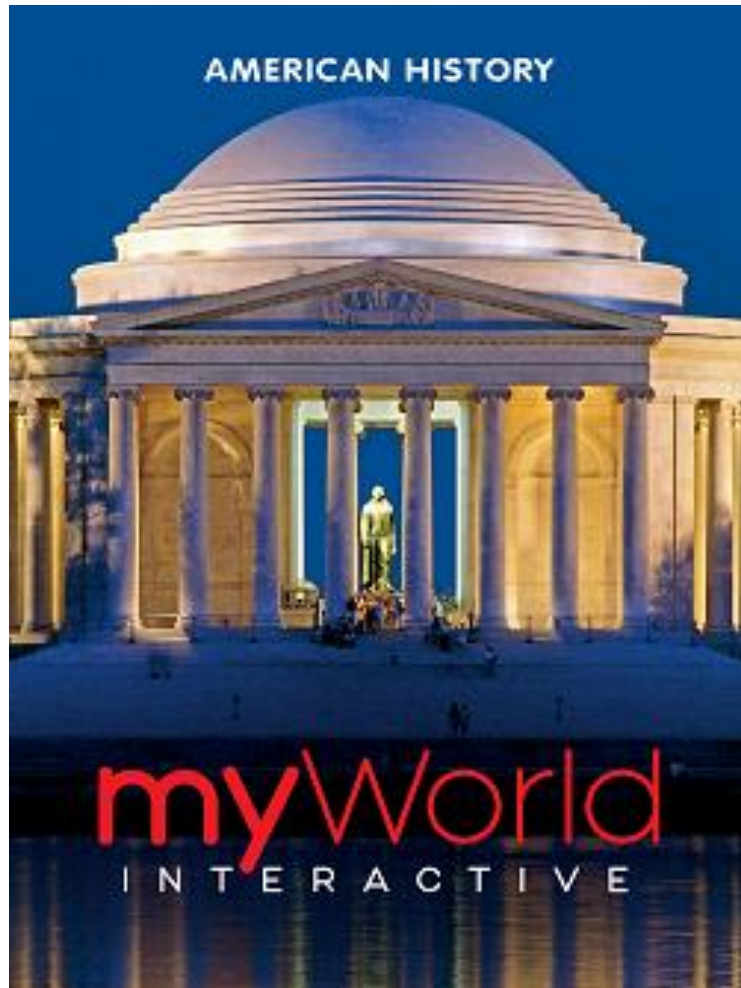


**A Correlation of**



**To the  
Massachusetts History and Social Science  
Curriculum Framework  
Grade 8**

# A Correlation of myWorld Interactive Social Studies, American History, Survey Edition, ©2019 to the Massachusetts History and Social Science Curriculum Framework

## Introduction

This document demonstrates how *myWorld Interactive Social Studies, American History, ©2019* meets the Massachusetts History and Social Science Curriculum Framework, Grade 8. Correlation page references are to the Student Edition and Teacher Edition.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

*myWorld Interactive Social Studies* provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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Massachusetts History and Social Science Curriculum Framework	myWorld Interactive Social Studies American History, Survey Edition, ©2019
<b>Grade 8 Content Standards: United States and Massachusetts Government and Civic Life</b>	
<b>Topic 1: The philosophical foundations of the United States political system</b>	
<p>1. Explain why the Founders of the United States considered the government of ancient Athens to be the beginning of democracy and explain how the democratic political concepts developed in ancient Greece influenced modern democracy (e.g., <i>civic participation, voting rights, trial by jury, legislative bodies, constitution writing, rule of law</i>).</p>	<p><b>SE/TE:</b> For supporting content please see: Ideas That Influenced the Constitution, 210–215 <b>Active Journal:</b> Take Notes, 91</p> <p><b>Digital Sources</b> Topic 4: Lesson 3: Video: Roman and Enlightenment Influence on the Constitution; Social Studies Core Concepts: Government and Civics: Foundations of Government</p>
<p>2. Describe the government of the Roman Republic and the aspects of republican principles that are evident in modern democratic governments (e.g., <i>separation of powers, rule of law, representative government, and the notion of civic duty/common good</i>).</p>	<p><b>SE/TE:</b> What Did the Americans Learn from the Roman Republic? 210–211 <b>Active Journal:</b> Take Notes, 91</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4: Lesson 3: Roman and Enlightenment Influences on the Constitution; Social Studies Core Concepts: Government and Civics: Foundations of Government</p>
<p>3. Explain the influence of Enlightenment thinkers on the American Revolution and framework of the American government (e.g., John Locke, Charles de Montesquieu).</p>	<p><b>SE/TE:</b> The Ideas of the Enlightenment, 118; The Influence of the Enlightenment, 214–215 <b>Active Journal:</b> Take Notes, 91</p> <p><b>Digital Sources</b> Interactive Primary Sources: Democracy in America, Alexis de Tocqueville; Lesson Videos: Topic 4: Lesson 3: Roman and Enlightenment Influences on the Constitution; Social Studies Core Concepts: Government and Civics: Foundations of Government</p>

