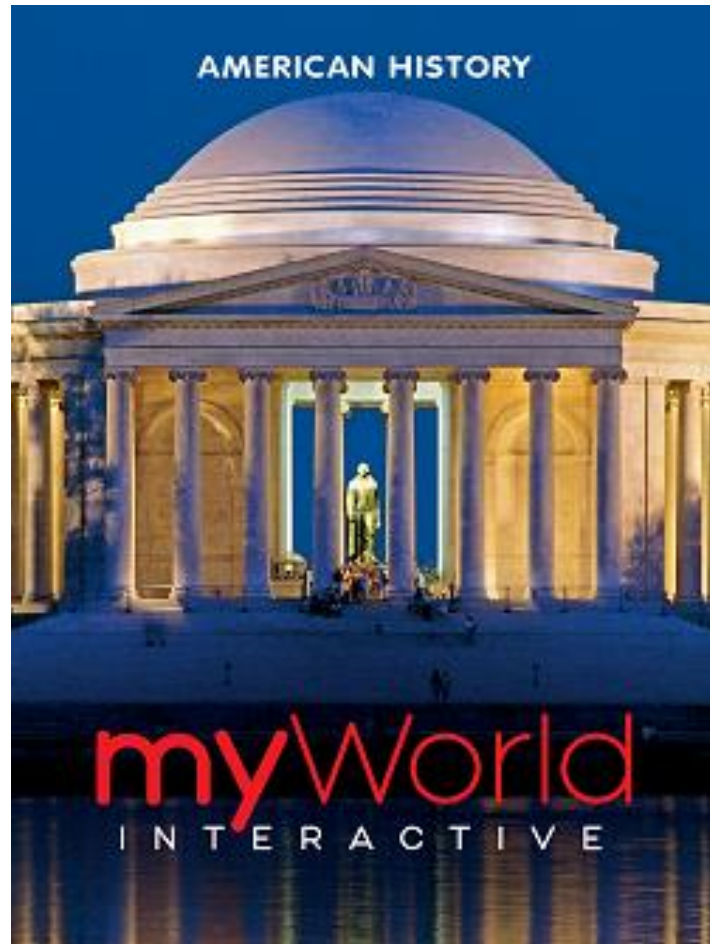


**A Correlation of**



**Survey Edition, ©2019**

**To the**

**Maine Academic Standards  
Grades 6-8**

# A Correlation of myWorld Interactive Social Studies, American History, Survey Edition, ©2019 to the Maine Academic Standards, Social Studies, 6-8

## Introduction

This document demonstrates how *myWorld Interactive Social Studies, American History, Survey Edition*, ©2019 meets the Maine Academic Standards, Social Studies, Grades 6-8. 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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**Table of Contents**

<b>A</b> .....	<b>4</b>
<b>B</b> .....	<b>14</b>
<b>C</b> .....	<b>22</b>
<b>D</b> .....	<b>26</b>
<b>E</b> .....	<b>31</b>

**A Correlation of myWorld Interactive Social Studies, American History, Survey Edition, ©2019  
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<p align="center"><b>Maine Academic Standards Social Studies 6-8</b></p>	<p align="center"><b>myWorld Interactive Social Studies American History, Survey Edition, ©2019</b></p>
<p><b>A</b> Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.</p>	
<p><b>A1</b> Students research, select, and present a position on a current social studies issue by proposing and revising research questions, and locating and selecting information from multiple and varied sources.</p>	
<p><b>A1.a</b> Propose and revise research questions related to a current social studies issue.</p>	<p><b>SE/TE:</b> Research: Generate Question to Focus Research, 13, 272, 557, 788, 1012; Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000  <b>Active Journal:</b> Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431; Quests: Ask Questions, 4, 26, 54, 78, 106, 132, 160, 186, 212, 234, 260, 286, 314, 342, 364, 392, 412   <u><b>Digital Resources</b></u>            21st Century Skills Tutorials: Ask Questions; Generate New Ideas; Search for Information on the Internet; Evaluate Web Sites</p>
<p><b>A1.b</b> Determine the nature and extent of information needed.</p>	<p><b>SE/TE:</b> Quests (Investigate): Project-Based Learning Inquiry, 132, 260, 336, 478, 892; Discussion Inquiry, 196, 550, 586, 716; Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000; Research Paper: Topic 1, 13, 24, 38, 46, 49; Topic 5, 272, 279, 290, 302, 315, 328, 331; Topic 9, 557, 563, 572, 579, 581; Topic 11, 660, 668, 678, 686, 698, 711; Topic 13, 788, 796, 803, 812, 820, 832, 841, 843; Topic 17, 1012, 1022, 1032, 1042, 1045  <b>Active Journal:</b> Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431; Project-Based Learning, 26–33, 186–193, 364–371; Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419</p>

