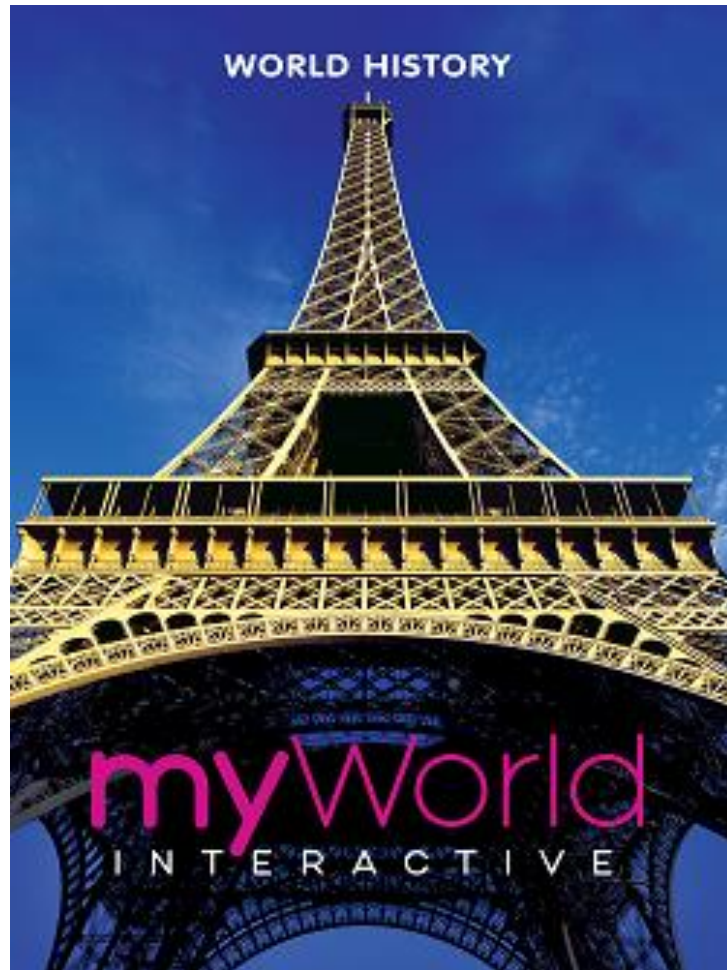


A Correlation of



To the Massachusetts History and Social Science Curriculum Framework Grade 8

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

Introduction

This document demonstrates how *myWorld Interactive Social Studies, World 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.

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 myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

Table of Contents

Topic 1.	4
Topic 2.	6
Topic 3.	7
Topic 4.	10
Topic 5.	15
Topic 6.	21
Topic 7:	25

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p>Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p>myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<p>Grade 8 Content Standards</p>	
<p>Building on knowledge from previous years, students should be able to:</p>	
<p>Topic 1. The philosophical foundations of the United States political system</p>	
<p>Supporting Question: <i>What were the roots of the ideas that influenced the development of the United States political system?</i></p>	
<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>SE/TE: The World's First Democracy, 229; How Did Athenian Democracy Work, 230–231</p> <p>Active Journal: Take Notes & Practice Vocabulary, 140–141</p> <p>Digital Sources Lesson Videos: Topic 6: Lesson 2: The Athenian Concept of Citizenship</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>SE/TE: The Roman Republic Rises, 279–283; Government of the Republic, 285–290; Society in the Republic, 285–290</p> <p>Active Journal: Take Notes & Practice Vocabulary, 170–171</p> <p>Digital Sources Lesson Videos: Topic 7: Lesson 2: Citizenship in Rome; Lesson 3: Roman Society; Lesson 4: Why did the Roman Republic End?</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>SE/TE: The Enlightenment, 751–757; Primary Sources John Locke, <i>Two Treatises of Government</i>, 758</p> <p>Active Journal: Take Notes & Practice Vocabulary, 423–424; In Your Own Words (Quotes from Magna Carta, English Bill of Rights, and Declaration of Independence), 425</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<p>(Continued)</p>	<p>(Continued) <u>Digital Sources</u> Social Studies Reference Center: Biographies: Topic 17: Lesson 4: John Locke; Charles de Montesquieu; Thomas Jefferson; Topic 17: Lesson 4: Jean-Jacques Rousseau; Lesson Videos: Topic 17: Lesson 3: English Monarchs and Parliament Clash; Lesson 4: Ideas of the Enlightenment</p>
<p>4. Explain how British ideas about and practices of government (e.g., <i>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</i>) influenced American colonists and the political institutions that developed in colonial America.</p>	<p>SE/TE: Magna Carta, 403, 416–417, 418, 419, 549, 749; habeas corpus, 417; Mayflower Compact, 709</p> <p>Active Journal: Take Notes & Practice Vocabulary, 423–424; In Your Own Words (Quotes from Magna Carta, English Bill of Rights, and Declaration of Independence), 425</p> <p><u>Digital Sources</u> Lesson Videos: Topic 17: Lesson 3: English Monarchs and Parliament Clash; Lesson 4: Ideas of the Enlightenment; Topic 18: Lesson 1: Influences on the American Revolution; Interactive Primary Sources: Topic 10: Lesson 2: Magna Carta; Topic 16: Lesson 6: Mayflower Compact</p>
<p>5. Analyze the evidence for arguments that the principles of government of the United States were influence by the governments of Native Peoples (e.g. the Iroquois Confederacy).</p>	<p>SE/TE: Iroquois Confederacy, 714; also see: Iroquois League, 577</p> <p><u>Digital Sources</u> Interactive Primary Sources: Topic 13: Lesson 4: The Iroquois Constitution</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework	myWorld Interactive Social Studies World History, Survey Edition ©2019
Topic 2. The development of the United States government	
Supporting Question: <i>How did the framers of the Constitution attempt to address issues of power and freedom in the design of the new political system?</i>	
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 <i>equality, representative government, limited government, rule of law, natural rights, common good</i> , and the <i>purpose of government</i> in the Declaration of Independence.	<p>SE/TE: The American Revolution, 767–771; Primary Sources: The Declaration of Independence, 772</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources Lesson Videos: Topic 17: Lesson 4: The Declaration of Independence; Topic 18: Lesson 1: Influences on the American Revolution; Social Studies Reference Center: Constitution Day Resources: Declaration of Independence</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>SE/TE: Articles of Confederation, 770</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 17: Lesson 4: Thomas Jefferson; Social Studies Reference Center: Constitution Day Resources: The Constitution of the United States</p>
