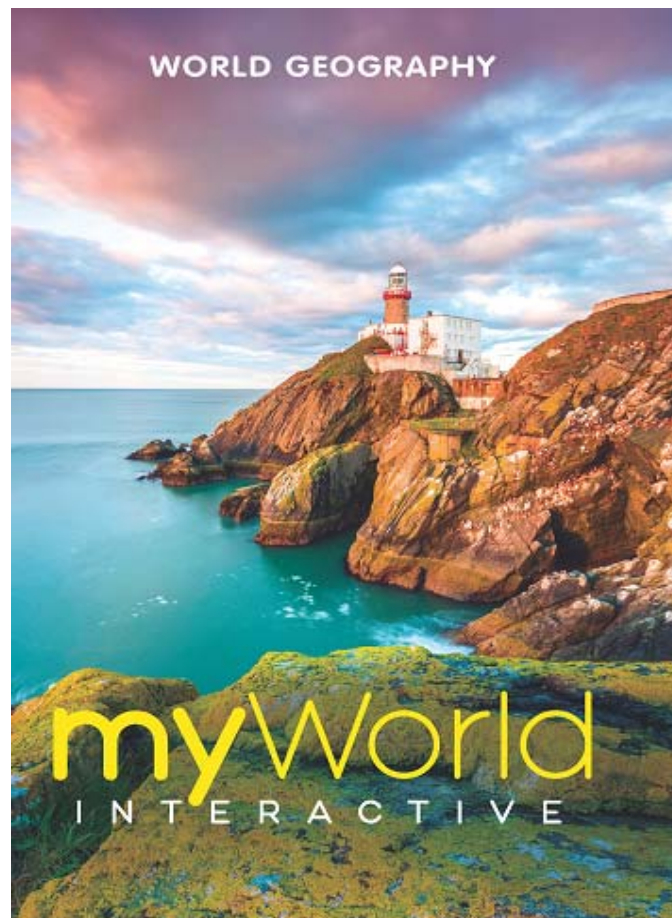


A Correlation of
myWorld Interactive World Geography
©2019



to the

**Kansas History, Government, and
Social Studies Standards 2020
Middle-Level Geography**

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Introduction

This document demonstrates how *myWorld Interactive Social Studies, World Geography, ©2019* meets the Kansas History, Government, and Social Studies Standards 2020 Middle-Level Geography. 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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Standards	
1 Choices have consequences.	
<p>1.1 recognize and evaluate significant choices and consequences that have impacted our lives and futures.</p>	<p>SE/TE: Lesson Check #3, 448 Reading Check, 451 Explore the Essential Question, 594</p> <p>Digital Resources: Topic 1>Quest: Project: Balancing Development and Environment>Quest Findings: Balancing Development and Environment</p>
<p>1.2 analyze the context and draw conclusions about choices and consequences.</p>	<p>SE/TE: Reading Check, 39 Topic 9 Quest: Establishing a Government, 444</p> <p>Digital Resources: Topic 1>Quest: Project: Balancing Development and Environment>Quest Findings: Balancing Development and Environment Topic 1>Lesson 2: Our Planet, Earth>21st Century Skill: Analyze Cause and Effect: Video</p>
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<p>1.4 use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.</p>	<p>SE/TE: Use the Writing Process, ELA 7 Write an Argument, ELA 9 Topic 1 Quest: Balancing Development and the Environment, 8 Quest Findings, 88 Lesson Check #6, 107 Lesson Check #6, 115 Topic 2 Assessment #14, 143</p> <p>Digital Resources: Topic 1>Quest: Project: Balancing Development and Environment>Quest Findings: Balancing Development and Environment Topic 2>Writer’s Workshop: The United States and Canada Topic 5>Quest: DBQ: Planning a New Government>21st Century Skill: Write an Essay: Video</p>
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<p>2.4 use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.</p>	<p>SE/TE: Use the Writing Process, ELA 7 Write an Argument, ELA 9</p> <p>Digital Resources: Topic 7>Writer’s Workshop: Northern Eurasia</p>
<p>3 Societies are shaped by the identities, beliefs, and practices of individuals and groups.</p>	
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<p>4.4 use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.</p>	<p>SE/TE: Use the Writing Process, ELA 7 Write an Argument, ELA 9 Topic 13 Assessment #12, 681</p> <p>Digital Resources: Topic 11>Writer’s Workshop: South Asia</p>
<p>5 Relationships among people, places, ideas, and environments are dynamic.</p>	
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<p>GEO.5 demonstrates understanding of the relationship between local environment, and human political and economic activity.</p>	<p>SE/TE: Topic 1 Quest: Balancing Development and the Environment, 8 Human-Environment Interaction, 12 Quest Connections, 66 Lesson Check #3, 422</p> <p>Digital Resources: Topic 2>Writer’s Workshop: The United States and Canada Topic 8>Lesson 5: Living in Africa>Video: Where People Live and Work in West and Central Africa Social Studies Core Concepts>Geography Core Concepts>Geography Core Concepts: Geography’s Five Themes</p>