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<p align="center"><b>Maine Academic Standards Social Studies 6-8</b></p>	<p align="center"><b>myWorld Interactive Social Studies American History, Survey Edition, ©2019</b></p>
<p>A1.b Determine the nature and extent of information needed.</p>	<p>(Continued) <b>Digital Sources</b> 21st Century Skills Tutorials: Create a Research Hypothesis; Support Ideas with Evidence; Search for Information on the Internet; Evaluate Web Sites</p>
<p>A1.c Locate and access relevant information that includes multiple perspectives from varied sources.</p>	<p><b>SE/TE:</b> Research: Find and Use Credible Sources, 38, 279, 563, 668, 678, 796, 803; Pick an Organizing Strategy, 290; Support Your Thesis With Details, 302, 760; Support Ideas with Evidence, 572, 686, 820, 812, 1022; Cite Sources, 1032; also see: Quests: Project-Based Learning Inquiry, 132, 260, 336, 478, 892; Discussion Inquiry, 196, 550, 586, 716; Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000 <b>Active Journal:</b> Writing Workshop: Research Paper, 22-23, 128-129, 230-231, 282-283, 338-339, 430-431; Project-Based Learning, 26-33, 186-193, 364-371; Civic Discussion Inquiry, 78-85, 132-139, 212-219, 234-241, 286-293; Document-Based Writing Inquiry, 4-11, 54-61, 106-113, 160-167, 260-267, 314-321, 342-349, 392-399, 412-419 <b>Digital Sources</b> 21st Century Skills Tutorials: Ask Questions; Generate New Ideas; Draw Inferences; Support Ideas with Evidence; Search for Information on the Internet; Evaluate Web Sites</p>

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<p>A1.d Demonstrate facility with note-taking, organizing information, and creating bibliographies.</p>	<p><b>SE/TE:</b> Active Journal (note-taking activities):            Quests: Project-Based Learning Inquiry, 132, 260, 336, 478, 892; Discussion Inquiry, 196, 550, 586, 716; Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000; also see: Research: Find and Use Credible Sources, 38, 279, 563, 668, 678, 796, 803; Pick an Organizing Strategy, 290; Support Your Thesis With Details, 302, 760; Support Ideas with Evidence, 572, 686, 820, 812, 1022; Cite Sources, 1032</p> <p><b>Active Journal:</b> Take Notes, 12, 14, 17, 19, 34, 36, 38, 41, 43, 45, 48, 62, 64, 67, 69, 72, 86, 88, 91, 93, 95, 97, 100, 114, 116, 119, 121, 124, 126, 140, 143, 145, 147, 149, 151, 153, 168, 170, 172, 174, 177, 180, 194, 196, 199, 201, 203, 206, 220, 223, 225, 227, 242, 244, 247, 249, 251, 253, 268, 271, 274, 276, 280, 294, 296, 298, 301, 304, 306, 308, 322, 324, 326, 329, 331, 333, 335, 350, 352, 354, 357, 372, 374, 376, 378, 381, 383, 386, 400, 402, 405, 420, 422, 425, 428</p> <p><b>Digital Sources</b>            21st Century Skills Tutorials: Take Effective Notes</p>

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<p align="center"><b>Maine Academic Standards Social Studies 6-8</b></p>	<p align="center"><b>myWorld Interactive Social Studies American History, Survey Edition, ©2019</b></p>
<p>A1.e Distinguish between primary and secondary sources.</p>	<p><b>SE/TE:</b> Analyze Primary and Secondary Sources, ELA 4–ELA 6; Research: Find and Use Credible Sources, 38, 279, 563, 668, 678, 796, 803; Cite Sources, 1032; also see: Analysis Skills: Assess Credibility of a Source, 512; Draw Sound Conclusions from Sources, 630; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431; Project–Based Learning, 26–33, 186–193, 364–371; Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Document–Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints; Search for Information on the Internet; Interpret Sources; Evaluate Web Sites</p>

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<p align="center"><b>Maine Academic Standards Social Studies 6-8</b></p>	<p align="center"><b>myWorld Interactive Social Studies American History, Survey Edition, ©2019</b></p>
<p>A1.f Evaluate and verify the credibility of the information found in print and non-print sources.</p>	<p><b>SE/TE:</b> Analysis Skills: Assess Credibility of a Source, 512; Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Real News from “Fake News,” 1014; Determine Author’s Point of View, 153, 348, 464, 564, 736, 775, 804, 992; Identify/Recognize Points of View, 403, 894, 954, 991; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p><b>Active Journal:</b> Quick Activity: Formerly a Slave, 198; An Echo Across Time, 179; Writing Workshop: Writing from Perspective: Narrative Essay, 50–51; Narrative Essay, 182–183; Narrative Essay, 360–361</p> <p><b><u>Digital Sources</u></b> 21<sup>st</sup> Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments; Search for Information on the Internet; Interpret Sources; Evaluate Web Sites</p>
<p>A1.g Use additional sources to resolve contradictory information.</p>	<p><b>SE/TE:</b> Research: Find and Use Credible Sources, 38, 279, 563, 668, 678, 796, 803; Cite Sources, 1032; also see: Analysis Skills: Assess Credibility of a Source, 512; Draw Sound Conclusions from Sources, 630; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431; Project-Based Learning, 26–33, 186–193, 364–371; Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419</p>