8. Identify the various leaders of the Constitutional Convention and analyze the major issues (e.g., <i>distribution of political power, rights of individuals, representation and rights of states, slavery</i>) they debated and how the issues were resolved.	<p>SE/TE: Constitutional Convention, 770</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 17: Lesson 4: Thomas Jefferson; Social Studies Reference Center: Constitution Day Resources: The Constitution of the United States</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<p>9. Compare and contrast key ideas debated between the Federalists and Anti-Federalists over ratification of the Constitution (e.g., <i>federalism, factions, checks and balances, independent judiciary, republicanism, limited government</i>).</p>	<p>SE/TE: Constitution (U.S.), 770–771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: The Constitution of the United States</p>
<p>Note: Important topics of individual Federalist Papers: <i>Federalist 10-factions; Federalist 9-strong union; Federalist 39-republican government; Federalist 51-three branches of government independent of each other to ensure liberty; Federalist 78 -importance of an independent judicial branch and judicial review.</i></p>	
<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>SE/TE: Constitution (U.S.), Bill of Rights, 770–771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: The Constitution of the United States; Social Studies Core Concepts: Government and Civics: Political Structures</p>
<p>Topic 3. The institutions of United States government</p>	
<p>Supporting Question: <i>How do the institutions of the U.S. political system work?</i></p>	
<p>11. Distinguish the three branches of government (separation of powers):</p>	
<ul style="list-style-type: none"> • Congress as the legislative branch 	<p>SE/TE: Legislative branch, 753</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: Constitution Day Resources: Declaration of Independence and the Bill of Rights; Social Studies Core Concepts: Government and Civics: Political Structures</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<ul style="list-style-type: none"> the Presidency and the executive agencies as the executive branch and 	<p>SE/TE: Executive branch, 753</p> <p><u>Digital Sources</u> Social Studies Reference Center: Constitution Day Resources: Constitution Day Resources: Declaration of Independence and the Bill of Rights; Social Studies Core Concepts: Government and Civics: Political Structures</p>
<ul style="list-style-type: none"> the Supreme Court and other federal inferior courts as the judicial branch 	<p>SE/TE: Judicial branch, 753</p> <p><u>Digital Sources</u> Social Studies Reference Center: Constitution Day Resources: Constitution Day Resources: Declaration of Independence and the Bill of Rights; Social Studies Core Concepts: Government and Civics: Political Structures; Social Studies Reference Center: Landmark Supreme Court Cases</p>
<p align="center">12. Examine the interrelationship of the three branches (the checks and balance system).</p>	
<ul style="list-style-type: none"> <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>SE/TE: Legislative branch, 753</p> <p><u>Digital Sources</u> Social Studies Reference Center: Constitution Day Resources: Constitution Day Resources: Declaration of Independence and the Bill of Rights; Social Studies Core Concepts: Government and Civics: Political Structures</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<ul style="list-style-type: none"> • <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>SE/TE: Executive branch, 753</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: Constitution Day Resources: Declaration of Independence and the Bill of Rights; Social Studies Core Concepts: Government and Civics: Political Structures</p>
<ul style="list-style-type: none"> • <u>the Supreme Court</u>: role and powers, checks on other two branches, lower courts 	<p>SE/TE: Judicial branch, 753</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: Constitution Day Resources: Declaration of Independence and the Bill of Rights; Social Studies Core Concepts: Government and Civics: Political Structures; Social Studies Reference Center: Landmark Supreme Court Cases</p>
<p>13. Describe the respective roles of each of the branches of government.</p>	<p>SE/TE: Branches of government, 753</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: Constitution Day Resources: Declaration of Independence and the Bill of Rights; Social Studies Core Concepts: Government and Civics: Political Structures</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</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>	
