Writing Workshop Research Paper, 282-283; Topic 13, Writing Workshop Research Paper, 338-339    <b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Analyze Primary and Secondary Sources</p>

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<p>Causation and Argumentation</p>	
<p><b>HIST 8.9</b> Explain multiple causes and effects of events and developments in the past.</p>	<p><b>SE/TE:</b> Topic 2, Lesson Check: Critical Thinking and Writing, Question 5. Understand Effects, 109; Topic 3, Explore the Essential Question: When is war justified?, 128; Topic 4, Analysis Skills: Distinguish Cause and Effect, 224; Topic 4, Interactive: Analyze Cause and Effect, 224; Topic 7, Lesson Check: Critical Thinking and Writing, Question 3. Understand Effects, 430; Topic 7, Lesson Check: Critical Thinking and Writing, Question 3. Recognize Multiple Causes, 442; Topic 7, Analyze Images: Understand Effects, 470; Topic 8, Interactive: The Effects of the Kansas-Nebraska Act, 490; Topic 8, Analyze Images: Understand Effects, 528; Topic 8, Analyze Images: Recognize Multiple Causes, 530; Topic 8, Analyze Images: Understand Effects, 541; Topic 9, Analyzing Primary Sources: Frederick Douglass, “What the Black Man Wants,” 564; Topic 10, Geography Skills: Question 2. Analyze Cause and Effect, 599; Topic 10, Analyze Graphs: Understand Effects, 634; Topic 11, Quest Document-Based Writing Inquiry: Effects of Immigration, 652; Topic 11, Geography Skills: Question 2. Understand Effects, 689; Topic 11 Review and Assessment, 710-711; Topic 15, Interactive: Cold War-Cause and Effect, 894; Topic 15, Analyze Images: Understand Effects, 955; Topic 16, Analyze Charts: Use Visual Information, 978</p> <p><b>Active Journal:</b> Topic 1, Taking Notes, 19; Topic 6, Taking Notes, 140; Topic 8, Taking Notes, 196; Topic 11, Quest Document-Based Writing Inquiry: Effects of Immigration, 260-267</p> <p><b>Digital Resources:</b> Interactive; 21<sup>st</sup> Century Skills Tutorial: Analyze Cause and Effect; Interactive Primary Sources</p>

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<p><b>HIST 8.10</b> Organize applicable evidence into a coherent argument about the past.</p>	<p><b>SE/TE:</b> Writing: Write an Argument, ELA9; Topic 7, Lesson Check: Critical Thinking and Writing, Question 5. Explain an Argument, 442; Topic 8, Analyze Images: Explain an Argument, 535; Topic 9, Quest: Civic Discussion Inquiry: The End of Reconstruction, 550; Topic 10, Lesson Check: Critical Thinking and Writing, Question 7. Writing Workshop: Support Claims, 609; Topic 10 Review and Assessment, 646-647; Analyze Images: Evaluate Arguments, 674; Topic 12, Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716; Topic 13, Analyze Graphs, Use Visual Information, 831</p> <p><b>Active Journal:</b> Topic 7, Taking Notes, 172; Topic 8, Taking Notes, 206; Topic 9, Quest Civic Discussion Inquiry: The End of Reconstruction, 212-219; Topic 10, Taking Notes, 244; Quest Civic Discussion Inquiry: Imperialism and Annexation, 286-293; Topic 13, Taking Notes, 333; Topic 14, Quick Activity In This Together, 356</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Tutorial: Considering and Counter Opposing Arguments; Organizing Your Ideas</p>

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<b>CIV 8 Civics</b>	
Civic and Political Institutions	
<b>CIV 8.1</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.	<p><b>SE/TE:</b> Topic 2, A New Pledge to Govern the Colony, 80-81; Topic 4, How Were State Constitutions Similar, 197-198; Topic 4, Lesson 3 Ideas That Influenced the Constitution, 210-215; Topic 4, The Legislative Branch – Congress, 229-232; Topic 4, The Executive Branch – The President, 232-233; Topic 4, The Judicial Branch – The Supreme Court, 233—235; Topic 4, What System Exists to Prevent the Abuse of Power?, 235-236; Topic 4, State Government, 242-245; Topic 4, Analysis Skills: Identify Sources of Continuity, 246; Topic 4 Review and Assessment, Critical Thinking and Writing, Question 11. Classify and Categorize, 255; Topic 12, Silencing Opposition, 760; Topic 13, The First Communist State, 787; Topic 15, The Question of Eastern Europe, 894; United States Constitution, 1050-1071</p> <p><b>Active Journal:</b> Topic 2, Taking Notes, 36; Topic 4, Taking Notes, 86; Topic 4, Taking Notes, 91; Topic 4, Taking Notes, 95; Topic 4, Taking Notes, 97; Topic 12, Taking Notes, 304; Topic 13, Taking Notes, 322; Topic 15, Taking Notes, 372</p> <p><b>Digital Resources:</b> Core Concepts: Government and Civics; 21<sup>st</sup> Century Skills Tutorial: Sequence; Summarize</p>