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<p align="center"><b>Maine Academic Standards Social Studies 6-8</b></p>	<p align="center"><b>myWorld Interactive Social Studies American History, Survey Edition, ©2019</b></p>
<p>A1.g Use additional sources to resolve contradictory information.</p>	<p>(Continued) <b>Digital Sources</b> 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Search for Information on the Internet; Interpret Sources; Evaluate Web Sites</p>
<p>A1.h Summarize and interpret information found in varied sources and/or from fieldwork, experiments, and interviews.</p>	<p><b>SE/TE:</b> Literacy Skills: Summarize, 7, 27, 55, 110, 237, 375, 566, 610, 653, 717, 783, 797, 834, 849, 893, 981, 1033; Research: Find and Use Credible Sources, 38, 279, 563, 668, 678, 796, 803; Cite Sources, 1032; also see: Analysis Skills: Assess Credibility of a Source, 512; Draw Sound Conclusions from Sources, 630; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045 <b>Active Journal:</b> Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431; Project–Based Learning, 26–33, 186–193, 364–371; Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Document–Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419 <b>Digital Sources</b> 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Search for Information on the Internet; Interpret Sources; Evaluate Web Sites</p>

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<p align="center"><b>Maine Academic Standards Social Studies 6-8</b></p>	<p align="center"><b>myWorld Interactive Social Studies American History, Survey Edition, ©2019</b></p>
<p>A1.i Select a clear supportable position.</p>	<p><b>SE/TE:</b> Research Paper: Support Your Thesis With Evidence, 24; Develop a Clear Thesis, 152; Support Your Thesis With Details, 302; Develop a Clear Thesis, 1042; also see: Write an Argument, ELA 9; Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255; Topic 10: Argumentative Essay, 597, 609, 619, 629, 637, 644, 647</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 102–103, 256–257; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p><b><u>Digital Sources</u></b> 21<sup>st</sup> Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p>
<p>A1.j Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a variety of audiences.</p>	<p><b>SE/TE:</b> Research Paper: Find and Use Credible Sources, 38, 279, 563, 629, 668, 678, 796, 803, 1032; Include Formatting and Graphics, 328; Cite Sources, 579; also see: Research Paper: Support Your Thesis With Evidence, 24; Develop a Clear Thesis, 152; Support Your Thesis With Details, 302; Develop a Clear Thesis, 1042</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials: Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>

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<p align="center"><b>Maine Academic Standards Social Studies 6-8</b></p>	<p align="center"><b>myWorld Interactive Social Studies American History, Survey Edition, ©2019</b></p>
<p>A1.k Use appropriate tools, methods, and sources from government, history, geography, economics, or related fields.</p>	<p><b>SE/TE:</b> Quests: Project-Based Learning Inquiry, 132, 260, 336, 478, 892; Discussion Inquiry, 196, 550, 586, 716; Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000; Research Paper: Topic 1, 13, 24, 38, 46, 49; Topic 5, 272, 279, 290, 302, 315, 328, 331; Topic 9, 557, 563, 572, 579, 581; Topic 11, 660, 668, 678, 686, 698, 711; Topic 13, 788, 796, 803, 812, 820, 832, 841, 843; Topic 17, 1012, 1022, 1032, 1042, 1045</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper, 22-23, 128-129, 230-231, 282-283, 338-339, 430-431; Project-Based Learning, 26-33, 186-193, 364-371; Civic Discussion Inquiry, 78-85, 132-139, 212-219, 234-241, 286-293; Document-Based Writing Inquiry, 4-11, 54-61, 106-113, 160-167, 260-267, 314-321, 342-349, 392-399, 412-419</p> <p><b><u>Digital Sources</u></b> Core Concepts: Economics; Geography; Government and Civics; History; 21<sup>st</sup> Century Skills Tutorials: Analyze Data and Models; Analyze Images; Analyze Media Content; Analyze Political Cartoons; Create Databases; Evaluate Web Sites; Read Charts, Graphs, and Tables</p>
<p>A1.l Use information ethically and legally.</p>	<p><b>SE/TE:</b> Research Paper: Cite Sources, 579; also see: Find and Use Credible Sources, 38, 279, 563, 629, 668, 678, 796, 803, 1032</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper, 22-23, 128-129, 230-231, 282-283, 338-339, 430-431</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials: Create a Research Hypothesis; Interpret Sources; Evaluate Web Sites</p>