<ul style="list-style-type: none"> 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>SE/TE: Legislative branch, 753</p> <p><u>Digital Sources</u> Social Studies Reference Center: Constitution Day Resources: Constitution Day Resources: Declaration of Independence and the Bill of Rights; Social Studies Core Concepts: Government and Civics: Political Structures</p>
<ul style="list-style-type: none"> Nomination by the President and confirmation by Congress: Supreme Court Justices and Secretaries/agency heads in the executive branch) 	<p>SE/TE: Legislative branch, 753</p> <p><u>Digital Sources</u> Social Studies Reference Center: Constitution Day Resources: Constitution Day Resources: Declaration of Independence and the Bill of Rights; Social Studies Core Concepts: Government and Civics: Political Structures; Citizenship</p>
<p>15. Describe the role of political parties in elections at the state and national levels.</p>	<p>SE/TE: For supporting content please see: Ellis Island, Immigrants in New York, 804</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Voting</p>
<p>Topic 4. Rights and responsibilities of citizens</p>	
<p>Supporting Question: <i>What is the role of the individual in maintaining a healthy democracy?</i></p>	
<p>16. Explain the different ways one becomes a citizen of the United States.</p>	<p>SE/TE: For supporting content please see: Ellis Island, Immigrants in New York, 804</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Government and Civics: Citizenship</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</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>SE/TE: Principles of the U.S. Constitution, 771; Women's Suffrage, 806</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Voting</p>
<p>18. Distinguish among civic, political, and private life.</p>	<p>SE/TE: For supporting content please see: Changes to Society, 803–804; The Push to Reform, 805; Women's Suffrage, 806; The Struggle for Human Rights (In the United States), 860; also see: Discussion Inquiry: Freedom vs. Security, 362</p> <p>Active Journal: Take Notes & Practice Vocabulary, 450–451</p> <p>Digital Sources 21st Century Skills Tutorials: Political Participation; Being an Informed Citizen; Paying Taxes; Voting; Work in Teams; Participate in a Discussion or Debate; Social Studies Core Concepts: Government and Civics: Citizenship</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>SE/TE: Principles of the U.S. Constitution, 771; Changes to Society, 803–804; The Push to Reform, 805; Women's Suffrage, 806; The Struggle for Human Rights (In the United States), 860</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439, 450–451</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: The Pledge of Allegiance; Constitution Day Resources: Declaration of Independence and the Bill of Rights</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</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>SE/TE: Key Protections of the Bill of Rights, 770; Principles of the U.S. Constitution, 771; Changes to Society, 803–804; The Push to Reform, 805; Women's Suffrage, 806</p> <p>Active Journal: Take Notes & Practice Vocabulary, 450–451</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Political Participation; Being an Informed Citizen; Paying Taxes; Voting</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>SE/TE: For supporting content please see: How Did Governments Respond? (Roosevelt elected), 824</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Political Participation; Voting; 21st Century Skills Tutorials: Analyze Media Content; Analyze Political Cartoons</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>SE/TE: 5 Things to Know About: George Washington, 769; The Push to Reform, 805; Women's Suffrage, 806; Reagan and Gorbachev, 839–840; also see: Document-Based Inquiry: Evaluating a Leader's Legacy, 180</p> <p>Active Journal: Take Notes & Practice Vocabulary, 450–451</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Political Participation; Being an Informed Citizen; Voting</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<p>23. Explain the importance of individuals working cooperatively with their elected leaders.</p>	<p>SE/TE: For supporting content please see: The Push to Reform, 805; Women's Suffrage, 806</p> <p>Active Journal: Take Notes & Practice Vocabulary, 450–451</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Political Participation; Being an Informed Citizen</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>SE/TE: For supporting content please see: Changes to Society, 803–804; The Push to Reform, 805; Women's Suffrage, 806; The Struggle for Human Rights (In the United States), 860</p> <p>Active Journal: Take Notes & Practice Vocabulary, 450–451</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Political Participation; Being an Informed Citizen</p>
