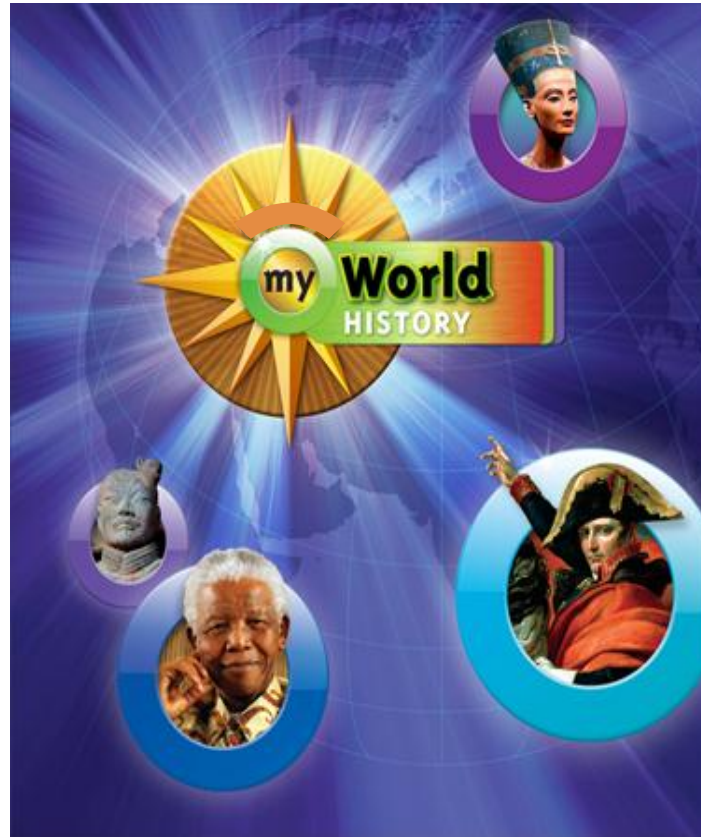


**A Correlation of**



**Survey Edition**

**To the**

**Illinois Learning Standards  
for Social Science  
Grade 6-8**

# A Correlation of Savvas myWorld History, Survey Edition to the Illinois Learning Standards for Social Science

## Introduction

This document demonstrates how **myWorld History, Survey Edition** meets the Illinois Learning Standards for Social Science, Grades 6-8. Correlation page references are to the Student Edition and Teacher ProGuides.

- Welcome to *myWorld History*™! Take your classroom on a virtual exploration through history with this exciting, new, digitally-robust social studies program from Savvas.
- *myWorld History* engages 21<sup>st</sup> century learners by integrating [myWorldHistory.com](http://myWorldHistory.com) and the Student Edition with the goal of connecting history to their lives today.
- **Connect** Watch your students connect to engaging stories from some of the most compelling and eventful times in the history of our world through *myStory*.
- **Experience** Students will journey through time without leaving the classroom with [myWorldHistory.com](http://myWorldHistory.com) where they will actively experience the history of the world in which they live.
- **Understand** Informal and formal assessment options, both in print and online, provide students with multiple ways to demonstrate mastery of important concepts.

Units found in [myWorldHistory.com](http://myWorldHistory.com) *myWorld History*™ Survey Edition:

**Unit 1:** Origins

**Unit 2:** The Ancient Near East

**Unit 3:** Ancient India and China

**Unit 4:** Ancient Greece

**Unit 5:** Ancient Rome

**Unit 6:** The Byzantine Empire and Islamic Civilization

**Unit 7:** African and Asian Civilizations

**Unit 8:** Civilizations of the Americas

**Unit 9:** Europe in the Middle Ages

**Unit 10:** The Rise of Europe

**Unit 11:** The Early Modern World

**Unit 12:** The Modern World

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

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

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

**Table of Contents**

**Developing Questions and Planning Inquiries ..... 4**

**Evaluating Sources and Using Evidence..... 6**

**Communicating Conclusions and Taking Informed Action ..... 9**

**Civics Standards ..... 14**

**Geography Standards ..... 20**

**Economics and Financial Literacy Standards ..... 31**

**History Standards ..... 39**

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<b>Illinois Learning Standards for Social Science, 6-8</b>	
<b>Inquiry Skills</b>	
<b>Developing Questions and Planning Inquiries</b>	
<b>Constructing Essential Questions</b>	
<b>SS.IS.1.6-8:</b> Create essential questions to help guide inquiry about a topic.	<p><b>SE/PG:</b> Ask Questions, 76, 384; Essential Question, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785, 823, 851, 881, 921, 949, 971, 999; 21<sup>st</sup> Century Learning: Research, 17, 39, 51, 77, 103, 191, 229, 293, 323, 357, 421, 481, 575, 617, 677, 757; List Ways People Can Learn About Past Cultures, 597; Unit Activities: Debate the Digital Future, 788–789</p> <p><b>PG only:</b> <i>Core Concepts:</i> Religion Research, T41; Continuum of Han Achievements (Research Achievement of Han Dynasty), T94–T95; <i>The Rise of Europe:</i> To Censor or Not, T22–T23; Revolutionary Ideas (Study American Documents), T82–T83</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Create a Research Hypothesis; Set a Purpose for Reading; Generate New Ideas</p>
<b>Constructing Supporting Questions</b>	
<b>SS.IS.2.6-8:</b> Ask essential and focusing questions that will lead to independent research.	<p><b>SE/PG:</b> 21<sup>st</sup> Century Learning: Research, 17, 39, 51, 77, 103, 191, 229, 293, 323, 357, 421, 481, 575, 617, 677, 757; List Ways People Can Learn About Past Cultures, 597; Unit Activities: Solve a Water Shortage, 192–193; Plan a Cultural Web Site, 292–293; Plan a Museum Exhibit, 356–357; Produce a Roman Newscast, 424–425; Write a Children’s Book, 481–482; Chart Cultural Change, 574–575; Script a Documentary About Ancient Societies of the Americas, 620–621; Debate the Digital Future, 788–789</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

<b>Illinois Learning Standards for Social Science</b>	<b>myWorld History Survey Edition</b>
<p>(Continued) <b>SS.IS.2.6-8:</b> Ask essential and focusing questions that will lead to independent research.</p>	<p>(Continued) <b>PG only:</b> <i>Core Concepts:</i> Religion Research, T41; Continuum of Han Achievements (Research Achievement of Han Dynasty), T94–T95; <i>The Rise of Europe:</i> To Censor or Not, T22–T23; Revolutionary Ideas (Study American Documents), T82–T83</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Create a Research Hypothesis; Set a Purpose for Reading; Generate New Ideas</p>
<b>Determining Helpful Sources</b>	
<p><b>SS.IS.3.6-8:</b> Determine sources representing multiple points of view that will assist in organizing a research plan.</p>	<p><b>SE/PG:</b> Historical Sources, 6–7; 21<sup>st</sup> Century Learning: Analyze Media Content, 39, 511, 1002–1003; Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787, 883, 1001; Writing Task: Comparing Documents, 323, 479, 619, 677, 701, 921; also see: Analyze Primary and Secondary Sources, 76, 100, 190, 248, 291, 354, 384, 413, 444, 476, 703, 784, 786, 970; Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775, 822, 867, 883, 905, 969, 970, 989, 997</p> <p><b>PG only:</b> <i>Core Concepts:</i> Religion Research, T41; Continuum of Han Achievements (Research Achievement of Han Dynasty), T94–T95; <i>The Early Modern World:</i> Revolutionary Ideas (Study American Documents), T82–T83; Gallery of Thoughts (Compare Viewpoints), T88–T89</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<b>Evaluating Sources and Using Evidence</b>	
<b>Gathering and Evaluating Sources</b>	
<b>SS.IS.4.6-8.LC.:</b> Determine the value of sources by evaluating their relevance and intended use.	<p><b>SE/PG:</b> Evaluating Historical Sources, 7; 21<sup>st</sup> Century Learning: Analyze Media Content, 39, 511; Evaluate Web Sites, 353, 701–702, 881, 884–885; Unit Activity: Debate the Digital Future, 788–789; Analyze Media Content, 1002–1003; also see: Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787, 883, 1001; 21<sup>st</sup> Century Learning: Research, 17, 39, 51, 77, 103, 191, 229, 293, 323, 357, 421, 481, 575, 617, 677, 757</p> <p><b>PG only:</b> <i>Core Concepts:</i> Historical Sources (Evaluate Sources), T6; Religion Research, T41; <i>The Ancient Near East:</i> Historian Talk Show (Read Religious Primary Sources), T89; <i>Ancient India and China:</i> Continuum of Han Achievements (Research Achievement of Han Dynasty), T94–T95; <i>The Early Modern World:</i> Gallery of Thoughts (Compare Viewpoints), T88–T89</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>
<b>SS.IS.4.6-8.MdC:</b> Determine the credibility of sources based upon their origin, authority and context.	<p><b>SE/PG:</b> 21<sup>st</sup> Century Learning: Analyze Media Content, 39, 511; Evaluate Web Sites, 353, 701–702, 881, 884–885; Unit Activity: Analyze Media Content, 1002–1003; also see: Evaluating Historical Sources, 7; Unit Activity: Debate the Digital Future, 788–789; Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787, 883, 1001; 21<sup>st</sup> Century Learning: Research, 17, 39, 51, 77, 103, 191, 229, 293, 323, 357, 421, 481, 575, 617, 677, 757</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