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Participation and Deliberation	
<p><b>CIV 8.2</b> Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system.</p>	<p><b>SE/TE:</b> Topic 4, First Comes the Preamble, 225-227; Topic 4, Seven Basic Principles, 227-229; Topic 4, Lesson Check: Practice Vocabulary, Question 1, 236; Topic 4, Lesson 6 Federalism and Amendments, 237-245; United States Constitution, 1050-1071</p> <p><b>Active Journal:</b> Topic 4, Taking Notes, 95; Topic 4, Practice the Vocabulary, 96; Topic 4, Taking Notes, 97</p> <p><b>Digital Resources:</b> Core Concepts: Government and Civics; 21<sup>st</sup> Century Skills Tutorial: Categorize; Summarize</p>
Processes, Rules, and Laws	
<p><b>CIV 8.3</b> Analyze the purposes, implementation, and consequences of public policies in multiple settings.</p>	<p><b>SE/TE:</b> Topic 1, Analysis Skills: Be an Informed Citizen, 26; Topic 6, Promoting Economic Growth, 341; Topic 11, Protecting Natural Resources, 684; Topic 13, How Did the President Respond?, 818-819; Topic 13, Making Economic Reforms, 825-826; Topic 13 Review and Assessment, Visual Review, 842; Topic 15, The Federal Government Protects Civil Rights, 925; Topic 15, Why Did Other Minorities Fight for Equality?, 929-932</p> <p><b>Active Journal:</b> Topic 6, Taking Notes, 140; Topic 11, Taking Notes, 276; Topic 13, Taking Notes, 331; Topic 13, Taking Notes, 333; Topic 15, Taking Notes, 378; Topic 15, Taking Notes, 381</p> <p><b>Digital Resources:</b> Core Concepts: Government and Civics; 21<sup>st</sup> Century Skills Tutorial: Video “Being an Informed Citizen”; Analyze Cause and Effect</p>

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<p><b>CIV 8.4</b> Compare historical and contemporary means of changing societies, and promoting the common good.</p>	<p><b>SE/TE:</b> This standard is met throughout the myWorld Interactive American History program. See for example: Reading: Analyze Primary and Secondary Sources, ELA4-ELA5; Topic 1, Lesson Check: Critical Thinking and Writing, Question 3. Compare and Contrast, 24; Topic 2, Get Ready to Read, 78; Topic 2, Get Ready to Read, 91; Topic 2, Analyze Images: Compare and Contrast, 94; Topic 2, Analyze Charts: Comparing the New England and Middle Colonies, 98; Topic 8, Lesson Check: Critical Thinking and Writing, Question 5. Compare and Contrast, 487; Topic 8, Analyze Graphs: Compare and Contrast, 508; Topic 8, Analyze Charts: Comparing Lincoln and Davis, 510; Topic 8 Review and Assessment, 544-545; Topic 11, Analyze Images: Cite Evidence, 657; Topic 11, Lesson Check: Critical Thinking and Writing, Question 4. Compare and Contrast, 686; Topic 11, Analyze Images: Compare and Contrast, 694; Topic 13, Analyze Graphs: Compare and Contrast, 786; Topic 13, Analyze Images: Compare and Contrast, 792; Topic 13, Analyze Images: Compare and Contrast, 817; Topic 13, Lesson Check: Critical Thinking and Writing, Question 4. Compare and Contrast, 841</p> <p><b>Active Journal:</b> Topic 1, Taking Notes, 14; Topic 2, Taking Notes, 38; Topic 2, Taking Notes, 41; Topic 8, Taking Notes, 194; Topic 8, Taking Notes, 199; Topic 11, Taking Notes, 268; Topic 11, Taking Notes, 276; Topic 11, Taking Notes, 278; Topic 13, Taking Notes, 322; Topic 13, Taking Notes, 324; Topic 13, Taking Notes</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Analyze Primary and Secondary Sources; Support Ideas with Evidence; Compare and Contrast; Identify Main Ideas and Details</p>