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<p>A2 Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.</p>	
<p>A2.a Develop individual and collaborative decisions/plans by contributing equitably to collaborative discussions, seeking and examining alternative ideas, considering the pros and cons, and thoughtfully and respectfully recognizing the contributions of other group members.</p>	<p><b>SE/TE:</b> Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716; also see: Analysis Skills: Conduct a Cost-Benefit Analysis, 669; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993</p> <p><b>Active Journal:</b> Discussion Inquiry, 78-85, 132-139, 212-219, 234-241, 286-293</p> <p><b><u>Digital Sources</u></b> 21<sup>st</sup> Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>
<p>A2.b Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, or beyond by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information.</p>	<p><b>SE/TE:</b> Quest: Choosing Sides, 132; Senate Representation, 196; Stay Out? Or Get Involved?, 260; High-Speed Rail, 586; Reporting the Facts, 892; The Role of Government in the Economy, 782; Look Into the Future, 1000; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993</p> <p><b>Active Journal:</b> Quest: 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; 21<sup>st</sup> Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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<p>A3 Students select, plan, and implement a civic action or service-learning project based on a school, community, or State asset or need, and analyze the project's effectiveness and civic contribution.</p>	<p><b>SE/TE:</b> Citizens' Rights and Responsibilities, 247–252; Quest: Project Inquiry: Choosing Sides, 132; Civic Discussion Inquiry: Senate Representation, 196; High Speed Rail, 586; Document-Based Inquiry: The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Look into the Future, 1000; also see: Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993  <b>Active Journal:</b> Quests: Senate Representation, 78–85</p> <p>(Continued)</p> <p><b><u>Digital Sources</u></b>            Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>

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<p><b>B</b> Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and world.</p>	
<p><b>B1</b> Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.</p>	
<p><b>B1.a</b> Explain that the study of government includes the structures and functions of government and the political and civic activity of citizens.</p>	<p><b>SE/TE:</b> For supporting content please see: The Ideas of the Enlightenment, 118; Colonial Trade and Government, 121–125; Lack of Representation in Parliament, 146; Mercantilist System, 154–156; State governments: structure of early, 198; The Influence of the Enlightenment, 214–215; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Primary Source: Hamilton and Madison Disagree, 253; First Bank of the United States, 266, 275–276; Distinguish Fact from Opinion: Diary Entry, 280; Analysis Skills: Detect Historical Points of View, 291; Second Bank of the United States, 319, 322, 352–355; Interpret Economic Performance, 359; Industry and Corporations, 622–629; Quest: Document–Based Inquiry: The Role of Government in the Economy, 782; Roosevelt’s New Deal, 821–832; A Global Economy, 1015–1022</p> <p><b>Active Journal:</b> Quests: The Role of Government in the Economy, 314–321; Analyzing the Reagan Conservative Movement, 392–399</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>B1.b Analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, and common good.</p>	<p><b>SE/TE:</b> For supporting content please see: Rule of Law, 215, 287; also see: What Were the Foundations of Representative Government?, 123–125; Ideas That Influenced the Constitution, 210–215; Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; Review and Assessment, 254–255</p> <p><b>Active Journal:</b> Quest: Examining the Colonial Environment, 26–33</p> <p><b>Digital Sources</b> Social Studies Core Concepts: Government and Civics; Lesson Videos: Topic 4: Lesson 1: Lesson 3: Roman and Enlightenment Influences on; the Constitution; Lesson 4: The Bill of Rights; Lesson 5: The Three Branches of Government; Lesson 6: Amending the Constitution</p>
<p>B1.c Describe the structures and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.</p>	<p><b>SE/TE:</b> For supporting content please see: Federalists, Antifederalists, and the Bill of Rights, 217–222; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Primary Source: Hamilton and Madison Disagree, 253; United States Constitution, 1050–1071; also see: State governments: structure of early, 198; responsibilities of, 244–245, 254; legislative reforms in, 570; States’ Rights, 242–243, 284–285, 349–352, 364, 503 (Continued)</p> <p><b>Active Journal:</b> Writing Workshop: Arguments, 102–103 (Power of Federal Government)</p>

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<p>B1.c Describe the structures and processes of United States government and government of the State of Maine and how these are framed by the United States Constitution, the Maine Constitution, and other primary sources.</p>	<p>(Continued)  <b>Digital Sources</b>                      Social Studies Core Concepts: Government and Civics; Lesson Videos: Topic 4: Lesson 3: Roman and Enlightenment Influences on; the Constitution; Lesson 4: The Bill of Rights; Lesson 5: The Three Branches of Government; Lesson 6: Amending the Constitution</p>
<p>B1.d Explain the concepts of federalism and checks and balances and the role these concepts play in the governments of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources.</p>	<p><b>SE/TE:</b> For supporting content please see: Federalism, 228–229; Federalism and Amendments, 237–245; also see: Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236  <b>Active Journal:</b> Quests: Senate Representation, 78–85    <b>Digital Sources</b>                      Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government; Interactive Primary Sources: Topic 4: Lesson 5 United States Constitution</p>
<p>B1.e Compare how laws are made in Maine and at the federal level in the United States.</p>	<p><b>SE/TE:</b> For supporting content please see: The Legislative Branch—Congress, 229–232; Constitution; Article I, 1050–1057; State governments: legislative reforms in, 570    <b>Digital Sources</b>                      Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government; Interactive Primary Sources: Topic 4: Lesson 5 United States Constitution</p>