<b>Illinois Learning Standards for Social Science</b>	<b>myWorld History Survey Edition</b>
<p>(Continued) <b>SS.IS.4.6-8.MdC:</b> Determine the credibility of sources based upon their origin, authority and context.</p>	<p>(Continued) <b>PG only:</b> <i>Core Concepts:</i> Historical Sources (Evaluate Sources), T6; <i>Ancient Greece:</i> Taking Sides (Compare Views), T16–T17; <i>African and Asian Civilizations:</i> A Trading Empire (Compare Points of View), T10–T11; <i>The Early Modern World:</i> Editorial Cartoon, T58–T59; Gallery of Thoughts (Compare Viewpoints), T88–T89; <i>The Modern World:</i> Propaganda Posters, T52–T53</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>
<p><b>SS.IS.4.6-8.MC:</b> Gather relevant information from credible sources and determine whether they support each other.</p>	<p><b>SE/PG:</b> 21<sup>st</sup> Century Learning: Research, 17, 39, 51, 77, 103, 191, 229, 293, 323, 357, 421, 481, 575, 617, 677, 757; List Ways People Can Learn About Past Cultures, 597; Unit Activities: Solve a Water Shortage, 192–193; Plan a Cultural Web Site, 292–293; Plan a Museum Exhibit, 356–357; Produce a Roman Newscast, 424–425; Write a Children’s Book, 481–482; Chart Cultural Change, 574–575; Script a Documentary About Ancient Societies of the Americas, 620–621; Debate the Digital Future, 788–789</p> <p><b>PG only:</b> <i>Core Concepts:</i> Religion Research, T41; Continuum of Han Achievements (Research Achievement of Han Dynasty), T94–T95; <i>The Early Modern World:</i> Revolutionary Ideas (Study American Documents), T82–T83; Gallery of Thoughts (Compare Viewpoints), T88–T89</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Create a Research Hypothesis; Set a Purpose for Reading; Generate New Ideas</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<b>Developing Claims and Using Evidence</b>	
<b>SS.IS.5.6-8.LC:</b> Appropriately cite all sources utilized.	<p><b>SE/PG:</b> 21<sup>st</sup> Century Learning: Research, 17, 39, 51, 77, 103, 191, 229, 293, 323, 357, 421, 481, 575, 617, 677, 757; Essential Question: Outline a Documentary, 249; Research, 139, 189, 249, 269, 421</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Avoid Plagiarism</p>
<b>SS.IS.5.6-8.MdC:</b> Identify evidence from multiple sources to support claims, noting its limitations.	<p><b>SE/PG:</b> 21<sup>st</sup> Century Learning: Describe Characteristics of Friendship, 229; Three Characteristics of a Good Citizen, 269; Compare Your Culture to Byzantine Culture, 445; Explore How Jewish and Muslim Historians View the Crusades, 677; Evaluate Web Sites About Middle Ages, 701; Writing Task: Persuasive Editorial, 823; Persuasive Letter, 445; Paragraph Justifying Your Reasoning, 51; Paragraph from Different Perspective, 597; Opinion Piece, 77</p> <p><b>PG only:</b> <i>Core Concepts:</i> Historical Sources (Evaluate Sources), T6; <i>Ancient Greece:</i> Taking Sides (Compare Views), T16–T17; <i>African and Asian Civilizations:</i> A Trading Empire (Compare Points of View), T10–T11; <i>The Early Modern World:</i> Editorial Cartoon, T58–T59; Gallery of Thoughts (Compare Viewpoints), T88–T89; <i>The Modern World:</i> Propaganda Posters, T52–T53</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>



**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p><b>SS.IS.5.6-8.MC:</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p><b>SE/PG:</b> Writing Task: Persuasive Editorial, 823; Persuasive Letter, 445; Paragraph Justifying Your Reasoning, 51; Paragraph from Different Perspective, 597; Opinion Piece, 77; also see: 21<sup>st</sup> Century Learning: Describe Characteristics of Friendship, 229; Three Characteristics of a Good Citizen, 269; Compare Your Culture to Byzantine Culture, 445; Explore How Jewish and Muslim Historians View the Crusades, 677; Evaluate Web Sites About Middle Ages, 701</p> <p><b>PG only:</b> <i>Core Concepts:</i> Help Wanted, T21 Debate and Defend, T31; What Is Culture? T38; <i>Ancient Greece:</i> Taking Sides (Compare Views), T16–T17; <i>Ancient Rome:</i> Do the Right Thing (Golden Rule), T58–T59; <i>African and Asian Civilizations:</i> A Demand for Rights, T46–T47; <i>The Early Modern World:</i> Dialogues on Leadership, T35–T37; <i>The Modern World:</i> Opinion Corners, T88–T89</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Consider and Counter Opposing Arguments; Develop a Clear Thesis; Support Ideas with Evidence; Write an Essay; Distinguish Between Fact and Opinion</p>
<p align="center"><b>Communicating Conclusions and Taking Informed Action</b></p>	
<p><b>Communicating Conclusions</b></p>	
<p><b>SS.IS.6.6-8.LC:</b> Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p>	<p><b>SE/PG:</b> Writing Task: Persuasive Editorial, 823; Persuasive Letter, 445; Paragraph Justifying Your Reasoning, 51; Paragraph from Different Perspective, 597; Opinion Piece, 77; also see: Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775, 822, 867, 883, 905, 969, 970, 989, 997</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p>(Continued)  <b>SS.IS.6.6-8.LC:</b> Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p>	<p>(Continued)  <b>PG only:</b> <i>Core Concepts:</i> Help Wanted, T21 Debate and Defend, T31; What Is Culture? T38; <i>Ancient Greece:</i> Taking Sides (Compare Views), T16–T17; <i>Ancient Rome:</i> Do the Right Thing (Golden Rule), T58–T59; <i>African and Asian Civilizations:</i> A Demand for Rights, T46–T47; <i>The Early Modern World:</i> Dialogues on Leadership, T35–T37; <i>The Modern World:</i> Opinion Corners, T88–T89</p> <p><u>Digital Resources:</u>  <i>21<sup>st</sup> Century Skills:</i> Develop a Clear Thesis; Support Ideas with Evidence; Write an Essay; Distinguish Between Fact and Opinion; Give an Effective Presentation</p>
<p><b>SS.IS.6.6-8.MdC:</b> Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.</p>	<p><b>SE/PG:</b> Writing Task: Explanation, 17, 139, 165, 189, 191, 229, 269, 289, 291, 353, 355, 385, 421, 423, 479, 543, 617, 647, 735, 851, 883, 949, 971, 999; Summary, 477, 785, 1001; Essay, 39</p> <p><b>PG only:</b> <i>Origins:</i> Spread the News, T10–T11; <i>Ancient India and China:</i> Outline a Documentary, T35–T37; <i>Ancient Rome:</i> Comparing Religions, T52–T53; <i>The Byzantine Empire and Islamic Civilization:</i> Who Was Then? T46–T47 <i>African and Asian Civilizations:</i> Ways of Thinking and Believing, T58–T59 <i>Civilizations of the Americas:</i> A Knotty System, T28–T29; <i>The Rise of Europe:</i> Conquest Biographies, T81; <i>The Early Modern World:</i> Front Page News, T70–T71; <i>The Modern World:</i> Great Conflicts in History, T59–T61</p> <p><u>Digital Resources:</u>  <i>21<sup>st</sup> Century Skills:</i> Develop a Clear Thesis; Support Ideas with Evidence; Write an Essay</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