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<p>4. Explain how British ideas about and practices of government (e.g., the Magna Carta, the concept of habeas corpus, the Mayflower Compact, self-government, town meetings, the importance of education and literacy, the House of Burgesses, colonial legislatures, the Albany Plan of Union) influenced America colonists and the political institutions that developed in colonial America.</p>	<p><b>SE/TE:</b> How Did English Documents Influence the Framers? 212; What American Traditions Did the Framers Draw On? 213; Primary Sources: Thomas Jefferson, Virginia Statue of Religious Freedom, 216; Mayflower Compact, 80–81; Analysis Skills: Identify Sources of Continuity, 246; Albany Plan of Union, 136–137; House of Burgesses, 74 <b>Active Journal:</b> Take Notes, 91, 93</p> <p><b>Digital Sources</b> Interactive Primary Sources: Mayflower Compact; The Magna Carta; 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Social Studies Core Concepts: Government and Civics: Foundations of Government</p>
<p>5. Analyze the evidence for arguments that the principles of government of the United States were influenced by the governments of Native Peoples (e.g., the Iroquois Confederacy).</p>	<p><b>SE/TE:</b> The Iroquois League, 23–24, 44; Primary Sources: Constitution of the Iroquois Nations: The Great Binding Law, 25 <b>Active Journal:</b> Practice Vocabulary, 15</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Participate in a Discussion or Debate</p>
<p align="center"><b>Topic 2: The development of the United States Government</b></p>	
<p>6. Apply knowledge of the history of the American Revolutionary period to determine the experiences and events that led the colonists to declare independence; explain the key ideas about equality, representative government, limited government, rule of law, natural rights, common good and the purpose of government in the Declaration of Independence.</p>	<p><b>SE/TE:</b> The French and Indian War, 133–140; Growing Resentment Against Britain, 142–152; Taking Up Arms, 154–163; The Move Toward Independence, 165–176; Winning Independence, 178–188; Assessment, 190–191 <b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 62–73; Writing Workshop, 74–75</p> <p><b>Digital Sources</b> Lesson Videos: Topic 3: Lesson 1: Causes and Results of the French and Indian War; Lesson 2: Taxation and Mercantilism</p>

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<p>7. Analyze the weaknesses of the national government under the Articles of Confederation; and describe the crucial events (e.g., Shays' Rebellion) leading to the Constitutional Convention</p>	<p><b>SE/TE:</b> A Weak Confederation, 197–203  <b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 86–87</p> <p><b>Digital Sources</b>            Lesson Videos: Topic 4: Lesson 1: The Articles of Confederation; Interactive Primary Sources: Articles of Confederation</p>
<p>8. Identify the various leaders of the Constitutional Convention and analyze the major issues (e.g., distribution of political power, rights of individuals, representation and rights of states, slavery) they debated and how the issues were resolved.</p>	<p><b>SE/TE:</b> Who Led the Convention? 204–205; Lesson Check, 209  <b>Active Journal:</b> Quick Activity: Focus on a Framers, 90</p> <p><b>Digital Sources</b>            Lesson Videos: Topic 4: Lesson 2: The Constitutional Convention; Social Studies Reference Center: Biographies: James Madison; George Washington</p>
<p>9. Compare and contrast key ideas debated between the Federalists and Anti-Federalists over ratification of the Constitution (e.g., federalism, factions, checks and balances, independent judiciary, republicanism, limited government).</p>	<p><b>SE/TE:</b> Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; also see: Analysis Skills: Compare Different Points of View, 164  <b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 93–94</p> <p><b>Digital Sources</b>            Interactive Primary Sources: Anti-Federalist Papers; The Federalist No. 10; The Federalist No. 39; The Federalist No. 51; The Federalist No. 78</p>