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<p>GEO.6 constructs maps to describe spatial and cultural patterns.</p>	<p>SE/TE: Analysis Skills: Create a Mental Map, 17</p> <p>TE only: Active Classroom, 15</p> <p>Digital Resources: Topic 1>Lesson 1: Geography Basics>Interactive Map: Make a Map; 21st Century Skill: Create Charts and Maps: Video; 21st Century Skill: Create Charts and Maps: Quick Reference Topic 8>Fillable Active Journal: Africa>Map Skills, 201</p>
<p>GEO.7 uses technology and other representations to explain relationships between geographic and/or political areas.</p>	<p>SE/TE: Photographs, 12 Analysis Skills: Draw Conclusions and Make Generalizations, 405</p> <p>TE only: Analyze Visuals, 90 Differentiated Instruction, 377 Analyze Visuals, 384 Analyze Visuals, 646</p> <p>Digital Resources: Topic 7>Lesson 5: Challenges Facing Northern Eurasia>Interactive Map: Before and After: Aral Sea Topic 11>Lesson 5: Living in South Asia>Video: The Geography of South Asia Topic 12>Lesson 5: East Asia at Work>The Economies and Governments of Japan and the Koreas</p>
<p>GEO.8 discusses possible reasons for differences between areas with similar environments yet distinctly different cultures.</p>	<p>SE/TE: Features of Culture, 45-46 Culture and Geography, 46 Muslim North Africa, 406-407 Religious and Cultural Traditions, 510</p> <p>Digital Resources: Topic 12>Lesson 5: East Asia at Work>The Economies and Governments of Japan and the Koreas</p>

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<p>CG Civics/Government</p>	
<p>CG.1 demonstrates the connection to personal interest, civic virtue, and democratic principles in their own lives.</p>	<p>SE/TE: Lesson Check #2,#6; 81</p> <p>TE only: Active Classroom, 79</p> <p>Digital Resources: 21st Century Skills Tutorials>Being an Informed Citizen>21st Century Skill: Being an Informed Citizen: Video</p>
<p>CG.2 uses personal standards and fact-based criteria to make judgments about positions on an issue and to take a position on that issue.</p>	<p>SE/TE: Quest Findings, 88 Topic 3 Quest: Debate Ownership of a Key Resource, 152 Quest Findings, 196 Topic 4 Quest: Setting Priorities, 206 Topic 4 Assessment #13, 241 Quick Activity, 363 Topic 8 Quest: Discuss Nigeria’s Oil Industry, 392 Topic 12 Quest: Debate Nuclear Power for Japan, 602 Lesson Check #5, 643</p> <p>TE Only: Differentiated Instruction, 642</p> <p>Digital Resources Topic 3>Quest: Discussion: Debate Ownership of a Key Resource>Quest Findings: Debate Ownership of a Key Resource Topic 4>Quest: Project: Setting Priorities>Quest Findings: Setting Priorities Topic 8>Quest: Discussion: Discuss Nigeria’s Oil Industry>Quest Findings: Discuss Nigeria’s Oil Industry Topic 12>Quest: Discussion: Debate Nuclear Power for Japan>Quest Findings: Debate Nuclear Power for Japan</p>

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<p>CG.3 explains the origins and structures defined by the United States Constitution and compare those structures to those of other political systems.</p>	<p>SE/TE: Powers of Government, 71-72 Reading Check, 72 Analyze Charts, 74 Branches of Government, 74 Topic 2 Quest: Studying Founding Documents, 98 The Constitution, 117 Lesson Check #4, 124 Quest Connections, 135 Lesson Check #3, 269</p> <p>TE only: Differentiated Instruction, 98 English Language Learners, 98</p> <p>Digital Resources: Topic 2>Lesson 2: Three American Indian Cultures> Interactive Primary Source: Iroquois Constitution Topic 4>Lesson 6: South America at Work>21st Century Skill: Compare and Contrast: Video Social Studies Reference Center>Constitution Day Resources>The Constitution of the United States</p>
<p>CU Cultural</p>	
<p>CU.1 describes aspects of personal identity and respects differences in the identities of others.</p>	<p>SE/TE: Lesson Check #6, 54</p> <p>TE only: Recognize Cultural and Experiential Backgrounds, 3 Active Classroom, 49 Recognize Cultural and Experiential Backgrounds, 647</p> <p>Digital Resources: Topic 6>Fillable Active Journal: Europe Today>Essential Question, 154</p>
<p>CU.2 investigates other people’s histories and lived experiences, respectfully asks questions, and listens nonjudgmentally.</p>	<p>TE only: Active Classroom, 217</p> <p>Digital Resources: Topic 3>Quest: Discussion: Debate Ownership of a Key Resource>21st Century Skill: Compare Viewpoints: Video</p>