<p align="center"><b>Illinois Learning Standards for Social Science</b></p>	<p align="center"><b>myWorld History Survey Edition</b></p>
<p><b>SS.IS.6.6-8.MC:</b> Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</p>	<p><b>SE/PG:</b> Writing Task: Persuasive Editorial, 823; Promotional Brochure, 511; Unit Activities: Debate the Digital Future, 788–789; also see: Unit Activities: Plan a Cultural Web Site, 292–293; Plan a Museum Exhibit, 356–357; Produce a Roman Newscast, 424–425; Script a Documentary About Ancient Societies of the Americas, 620–621; 21<sup>st</sup> Century Learning: Research, 17, 39, 51, 77, 103, 191, 229, 293, 323, 357, 421, 481, 575, 617, 677, 757</p> <p><b>PG only:</b> <i>Core Concepts:</i> Help Wanted, T21 Debate and Defend, T31; What Is Culture? T38; <i>Ancient Greece:</i> Taking Sides (Compare Views), T16–T17; <i>Ancient Rome:</i> Do the Right Thing (Golden Rule), T58–T59; <i>African and Asian Civilizations:</i> A Demand for Rights, T46–T47; <i>The Early Modern World:</i> Dialogues on Leadership, T35–T37; <i>The Modern World:</i> Opinion Corners, T88–T89</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Develop a Clear Thesis; Support Ideas with Evidence; Write an Essay; Consider and Counter Opposing Arguments; Solve Problems</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<b>Critiquing Conclusions</b>	
<b>SS.IS.7.6-8:</b> Critique the structure and credibility of arguments and explanations (self and others).	<p><b>SE/PG:</b> Evaluating Historical Sources, 7; 21<sup>st</sup> Century Learning: Analyze Media Content, 39, 511; Evaluate Web Sites, 353, 701–702, 881, 884–885; Unit Activity: Debate the Digital Future, 788–789; Analyze Media Content, 1002–1003; also see: Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787, 883, 1001; Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775, 822, 867, 883, 905, 969, 970, 989, 997</p> <p><b>PG only:</b> <i>Core Concepts:</i> Help Wanted, T21 Debate and Defend, T31; What Is Culture? T38; <i>Ancient Greece:</i> Taking Sides (Compare Views), T16–T17; <i>Ancient Rome:</i> Do the Right Thing (Golden Rule), T58–T59; <i>African and Asian Civilizations:</i> A Demand for Rights, T46–T47; <i>The Early Modern World:</i> Dialogues on Leadership, T35–T37; <i>The Modern World:</i> Opinion Corners, T88–T89</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Consider and Counter Opposing Arguments</p>
<b>Taking Informed Action</b>	
<b>SS.IS.8.6-8.LC:</b> Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	<p><b>SE/PG:</b> Unit Activities: Solve a Water Shortage, 192–193; Debate the Digital Future, 788–789; 21<sup>st</sup> Century Learning: Solve Problems, 99, 249, 597, 788–789, 971; also see: Think Critically: Problem Solving, 612, 998; Solve Problems, 67, 248, 267, 281, 615, 807, 873, 931</p> <p><b>PG only:</b> <i>Core Concepts:</i> Help Wanted, T21 Debate and Defend, T31; <i>Ancient Rome:</i> Do the Right Thing (Golden Rule), T58–T59; <i>African and Asian Civilizations:</i> A Demand for Rights, T46–T47</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Solve Problems</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p><b>SS.IS.8.6-8.MdC:</b> Assess individual and collective capacities to take action to address problems and identify potential outcomes.</p>	<p><b>SE/PG:</b> Serving Her Country, 19–20; Civic Participation, 27; 21<sup>st</sup> Century Learning: Work in Teams, 51, 165, 704–705; Solve Problems, 99, 249, 597, 788–789, 971; Unit Activities: Solve a Water Shortage, 192–193; Debate the Digital Future, 788–789; also see: Think Critically: Problem Solving, 612, 998; Solve Problems, 67, 248, 267, 281, 615, 807, 873, 931</p> <p><b>PG only:</b> <i>Core Concepts:</i> Help Wanted, T21; Political Structures, T22; Citizenship, T24; <i>Ancient Greece:</i> Taking Sides (Compare Views), T16–T17; Respond With a Speech, T63 (Greek and Sparta); <i>Ancient Rome:</i> Do the Right Thing (Golden Rule), T58–T59; <i>The Early Modern World:</i> Dialogues on Leadership, T35–T37 Revolutionary Ideas (Study American Documents), T82–T83; <i>The Modern World:</i> Youth Conference for Change, T77–T79 Between Conflict and Peace, T82–T83</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Solve Problems</p>
<p><b>SS.IS.8.6-8.MC:</b> Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.</p>	<p><b>SE/PG:</b> 21<sup>st</sup> Century Learning: Three Characteristics of a Good Citizen, 269; Unit Activities: Debate the Digital Future, 788–789; also see: Work in Teams, 51, 165, 704–705; Solve Problems, 99, 249, 597, 788–789, 971; Unit Activities: Solve a Water Shortage, 192–193; Debate the Digital Future, 788–789; also see: Think Critically: Problem Solving, 612, 998; Solve Problems, 67, 248, 267, 281, 615, 807, 873, 931</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p>(Continued) <b>SS.IS.8.6-8.MC:</b> Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.</p>	<p>(Continued) <b>PG only:</b> <i>Core Concepts:</i> Help Wanted, T21; Political Structures, T22; Citizenship, T24; <i>Ancient Greece:</i> Taking Sides (Compare Views), T16–T17; Respond With a Speech, T63 (Greek and Sparta); <i>Ancient Rome:</i> Do the Right Thing (Golden Rule), T58–T59; <i>The Early Modern World:</i> Dialogues on Leadership, T35–T37 Revolutionary Ideas (Study American Documents), T82–T83; <i>The Modern World:</i> Youth Conference for Change, T77–T79 Between Conflict and Peace, T82–T83</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Make Decisions; Voting; Work in Teams</p>
<b>Civics Standards</b>	
<b>Civic and Political Institutions</b>	
<p><b>SS.CV.1.6-8.LC:</b> Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).</p>	<p><b>SE/PG:</b> Citizenship, 26–27; Voting, 27, 315, 316, 372, 919; Taxes and Taxation, 35, 146, 147, 236, 607; 21<sup>st</sup> Century Learning, 269; also see: Citizens and Citizenship, 304, 307–308, 320, 315, 371–372, 375, 395</p> <p><b>PG only:</b> <i>Core Concepts:</i> Citizenship, T24; <i>The Early Modern World:</i> Enrichment: Revolutionary Ideas, T82–T83; Declaring Rights, T90; <i>The Modern World:</i> Winners and Losers, T70–T71</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Being an Informed Citizen; Participate in a Discussion or Debate; Paying Taxes; Political Participation; Serving on a Jury; Share Responsibility; Solve Problems; Voting; Work in Teams <i>myWorld History Resources:</i> Current Events</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

<b>Illinois Learning Standards for Social Science</b>	<b>myWorld History Survey Edition</b>
<b>SS.CV.1.6-8.MdC:</b> Describe the roles of political, civil and economic organizations in shaping people’s lives.	<p><b>SE/PG:</b> Foundations of Government, 20–21; Political Systems, 22–23; Political Structures, 24–25; United Nations, 947, 956–957, 984–985, 993, 996</p> <p><b>PG only:</b> <i>The Modern World:</i> Enrichment: The Treaty of Versailles, T42; Youth Conference for Change, T77–T79; Opinion Corners, T88–T89 (International Organizations)</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events</p>
<b>SS.CV.1.6-8.MC:</b> Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.	<p><b>SE/PG:</b> Foundations of Government, 20–21; Political Systems, 22–23; Political Structures, 24–25; Rule of Law, 123, 371, 375, 662; Citizens and Citizenship, 26–27, 304, 307–308, 320, 315, 371–372, 375, 395</p> <p><b>PG only:</b> <i>Core Concepts:</i> Help Wanted, T21; Political Structures, T22</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Being an Informed Citizen; Participate in a Discussion or Debate; Paying Taxes; Political Participation; Serving on a Jury; Share Responsibility; Solve Problems; Voting</p>
<b>SS.CV.2.6-8.LC:</b> Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	<p><b>SE/PG:</b> Rule of Law, 123, 371, 375, 662, 1043; Law Codes: Athens, 313; Byzantine Empire, 440–441; China, 276–277; Common Law, 663; Hammurabi’s Code, 121–123; Islam, 455, 459, 462, 981; Japan, 553; Magna Carta, 662–663; Roman Empire, 401, 440–441, 662; Sumer, 116–117, 120; Twelve Tables, 401; Constitutional Monarchy, 849, 1027; Setting Up the Government, 871–873; Closer Look: The U.S. Constitution, 872</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p>(Continued)  <b>SS.CV.2.6-8.LC:</b> Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p>	<p>(Continued)  <b>PG only:</b> <i>Ancient Greece:</i> Enrichment: Origins of the Vocabulary of Government, T24; <i>Ancient Rome:</i> Speech to the Roman Government, T5–T7; <i>African and Asian Civilizations:</i> Guidelines for Government, T70–T71; <i>The Early Modern World:</i> Enrichment: Revolutionary Ideas, T82–T83</p> <p><u>Digital Resources:</u>  <i>21<sup>st</sup> Century Skills:</i> Being an Informed Citizen</p>
<p><b>SS.CV.2.6-8.MdC:</b> Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.</p>	<p><b>SE/PG:</b> Foundations of Government, 20–21; Political Systems, 22–23; Political Structures, 24–25; United States: Setting Up the Government, 871–873; Closer Look: The U.S. Constitution, 872; also see: also see: Absolute Monarchy, 592; Athens, 321, 354; China, 256, 258–259, 275–280, 516, 518, 519, 520, 524–527, 530–531; City–States, 304–305, 312–317; Colonial, 811, 813; Communism, 933, 978–979, 980; Democracy, 314–317; England, 662, 663, 844–849; English Colonies, 809; France, 832–833, 834–835, 893; Germany, 895–896; Greece, 312–317, 346; Japan, 551–552; New Spain, 797; North Korea, 23; Roman empire, 395, 406; Roman Republic, 366, 370–375, 379, 381–382; Russia, 840, 905; Self–Government, 305, 755, 809; Southwest Asia, 20; Sparta, 312, 318–319, 321, 354–355; Tyranny, 314; United Kingdom, 662, 663</p> <p><b>PG only:</b> <i>Core Concepts:</i> Foundations of Government, T18; What If, T19; Political Systems, T20; Political Structures, T22; <i>Ancient Rome:</i> Speech to the Roman Government, T5–T7; <i>African and Asian Civilizations:</i> Guidelines for Government, T70–T71</p> <p><u>Digital Resources:</u>  <i>21<sup>st</sup> Century Skills:</i> Being an Informed Citizen; Identify Main Ideas and Details</p>