<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>SE/TE: Establishing a New Government, 770–771; Women's Suffrage, 806; The Struggle for Human Rights (In the United States), 860</p> <p>Active Journal: Take Notes & Practice Vocabulary, 450–451</p> <p><u>Digital Sources</u> Social Studies Reference Center: Landmark Supreme Court Cases: Korematsu v. United States; Dred Scott v. Sandford; Plessy v. Ferguson; Lesson Videos: Topic 17: Lesson 4: Ideas of the Enlightenment; Topic 18: Lesson 1: Influences on the American Revolution</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</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>SE/TE: 5 Things to Know About: George Washington, 769; The Push to Reform, 805; Women's Suffrage, 806; Reagan and Gorbachev, 839–840; also see: Document-Based Inquiry: Evaluating a Leader’s Legacy, 180</p> <p><u>Digital Sources</u> Social Studies Reference Center: Biographies: Topic 19: Lesson 2: Franklin Roosevelt; Lesson 4: Ronald Reagan; Interactive Primary Sources: Topic 19: Lesson 1: Woodrow Wilson, “The Fourteen Points”; Lesson 4: Ronald Reagan, “Tear Down This Wall”</p>
<p>27. Examine the role of political protest in a democracy.</p>	<p>SE/TE: Women's Suffrage, 806; The Struggle for Human Rights (In the United States), 860</p> <p>Active Journal: Take Notes & Practice Vocabulary, 450–451</p> <p><u>Digital Sources</u> Social Studies Reference Center: Biographies: Topic 19: Lesson 5: Martin Luther King, Jr.; Interactive Primary Sources: Topic 19: Lesson 7: Martin Luther King, Jr., “Letter from Birmingham Jail”</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>SE/TE: For supporting content please see: The Push to Reform, 805–806</p> <p>Active Journal: Take Notes & Practice Vocabulary, 450–451</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Evaluate Existing Arguments; Compare Viewpoints; Participate in a Discussion or Debate</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework	myWorld Interactive Social Studies World History, Survey Edition ©2019
Topic 5. The Constitution, Amendments, and Supreme Court decisions	
Supporting Question: <i>How has the content and interpretation of the Constitution evolved over time?</i>	
29. Explain why the “necessary and proper” clause and why it is often referred to as the “elastic clause.”	<p>SE/TE: Principles of the U.S. Constitution, 771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: The Constitution of the United States</p>
30. Explain the historical context and significance of changes in the Constitution, including key amendments. Examples of amendments include the:	
a. 14 th Amendment (1868): citizenship rights, equal protection of laws	<p>SE/TE: Amending the Constitution, 771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: Declaration of Independence and the Bill of Rights; The Constitution of the United States</p>
b. 19 th Amendment (1920): women’s right to vote in federal and state elections	<p>SE/TE: Women's Suffrage, 806; also see: Amending the Constitution, 771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: Declaration of Independence and the Bill of Rights; The Constitution of the United States</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<p>c. 26th Amendment (1971): lowering the voting age from 21 to 18 in federal elections</p>	<p>SE/TE: Amending the Constitution, 771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: Declaration of Independence and the Bill of Rights; The Constitution of the United States</p>
<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>	<p>SE/TE: For supporting content please see: New Deal, 824 (expansion Federal power)</p> <p>Digital Sources Social Studies Reference Center: Landmark Supreme Court Cases: Dred Scott v. Sandford Plessy v. Ferguson</p>
<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>SE/TE: Women's Suffrage, 806; The Struggle for Human Rights (In the United States), 860</p> <p>Active Journal: Take Notes & Practice Vocabulary, 450–451</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics: Citizenship</p>
<p>33. Explain the principle of judicial review established in <i>Marbury v. Madison</i> (1803) and explain how cases come before the Supreme Court, how cases are argued, and how the Court issues decisions and dissents.