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<p>10. Summarize the Preamble and each article in the Constitution, and the rights enumerated in the Bill of Rights; explain the reasons for the addition of the Bill of Rights to the Constitution in 1791.</p>	<p><b>SE/TE:</b> Federalists, Antifederalists, and the Bill of Rights, 217–222; Understanding the Constitution, 225–236  <b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 93–94, 95–96</p> <p><b>Digital Sources</b>            Social Studies Core Concepts: Government and Civics: Political Structures; Lesson Videos: Topic 4: Lesson 4: The Bill of Rights</p>
<p><b>Topic 3: The institutions of United States government</b></p>	
<p>11. Distinguish the three branches of government (separation of powers):</p>	
<p>a. Congress as the legislative branch</p>	<p><b>SE/TE:</b> The Legislative Branch-Congress, 229–232; Lesson Check, 236  <b>Active Journal:</b> Take Notes, 95</p> <p><b>Digital Sources</b>            Social Studies Core Concepts: Government and Civics: Political Structures; Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government</p>
<p>b. The Presidency and the executive agencies as the executive branch and</p>	<p><b>SE/TE:</b> The Executive Branch-The President, 232–233; Lesson Check, 236  <b>Active Journal:</b> Take Notes, 95</p> <p><b>Digital Sources</b>            Social Studies Core Concepts: Government and Civics: Political Structures; Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government</p>
<p>c. The Supreme Court and other federal inferior courts as the judicial branch</p>	<p><b>SE/TE:</b> The Judicial Branch-The Supreme Court, 233–235; Lesson Check, 236  <b>Active Journal:</b> Take Notes, 95</p> <p><b>Digital Sources</b>            Social Studies Core Concepts: Government and Civics: Political Structures; Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government</p>

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12. Examine the interrelationship of the three branches (the checks and balance system).	
<p>a. <u>Congress</u>: enumerated powers, general powers, limits on power, checks on other two branches; roles of political parties in the organization of Congress; roles within the legislative branch, such as the Speaker of the House, the President of the Senate, minority party leaders; the system for accomplishing legislation, including committees, hearings and legislative procedures</p>	<p><b>SE/TE:</b> The Legislative Branch-Congress, 229–232; Lesson Check, 236  <b>Active Journal:</b> Take Notes, 95</p> <p><b>Digital Sources</b>            Social Studies Core Concepts: Government and Civics: Political Structures; Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government</p>
<p>b. <u>the Presidency</u>: roles, powers and limits, checks on other two branches, role of the Cabinet, such as the Vice President, Attorney General and Secretaries of State, Defense, Health and Human Services, Homeland Security; executive departments and agencies (such as the Department of Education, the Federal Bureau of Investigation, or the Food and Drug Administration), and branches of the military</p>	<p><b>SE/TE:</b> The Executive Branch-The President, 232–233; Lesson Check, 236  <b>Active Journal:</b> Take Notes, 95</p> <p><b>Digital Sources</b>            Social Studies Core Concepts: Government and Civics: Political Structures; Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government</p>
<p>c. Supreme Court: role and powers, checks on other two branches, lower courts</p>	<p><b>SE/TE:</b> The Judicial Branch-The Supreme Court, 233–235; Lesson Check, 236  <b>Active Journal:</b> Take Notes, 95</p> <p><b>Digital Sources</b>            Social Studies Core Concepts: Government and Civics: Political Structures; Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government</p>



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<p>13. Describe the respective roles of each of the branches of government.</p>	<p><b>SE/TE:</b> Understanding the Constitution, 225–236; also see: Being an Informed Citizen, 26 <b>Active Journal:</b> Take Notes, 95</p> <p><b>Digital Sources</b> Social Studies Core Concepts: Government and Civics: Political Structures; Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government</p>
<p>14. Explain the process of elections in the legislative and executive branches and the process of nomination/confirmation of individuals in the judicial and executive branches.</p>	
<p>a. Elections: running for legislative office (U.S. Representative – unlimited two-year terms, U.S. Senator – unlimited six-year terms), or executive office (President – two four-year terms and Vice President – unlimited four-year terms) and the function of the Electoral College in Presidential elections</p>	<p><b>SE/TE:</b> The Legislative Branch-Congress, 229–232; The Executive Branch-The President, 232–233; Lesson Check, 236; also see: Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993 <b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 95–96</p> <p><b>Digital Sources</b> Social Studies Core Concepts: Government and Civics: Political Structures; Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government</p>
<p>b. Nomination by the President and confirmation by Congress: Supreme Court Justices and Secretaries/agency heads in the executive branch</p>	<p><b>SE/TE:</b> Seven Basic Principles: 227-228; Analyze Charts: Separation of Powers, 228; Nominating Conventions, 357; also see: Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Being an Informed Citizen; Political Participation</p>