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<p>CU.3 recognizes and describes unfairness and injustice in many forms including attitudes, speech, behaviors, practices, and laws.</p>	<p>Digital Resources: Topic 1>Lesson 9: Citizenship>Interactive Gallery: Struggle for Equal Rights</p>
<p>CU.4 demonstrates empathy when people (including self) are mistreated or excluded because of their identities.</p>	<p>Digital Resources: For supporting content please see: Topic 3>Quest: Discussion: Debate Ownership of a Key Resource>21st Century Skill: Compare Viewpoints: Video</p>
<p>EC Economic</p>	
<p>EC.1 gathers and organizes economic information from a variety of sources.</p>	<p>SE/TE: Topic 1 Quest: Balancing Development and the Environment, 8 Topic 3 Quest: Debate Ownership of a Key Resource, 152 Topic 4 Quest: Setting Priorities, 206 Analysis Skills: Construct Charts and Graphs, 329</p> <p>Digital Resources: Topic 3>Quest: Discussion: Debate Ownership of a Key Resource>Quest Kick-off: Debate Ownership of a Key Resource</p>
<p>EC.2 analyzes and interprets economic information.</p>	<p>SE/TE: Analyze Graphs, 57 Analyze Diagrams, 58 Analyze Diagrams, 60 Analyze Diagrams, 65 Geographic Sources: Economic Data Sources, 69 Analyze Charts, 132 Geographic Sources: The Effect of NAFTA, 137 Analyze Diagrams, 232 Analyze Graphs, 427 Geographic Sources: Nigeria’s Resource Use, 429 Geographic Sources: Oil Dependence in Southwest Asia, 523 Analysis Skills: Analyze Data, 638</p> <p>TE only: Differentiated Instruction, 602</p>

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<p>Continued:</p>	<p>Continued: Digital Resources: Topic 1>Lesson 7: Trade and Development>Interactive Chart: Identifying Patterns of Development Topic 2>Lesson 2: Three American Indian Cultures> 21st Century Skill: Analyze Data and Models: Video Topic 10>Lesson 2: Where People Live and Work in Southwest Asia>Quick Activity: Economic Challenges</p>
<p>EC.3 draws conclusions and answers economic questions.</p>	<p>SE/TE: Making Choices, 56 Reading Check, 57 Analyze Diagrams, 58 Reading Check, 58 Reading Check, 61 Lesson Check #1-#6, 62 Geographic Sources: Economic Data Sources, 69 Topic 1 Assessment #6, 89 Reading Check, 134 Analysis Skills: Compare and Contrast, 235 Analyze Graphs, 520 Reading Check, 583 Geographic Sources: Economic Growth and Poverty in India, 586 Analysis Skills: Analyze Data, 638</p> <p>Digital Resources: Topic 3>Lesson 7: Mexico and Central America at Work>Interactive Chart: Mexico’s Changing Economy and Exports Topic 11>Lesson 6: South Asia at Work>Interactive Chart: South Asia’s Population and Economies</p>
<p>H History</p>	

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<p>H.1 analyzes and interprets a variety of texts and media.</p>	<p>SE/TE: Geographic Sources: The Debate Over Brexit, 336 Analysis Skills: Solve Problems, 366 Geographic Sources: The Syrian Refugee Crisis, 495 Geographic Sources: The End of the Vietnam War, 664 Analysis Skills: Identify Cause and Effect, 701</p> <p>Digital Resources: Topic 2>Quest: DBQ: Studying Founding Documents>Examine Primary Sources: Studying Founding Documents Topic 5>Quest: DBQ: Planning a New Government>Examine Primary Sources: Planning a New Government Topic 9>Quest: DBQ: Establishing a Government>Quest Kick-off: Establishing a Government</p>
<p>H.2 describes and communicates what context is and its importance in understanding history.</p>	<p>Digital Resources: Topic 5>Lesson 2: Ancient Greece>21st Century Skill: Draw Conclusions: Video Social Studies Core Concepts>History Core Concepts>History Core Concepts: Historical Sources</p>
<p>H.3 identifies the relevance of particular sources to a particular inquiry.</p>	<p>SE/TE: Evaluating Historical Sources, 84-85 Lesson Check #5, 695</p> <p>TE only: Differentiated Instruction, 617</p> <p>Digital Resources: Topic 1>Lesson 10: History Basics>Interactive Gallery: Piecing the Past Together Topic 4>Quest: Project: Setting Priorities>21st Century Skill: Search for Information on the Internet: Video Topic 5>Lesson 8: Hot and Cole War in Europe>Interactive Primary Source: The Diary of a Young Girl, Anne Frank Social Studies Core Concepts>History Core Concepts>History Core Concepts: Historical Sources</p>

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<p>SECD Social Emotional Character Development</p>	
<p>SECD.1 describes how ability can grow with effort.</p>	<p>SE/TE: For opportunities to address this standard please see: Education and Entrepreneurship, 323-324</p>
<p>SECD.2 demonstrates the ability to respond to different points of view respectfully.</p>	<p>Digital Resources: Topic 3>Quest: Discussion: Debate Ownership of a Key Resource>21st Century Skill: Compare Viewpoints: Video Topic 8>Quest: Discussion: Discuss Nigeria’s Oil Industry>21st Century Skill: Compare Viewpoints: Quick Reference</p>
<p>SECD.3 demonstrates questioning as a way to increase their understanding of other’s feelings and perspectives.</p>	<p>TE only: Active Classroom, 373</p>

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