**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p><b>SS.CV.2.6-8.MC:</b> Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p>	<p><b>SE/PG:</b> Magna Carta, 662–663; Constitutional Monarchy, 849, 1027; Setting Up the Government, 871–873; Closer Look: The U.S. Constitution, 872</p> <p><b>PG only:</b> <i>The Early Modern World:</i> Enrichment: Revolutionary Ideas, T82–T83; Declaring Rights, T90</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Being an Informed Citizen</p>
<p align="center"><b>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</b></p>	
<p><b>SS.CV.3.6-8.LC; Mdc; MC:</b> Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>	<p><b>SE/PG:</b> Women’s Rights, 919; Fights for Human Rights, 978, 979; 1<sup>st</sup> Century Learning: Make a Difference, 192–193, Solve Problems, 788–789</p> <p><b>PG only:</b> <i>The Early Modern World:</i> Enrichment: Revolutionary Ideas, T82–T83; Declaring Rights, T90</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Being an Informed Citizen; Participate in a Discussion or Debate; Serving on a Jury; Solve Problems; Voting; Work in Teams</p>
<p><b>SS.CV.4.6-8.LC:</b> Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.</p>	<p><b>SE/PG:</b> Foundations of Government, 20–21; Political Systems, 22–23; Political Structures, 24–25; Citizenship in the United States, 26–27; Fights for Human Rights, 978–979; The War on Terror, 983</p> <p><b>PG only:</b> <i>The Early Modern World:</i> Enrichment: Revolutionary Ideas, T82–T83; Declaring Rights, T90; <i>The Modern World:</i> Youth Conference for Change, T77–T79; Between Conflict and Peace, T82–T83</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Being an Informed Citizen; Participate in a Discussion or Debate; Serving on a Jury; Solve Problems; Voting; Work in Teams</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p><b>SS.CV.4.6-8.MdC:</b> Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.</p>	<p><b>SE/PG:</b> Magna Carta, 662–663; Declaration of Independence, 870; Constitution, 374, 872, 873; Articles of Confederation, 871; Checks and Balances, 375; Bill of Rights, 872, 873; also see: Twelve Tables, 401; The Influence of Roman Law, 401; Hammurabi’s Code, 121–123</p> <p><b>PG only:</b> <i>The Early Modern World: Enrichment: Revolutionary Ideas</i>, T82–T83; <i>Declaring Rights</i>, T90</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Political Participation</p>
<p><b>SS.CV.4.6-8.MC:</b> Critique deliberative processes used by a wide variety of groups in various settings.</p>	<p><b>SE/PG:</b> 21<sup>st</sup> Century Learning: Work in Teams, 480–481, 704–705; Solve Problems, 788–789; also see: Work in Teams, 51, 165, Solve Problems, 99, 249, 597, 788–789, 971</p> <p><b>PG only:</b> <i>Ancient Rome: ELL Support: Activity</i>, T15; <i>The Rise of Europe: Money from Medici</i>, T10–T11</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Participate in a Discussion or Debate; Serving on a Jury; Solve Problems; Voting; Work in Teams</p>
<p><b>SS.CV.5.6-8. MC:</b> Apply civic virtues and democratic principles in school and community settings.</p>	<p><b>SE/PG:</b> 21<sup>st</sup> Century Learning: Discuss, 189, 823, Debate, 789; also see: Work in Teams, 51, 165, 704–705, Solve Problems, 99, 249, 597, 788–789, 971</p> <p><b>PG only:</b> Core Concepts: Citizenship, T24; <i>The Early Modern World: Enrichment: Revolutionary Ideas</i>, T82–T83; <i>Declaring Rights</i>, T90; <i>The Modern World: Winners and Losers</i>, T70–T71</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Being an Informed Citizen; Participate in a Discussion or Debate; Paying Taxes; Political Participation; Serving on a Jury; Share Responsibility; Solve Problems; Voting; Work in Teams</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<b>Processes, Rules and Laws</b>	
<b>SS.CV.6.6-8.LC:</b> Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.	<p><b>SE/PG:</b> Rule of Law, 123, 371, 375, 662, 1043; Law Codes: Athens, 313; Byzantine Empire, 440–441; China, 276–277; Common Law, 663; Hammurabi’s Code, 121–123; Magna Carta, 662–663; Roman Empire, 401, 440–441, 662; Sumer, 116–117, 120; Twelve Tables, 401; Constitutional Monarchy, 849, 1027; Setting Up the Government, 871–873; Closer Look: The U.S. Constitution, 872</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Being an Informed Citizen</p>
<b>SS.CV.6.6-8.MdC;</b> Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	<p><b>SE/PG:</b> Women’s Rights, 919; Fights for Human Rights, 978, 979; 1<sup>st</sup> Century Learning: Make a Difference, 192–193, Solve Problems, 788–789</p> <p><b>PG only:</b> <i>The Early Modern World:</i> Enrichment: Revolutionary Ideas, T82–T83; Declaring Rights, T90</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Being an Informed Citizen; Participate in a Discussion or Debate; Serving on a Jury; Solve Problems; Voting; Work in Teams</p>
<b>SS.CV.6.6-8.MC:</b> Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).	<p><b>SE/PG:</b> 21<sup>st</sup> Century Learning: Discuss, 189, 823, Debate, 789; also see: Work in Teams, 51, 165, 704–705, Solve Problems, 99, 249, 597, 788–789, 971</p> <p><b>PG only:</b> Core Concepts: Citizenship, T24; <i>The Early Modern World:</i> Enrichment: Revolutionary Ideas, T82–T83; Declaring Rights, T90; <i>The Modern World:</i> Winners and Losers, T70–T71</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Being an Informed Citizen; Participate in a Discussion or Debate; Paying Taxes; Political Participation; Serving on a Jury; Share Responsibility; Solve Problems; Voting; Work in Teams</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<b>Geography Standards</b>	
<b>Human-Environment Interaction: Place, Regions and Culture</b>	
<p><b>SS.G.1.6-8.LC:</b> Use geographic representations (maps, photographs, satellite images, etc.) to explain the relationships between the locations (places and regions) and changes in their environment.</p>	<p><b>SE/PG:</b> Geography’s Five Themes, 10–11; Understanding Maps, 12–13; Historical Maps, 14–15; Map Skills, 10, 11, 12, 13, 14, 15, 38, 42, 44, 50, 62, 69, 85, 92, 98, 112, 183, 185, 188, 201, 204, 207, 218, 226, 236, 243, 248, 255, 259, 279, 301, 310, 319, 330, 332, 336, 365, 381, 391, 403, 406, 418, 433, 438, 451, 452, 461, 469, 489, 492, 496, 501, 510, 518, 520, 525, 528, 532, 543, 549, 570, 583, 584, 591, 603, 609, 629, 630, 632, 636, 641, 653, 659, 667, 674, 685, 696, 713, 714, 734, 751, 764, 766, 771, 777, 805, 812, 814, 817, 818, 829, 835, 841, 842, 847, 870, 878, 893, 895, 896, 908, 927, 931, 934, 936, 941, 945, 946, 947, 958, 964, 967, 977</p> <p><b>PG only:</b> <i>Core Concepts:</i> Understanding Maps, T12; From Here to There!, T13 (draw a map); Historical Maps, T14; Mapping My Day, T15; <i>Ancient India and China:</i> Challenge: Create a pop-up map, T8; Extra Support: Trace Aryans and Native Americans migration on maps, T14; <i>The Rise of Europe:</i> A Memorable Map, T64–T65</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Create Charts and Maps; Read Charts, Graphs, and Tables; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p><b>SS.G.1.6-8.MdC:</b> Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.</p>	<p><b>SE/PG:</b> Understanding Maps, 12–13; Historical Maps, 14–15; 21<sup>st</sup> Century Learning: Make Maps, 139, 165; Unit Activities: Chart Cultural Change, 574–575; also see: Charts, Graphs, and Diagrams, 29, 30, 39, 47, 49, 51, 60, 66, 83, 88, 93, 94, 111, 128, 130, 136, 149, 155, 174, 179, 186, 186, 209, 217, 223, 224, 226, 228, 236, 246, 247, 255, 256, 260, 280, 316, 317, 321, 339, 341, 349, 368, 375, 395, 397, 412, 412, 437, 439, 458, 458, 459, 495, 496, 523, 527, 539, 555, 557, 587, 588, 588, 592, 596, 615, 642, 645, 655, 656, 661, 663, 692, 698, 732, 733, 745, 747, 757, 773, 777, 779, 785, 798, 803, 811, 813, 822, 833, 873, 875, 881, 902, 903, 916, 918, 919, 936, 942, 955, 957, 993, 996, 997</p> <p><b>PG only:</b> <i>Core Concepts:</i> Understanding Maps, T12; From Here to There!, T13 (draw a map); Mapping My Day, T15; <i>Ancient India and China:</i> Challenge: Create a pop-up map, T8; Extra Support: Trace Aryans and Native Americans migration on maps, T14; <i>The Modern World:</i> Enrichment: Raw Material Use, T18 (graphs)</p> <p><u>Digital Resources:</u>  <i>21<sup>st</sup> Century Skills:</i> Create Charts and Maps; Read Charts, Graphs, and Tables; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p><b>SS.G.1.6-8.MC:</b> Construct different representations to explain the spatial patterns of cultural and environmental characteristics.</p>	<p><b>SE/PG:</b> 21<sup>st</sup> Century Learning: Illustrated Informational Brochure, 51; Make Maps, 139, 165; Chart Cultural Change, 574–575; myWorld Chapter Activity: Travel Brochure, 229; Board Game, 289; Unit Activities: Plan a Cultural Web Site, 292–293; Plan a Museum Exhibit, 356–357; Chart Cultural Change, 574–575; also see: Understanding Maps, 12–13; Historical Maps, 14–15</p> <p><b>PG only:</b> <i>Core Concepts:</i> Understanding Maps, T12; From Here to There!, T13 (draw a map); Mapping My Day, T15; <i>Ancient India and China:</i> Challenge: Create a pop-up map, T8; Extra Support: Trace Aryans and Native Americans migration on maps, T14</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Develop Cultural Awareness; Create Charts and Maps; Use Parts of a Map</p>
<b>Human Population</b>	
<p><b>SS.G.2.6-8.LC:</b> Explain how humans and their environment affect one another.</p>	<p><b>SE/PG:</b> This standard is met throughout the program. Representative references include the following: Human-Environment Interaction, 11; Adapting to Varied Environments, 70–71; Early Agriculture, 82–89; Settings of Early Civilizations, 93; The Nile River Valley, 144–145; The Indian Subcontinent, 200–201; Settling Along the Huang River, 254–257; Geography of the Greek World, 300–301; The Geography of Italy, 364; The African Landscape, 488–490; Geography of Japan, 548–549; Geography of Mesoamerican, 583; The Land of the Aztecs, 590–591; The Eastern Woodlands, 610; The Great Plains, 611; The North and Northwest, 612; The West and Southwest, 613; Planting the First Colonies, 808–810; Colonial Economies, 813; Competition for Resources, 993; Protecting the Environment, 994–995</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p>(Continued)  <b>SS.G.2.6-8.LC:</b> Explain how humans and their environment affect one another.</p>	<p>(Continued)  also see: Farming, 48–49, 75, 102–103, 111–112, 133, 146, 149, 160, 163, 202, 256, 285, 308, 394, 506, 520–521, 536, 550, 585, 591, 594, 602, 609, 610, 615, 682–684; Irrigation, 49, 112, 192–193, 521, 536; Roads, 96, 129, 261, 275, 279, 280–281, 392, 393, 395; Aqueducts, 392, 393, 594</p> <p><b>PG only:</b> <i>The Ancient Near East: Water in the Desert</i>, T35–T37; <i>Enrichment: The Aswan High Dam</i>, T42; <i>Ancient India and China: Another Brick in the Great Wall</i>, T82–T83; <i>Enrichment: Chinese Garden Design</i>, T96;; <i>The Byzantine Empire and Islamic Civilization: Living in Arabia</i>, T34–T35; <i>African and Asian Civilizations: Trade With Other Lands</i>, T35–T37; <i>The Rise of Europe: Enrichment: History of Sugar</i>, T78;; <i>The Modern World: Enrichment: Hidden Water</i>, T96</p> <p><u>Digital Resources:</u>  <i>myWorld History Resources: Current Events (World)</i></p>
<p><b>SS.G2.6-8.MdC:</b> Compare and contrast the cultural and environmental characteristics of different places or regions.</p>	<p><b>SE/PG:</b> This standard is met throughout the program. Representative references include the following: Historical Maps, 14–15; What is Culture?, 42–43; Religion, 44–45; Cultural Diffusion and Change, 46–47; Hunter-Gatherer Societies, 64–67; Early Agriculture, 82–89; Settings of Early Civilizations, 93; Geography of Mesopotamia, 111; Geography of Ancient Egypt, 144–145; The Indian Subcontinent, 200–201; Settling Along the Huang River, 254–257; Geography of the Greek World, 300–301; The African Landscape, 488–490; Geography of Japan, 548–549; Geography of Mesoamerica, 583; Mexico: Building a City, 590–591; Geography Shapes Life, 602–603; The Geography of Europe, 628; also see: Map Skills: Region, 112, 126, 148, 183, 255, 391, 403, 452, 469, 489, 492, 501, 518, 525, 528, 532, 549, 584, 629, 674, 696; Nile River Valley, 92, 93, 95</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p>(Continued) <b>SS.G2.6-8.MdC:</b> Compare and contrast the cultural and environmental characteristics of different places or regions.</p>	<p>(Continued) <b>PG only:</b> <i>Core Concepts:</i> Culture Spotting, T39; Cultural Diffusion and Change, T42; Track That Trait, T43; <i>Origins:</i> Pass the Civilization Test, T40–T41 (learn about two cultures; compare two cultures); <i>The Ancient Near East:</i> Exploring Dispersion, T84–T85; <i>Ancient India and China:</i> The Empire Game, T77–T79; <i>Ancient Rome:</i> Comparing Religions, T52–T53; Roman Religion and Culture, T69; <i>The Byzantine Empire and Islamic Civilization:</i> Spread the Word, T22–T23 <i>African and Asian Civilizations:</i> The Flow of Culture, T65–T67; <i>Civilizations of the Americas:</i> The Aztecs and the Incas, T38; <i>Europe in the Middle Ages:</i> Town and Country, T64–T65; <i>The Rise of Europe:</i> Around the World in 1,000 Days, T59–T61; <i>The Modern World:</i> Between Conflict and Peace, T82–T83</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (World)</p>
<p><b>SS.G2.6-8.MC:</b> Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p>	<p><b>SE/PG:</b> Making Choices, 28–29; Businesses and the Economic Process, 30–31; Economic Systems, 32–33; Barter, 113; Trade, 113; Imports and Exports, 133; Commerce, 158; Silk Road, 280–281, 513; Controlling Production and Prices, 285; Gold and Salt Trade, 491–493; Money Economy, 522; Primary Source: Trade in Asia and Africa, 572–573; 21<sup>st</sup> Century Learning: Chart Cultural Change (Trade), 574–575; Medieval Trade, 684–685; New Tools for Exploration, 767–769; The Growth of Trade, 776–783; Mercantilism 779–780; Sugar: A Sweet Story of Capitalism, 780–781; The Price Revolution, 780; Land, Crops, and Prices, 781–782; Traditional Economy, 783; Market Economy, 783; Tulip-mania (Prices in the 1630s), 782; The Middle Class Grows, 783; Cochineal Exports, 798; A Trade Empire in Asia, 805–807; Pepper Prices, 806; The Transatlantic Slave Trade, 816–821; The New Global Economy, 987–989;</p>