</p>	<p>SE/TE: For supporting content please see: Separation of Powers, 753; Judicial Review, 771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources Social Studies Reference Center: Landmark Supreme Court Cases: <i>Marbury v. Madison</i>; Supreme Court Glossary</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</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,</p> <p><i>Tinker v. Des Moines Independent Community School District</i> (1969)</p> <ul style="list-style-type: none"> – The Court held, 7-2, that students’ right to protest is protected in schools. <p><i>Bethel School District v. Fraser</i> (1986)</p> <ul style="list-style-type: none"> – The Court held, 7-2, that students’ right to use vulgar language is not protected in schools. <p><i>Hazelwood School District v. Kuhlmeier</i> (1988)</p> <ul style="list-style-type: none"> – The Court ruled, 5-3, that students’ right to school-sponsored student speech in a school newspaper may be restricted with educational justification. <p><i>Citizens United vs. Federal Election Commission</i> (2010)</p> <ul style="list-style-type: none"> – The Court ruled, 5-4, that contributions by corporations and organizations such as unions to political campaigns are protected as free speech. 	<p>SE/TE: For supporting content please see: Separation of Powers, 753; Supreme Court decisions, 860</p> <p>Digital Sources</p> <p>Social Studies Reference Center: Landmark Supreme Court Cases: <i>Tinker v. Des Moines</i>; Supreme Court Glossary; 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Give an Effective Presentation; Write an Essay</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<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)</p> <ul style="list-style-type: none"> – The Court dismissed the case brought by Dred Scott, an African American, to obtain his freedom from slavery, 7-2, on the grounds that African Americans were not citizens, that the Congress could not ban slavery in federal territories, and that the due process clause prohibited the government from freeing slaves brought into territories. <p><i>Plessy v. Ferguson</i> (1896)</p> <ul style="list-style-type: none"> – The Court upheld, 7-1, the ruling that racial segregation was constitutional under the “separate but equal” doctrine. <p><i>Brown v. Board of Education of Topeka</i> (1954)</p> <ul style="list-style-type: none"> – The Court unanimously overturned the “separate but equal” doctrine, ruling that state laws establishing separate schools for white and black students were unconstitutional. <p><i>Mapp v. Ohio</i> (1961)</p> <ul style="list-style-type: none"> – The Court, redefined, 6-3, the implementation of the exclusionary rule (evidence collected in violation of an individual’s Fourth Amendment rights is inadmissible for a criminal prosecution in a court of law) to apply to states. <p><i>Loving v. Virginia</i> (1967)</p> <ul style="list-style-type: none"> – The Court unanimously recognized the right to interracial marriage and declared race-based restrictions on marriage unconstitutional. 	<p>SE/TE: For supporting content please see: Separation of Powers, 753; Supreme Court decisions, 860</p> <p><u>Digital Sources</u> Social Studies Reference Center: Landmark Supreme Court Cases: Dred Scott v. Sandford Plessy v. Ferguson; Mapp v. Ohio; Supreme Court Glossary; 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Give an Effective Presentation; Write an Essay</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<p>(Continued)</p> <p><i>Romer v. Evans</i> (1996)</p> <ul style="list-style-type: none"> - The Court determined, 6-3, that the Equal Protection Clause prevents states from denying civil rights protections to sexual minorities, including lesbian, gay, and bisexual people. <p><i>Obergefell v. Hodges</i> (2015)</p> <ul style="list-style-type: none"> - The Court held, 5-4, that same sex marriage is protected under the 14th Amendment. 	<p>(Continued)</p> <p>SE/TE: For supporting content please see: Separation of Powers, 753; Supreme Court decisions, 860</p> <p><u>Digital Sources</u> Social Studies Reference Center: Landmark Supreme Court Cases: Dred Scott v. Sandford Plessy v. Ferguson; Mapp v. Ohio; Supreme Court Glossary; 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Give an Effective Presentation; Write an Essay</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</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></p> <p><i>Minersville School District v. Gobitis</i> (1940)</p> <ul style="list-style-type: none"> – The Court held, 8-1, that the state’s interest in national unity allowed school boards to require students to salute the flag. <p><i>West Virginia State Board of Education v. Barnette</i> (1943)</p> <ul style="list-style-type: none"> – Court held, 6-3, that students are protected from having to salute the flag or recite the Pledge of Allegiance through the free exercise clause of the First Amendment. <p><i>Texas v. Johnson</i> (1989)</p> <ul style="list-style-type: none"> – The Court held, 5-4, that an individual has a right to burn the flag under the First Amendment free expression clause. <p><u>School Prayer</u></p> <p><i>Engel v. Vitale</i> (1962)</p> <ul style="list-style-type: none"> – The Court held, 6-2, that requiring school prayer in public schools was a violation of the First Amendment establishment clause. <p><u>National Security</u></p> <p><i>Korematsu v. United States</i> (1944)</p> <ul style="list-style-type: none"> – The Court held, 6-3, that a government order during World War II sending Japanese-Americans to internment camps, rather than allowing them to remain in their homes, was constitutional. 	