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<p>B1.f Compare the structures and processes of United States government with examples of other forms of government.</p>	<p><b>SE/TE:</b> For supporting content please see: The Iroquois League, 23–24; Primary Sources: Constitution of the Iroquois Nations: The Great Binding Law, 25; Feudalism, 27; The Ideas of the Enlightenment, 118; Colonial Trade and Government, 121–125; Lack of Representation in Parliament, 146; A Weak Confederation, 197–203; Drafting a Constitution, 204–209; Ideas That Influenced the Constitution, 210–215; Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Quest: Document–Based Inquiry: The Role of Government in the Economy, 782; Dictators, fascist, 849–850</p> <p><b>Active Journal:</b> Quests: The Role of Government in the Economy, 314–321; Analyzing the Reagan Conservative Movement, 392–399</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>B2 Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy.</p>	
<p>B2.a Explain the constitutional and legal status of “citizen” and provide examples of rights, duties, and responsibilities of citizens.</p>	<p><b>SE/TE:</b> For supporting content please see: Citizens’ Rights and Responsibilities, 247–252; Quest: Project Inquiry: Choosing Sides, 132; Civic Discussion Inquiry: Senate Representation, 196; High Speed Rail, 586; Document–Based Inquiry: The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Look into the Future, 1000; also see: Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993</p> <p><b>Active Journal:</b> Quests: Senate Representation, 78–85</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>
<p>B2.b Describe how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.</p>	<p><b>SE/TE:</b> Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Primary Source: Hamilton and Madison Disagree, 253; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; United States Constitution, 1050–1071; also see: Ideas That Influenced the Constitution, 210–215; Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216</p> <p><b>Active Journal:</b> Quick Activity: Explore Free Speech, 99; Write about Equality in America, 142; Civil Rights Movement Timeline, 380</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Government and Civics; Lesson Videos: Topic 4: Lesson 4: The Bill of Rights</p>

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<p>B2.c Analyze examples of the protection of rights in court cases or from current events.</p>	<p><b>SE/TE:</b> Supreme Court cases (related to rights), 493–495, 496, 544, 560, 577, 871, 918–919, 920, 930, 1039; also see: Reform and Women’s Rights, 452–463; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935  <b>Active Journal:</b> Quick Activity: Civil Rights Movement Timeline, 380</p> <p><b><u>Digital Sources</u></b>            Social Studies Core Concepts: Government and Civics; Lesson Videos: Topic 4: Lesson 5: The Three Branches of Government: Landmark Supreme Court Cases: Topic 8: Lesson 2: Dred Scott v. Sandford; Topic 9: Lesson 4: Plessy v. Ferguson; Topic 14: Lesson 3: Korematsu v. United States; Topic 15: Lesson 4: Brown v. Board of Education</p>
<p>B2.d Analyze how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.</p>	<p><b>SE/TE:</b> For supporting content please see: Voting Rights, 213, 241, 338–339, 561, 563, 570, 576–577, 687–689, 791; Citizens’ Rights and Responsibilities, 247–252; also see: Quest: Civic Discussion Inquiry: Senate Representation, 196; Document–Based Writing Inquiry: Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; United States Constitution, 1050–1071; Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993  <b>Active Journal:</b> Quest: Senate Representation, 78–85; Look Into the Future, 412–419</p> <p><b><u>Digital Sources</u></b>            Lesson Videos: Topic 15: Lesson 4: The Civil Rights Movement; Lesson 5: Civil Rights Legislation; 21<sup>st</sup> Century Skills Tutorials: Being an Informed Citizen ; Participate in a Discussion or Debate; Political Participation; Serving on a Jury ; Solve Problems; Voting; Work in Teams</p>

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<p>B3 Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures including Maine Native Americans.</p>	
<p>B3.a Explain basic constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.</p>	<p><b>SE/TE:</b> For supporting content please see: Quests: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; Document-Based Inquiry: Examining the Colonial Environment, 54; Slavery and Abolition, 408; Effects of Immigration, 652; also see: Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; Conflict with American Indians, 360–367; Industrialization and Immigration, 422–430; 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: Senate Representation, 78–85; Slavery and Abolition, 160–167; The End of Reconstruction, 212–219; Effects of Immigration, 260–267</p> <p><b><u>Digital Sources</u></b> Lesson Videos: Topic 6: Lesson 3: The Trail of Tears; Lesson 6: The Mexican–American War; Topic 7: Lesson 4: Abolitionism; Lesson 5: The Seneca Falls Convention; Lesson 6: American Artists, American Themes; Topic 10: Lesson 5: The Labor Movement; Topic 11: Lesson 1: An Immigrant Story; Lesson 3: Rise of the Progressive Movement; Lesson 4: Progressives in the White House; Topic 15: Lesson 4: The Civil Rights Movement; Lesson 5: Civil Rights Legislation</p>