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<b>ECO 8 Economics</b>	
Economic Decision-Making	
<b>ECO 8.1</b> Explain how economic decisions affect the well-being of individuals, businesses, and society.	<p><b>SE/TE:</b> Topic 5, How Did Alexander Hamilton Deal with the National Debt?, 263-265; Topic 5, How Did Hamilton Create a Stable Economy?; 266; Topic 5, A New Tax Leads to Rebellion, 266-268; Topic 5, The Louisiana Purchase, 292-294; Topic 5, An Embargo on Foreign Trade, 301; Topic 5, Topic 10, The Debate Over Trusts, 627-629; Topic 13, The Crash, 814; Topic 13, Causes of the Great Depression, 815-816; Topic 13, A Series of Economic Problems, 816; Topic 13, Daily Life for Americans, 817-818; Topic 8, Topic 13, How Did FDR Fight the Depression, 823-824; Topic 13, Making Economic Reforms, 825-827; Topic 13, New Programs to Help Workers and the Elderly, 828-829</p> <p><b>Active Journal:</b> Topic 5, Taking Notes, 114; Topic 5, Taking Notes, 121; Topic 10, Taking Notes, 249; Topic 13, Taking Notes, 331; Topic 13, Taking Notes, 333</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Summarize; Sequence; Organize Your Ideas</p>

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Exchange and Markets	
<p><b>ECO 8.2</b> Describe the role of competition in the determination of prices and wages in a market economy.</p>	<p><b>SE/TE:</b> Topic 5, Broad Powers Over Interstate Trade, 322-323; Topic 7, The Market Economy and the Industrial Revolution, 412-413; Topic 10, Arguments Against Trusts, 628-629; Topic 11, Promoting Competition, 674; Topic 16 Review and Assessment, Vocabulary and Key Ideas, Question 2. Identify, 995</p> <p><b>TE Only:</b> Topic 5, Cause and Effect, 323; Topic 11, Connect, Get Ready to Read, Start Up, Make Predictions, 663; Topic 16, President Carter’s Administration, 963-964</p> <p><b>Active Journal:</b> Topic 5, Taking Notes, 126; Topic 7, Taking Notes, 168; Topic 10, Taking Notes, 249; Topic 11, Taking Notes, 274; Topic 16, Taking Notes, 400</p> <p><b>Digital Resources:</b> Core Concepts: Economics; 21<sup>st</sup> Century Skills Tutorial: Support Ideas with Evidence</p>
<p><b>ECO 8.3</b> Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p><b>SE/TE:</b> Topic 7, The Role of Market Forces, 413-414; Topic 7, What Were the Effects of Technological Developments?, 424; Topic 10, How Did Andrew Carnegie Build an Empire?, 623-624; Topic 10, How Did Rockefeller Take Control of the Oil Industry?, 626-627; Topic 17, Watch NBC Learn: Steve Jobs, Innovation for a New Generation, 997; Topic 17, A Crash and Recovery, 1015-1016</p> <p><b>Active Journal:</b> Topic 7, Taking Notes, 168; Topic 7, Taking Notes, 170; Topic 10, Taking Notes, 249; Topic 10, Quick Activity Inventing for Change, 255; Topic 17, Taking Notes, 422</p> <p><b>Digital Resources:</b> Topic 10: Lesson 6: 360 Exploration: Edison’s Menlo Park Lab; Topic 17 Introduction: Video: Steve Jobs, Innovation for a New Generation; Core Concepts: Economics; 21<sup>st</sup> Century Skills Tutorial: Innovate</p>



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The National Economy	
<b>ECO 8.4</b> Explain how inflation, deflation, and unemployment affect different groups.	<p><b>SE/TE:</b> Topic 8, A Weak Wartime Economy, 528; Topic 10, What Was Populism?, 608; Topic 13, Causes of the Great Depression, 815-816; Topic 13, Analyze Graphs, Use Visual Information, 815; Topic 13, How Did the Depression Affect Women?, 835; Topic 13, African Americans Face Hard Times, 837; Topic 15, Addressing Economic Issues, 907-908; Analyze Graphs, Use Evidence, Unemployment, by Race, 1950-1970, 926; Topic 17, Analyze Graphs, Use Visual Information, Employment Trends 2000-2016, 1020</p> <p><b>Active Journal:</b> Topic 8, Taking Notes, 203; Topic 10, Taking Notes, 244; Topic 13, Taking Notes, 331; Topic 13, Taking Notes, 335; Topic 13, Taking Notes, 336; Topic 15, Taking Notes, 376; Topic 15, Taking Notes, 378; Topic 17, Taking Notes, 422</p> <p><b>Digital Resources:</b> Core Concepts: Economics; 21<sup>st</sup> Century Skills Tutorial: Summarize</p>
<b>ECO 8.5</b> Explain why standards of living increase as productivity improves.	<p><b>SE/TE:</b> Topic 7, New Ways to Produce Goods, 410-411; Topic 7, Rising Standards of Living, 425; Topic 15, What Was Life Like in the 1950s?, 910-911</p> <p><b>TE Only:</b> Topic 7, Support Ideas with Examples, 424</p> <p><b>Active Journal:</b> Topic 7, Taking Notes, 168; Topic 7, Taking Notes, 170; Topic 15, Taking Notes, 376</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Support Ideas with Evidence; Identify Main Ideas and Details</p>