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<p>15. Describe the role of political parties in elections at the state and national levels.</p>	<p><b>SE/TE:</b> For supporting content please see: A Two-Party System Develops, 273–279; also see: Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993 <b>Active Journal:</b> Take Notes, 116</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Being an Informed Citizen; Political Participation</p>
<p><b>Topic 4: Rights and responsibilities of citizens</b></p>	
<p>16. Explain the different ways one becomes a citizen of the United States.</p>	<p><b>SE/TE:</b> American Citizenship, 247–249 <b>Active Journal:</b> Take Notes, 100</p> <p><b><u>Digital Sources</u></b> Lesson Videos: Topic 4: Lesson 7: Responsibilities of Citizenship; Social Studies Core Concepts: Government and Civics: Citizenship</p>
<p>17. Describe the rights and responsibilities of citizens (e.g., voting, serving as a juror, paying taxes, serving in the military, running for and holding elected office) as compared to non-citizens.</p>	<p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 247–252; Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quests: Civic Discussion Inquiry, 196, 550, 586, 716 <b>Active Journal:</b> Take Notes, 100; Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293</p> <p><b><u>Digital Sources</u></b> Lesson Videos: Topic 4: Lesson 7: Responsibilities of Citizenship; Social Studies Core Concepts: Government and Civics: Citizenship; 21st Century Skills Tutorials: Being an Informed Citizen; Make a Difference; Political Participation</p>

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<p>18. Distinguish among civic, political, and private life.</p>	<p><b>SE/TE:</b> For supporting content please see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quests: Civic Discussion Inquiry, 196, 550, 586, 716; Primary Sources: John and Abigail Adams, Letters, 153; Chief Joseph “I Will Fight No More, Forever” 620; Franklin Roosevelt, Fireside Chat on Banking, 833; Martin Luther King, Jr., “I Have a Dream” 928 <b>Active Journal:</b> Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Being an Informed Citizen; Make a Difference; Political Participation</p>
<p>19. Define and provide examples of fundamental principles and values of American political and civic life (e.g., <i>liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy</i>).</p>	<p><b>SE/TE:</b> Understanding the Constitution, 225–236; Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quests: Civic Discussion Inquiry, 196, 550, 586, 716 <b>Active Journal:</b> Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Being an Informed Citizen; Make a Difference; Political Participation</p>
<p>20. Describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.</p>	<p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 247–252; Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quests: Civic Discussion Inquiry, 196, 550, 586, 716 <b>Active Journal:</b> Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293</p>

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	<p>(Continued)</p> <p><b><u>Digital Sources</u></b>                      21st Century Skills Tutorials: Being an Informed Citizen; Make a Difference; Political Participation; Lesson Videos: Topic 4: Lesson 7: Responsibilities of Citizenship; Social Studies Core Concepts: Government and Civics: Citizenship</p>
<p>21. Evaluate information related to elections (e.g., policy positions and debates among candidates, campaign financing, campaign advertising, influence of news media and social media, and data relating to voter turnout in elections).</p>	<p><b>SE/TE:</b> For supporting content please see: Elections, 279, 285–286, 302, 317, 339–341, 343, 355, 356, 357–358, 393, 481–482, 490, 495, 501–502, 539, 562–563, 574, 575, 609, 674, 684, 685, 752–753, 783–784, 785, 811–812, 821–822, 830, 860, 861, 880, 908–909, 936–937, 948–949, 963, 965, 968, 1033–1034, 1036, 1037, 1040–1041; Electoral College, 232–233</p> <p><b><u>Digital Sources</u></b>                      Social Studies Core Concepts: Government and Civics</p>
<p>22. Apply knowledge of the meaning of leadership and the qualities of good leaders to evaluate political leaders at the community, the state and national levels.</p>	<p><b>SE/TE:</b> For supporting content please see: Biographies, 32, 43, 86, 119, 151, 181, 218, 297, 306, 376, 469, 529, 537, 568, 592, 668, 692, 739, 765, 803, 836, 860, 869, 931, 936, 969, 970, 1003, 1041; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Compare Different Points of View, 164; Detect Historical Points of View, 291</p> <p><b>Active Journal:</b> Quick Activity: Focus on a Framer, 90</p> <p><b><u>Digital Sources</u></b>                      Social Studies Core Concepts: Government and Civics</p>

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<p>23. Explain the importance of individuals working cooperatively with their elected leaders.</p>	<p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 247–252; Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quests: Civic Discussion Inquiry, 196, 550, 586, 716  <b>Active Journal:</b> Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Take Notes, 100</p> <p><b><u>Digital Sources</u></b>                  21st Century Skills Tutorials: Being an Informed Citizen; Make a Difference; Political Participation; Lesson Videos: Topic 4: Lesson 7: Responsibilities of Citizenship; Social Studies Core Concepts: Government and Civics: Citizenship</p>
<p>24. Explain the importance of public service, and identify career and other opportunities in public service at the local, state, and national levels.</p>	<p><b>SE/TE:</b> For supporting content please see: Citizens’ Rights and Responsibilities, 247–252; Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quests: Civic Discussion Inquiry, 196, 550, 586, 716; also see: Biographies (examples), Benjamin Franklin, 119; Alexander Hamilton, 218; Ida Tarbell, 668; Booker T. Washington, 692; Sergeant Alvin T. York, 765; Cesar Chavez, 931; Betty Friedan, 936; Sandra Day O’Connor, 969  <b>Active Journal:</b> Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Take Notes, 100</p> <p><b><u>Digital Sources</u></b>                  21st Century Skills Tutorials: Being an Informed Citizen; Make a Difference; Political Participation; Lesson Videos: Topic 4: Lesson 7: Responsibilities of Citizenship; Social Studies Core Concepts: Government and Civics: Citizenship</p>