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<p>B3.b Describe the political structures and civic responsibilities within diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.</p>	<p><b>SE/TE:</b> For supporting content please see: The Iroquois League, 23–24; Primary Sources: Constitution of the Iroquois Nations: The Great Binding Law, 25; Feudalism, 27; The Ideas of the Enlightenment, 118; Colonial Trade and Government, 121–125; Dictators, fascist, 849–850</p> <p><b>Active Journal:</b> Quests: The Role of Government in the Economy, 314–321; Analyzing the Reagan Conservative Movement, 392–399</p> <p><b><u>Digital Sources</u></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><b>C</b> Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.</p>	
<p><b>C1</b> Students understand the principles and processes of personal economics, the influence of economics on personal life and business, and the economic systems of Maine, the United States, and various regions of the world.</p>	
<p><b>C1.a</b> Explain that economics is the study of how scarcity requires choices about what, how, for whom, and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand, and personal finance.</p>	<p><b>SE/TE:</b> For supporting content please see: Supply and demand &amp; scarcity, 411, 420, 628; Entrepreneurship, 414, 622, 792; Primary Source: Quotations from Thomas Edison, 645; also see: Analysis Skill: Interpret Economic Performance, 359; Trade, 17, 31, 32–35, 44–46, 71, 121–123, 142, 146, 299–300, 301, 370, 378, 424, 717–718, 721, 725–726; NAFTA, 970–971, 1017, 1041; OPEC, 990</p> <p><b>Active Journal:</b> Writing Workshop: Narrative Essay, 182–183 (Essay from point-of-view of young person working in northern industry); Research Paper, 430–431 (Impact of invention on society)</p> <p><b>Digital Sources</b> Core Concepts: Economics; Personal Finance</p>

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<p>C1.b Describe the functions of economic institutions and economic processes including financial institutions, businesses, government, taxing, and trade.</p>	<p><b>SE/TE:</b> For supporting content please see: Mercantilist System, 154–156; First Bank of the United States, 266, 275–276; Second Bank of the United States, 319, 322, 352–355; Analysis Skills: Interpret Economic Performance, 359; Industry and Corporations, 622–629; Federal Reserve Act, 686; Quest: Document-Based Inquiry: The Role of Government in the Economy, 782; Roosevelt’s New Deal, 821–832; A Global Economy, 1015–1022</p> <p><b>Active Journal:</b> Quests: The Role of Government in the Economy, 314–321</p> <p><b><u>Digital Sources</u></b> Core Concepts: Economics; Personal Finance; Lesson Videos: Topic 3: Lesson 2: Taxation and Mercantilism; Topic 13: Lesson 4: Prosperity and Peril; Lesson 5: The Great Depression; Topic 17: Lesson 3: The Global Financial Crisis of 2008</p>
<p>C1.c Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of individual financial choices.</p>	<p><b>SE/TE:</b> For supporting content please see: Promoting a Free Market Economy, 287; Stock market, 413, 786–787, 813, 814, 827, 1019; Credit, 413; Industry and Corporations, 622–629; Consumer Goods and Credit, 785–786; How Did the Automobile Change America?, 792–794; Consumer Goods Increase, 910; What Caused a World Economic Crisis, 1018–1020; American Recovery and Reinvestment Act, 1021; Economic Dangers Persist, 1022; also see: Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669</p> <p><b>Active Journal:</b> Quick Activity: Inventing for Change, 255; Changing Fashions, 328; Quest: High-Speed Rail, 234–241</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Personal Finance; Economics; Lesson Videos: Lesson 3: The Global Financial Crisis of 2008</p>

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<p>C2 Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</p>	
<p>C2.a Describe factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.</p>	<p><b>SE/TE:</b> For supporting content please see:            Analysis Skills: Interpret Economic Performance, 359; Quest: Document-Based Writing Inquiry: The Role of Government in the Economy, 782; Analyzing the Reagan Conservative Movement, 962; Conduct a Cost-Benefit Analysis, 669; Roosevelt’s New Deal, 821–832; Economic Policy, 966, 967–968, 979, 1017, 1020–1022, 1034, 1037, 1041; also see: Mercantilism, 121; Triangular Trade, 123; Economic Policy: of Hamilton, 274; of Jefferson, 274–275, 287–288; laissez faire, 287, 357; American System, 321, 371; of Quincy Adams, 341; The Industrial Revolution, 409–420; Analysis Skill Detect Changing Patterns, 421; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442  <b>Active Journal:</b> Quick Activity: Great Depression Timeline, 337; Quest: The Role of Government in the Economy, 314–321</p> <p><b><u>Digital Sources</u></b>            Social Studies Core Concepts: Economics;            Personal Finance</p>