**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p>(Continued)  <b>SS.G.2.6-8.MC:</b> Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p>	<p>(Continued)  also see: Trade, 160, 163, 202, 204, 279, 285, 310, 311, 394–395, 415, 433, 443, 469–470, 491–493, 495, 500–503, 506, 513, 517, 522, 522–523, 528–529, 533, 535, 536, 537–538, 541, 561, 565, 586, 594, 657, 671, 684–685, 762, 765, 798, 808, 811, 813, 814, 840, 987–988</p> <p><b>PG only:</b> <i>Core Concepts:</i> Economic Basics, T26; Economics Process, T28; Economics Systems, T31; Debate and Defend, T31 (compare two economic systems); Trade, T32; International Traders, T33; <i>Ancient Greece:</i> Digging the Hellenistic World, T35–T37; <i>African and Asian Civilizations:</i> A Trading Empire, T10–T11; Trade With Other Lands, T35–T37; <i>Europe in the Middle Ages:</i> Global Trade, T64; <i>The Rise of Europe:</i> Around the World in 1,000 Days, T59–T61</p> <p><u>Digital Resources:</u>  <i>21<sup>st</sup> Century Skills:</i> Develop Cultural Awareness  <i>myWorld History Resources:</i> Current Events (World)</p>
<b>Geographic Representations Human Environment Interaction Population</b>	
<p><b>SS.G.3.6-8.LC:</b> Explain how environmental characteristics impact human migration and settlement.</p>	<p><b>SE/PG:</b> This standard is met throughout the program. Representative references include the following: Hunter-Gatherer Societies, 64–67; Populating the Earth, 68–75; Early Agriculture, 82–89; Cities and Civilizations, 90–97; The Fertile Crescent, 106–109, 110–117, 118–123, 124–131, 132–137, 138–139; The Nile River Valley, 144–145; Indus Valley Civilization, 200–205; Migration, 207, 309–310; Settling Along the Huang River, 254–257; Geography of the Greek World, 300–301; The Geography of Italy, 364; Essential Question: Why do people move, 386, 395, 401, 407, 413, 419, 421, 792, 801, 807, 815, 821, 823; The African Landscape, 488–490; Geography of Japan, 548–549; Migrations to the Americas, 582; Geography of Mesoamerican, 583; The Land of the Aztecs, 590–591; The Eastern Woodlands, 610; The Great Plains, 611; The North and Northwest, 612;</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p>(Continued)  <b>SS.G.3.6-8.LC:</b> Explain how environmental characteristics impact human migration and settlement.</p>	<p>(Continued)            The West and Southwest, 613; Planting the First Colonies, 808–810; Colonial Economies, 813; Patterns of Migration, 997</p> <p><b>PG only:</b> <i>Origins:</i> The Road to Civilization, T29–T31; <i>The Ancient Near East:</i> Exploring Dispersion, T84–T85; <i>Ancient India and China:</i> Extra Support: Trace Aryans and Native Americans migration on maps, T14; <i>The Byzantine Empire and Islamic Civilization:</i> Living in Arabia, T34–T35; <i>African and Asian Civilizations:</i> A Trading Empire, T10–T11; Trade With Other Lands, T35–T37; <i>Europe in the Middle Ages:</i> Global Trade, T64; <i>The Rise of Europe:</i> Around the World in 1,000 Days, T59–T61; <i>The Early Modern World:</i> Who Wrote It? T5–T7</p> <p><u>Digital Resources:</u>  <i>myWorld History Resources:</i> Current Events (World)</p>
<p><b>SS.G3.6-8.MdC:</b> Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.</p>	<p><b>SE/PG:</b> United States and China: Trade, 35; Trade and New Technologies, 113; Expanding Industries, 523; Inventions Help Trade, 536; New Tools for Exploration, 767–769; Sugar: A Sweet Story of Capitalism, 780–781; Cochineal Exports, 798; Power and Productivity, 914–915;; Industrial Revolution, 898–905, 917, 918–919; The New Global Economy, 987–989; Revolutions in Information Technology, 990–991</p> <p><b>PG only:</b> <i>Core Concepts:</i> Science and Technology, T44; Disappearing Technology, T45; <i>Origins:</i> The Road to Civilization, T29–T31; <i>The Ancient Near East:</i> Water in the Desert, T35–T37; <i>Ancient India and China:</i> The Empire Game, T77–T79; <i>African and Asian Civilizations:</i> A Trading Empire, T10–T11 Enrichment: Navigable Rivers in Africa, T12; Enrichment: Shipwrecks, T24; Trade With Other Lands, T35–T37 Trade in Asia and Africa, T86; <i>Europe in the Middle Ages:</i> Global Trade, T64; <i>The Rise of Europe:</i> Mercantilism Mixer, T76–T77</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