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<p>25. Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.</p>	<p><b>SE/TE:</b> Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Quests: Civic Discussion Inquiry, 196, 550, 586, 716; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; Hardships for American Indians, 610–619; Primary Source, 620; The Labor Movement, 631–637; The Rise of Progressivism, 670–678; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698; Social Change, 789–796; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935</p> <p><b>Active Journal:</b> Quests: Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Take Notes, 174, 177, 274, 278, 324, 378, 381</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Being an Informed Citizen; Make a Difference; Political Participation; Lesson Videos: Topic 4: Lesson 7: Responsibilities of Citizenship; Social Studies Core Concepts: Government and Civics: Citizenship</p>
<p>26. Examine the varied understandings of the role of elected representatives and discuss those who have demonstrated political courage or those whose actions have failed to live up to the ideals of the Constitution.</p>	<p><b>SE/TE:</b> The Legislative Branch-Congress, 229–232; Lesson Check, 236; Biographies (examples), Benjamin Franklin, 119; Alexander Hamilton, 218; Ida Tarbell, 668; Booker T. Washington, 692; Sergeant Alvin T. York, 765; Eleanor Roosevelt, 836; Cesar Chavez, 931; Betty Friedan, 936; Sandra Day O’Connor, 969; Citizens’ Rights and Responsibilities, 247–252</p> <p><b>Active Journal:</b> Take Notes, 95, 100</p> <p><b>Digital Sources</b> Social Studies Reference Center: Biographies (examples): Abraham Lincoln; Alexander Hamilton; Daniel Webster; James Madison; James Monroe</p>

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<p>27. Examine the role of political protest in a democracy.</p>	<p><b>SE/TE:</b> For supporting content please see: The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698; Social Change, 789–796; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; The Conservative Revolution, 963–972</p> <p><b>Active Journal:</b> Take Notes, 174, 177, 274, 278, 324, 378, 381</p> <p><b><u>Digital Sources</u></b> Lesson Videos: Topic 11: Lesson 3: Rise of the Progressive Movement; Progressives in the White House; Lesson Videos: Topic 15: Lesson 4: The Civil Rights Movement; Lesson 5: Civil Rights Legislation</p>
<p>28. Examine the influence of public and private interest groups in a democracy, including policy research organizations (e.g. Pew Research Center, Brookings Institute, Heritage Foundation) in shaping debate about public policy.</p>	<p><b>SE/TE:</b> Interest Groups, 448; also see: The Struggle for Equal Rights Continues, 929–935; The Conservative Revolution, 963–972</p> <p><b>Active Journal:</b> Take Notes, 381, 400</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Government and Civics</p>
<p><b>Topic 5: The Constitution, Amendments, and Supreme Court decisions</b></p>	
<p>29. Explain why the “necessary and proper” clause and why it is often referred to as the “elastic clause.”</p>	<p><b>SE/TE:</b> The Elastic Clause, 230–231; The Question of States’ Rights, 243</p> <p><b>Active Journal:</b> Take Notes, 95</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Government and Civics</p>

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30. Explain the historical context and significance of changes in the Constitution, including key amendments. Examples of amendments include the:	
a. 14 <sup>th</sup> Amendment (1868): citizenship rights, equal protection of laws	<p><b>SE/TE:</b> Fourteenth Amendment, 241, 560, 562–563, 577, 916; United States Constitution, 1067</p> <p><b><u>Digital Sources</u></b> Lesson Videos: Topic 4: Lesson 6: Amending the Constitution</p>
b. 19 <sup>th</sup> Amendment (1920): women’s right to vote in federal and state elections	<p><b>SE/TE:</b> Nineteenth Amendment, 241, 688–689, 780, 791; United States Constitution, 1068</p> <p><b><u>Digital Sources</u></b> Lesson Videos: Topic 4: Lesson 6: Amending the Constitution; Social Studies Reference Center: Biographies: Elizabeth Cady Stanton</p>
c. 26 <sup>th</sup> Amendment (1971): lowering the voting age from 21 to 18 in federal elections	<p><b>SE/TE:</b> Twenty-Sixth Amendment, 241; United States Constitution, 1071</p> <p><b><u>Digital Sources</u></b> Lesson Videos: Topic 4: Lesson 6: Amending the Constitution</p>
31. Analyze the Constitutional issues that caused the Civil War and led to the eventual expansion of the power of the Federal government and individual civil rights.	<p><b>SE/TE:</b> Conflicts and Compromises, 479–487; Growing Tensions, 489–499; Other Challenges in the North and South, 526–527; Contrasting Ideas of Liberty and Union, 539–540; Thirteenth Amendment, 556–557; Fourteenth Amendment, 560, 562–563; Fifteenth Amendment, 563</p> <p><b>Active Journal:</b> Take Notes, 194, 196</p> <p><b><u>Digital Sources</u></b> Lesson Videos: Topic 8: Lesson 1: Compromise; Lesson 2: Bleeding Kansas; Lesson 3: Southern States React</p>