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<p>C2.b Describe the economic aspects of diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States, and various cultures in the world.</p>	<p><b>SE/TE:</b> For supporting content please see: Trade Grows, 29; How Was the Middle East a Crossroads of the World?, 30–32; African Trade and Cultures, 32–35; Chinese Trade and Technology, 35–36; A Search for New Trade Routes, 37; Columbian Exchange, 44–46; Slave trade 107–109; Triangular Trade, 122–123; Rivers and Erie Canal, 370–371, 372; Colonial Trade and Government, 121–125; Fur trade, 377–378; The Industrial Revolution, 409–420; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597; New Technologies, 638–644; Expansion in the Pacific, 717–726; Free trade, 970–971; A Global Economy, 1015–1022; NAFTA, 1041 (Continued) <b>Active Journal:</b> Writing Workshop: Research Paper, 22–23 (inventions affect trade)</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Economics; Lesson Videos: Topic 1: Lesson 3: New Technologies and Exploration; Topic 2: Lesson 2: France, the Netherlands and the Fur Trade; Topic 11: Lesson 1: An Immigrant Story; Lesson 2: Life in Cities</p>

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<p><b>D</b> Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.</p>	
<p>D1 Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future.</p>	<p><b>SE/TE:</b> For supporting content please see: Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; also see: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Social Change, 789–796; Roaring Twenties Culture, 797–803; Division and Inequality, 805–812; Regional Conflicts, 981–990; Quest: Document–Based Writing Inquiry: Examining the Colonial Environment, 54</p> <p><b>Active Journal:</b> Quest: Examining the Colonial Environment, 26–33; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>

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<p>D1.a Explain that geography includes the study of physical, environmental, and cultural features of the State, nation, and various regions of the world to identify consequences of geographic influences and make predictions.</p>	<p><b>SE/TE:</b> For supporting content please see: Analysis Skills: Identifying Physical and Cultural Features, 141 Interpret Economic Performance, 359; Conduct a Cost-Benefit Analysis, 669; also see: The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597; Expansion in the Pacific, 717–726; War and Empire, 727–735; Quests: High-Speed Rail, 586; Imperialism and Annexation, 716;</p> <p><b>Active Journal:</b> Quest: Document-Based Writing Inquiry: Examining the Colonial Environment, 54; Quest: Civic Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Economics; 21st Century Skills Tutorials: Develop Cultural Awareness</p>
<p>D1.b Use the geographic grid and a variety of types of maps to gather geographic information.</p>	<p><b>SE/TE:</b> Maps (examples), 4, 8, 16, 30, 38, 42, 49, 58, 60, 68, 70, 73, 87, 92, 101, 123, 127, 130, 134, 140, 144, 146, 160, 175, 186, 187, 191, 194, 199, 233, 255, 258, 270, 295, 334, 343, 361, 365, 369, 370, 377, 379, 384, 390, 423, 435, 447, 473, 476, 480, 490, 502, 507, 515, , 581, 714, 732, 747, 827, 859, 878, 900, 939, 1005</p> <p><b>Active Journal:</b> Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211, 259, 285, 313, 341, 391, 411</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>

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D1.c Identify the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools.	<p><b>SE/TE:</b> For supporting content please see: Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; Maps (examples), 4, 8, 16, 30, 38, 42, 49, 58, 60, 68, 70, 73, 87, 92, 101, 123, 127, 130, 134, 140, 144, 146, 160, 175, 186, 187, 191, 194, 199, 233, 255, 258, 270, 295, 334, 343, 361, 365, 369, 370, 377, 379, 384, 390, 423, 435, 447, 473, 476, 480, 490, 502, 507, 515, , 581, 714, 732, 747, 827, 859, 878, 900, 939, 1005</p> <p><b>Active Journal:</b> Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211, 259, 285, 313, 341, 391, 411; Quest Activity: The Importance of Water, 155</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Charts, Graphs, and Tables; Create Databases; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
D1.d Describe the impact of change, including technological change, on the physical and cultural environment.	<p><b>SE/TE:</b> Technology Speeds Transportation, 371–372; Settling Oregon Country, 375–381; The Industrial Revolution, 409–420; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597; Western Agriculture, 598–609; New Technologies, 638–644; Expansion in the Pacific, 717–726; Free trade, 970–971; A Global Economy, 1015–1022; Advances in Science and Technology, 1023–1032; NAFTA, 1041</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper, 22–23 (inventions affect trade); Research Paper (Research Physical Landscape and Territorial Expansion), 128–129; Quick Activity: Westward Bound! 246; Tracing Urbanization, 273</p>

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<p>D1.d Describe the impact of change, including technological change, on the physical and cultural environment.</p>	<p>(Continued) <b>Digital Sources</b> Social Studies Core Concepts: Economics; Culture; Lesson Videos: Topic 7: Lesson 1: The Spread of Industrialization; Lesson 2: Cotton Shapes the South; Topic 10: Lesson 1: Mining, Expansion and Growth; Lesson 2: The Cattle Boom and the Homestead Act; Lesson 6: A Surge of Invention; Topic 17: Lesson 4: The Digital Revolution</p>
<p>D2 Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</p>	
<p>D2.a Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.</p>	<p><b>SE/TE:</b> For supporting content please see: Adapting to and Modifying Environments, 8; Cultures of North America, 14–24; How Was the Middle East a Crossroads of the World?, 30–32; African Trade and Cultures, 32–35; Document-Based Inquiry: Examining the Colonial Environment, 54; Analysis Skills: Identifying Physical and Cultural Features, 141; Rivers and Erie Canal, 370–371, 372; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Environment and Industry, 579; Mining, Railroads, and the Economy, 587–597; Dust Bowl, 834–835; Panama Canal, 737–740; Environmental Challenges, 1024–1027; Hurricane Katrina, 1035 <b>Active Journal:</b> Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129; Quick Activity: Explore, 123; The Importance of Water, 155; Westward Bound! 246; Tracing Urbanization, 273; Building the Panama Canal, 300 <b>Digital Sources</b> 21st Century Skills Tutorials: Read Political Maps; Develop Cultural Awareness; Social Studies Core Concepts: Geography</p>