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The Global Economy	
<b>ECO 8.6</b> Explain the benefits and the costs of trade policies to individuals, businesses, and society.	<p><b>SE/TE:</b> Topic 7, What Were Yankee Clippers?, 424; Topic 11, Analysis Skills: Conduct a Cost-Benefit Analysis, 669; Topic 16, Expanding Trade, 970-971; Increasing Global Trade, 1017-1018</p> <p><b>Active Journal:</b> Topic 7, Taking Notes, 170; Topic 11, Taking Notes, 271; Topic 16, Taking Notes, 400; Topic 16, Taking Notes, 402</p> <p><b>Digital Resources:</b> Core Concepts: Economics; 21<sup>st</sup> Century Skills Tutorial: Make Decisions</p>
<b>GEO 8 Geography</b>	
Geographic Representations: Spatial Views of the World	
<b>GEO 8.1</b> Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	<p><b>SE/TE:</b> Topic 13, Interactive: Learn more about the period following World War I by making your own map and timeline in your Active Journal, 780</p> <p><b>TE Only:</b> Topic 2: Differentiated Instruction, Special Needs, Below Level, 101</p> <p><b>Active Journal:</b> Topic 2, Map Skills, 25; Topic 3, Map Skills, 53; Topic 11, Map Skills, 259; Topic 11, Quick Activity Tracing Urbanization, 273; Topic 13, Map Skills, 313; Topic 15, Map Skills, 363; Topic 17, Map Skills, 411</p> <p><b>Digital Resources:</b> Core Concepts: Culture, Geography; 21<sup>st</sup> Century Skills Tutorial: Create Charts and Maps</p>

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Human-Environment Interaction: Places, Regions, and Culture	
<p><b>GEO 8.2</b> Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</p>	<p><b>SE/TE:</b> Topic 1, Early North American Societies, 14-15; Topic 1, What Were the Cultural and Physical Characteristics of North America?, 16-21; Topic 2, Roanoke and Jamestown, 72-74; Topic 2, Analyze Charts, Use Evidence, Comparing the New England and Middle Colonies, 98; Topic 2, How Did Two Regions Develop Differently?, 103-106; Topic 2, Interactive: Comparing the Thirteen Colonies, 103; Topic 2, Analyze Charts, Understand Effects, Life in the Colonial Tidewater and Backcountry, 106</p> <p><b>TE Only:</b> Topic 1, The Maya, Compare and Contrast</p> <p><b>Active Journal:</b> Topic 1, Taking Notes, 12; Topic 1, Taking Notes, 14; Topic 1, Practice Vocabulary, 15; Topic 1, Quick Activity Matching Game, 16; Topic 2, Taking Notes, 36; Topic 2, Taking Notes, 41; Topic 2, Taking Notes, 43</p> <p><b>Digital Resources:</b> Core Concepts: Culture; 21<sup>st</sup> Century Skills Tutorial: Compare and Contrast; Support Ideas with Evidence</p>
Human Population: Spatial Patterns and Movement	
<p><b>GEO 8.3</b> Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</p>	<p><b>SE/TE:</b> Topic 1, Technological Innovations to Navigation, 29; Topic 1, Chinese Trade and Technology, 35-36; Topic 2, Reasons for Colonization, 73; Topic 6, Topic 6, Technology Speeds Transportation, 371-372; Topic 6, Quick Activity, Investigate, 399; Topic 13, How Did the Automobile Change America?, 792-794; Topic 17, A Networked World, 1029-1030; Topic 17, The Mobile Revolution, 1031</p> <p><b>Active Journal:</b> Topic 1, Taking Notes, 17; Topic 2, Taking Notes, 36; Topic 6, Taking Notes, 147; Topic 6, Taking Notes, 153; Topic 13, Taking Notes, 324; Topic 17, Taking Notes, 425</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Support Ideas with Evidence</p>

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Global Interconnections	
<p><b>GEO 8.4</b> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>	<p><b>SE/TE:</b> Topic 5, An Era of Trade, 299; Topic 16, An Energy Crisis, 965; Topic 16, Expanding Trade, 970-971; Topic 17, Increasing Global Trade, 1017-1018</p> <p><b>Active Journal:</b> Topic 5, Taking Notes, 121; Topic 16, Taking Notes, 400; Topic 16, Practice Vocabulary, 401; Topic 17, Taking Notes, 422</p> <p><b>Digital Resources:</b> 21<sup>st</sup> Century Skills Tutorial: Summarize</p>