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<p>32. Explain the historical context and significance of laws enacted by Congress that have expanded the civil rights and equal protection for race, gender, disability (e.g., the 1964 Civil Rights Act, 1965 Voting Rights Act, 1990 Americans with Disabilities Act, 1990 Individuals with Disabilities Education Act), and explain how the evolving understanding of human rights has affected the movement for civil rights for all.</p>	<p><b>SE/TE:</b> The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935  <b>Active Journal:</b> Take Notes, 378, 381; Quick Activity: Civil Rights Movement Timeline, 380</p> <p><b>Digital Sources</b>            Topic 15: Lesson 4: The Civil Rights Movement; Lesson 5: Civil Rights Legislation</p>
<p>33. Explain the historical context and significance of laws enacted by Congress that have expanded the civil rights and equal and equal protection for race, gender, disability (e.g., the 1964 Civil Rights Act, 1965 Voting Rights Act, 1990 Americans with Disabilities Act, 1990 Individuals with Disabilities Education Act), and explain how the evolving understanding of human rights has affected the movement for civil rights for all.</p>	<p><b>SE/TE:</b> The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935  <b>Active Journal:</b> Take Notes, 378, 381</p> <p><b>Digital Sources</b>            Topic 15: Lesson 4: The Civil Rights Movement; Lesson 5: Civil Rights Legislation</p>
<p>34. Research, analyze, and report orally or in writing on one area (a, b, or c, below) in which Supreme Court decisions have made significant changes over time in citizens’ lives.</p>	
<p>a. Interpretations of freedoms of religion, assembly, press, petition, and speech under the First Amendment; for example, <i>Tinker v. Des Moines Independent Community School District</i> (1969); <i>Bethel School District v. Fraser</i> (1986); <i>Hazelwood School District v. Kuhlmeier</i> (1988); <i>Citizens United vs. Federal Election Commission</i> (2010)</p>	<p><b>SE/TE:</b> First Amendment, 222, 238–239, 283; United States Constitution, 1064  <b>Active Journal:</b> Take Notes, 97</p> <p><b>Digital Sources</b>            Landmark Supreme Court Cases; Lesson Videos: Topic 4: Lesson 6: Amending the Constitution; Social Studies Core Concepts: Government and Civics: Citizenship</p>

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<p>b. Interpretations of the due process clause and the equal protection clause of the 14th Amendment, for example</p> <p><i>Dred Scott v. Sandford</i> (1857); <i>Plessy v. Ferguson</i> (1896); <i>Brown v. Board of Education of Topeka</i> (1954); <i>Mapp v. Ohio</i> (1961); <i>Loving v. Virginia</i> (1967); <i>Romer v. Evans</i> (1996); <i>Obergefell v. Hodges</i> (2015)</p>	<p><b>SE/TE:</b> Fourteenth Amendment, 241, 560, 562–563, 577, 916; United States Constitution, 1067; also see: <i>Dred Scott v. Sandford</i> (1857), 493–495, 496, 544, 560; <i>Plessy v. Ferguson</i> (1896), 577, 918; <i>Brown v. Board of Education of Topeka</i> (1954), 918, 920; <i>Loving v. Virginia</i> (1967), 920</p> <p><b>Active Journal:</b> Take Notes, 97</p> <p><b>Digital Sources</b> Landmark Supreme Court Cases; Lesson Videos: Topic 4: Lesson 6: Amending the Constitution; Social Studies Core Concepts: Government and Civics: Citizenship</p>
<p>c. Interpretations in cases where individual rights and perceived community or national interests were in conflict, for example,</p> <p><u>The United States Flag and the Pledge of Allegiance:</u> <i>Minersville School District v. Gobitis</i> (1940); <i>West Virginia State Board of Education v. Barnette</i> (1943); <i>Texas v. Johnson</i> (1989)</p> <p><u>School Prayer:</u> <i>Engel v. Vitale</i> (1962)</p> <p><u>National Security:</u> <i>Korematsu v. United States</i> (1944); <i>Clapper v. Amnesty International</i> (2012)</p> <p><u>Gun Control:</u> <i>District of Columbia v. Heller</i> (2008)</p>	<p><b>SE/TE:</b> For supporting content please see: Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Citizens’ Rights and Responsibilities, 247–252; United States Constitution, 1048–1071; <i>Korematsu v. United States</i>, 871</p> <p><b>Active Journal:</b> Take Notes, 95, 97</p> <p><b>Digital Sources</b> Landmark Supreme Court Cases; Lesson Videos: Topic 4: Lesson 6: Amending the Constitution; Social Studies Core Concepts: Government and Civics: Citizenship</p>