<p>SE/TE: For supporting content please see: Separation of Powers, 753; Supreme Court decisions, 860</p> <p>Digital Sources</p> <p>Social Studies Reference Center: Landmark Supreme Court Cases: Texas v. Johnson; Engel v. Vitale; Korematsu v. United States; Constitution Day Resources: The Pledge of Allegiance; Supreme Court Glossary; 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Give an Effective Presentation; Write an Essay</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework	myWorld Interactive Social Studies World History, Survey Edition ©2019
<p>(Continued) <i>Clapper v. Amnesty International</i> (2012)</p> <ul style="list-style-type: none"> – The Court, 5-4, dismissed a challenge to the government’s power to conduct surveillance on international phone calls and emails under the Foreign Intelligence Surveillance Courts. <p><u>Gun Control</u> <i>District of Columbia v. Heller</i> (2008)</p> <ul style="list-style-type: none"> – The Court, 5-4, upheld the right of individuals to own guns under the Second Amendment and found the District of Columbia’s ban on owning handguns to be unconstitutional. 	<p>(Continued)</p> <p>SE/TE: For supporting content please see: Separation of Powers, 753; Supreme Court decisions, 860</p> <p><u>Digital Sources</u> Social Studies Reference Center: Landmark Supreme Court Cases: Texas v. Johnson; Engel v. Vitale; Korematsu v. United States; Constitution Day Resources: The Pledge of Allegiance; Supreme Court Glossary; 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Give an Effective Presentation; Write an Essay</p>
Topic 6. The structure of Massachusetts state and local government	
Supporting Question: <i>What is the role of state and local government in the U.S. political system?</i>	
<p>35. Compare and contrast the functions of state government and national government.</p>	<p>SE/TE: Federalism (Principles of the U.S. Constitution), 771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p><u>Digital Sources</u> Social Studies Reference Center: Landmark Supreme Court Cases: Gibbons v. Ogden; Marbury v. Madison; McCulloch v. Maryland</p>
<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>	<p>SE/TE: For supporting content please see: Federalism (Principles of the U.S. Constitution), 771</p> <p><u>Digital Sources</u> Social Studies Reference Center: Constitution Day Resources: The Constitution of the United States</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<p>37. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.</p>	<p>SE/TE: Federalism (Principles of the U.S. Constitution), 771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p><u>Digital Sources</u> Social Studies Reference Center: Constitution Day Resources: The Constitution of the United States</p>
<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>	<p>SE/TE: Constitution (U.S.), Bill of Rights, 770–771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p><u>Digital Sources</u> Social Studies Reference Center: Constitution Day Resources: The Constitution of the United States; Declaration of Independence and the Bill of Rights</p>
<p>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>	<p>SE/TE: Constitution (U.S.), Bill of Rights, 770; Amending the Constitution, 771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p><u>Digital Sources</u> Social Studies Reference Center: Constitution Day Resources: The Constitution of the United States; Declaration of Independence and the Bill of Rights</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<p>40. Identify additional protections provided by the Massachusetts Constitution that are not provided by the U.S. Constitution.</p>	<p>SE/TE: For supporting content please see: For related material see: Federalism (Principles of the U.S. Constitution), 771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: The Constitution of the United States</p>
<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>	<p>SE/TE: For supporting content please see: Federalism (Principles of the U.S. Constitution), 771</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics: Political Structures; Social Studies Reference Center: Constitution Day Resources: The Constitution of the United States; Declaration of Independence and the Bill of Rights</p>
<p>42. Explain the leadership structure of the government of the Commonwealth of Massachusetts and the function of each branch</p>	