<p align="center"><b>Illinois Learning Standards for Social Science</b></p>	<p align="center"><b>myWorld History Survey Edition</b></p>
<p><b>SS.G3.6-8.MC:</b> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation. .</p>	<p><b>SE/PG:</b> Trade Barriers and Free Trade, 35; Barter, 113; Imports and Exports, 133; Commerce, 158; Interdependence, 159; Controlling Production and Prices, 285; Labor Specialization, 491; Gold and Salt Trade, 491–493; Primary Source: Trade in Asia and Africa, 572–573; 21<sup>st</sup> Century Learning: Chart Cultural Change (Trade), 574–575; The Growth of Trade, 776–783; Mercantilism 779–780; A Trade Empire in Asia, 805–807; The Transatlantic Slave Trade, 816–821; Industrial Revolution, 898–905, 917, 918–919; Cooperation and Trade, 984–989; Protecting the Environment, 994–995</p> <p><b>PG only:</b> <i>Core Concepts:</i> Science and Technology, T44; Disappearing Technology, T45; <i>Origins:</i> The Road to Civilization, T29–T31; <i>Ancient India and China:</i> The Empire Game, T77–T79; <i>African and Asian Civilizations:</i> A Trading Empire, T10–T11; Trade With Other Lands, T35–T37; Trade in Asia and Africa, T86; <i>Europe in the Middle Ages:</i> Global Trade, T64; <i>The Rise of Europe:</i> Mercantilism Mixer, T76–T77; <i>The Modern World:</i> Between Conflict and Peace, T82–T83</p> <p><u>Digital Resources:</u>  <i>21<sup>st</sup> Century Skills:</i> Analyze Cause and Effect;            Read Political Maps  <i>myWorld History Resources:</i> Current Events (World)</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<b>Global Interconnections</b>	
<p><b>SS.G.4.6-8.LC:</b> Identify how cultural and environmental characteristics vary among regions of the world.</p>	<p><b>SE/PG:</b> This standard is met throughout the program. Representative references include the following: Map Skills: Region, 112, 126, 148, 183, 255, 391, 403, 452, 469, 489, 492, 501, 518, 525, 528, 532, 549, 584, 629, 674, 696; also see: Historical Maps, 14–15; What is Culture?, 42–43; Religion, 44–45; Cultural Diffusion and Change, 46–47; Hunter-Gatherer Societies, 64–67; Early Agriculture, 82–89; Settings of Early Civilizations, 93; Geography of Mesopotamia, 111; Geography of Ancient Egypt, 144–145; The Indian Subcontinent, 200–201; Settling Along the Huang River, 254–257; Geography of the Greek World, 300–301; The African Landscape, 488–490; Geography of Japan, 548–549; Geography of Mesoamerica, 583; Mexico: Building a City, 590–591; Geography Shapes Life, 602–603; The Geography of Europe, 628</p> <p><b>PG only:</b> <i>Core Concepts:</i> Culture Spotting, T39; Cultural Diffusion and Change, T42; Track That Trait, T43; <i>Origins:</i> Pass the Civilization Test, T40–T41 (learn about two cultures; compare two cultures); <i>The Ancient Near East:</i> Exploring Dispersion, T84–T85; <i>Ancient India and China:</i> The Empire Game, T77–T79; <i>Ancient Rome:</i> Comparing Religions, T52–T53; Roman Religion and Culture, T69; <i>The Byzantine Empire and Islamic Civilization:</i> Spread the Word, T22–T23 <i>African and Asian Civilizations:</i> The Flow of Culture, T65–T67; <i>Civilizations of the Americas:</i> The Aztecs and the Incas, T38; <i>Europe in the Middle Ages:</i> Town and Country, T64–T65; <i>The Rise of Europe:</i> Around the World in 1,000 Days, T59–T61; <i>The Modern World:</i> Between Conflict and Peace, T82–T83</p> <p><u>Digital Resources:</u>  <i>21<sup>st</sup> Century Skills:</i> Develop Cultural Awareness; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map;  <i>myWorld History Resources:</i> Current Events (World)</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

<p style="text-align: center;"><b>Illinois Learning Standards for Social Science</b></p>	<p style="text-align: center;"><b>myWorld History Survey Edition</b></p>
<p><b>SS.G.4.6-8.MdC:</b> Explain how global changes in population distribution patterns affect changes in land use.</p>	<p><b>SE/PG:</b> Hunter-Gatherer Societies, 64–67; Populating the Earth, 68–75; Early Agriculture, 82–89; Population, 186, 187, 218, 226, 227, 412, 451, 458, 459, 497, 683, 698, 781, 785; Migration, 207, 309–310, 582, 583; Changes in World Population, 996–997; 21<sup>st</sup> Century Learning: Hold an Agricultural Fair, 102–103; Solve a Water Shortage, 192–193; also see: Farming, 48–49, 75, 82–84, 85–86, 88–89, 102–103, 111–112, 133, 146, 149, 160, 163, 202, 256, 285, 308, 394, 506, 520–521, 536, 550, 585, 591, 594, 602, 609, 610, 611, 615, 682–684; Irrigation, 49, 112, 192–193, 521, 536; Urbanization, 309, 520</p> <p><b>PG only:</b> <i>Origins:</i> When I Grow Up! T34–T35 (specialized jobs in agricultural community); <i>The Ancient Near East:</i> Water in the Desert, T35–T37; <i>Europe in the Middle Ages:</i> Windows on the Middle Ages, T59–T61; <i>The Rise of Europe:</i> Around the World in 1,000 Days, T59–T61; Enrichment: How Silver Made Spain Poor, T72; <i>The Early Modern World:</i> Spanish Slave Imports to the Americas, T30; <i>The Modern World:</i> Boom Town, T16–T17; Enrichment: Raw Material Use, T18</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (World)</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p><b>SS.G.4.6-8.MC:</b> Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.</p>	<p><b>SE/PG:</b> Trade, 15, 30, 34, 35, 46, 90, 113, 133–136, 148, 158–159, 160, 163, 202, 203, 204, 279, 280–281, 285, 310, 311, 394–395, 415, 433, 443, 469, 469–470, 491–493, 492, 493, 495, 500–503, 502, 503, 506, 513, 517, 517, 522, 522–523, 528–529, 533, 535, 536, 537–538, 541, 561, 565, 572, 573, 574–575, 586, 594, 657, 671, 684–685, 696–699, 697, 698, 699, 713–715, 762, 765, 768, 777, 779–780, 780–783, 798, 805–807, 808, 811, 813, 814, 816–821, 840, 987–988\</p> <p><b>PG only:</b> <i>Core Concepts:</i> Trade, T32 International Traders, T33 <i>The Ancient Near East:</i> Water in the Desert, T35–T37; <i>Ancient India and China:</i> Outline a Documentary (Trade), T35–T37; <i>African and Asian Civilizations:</i> A Trading Empire, T10–T11; Trade With Other Lands, T35–T37; Trade in Asia and Africa, T86; Trade Poems and Songs, T87; <i>Europe in the Middle Ages:</i> Global Trade, T64; <i>The Rise of Europe:</i> Mercantilism Mixer, T76–T77; <i>The Modern World:</i> Enrichment: Fair Trade, T90</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (World, Money)</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<b>Economics and Financial Literacy Standards</b>	
<b>Economic Decision Making</b>	
<p><b>SS.EC.1.6-8.LC:</b> Explain how economic decisions affect the well-being of individuals, businesses and society.</p>	<p><b>SE/PG:</b> Making Choices, 28–29; Businesses and the Economic Process, 30–31; Economic Systems, 32–33; Money Management, 36–37; Assessment: Decision-Making, 38; Trade, 34–35; also see: Mercantilism 779–780; Sugar: A Sweet Story of Capitalism, 780–781; The Price Revolution, 780; Land, Crops, and Prices, 781–782; Traditional Economy, 783; Market Economy, 783; Tulip-mania (Prices in the 1630s), 782; Globalization, 988–989</p> <p><b>PG only:</b> <i>Core Concepts:</i> Economic Basics, T26; Economics Process, T28; Economics Systems, T31; Debate and Defend (compare two economic systems), T31; Money Management, T34; <i>Europe in the Middle Ages:</i> Bank Smart, T64; <i>The Modern World:</i> Getting the Picture (Laissez-Faire Policies and Intervention), T5–T7; Two Ways to Shop (Shopping Under Command and Free-Enterprise Systems), T64–T65; Global Pizza, T94–T95</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p><b>SS.EC.1.6-8.MdC:</b> Explain how external benefits and costs influence choices.</p>	<p><b>SE/PG:</b> Making Choices, 28–29; Businesses and the Economic Process, 30–31; Trade Barriers and Free Trade, 35; Imports and Exports, 133; Commerce, 158; Controlling Production and Prices, 285; Inflation and Prices, 415; Mercantilism 779–780; Sugar: A Sweet Story of Capitalism, 780–781; The Price Revolution, 780; Land, Crops, and Prices, 781–782; Market Economy, 783; Tulip-mania (Prices in the 1630s), 782; Pepper Prices, 806; The Transatlantic Slave Trade, 816–821; The New Global Economy, 987–989</p> <p><b>PG only:</b> <i>Core Concepts:</i> Economic Basics, T26; Economics Process, T28; Economics Systems, T31; <i>The Modern World:</i> Getting the Picture (Laissez-Faire Policies and Intervention), T5–T7; Two Ways to Shop (Shopping Under Command and Free-Enterprise Systems), T64–T65; Global Pizza, T94–T95</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<p><b>SS.EC.1.6-8.MC:</b> Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p>	<p><b>SE/PG:</b> The New Global Economy, 987–989; also see: Making Choices, 28–29; Businesses and the Economic Process, 30–31; Economic Systems, 32–33; Money Management, 36–37</p> <p><b>PG only:</b> <i>The Modern World:</i> Getting the Picture (Laissez-Faire Policies and Intervention; Tension Between Profitability and Rights), T5–T7; Enrichment: Raw Material Use (Graphs), T18; Enrichment: Vertical Integration in the Steel Industry, T30; Conflict Diary (Economy Can Influence History), T35–T37; Two Ways to Shop (Shopping Under Command and Free-Enterprise Systems), T64–T65; Enrichment: Fair Trade, T90; Global Pizza, T94–T95</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>