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<b>Topic 6: The structure of Massachusetts state and local government</b>	
35. Compare and contrast the functions of state government and national government.	<p><b>SE/TE:</b> State Government, 242–245; Assessment, 255  <b>Active Journal:</b> Take Notes, 97</p> <p><b><u>Digital Sources</u></b>            Interactive Primary Sources: United States Constitution</p>
36. Describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.	<p><b>SE/TE:</b> For supporting content please see: Federalism, 228–229, 242, 254, 275; United States Constitution, 1048–1071  <b>Active Journal:</b> Take Notes, 97</p> <p><b><u>Digital Sources</u></b>            Interactive Primary Sources: United States Constitution</p>
37. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.	<p><b>SE/TE:</b> For supporting content please see: Federalism, 228–229, 242, 254, 275; United States Constitution, 1048–1071  <b>Active Journal:</b> Take Notes, 97</p> <p><b><u>Digital Sources</u></b>            Interactive Primary Sources: United States Constitution</p>
38. Compare core documents associated with the protection of individual rights, including the Bill of Rights, the 14th Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.	<p><b>SE/TE:</b> For supporting content please see: Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Citizens’ Rights and Responsibilities, 247–252; United States Constitution, 1048–1071  <b>Active Journal:</b> Take Notes, 95, 97, 100</p> <p><b><u>Digital Sources</u></b>            Lesson Videos: Topic 4: Lesson 6: Amending the Constitution; Interactive Primary Sources: United States Constitution</p>

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39. Explain why the Tenth Amendment to the United States Constitution is important to state government and identify the powers granted to states by the Tenth Amendment and the limits to state government outlined in it.	<p><b>SE/TE:</b> Tenth Amendment, 240, 242; United States Constitution, 1065; Federalism, 228–229, 242, 254, 275</p> <p><b>Active Journal:</b> Take Notes, 97</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4: Lesson 6: Amending the Constitution</p>
40. Identify additional protections provided by the Massachusetts Constitution that are not provided by the U.S. Constitution.	<p><b>SE/TE:</b> For supporting content please see: Federalism, 228–229, 242, 254, 275; United States Constitution, 1048–1071</p> <p><b>Active Journal:</b> Take Notes, 97</p> <p><b>Digital Sources</b> Interactive Primary Sources: United States Constitution</p>
41. Contrast the responsibilities of government at the federal, state, and local levels (e.g., protection of individual rights and the provision of services such as law enforcement, welfare payments, and the building and funding of schools).	<p><b>SE/TE:</b> Federalism, 228–229, 242, 254, 275; United States Constitution, 1048–1071</p> <p><b>Active Journal:</b> Take Notes, 97</p> <p><b>Digital Sources</b> Interactive Primary Sources: United States Constitution</p>
42. Explain the leadership structure of the government of the Commonwealth of Massachusetts and the function of each branch	
<p>a. the executive branch (governor and agencies)</p>	<p><b>SE/TE:</b> For supporting content please see: State Government, 242–245; The Executive Branch-The President, 232–233</p> <p><b>Active Journal:</b> Take Notes, 97</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government; Social Studies Core Concepts: Government and Civics</p>

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<p>b. the legislative branch (state representatives and state senators)</p>	<p><b>SE/TE:</b> For supporting content please see: State Government, 242–245; The Legislative Branch-Congress, 229–232 <b>Active Journal:</b> Take Notes, 97</p> <p><b><u>Digital Sources</u></b> Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government; Social Studies Core Concepts: Government and Civics</p>
<p>c. courts of law (Supreme Judicial Court, lower court system)</p>	<p><b>SE/TE:</b> For supporting content please see: State Government, 242–245; The Judicial Branch-The Supreme Court, 233–235 <b>Active Journal:</b> Take Notes, 97</p> <p><b><u>Digital Sources</u></b> Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government; Social Studies Core Concepts: Government and Civics</p>
<p>43. Give examples of tax-supported facilities and services provided by the Massachusetts state government and by local governments.</p>	<p><b>SE/TE:</b> For supporting content please see: State Government, 242–245 <b>Active Journal:</b> Take Notes, 97</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Government and Civics</p>
<p>44. Explain the major components of local government in Massachusetts, including the roles and functions of mayors, city councils, and school committees in cities; town managers, select boards, representative and open town meetings and school committees, in towns, and courts and sheriff's departments in counties.</p>	<p><b>SE/TE:</b> For supporting content please see: State Government, 242–245 <b>Active Journal:</b> Take Notes, 97</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Government and Civics</p>