<p>a. the executive branch (governor and agencies)</p>	<p>SE/TE: Executive branch, 753</p> <p>Digital Sources Social Studies Reference Center: Constitution Day Resources: Constitution Day Resources: Declaration of Independence and the Bill of Rights; Social Studies Core Concepts: Government and Civics: Political Structures</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<p>b. the legislative branch (state representatives and state senators)</p>	<p>SE/TE: Legislative branch, 753</p> <p><u>Digital Sources</u> Social Studies Reference Center: Constitution Day Resources: Constitution Day Resources: Declaration of Independence and the Bill of Rights; Social Studies Core Concepts: Government and Civics: Political Structures</p>
<p>c. courts of law (Supreme Judicial Court, lower court system)</p>	<p>SE/TE: Judicial branch, 753</p> <p><u>Digital Sources</u> Social Studies Reference Center: Constitution Day Resources: Constitution Day Resources: Declaration of Independence and the Bill of Rights; Social Studies Core Concepts: Government and Civics: Political Structures; Social Studies Reference Center: Landmark Supreme Court Cases</p>
<p>43. Give examples of tax-supported facilities and services provided by the Massachusetts state government and by local governments.</p>	<p>SE/TE: For supporting content please see: For related material see: Federalism (Principles of the U.S. Constitution), 771; The Push to Reform, 805</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Paying Taxes</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>SE/TE: For supporting content please see: For related material see: Federalism (Principles of the U.S. Constitution), 771; The Push to Reform, 805</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Paying Taxes</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework	myWorld Interactive Social Studies World History, Survey Edition ©2019
Topic 7: Freedom of the Press and News/Media Literacy	
Supporting Question: <i>How does a free press support a democratic government?</i>	
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>SE/TE: Freedom of the Press, 771; also see: Constitution (U.S.), Bill of Rights, 770</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources 21st Century Skills Tutorials: Analyze Media Content; Social Studies Reference Center: Constitution Day Resources: Declaration of Independence and the Bill of Rights</p>
46. Give examples of how a free press can provide competing information and views about government and politics.	<p>SE/TE: Freedom of the Press, 771; also see: Constitution (U.S.), Bill of Rights, 770</p> <p>Active Journal: Take Notes & Practice Vocabulary, 438–439</p> <p>Digital Sources 21st Century Skills Tutorials: Analyze Media Content; Social Studies Reference Center: Constitution Day Resources: Declaration of Independence and the Bill of Rights</p>
47. Explain the different functions of news articles, editorials, editorial cartoons, and “op-ed” commentaries.	<p>SE/TE: For supporting content please see: Revolutions in Information Technology, 867–869; also see: Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114, 602; Assess Credibility of a Source, 163, 441</p> <p>TE Only: Social Media and the Arab Spring, 852</p> <p>Digital Sources 21st Century Skills Tutorials: Analyze Media Content; Analyze Political Cartoons; Evaluate Web Sites; Search for Information on the Internet</p>

**A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019
to the Massachusetts Department of Elementary and Secondary Education
History and Science Curriculum Framework**

<p align="center">Massachusetts Department of Elementary and Secondary Education History and Social Science Curriculum Framework</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition ©2019</p>
<p>48. Evaluate the benefits and challenges of digital news and social media to a democratic society.</p>	<p>SE/TE: For supporting content please see: Revolutions in Information Technology, 867–869 TE Only: Social Media and the Arab Spring, 852</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Analyze Media Content; Analyze Political Cartoons; Evaluate Web Sites; Search for Information on the Internet</p>
<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>SE/TE: Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114, 602; Assess Credibility of a Source, 163, 441</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Analyze Media Content; Analyze Political Cartoons; Evaluate Web Sites; 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>SE/TE: Analyze Political Cartoons: Roosevelt, Franklin, 824; also see: Analysis Skills: Distinguish Verifiable from Unverifiable Information, 114, 602; Assess Credibility of a Source, 163, 441</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Analyze Media Content; Analyze Political Cartoons</p>