**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<b>Exchange and Markets</b>	
<b>SS.EC.2.6-8.LC:</b> Analyze the role of innovation and entrepreneurship in a market economy.	<p><b>SE/PG:</b> Market Economy, 32, 783; Industrial Revolution, 898–905, 917, 918–919; Revolutions in Information Technology, 990–991; also see: Expanding Industries, 523; Inventions Help Trade, 536; New Tools for Exploration, 767–769; The Price Revolution, 780; Cochineal Exports, 798</p> <p><b>PG only:</b> <i>Core Concepts:</i> Entrepreneurs, T29; Economics Systems, T31; Debate and Defend (compare two economic systems), T31</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<b>SS.EC.2.6-8.MdC:</b> Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.	<p><b>SE/PG:</b> Businesses and the Economic Process, 30–31; Money Management, 36–37; Merchant Banking, 685; Corporations, 916; Economic Organizations, 988; Stock Markets, 989</p> <p><b>PG only:</b> <i>Core Concepts:</i> Economic Basics, T26; Economics Process, T28; Economics Systems, T31; Money Management, T34; Bank Here! T35; <i>Europe in the Middle Ages:</i> Bank Smart, T64; <i>The Rise of Europe:</i> Money from Medici, T10–T11; <i>The Modern World:</i> Getting the Picture (Laissez-Faire Policies and Intervention; Tension Between Profitability and Rights), T5–T7; Enrichment: Vertical Integration in the Steel Industry, T30</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p><b>SS.EC.2.6-8.MC:</b> Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p>	<p><b>SE/PG:</b> Scarcity, 28; Supply and Demand, 29; Sugar: A Sweet Story of Capitalism, 780–781; The Price Revolution, 780; Land, Crops, and Prices, 781–782; Tulip-mania (Prices in the 1630s), 782; Pepper Prices, 806; also see: Imports and Exports, 133; Interdependence, 159; The Middle Class Grows, 783; Stock Markets, 989</p> <p><b>PG only:</b> <i>Core Concepts:</i> Economic Basics, T26; <i>The Rise of Europe:</i> Enrichment: How Silver Made Spain Poor, T72; Mercantilism Mixer, T76–T77; Enrichment: History of Sugar, T78; <i>The Modern World:</i> Getting the Picture (Tension Between Profitability and Rights), T5–T7; Boom Town, T16–T17; Enrichment: Raw Material Use (Graphs), T18; Enrichment: Vertical Integration in the Steel Industry, T30</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<b>The National and Global Economy</b>	
<p><b>SS.EC.3.6-8.LC:</b> Explain why standards of living increase as productivity improves.</p>	<p><b>SE/PG:</b> Standard of Living, 49, 916, 986–987; also see: Imports and Exports, 133; Commerce, 158; Controlling Production and Prices, 285; Labor Specialization, 491; Gold and Salt Trade, 491–493; Money Economy, 522; Expanding Industries, 523; 21<sup>st</sup> Century Learning: Chart Cultural Change (Trade), 574–575; Medieval Trade, 684–685; Guilds, 686; Sugar: A Sweet Story of Capitalism, 780–781; The Price Revolution, 780; Land, Crops, and Prices, 781–782; Traditional Economy, Market Economy, 783; Tulip-mania (Prices in the 1630s), 782; The Middle Class Grows, 783</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p>(Continued)  <b>SS.EC.3.6-8.LC:</b> Explain why standards of living increase as productivity improves.</p>	<p>(Continued)  <b>PG only:</b> <i>Core Concepts:</i> Economics Systems, T31; Debate and Defend (compare two economic systems), T31; <i>African and Asian Civilizations:</i> Trade With Other Lands (Technology Improves Lives), T35–T37; <i>Europe in the Middle Ages:</i> Windows on the Middle Ages (Economic Development), T59–T61; <i>The Rise of Europe:</i> Money from Medici, T10–T11 (civic projects and patrons); <i>The Modern World:</i> Getting the Picture (Laissez-Faire Policies and Intervention), T5–T7; Boom Town, T16–T17</p> <p><u>Digital Resources:</u>  <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<p><b>SS.EC.3.6-8.MdC:</b> Explain barriers to trade and how those barriers influence trade among nations.</p>	<p><b>SE/PG:</b> Trade Barriers and Free Trade, 35; also see: Barter, 113; Trade, 113; Imports and Exports, 133; Commerce, 158; Interdependence, 159; Silk Road, 280–281, 513; Controlling Production and Prices, 285; Inflation and Prices, 415; Globalization, 988–989; Trade, 160, 163, 202, 204, 279, 285, 310, 311, 394–395, 415, 433, 443, 469–470, 491–493, 495, 500–503, 506, 513, 517, 522, 522–523, 528–529, 533, 535, 536, 537–538, 541, 561, 565, 586, 594, 657, 671, 684–685, 762, 765, 798, 808, 811, 813, 814, 840, 987–988</p> <p><b>PG only:</b> <i>Core Concepts:</i> Trade, T32  International Traders, T33  <i>The Ancient Near East:</i> Water in the Desert, T35–T37; <i>Ancient India and China:</i> Outline a Documentary (Trade), T35–T37; <i>African and Asian Civilizations:</i> A Trading Empire, T10–T11; Trade With Other Lands, T35–T37; Trade in Asia and Africa, T86; Trade Poems and Songs, T87; <i>Europe in the Middle Ages:</i> Global Trade, T64; <i>The Rise of Europe:</i> Mercantilism Mixer, T76–T77; <i>The Modern World:</i> Enrichment: Fair Trade, T90</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<p>(Continued) <b>SS.EC.3.6-8.MdC:</b> Explain barriers to trade and how those barriers influence trade among nations.</p>	<p>(Continued) <u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Identify Main Ideas and Details; Identify Trends; Read Charts, Graphs, and Tables; Read Physical Maps <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<p><b>SS.EC.3.6-8.MC:</b> Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.</p>	<p><b>SE/PG:</b> Making Goods and Services, 29; Businesses and the Economic Process, 30–31; Economic Systems, 32–33; United States and China: Trade, 35; Imports and Exports, 133; Controlling Production and Prices, 285; Inflation and Prices, 415; Money Economy, 522; Expanding Industries, 523; Merchant Banking, 685; Guilds, 686; Sugar: A Sweet Story of Capitalism, 780–781; The Price Revolution, 780; Land, Crops, and Prices, 781–782; Tulip-mania (Prices in the 1630s), 782; The Middle Class Grows, 783; Cochineal Exports, 798; Pepper Prices, 806; The New Global Economy, 987–989; Globalization, 988–989</p> <p><b>PG only:</b> <i>Core Concepts:</i> Economics Systems, T31; Debate and Defend (compare two economic systems), T31; <i>Europe in the Middle Ages:</i> Windows on the Middle Ages (Economic Development), T59–T61; <i>The Rise of Europe:</i> Money from Medici, T10–T11 (civic projects and patrons); Enrichment: History of Sugar, T78; <i>The Modern World:</i> Getting the Picture (Tension Between Profitability and Rights), T5–T7; Boom Town, T16–T17; Enrichment: Raw Material Use (Graphs), T18; Enrichment: Vertical Integration in the Steel Industry, T30</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<b>Financial Literacy</b>	
<b>SS.EC.FL.1.6-8.LC:</b> Analyze the relationship between skills, education, jobs, and income.	<p><b>SE/PG:</b> Human Development, 986–987; Revolutions in Information Technology, 990–991; also see: Labor Specialization, 491; Industrial Revolution, 898–905, 917, 918–919; Standard of Living, 49, 916, 986–987</p> <p><b>PG only:</b> <i>The Modern World:</i> Small but Prosperous, 987</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<b>SS.EC.FL.1.6-8.MdC:</b> Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.	<p><b>SE/PG:</b> Money Management, 36–37; also see: Making Choices, 28–29; Merchant Banking, 685; Corporations, 916; Economic Organizations, 988; Stock Markets, 989</p> <p><b>PG only:</b> <i>Core Concepts:</i> Economic Basics, T26; Money Management, T34; <i>The Modern World:</i> Two Ways to Shop (Shopping Under Command and Free-Enterprise Systems), T64–T65; Global Pizza, T94–T95</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<b>SS.EC.FL.1.6-8.MC:</b> Describe the connection between credit, credit options, and interest and credit history.	<p><b>SE/PG:</b> For supporting material please see: Budgeting, Saving, and Lending, 36; Investing, 37; also see: Making Choices, 28–29; Merchant Banking, 685; Corporations, 916; Economic Organizations, 988; Stock Markets, 989</p> <p><b>PG only:</b> <i>Core Concepts:</i> Money Management, T34; Bank Here! T35; <i>African and Asian Civilizations:</i> Bank Smart, T64</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

<b>Illinois Learning Standards for Social Science</b>	<b>myWorld History Survey Edition</b>
<b>SS.EC.FL.2.6-8.LC:</b> Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.	<p><b>SE/PG:</b> Money Management, 36–37; also see: Making Choices, 28–29; Merchant Banking, 685; Corporations, 916; Economic Organizations, 988; Stock Markets, 989</p> <p><b>PG only:</b> <i>Core Concepts:</i> Money Management, T34; Bank Here! T35; <i>African and Asian Civilizations:</i> Bank Smart, T64</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<b>SS.EC.FL.2.6-8.MdC:</b> Explain the correlation between investors, investment options (and associated risks), and income/wealth.	<p><b>SE/PG:</b> For supporting material please see: Budgeting, Saving, and Lending, 36; Investing, 37; also see: Making Choices, 28–29; Merchant Banking, 685; Corporations, 916; Economic Organizations, 988; Stock Markets, 989</p> <p><b>PG only:</b> <i>Core Concepts:</i> Money Management, T34; Bank Here! T35; <i>African and Asian Civilizations:</i> Bank Smart, T64</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<b>SS.EC.FL.2.6-8.MC:</b> Analyze the relationship between financial risks and protection, insurance and costs.	<p><b>SE/PG:</b> For supporting material please see: Businesses and the Economic Process, 30–31; Budgeting, Saving, and Lending, 36; Investing, 37; Merchant Banking, 685; Corporations, 916; Economic Organizations, 988; Stock Markets, 989</p> <p><b>PG only:</b> <i>Core Concepts:</i> Money Management, T34; Bank Here! T35; <i>African and Asian Civilizations:</i> Bank Smart, T64</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<b>History Standards</b>	
<b>Change, Continuity, and Context</b>	
<b>SS.H.16-8.LC:</b> Classify series of historical events and developments as examples of change and/or continuity.	<p><b>SE/PG:</b> Measuring Time, 4–5; Timelines, 55, 79, 83, 107, 141, 167, 197, 231, 234–235, 251, 271, 297, 325, 361, 387, 416–417, 429, 447, 485, 513, 545, 579, 599, 625, 649, 667, 669, 669, 679, 709, 718–719, 737, 744, 759, 793, 825, 853, 889, 923, 951, 973; Sequence, 50, 444, 476, 510, 646, 755, 880; also see: 21<sup>st</sup> Century Learning: Connect Past and Current Events, 884–885</p> <p><b>PG only:</b> <i>Ancient Greece:</i> Polis Timeline, T10–T11; <i>The Byzantine Empire and Islamic Civilization:</i> Who Was Then? T46–T47; <i>Europe in the Middle Ages:</i> Crusade Timelines, T81; <i>The Rise of Europe:</i> Enrichment: Events of the Counter Reformation, T48</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Analyze Primary and Secondary Sources; Analyze Political Cartoons; Analyze Media Content</p>
<b>SS.H.1.6-8.MdC:</b> Analyze connections among events and developments in broader historical contexts.	<p><b>SE/PG:</b> Essential Question, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785, 823, 851, 881, 921, 949, 971, 999; Writing Task &amp; 21<sup>st</sup> Century Learning, 17, 39, 51, 77, 99, 101, 139, 165, 189, 191, 229, 249, 269, 289, 291, 323, 353, 355, 385, 421, 423, 445, 477, 479, 511, 543, 571, 573, 597, 617, 619, 647, 677, 701, 735, 757, 785, 823, 851, 883, 921, 949, 971, 999, 1001</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Create a Research; Hypothesis Generalize; Generate New Ideas; Organize Your Ideas; Participate in a Discussion or Debate; Support Ideas with Evidence; Synthesize Write a Journal Entry; Write an Essay</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