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<b>Topic 7: Freedom of the Press and News/Media Literacy</b>	
<p>45. Explain why freedom of the press was included as a right in the First Amendment to the United States Constitution and in Article 16 of the Massachusetts Constitution; explain that freedom of the press means the right to express and publish views on politics and other topics without government sponsorship, oversight, control, or censorship.</p>	<p><b>SE/TE:</b> Free Speech, Press, and Religious Freedom, 238–239; Functions and Responsibilities of a Free Press, 277; Lesson Check, 279; Analysis Skills: Distinguish Real News from “Fake News,” 1014; United States Constitution, 1064</p> <p><b>Active Journal:</b> Take Notes, 97</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Compare Viewpoints; Analyze Political Cartoons; Search for Information on the Internet; Synthesize</p>
<p>46. Give examples of how a free press can provide competing information and views about government and politics.</p>	<p><b>SE/TE:</b> Free Speech, Press, and Religious Freedom, 238–239; Functions and Responsibilities of a Free Press, 277; Lesson Check, 279; Analysis Skills: Distinguish Real News from “Fake News,” 1014; United States Constitution, 1064</p> <p><b>Active Journal:</b> You’re the Newscaster, 385 (Vietnam War)</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Compare Viewpoints; Analyze Political Cartoons; Search for Information on the Internet</p>

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<p>47. Explain the different functions of news articles, editorials, editorial cartoons, and “op-ed” commentaries.</p>	<p><b>SE/TE:</b> Analyze Political Cartoon (examples), 146, 147, 231, 236, 282, 347, 495, 557, 595, 608, 671, 719, 774, 942, 1032; Functions and Responsibilities of a Free Press, 277; Analysis Skills: Distinguish Real News from “Fake News,” 1014</p> <p><b>Active Journal:</b> Quick Activity: Explore Free Speech, 99; Take Sides, 118. (Political Cartoon); You’re the Newscaster, 385 (Vietnam War)</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Compare Viewpoints; Analyze Political Cartoons; Distinguish Between Fact and Opinion</p>
<p>48. Evaluate the benefits and challenges of digital news and social media to a democratic society.</p>	<p><b>SE/TE:</b> For supporting content please see: The Internet, 1030, The Mobile Revolution, 1031; Digital Security, 1031–1032; Analysis Skills: Distinguish Real News from “Fake News,” 1014; United States Constitution, 1064</p> <p><b>Active Journal:</b> Quick Activity: You’re the Newscaster, 385 (Vietnam War)</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Compare Viewpoints; Analyze Political Cartoons; Search for Information on the Internet</p>

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<p>49. Explain methods for evaluating information and opinion in print and online media (e.g., determining the credibility of news articles; analyzing the messages of editorials and op-ed commentaries; assessing the validity of claims and sufficiency of evidence).</p>	<p><b>SE/TE:</b> Analysis Skills: Compare Different Points of View, 164; Identify Sources of Continuity, 246; Distinguish Fact and Opinion, 280; Detect Historical Points of View, 291; Assess Credibility of a Source, 512; Distinguish Real News from “Fake News,” 1014</p> <p><b>Active Journal:</b> Quick Activity: Explore Free Speech, 99; Take Sides, 118. (Political Cartoon); Abolitionists Speak Out, 176. (Using a primary source); Inventing for Change, 255. (examine photos); You’re the Newscaster, 385 (Vietnam War)</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Compare Viewpoints; Analyze Political Cartoons; Search for Information on the Internet</p>
<p>50. Analyze the point of view and evaluate the claims of an editorial, editorial cartoon, or op-ed commentary on a public policy issue at the local, state, or national level (e.g., a mayoral or school committee decision, an action by a state legislature or Governor, a vote in Congress or an action by the President).</p>	<p><b>SE/TE:</b> Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Analyze Political Cartoon (examples), 146, 147, 231, 236, 282, 347, 495, 557, 595, 608, 671, 719, 774, 942, 1032; also see: Determine Author’s Point of View, 153, 348, 464, 564, 736, 775, 804, 992; Identify/Recognize Points of View, 403, 894, 954, 991</p> <p><b>Active Journal:</b> Quick Activity: Explore Free Speech, 99; Take Sides, 118. (Political Cartoon); You’re the Newscaster, 385 (Vietnam War)</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Compare Viewpoints; Analyze Political Cartoons</p>