<b>Illinois Learning Standards for Social Science</b>	<b>myWorld History Survey Edition</b>
<b>SS.H.1.6-8.MC:</b> Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant.	<p><b>SE/PG:</b> Essential Question, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785, 823, 851, 881, 921, 949, 971, 999</p> <p><u>Digital Resources:</u>  <i>21<sup>st</sup> Century Skills:</i> Create a Research; Hypothesis Generalize; Generate New Ideas; Organize Your Ideas; Participate in a Discussion or Debate; Support Ideas with Evidence; Synthesize Write a Journal Entry; Write an Essay</p>
<b>Perspectives</b>	
<b>SS.H.2.6-8.LC:</b> Explain how and why perspectives of people have changed over time.	<p><b>SE/PG:</b> Writing Task: Paragraph from Different Perspective, 597; Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775, 822, 867, 883, 905, 969, 970, 989, 997</p> <p><b>PG only:</b> <i>The Rise of Europe:</i> A Poem for Two Voices, T70–T71 (Compare Viewpoints); <i>The Modern World:</i> Enrichment: Depression-Era Arts and Literature, T48; Propaganda Posters, T52–T53 (World War II); Youth Conference for Change, T77–T79; Opinion Corners, T88–T89</p> <p><u>Digital Resources:</u>  <i>21<sup>st</sup> Century Skills:</i> Compare Viewpoints; Analyze Primary and Secondary Sources; Analyze Political Cartoons</p>
<b>SS.H.2.6-8.MdC:</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.	<p><b>SE/PG:</b> Writing Task: Paragraph from Different Perspective, 597; Comparing Documents, 323, 479, 619, 677, 701, 921; Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775, 822, 867, 883, 905, 969, 970, 989, 997; 21<sup>st</sup> Century Learning: Develop Cultural Awareness, 17, 189, 229, 269, 356–357, 445, 571, 574–575, 617, 677, 735, 785, 851</p>



**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

<b>Illinois Learning Standards for Social Science</b>	<b>myWorld History Survey Edition</b>
<p>(Continued) <b>SS.H.2.6-8.MdC:</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	<p>(Continued) <b>PG only:</b> <i>Ancient Greece:</i> Enrichment: In Their Own Words, T60 (Greek Historians); Respond With a Speech, T63 (Greek and Sparta); <i>Ancient Rome:</i> Enrichment: Pliny's Letters, T42; <i>Europe in the Middle Ages:</i> Enrichment: Chaucer's Grand Commentary, T72; Enrichment: Joan of Arc, In Her Own Words, T78; Medieval Debate, T22 (Role Of Women); <i>The Rise of Europe:</i> A Poem for Two Voices, T70–T71; <i>The Modern World:</i> Letter Home, T40–T41 (World War I)</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Compare Viewpoints; Analyze Primary and Secondary Sources; Analyze Political Cartoons</p>
<p><b>SS.H.2.6-8.MC:</b> Analyze how people's perspectives influenced what information is available in the historical sources they created.</p>	<p><b>SE/PG:</b> Analyze Primary and Secondary Sources, 76, 100, 190, 248, 291, 354, 384, 413, 444, 476, 703, 784, 786, 970; Identify Bias, 499, 529, 533, 702, 703, 756, 775, 822; 21<sup>st</sup> Century Learning: Evaluate Web Sites, 353, 701–702, 881, 884–885; Research, 17, 39, 51, 77, 103, 191, 229, 293, 323, 357, 421, 481, 575, 617, 677, 757; Analyze Media Content, 39, 511</p> <p><b>PG only:</b> <i>Core Concepts:</i> Historical Sources, T6</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Analyze Primary and Secondary Sources; Analyze Political Cartoons</p>
<b>Historical Sources and Evidence</b>	
<p><b>SS.H.3.6-8.LC:</b> Classify the kinds of historical sources used in secondary interpretation.</p>	<p><b>SE/PG:</b> Analyze Primary and Secondary Sources, 76, 100, 190, 248, 291, 354, 384, 413, 444, 476, 703, 784, 786, 970; Identify Bias, 499, 529, 533, 702, 703, 756, 775, 822</p> <p><b>PG only:</b> <i>Core Concepts:</i> Historical Sources, T6</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Analyze Primary and Secondary Sources; Analyze Political Cartoons</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

<p align="center"><b>Illinois Learning Standards for Social Science</b></p>	<p align="center"><b>myWorld History Survey Edition</b></p>
<p><b>SS.H.3.6-8.MdC:</b> Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.</p>	<p><b>SE/PG:</b> Analyze Primary and Secondary Sources, 76, 100, 190, 248, 291, 354, 384, 413, 444, 476, 703, 784, 786, 970; Identify Bias, 499, 529, 533, 702, 703, 756, 775, 822; 21<sup>st</sup> Century Learning: Evaluate Web Sites, 353, 701–702, 881, 884–885; Research, 17, 39, 51, 77, 103, 191, 229, 293, 323, 357, 421, 481, 575, 617, 677, 757; Analyze Media Content, 39, 511</p> <p><b>PG only:</b> <i>Core Concepts:</i> Historical Sources, T6</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Analyze Primary and Secondary Sources; Analyze Political Cartoons</p>
<p><b>SS.H.3.6-8.MC:</b> Analyze how people’s perspectives influenced what information is available in historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.</p>	<p><b>SE/PG:</b> Analyze Primary and Secondary Sources, 76, 100, 190, 248, 291, 354, 384, 413, 444, 476, 703, 784, 786, 970; Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775, 822, 867, 883, 905, 969, 970, 989, 997</p> <p><b>PG only:</b> <i>Ancient Greece:</i> Enrichment: In Their Own Words, T60 (Greek Historians); Respond With a Speech, T63 (Greek and Sparta); <i>Ancient Rome:</i> Enrichment: Pliny’s Letters, T42; <i>Europe in the Middle Ages:</i> Enrichment: Chaucer’s Grand Commentary, T72; Enrichment: Joan of Arc, In Her Own Words, T78; Medieval Debate, T22 (Role Of Women); <i>The Rise of Europe:</i> A Poem for Two Voices, T70–T71; <i>The Modern World:</i> Letter Home, T40–T41 (World War I)</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Analyze Political Cartoons</p>

**A Correlation of Savvas myWorld History, Survey Edition to the  
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	myWorld History Survey Edition
<b>Causation and Argumentation</b>	
<b>SS.H.4.6-8.LC:</b> Explain multiple causes and effects of historical events.	<p><b>SE/PG:</b> Cause and Effect, 16, 38, 98, 101, 131, 164, 185, 219, 247, 248, 268, 277, 287, 288, 322, 384, 395, 407, 419, 420, 444, 475, 476, 523, 553, 561, 595, 596, 612, 618, 687, 693, 699, 700, 733, 734, 755, 783, 784, 821, 822, 849, 861, 880, 897, 905, 913, 919, 920, 931, 970, 983, 998, 1001</p> <p><b>PG only:</b> <i>The Early Modern World:</i> Gallery of Thoughts, T88–T89</p> <p><u>Digital Resources:</u> <i>21<sup>st</sup> Century Skills:</i> Analyze Cause and Effect</p>
<b>SS.H.4.6-8.MdC:</b> Compare the central historical arguments in secondary works across multiple media.	<p><b>SE/PG:</b> Analyze Primary and Secondary Sources, 76, 100, 190, 248, 291, 354, 384, 413, 444, 476, 703, 784, 786, 970; Identify Bias, 499, 529, 533, 702, 703, 756, 775, 822; Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775, 822, 867, 883, 905, 969, 970, 989, 997</p> <p><b>PG only:</b> <i>Core Concepts:</i> Historical Sources, T6</p> <p><u>Digital Resources:</u> <i>Savvas Online Digital Resources:</i> 21st Century Skills Tutorials: Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion</p>
<b>SS.H.4.6-8.MC:</b> Organize applicable evidence into a coherent argument about the past.	<p><b>SE/PG:</b> Writing Task: Persuasive Editorial, 823; Persuasive Letter, 445; Paragraph Justifying Your Reasoning, 51; Paragraph from Different Perspective, 597; Opinion Piece, 77; Explanation, 17, 139, 165, 189, 191, 229, 269, 289, 291, 353, 355, 385, 421, 423, 479, 543, 617, 647, 735, 851, 883, 949, 971, 999</p> <p><u>Digital Resources:</u> <i>Savvas Online Digital Resources:</i> 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>