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to the Maine Academic Standards, Social Studies, 6-8**

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<p>D2.b Describe the dynamic relationship between geographic features and various cultures, including the cultures of Maine Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.</p>	<p><b>SE/TE:</b> For supporting content please see: Analysis Skills: Identifying Physical and Cultural Features, 141 Interpret Economic Performance, 359; Conduct a Cost-Benefit Analysis, 669; also see: The First French, Dutch, and English Colonies, 66-77; The New England Colonies, 78-90; The Middle Colonies, 91-99; The Southern Colonies, 100-109; Colonial Society, 110-120; Colonial Trade and Government, 121-125; Settling Oregon Country, 375-381; New Mexico Territory and California, 383-384; Mormons Settle the Mexican Cession, 397; The Industrial Revolution, 409-420; King Cotton and Life in the South, 431-442; Mining, Railroads, and the Economy, 587-597; Expansion in the Pacific, 717-726; War and Empire, 727-735; Quests: High-Speed Rail, 586; Imperialism and Annexation, 716</p> <p><b>Active Journal:</b> Quest: Document-Based Writing Inquiry: Examining the Colonial Environment, 54; Quest: Civic Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Economics; 21st Century Skills Tutorials: Develop Cultural Awareness</p>

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<p><b>E</b> Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</p>	
<p><b>E1</b> Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.</p>	
<p><b>E1.a</b> Explain that history includes the study of past human experience based on available evidence from a variety of sources; and explain how history can help one better understand and make informed decisions about the present and future.</p>	<p><b>SE/TE:</b> Analysis Skills: Frame Questions, 621; Detect Historical Points of View, 291; Assess Credibility of a Source, 512; Distinguish Fact from Opinion, 280; Draw Sound Conclusions from Sources, 630; Distinguish Relevant from Irrelevant Information, 500; Compare Different Points of View, 164; Update an Interpretation, 450; Analyze Sequence, Causation, and Correlation, 662; also see: Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996</p> <p><b>Active Journal:</b> Quick Activity: Debate with a Partner, 222. (Debate Ten Percent Plan); Forecasting the Future, 427</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Ask Questions; Generate New Ideas; Draw Inferences; Support Ideas with Evidence; Identify Main Idea and Details</p>
<p><b>E1.b</b> Identify and analyze major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.</p>	<p><b>SE/TE:</b> For supporting content please see: Analysis Skills: Relate Events in Time, 189; Construct a Timeline, 329; Detect Changing Patterns, 421; Analyze Sequence, Causation, and Correlation, 662; also see: Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548, 584, 650, 690, 714, 746, 780, 816, 846, 861, 890, 905, 960, 998; Identify Cause and Effect (examples), 255, 268, 277, 284, 290, 300, 321, 325, 458, 505, 529, 543, 545, 560, 572, 588, 599, 624, 811, 835, 859, 872; Identify Patterns, 364</p>

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<p align="center"><b>Maine Academic Standards Social Studies 6-8</b></p>	<p align="center"><b>myWorld Interactive Social Studies American History, Survey Edition, ©2019</b></p>
<p>E1.b Identify and analyze major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.</p>	<p>(Continued)  <b>Active Journal:</b> Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211, 232–233, 258–259, 284–285, 312–313, 340–341, 362–363, 390–391, 410–411; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402, 422; Quick Activity: Make a Timeline, 66; Great Depression Timeline, 337; Turning the Tide of War, 359; Civil Rights Movement Timeline, 380; Building a Timeline, 407; Create an Illustrated Timeline, 424   <u><b>Digital Sources</b></u>                      21st Century Skills Tutorials: Sequence</p>
<p>E1.c Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.</p>	<p><b>SE/TE:</b> The Ideas of the Enlightenment, 118; What Were the Foundations of Representative Government?, 123–125; Ideas That Influenced the Constitution, 210–215; Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–246; Review and Assessment, 254–255; Reform and Women’s Rights, 452–463; 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  <b>Active Journal:</b> Quest: Examining the Colonial Environment, 26–33; Take Notes, 91   <u><b>Digital Sources</b></u>                      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>E1.d Analyze interpretations of historical events that are based on different perspectives and evidence.</p>	<p><b>SE/TE:</b> Analysis Skills: Detect Historical Points of View, 291; Assess Credibility of a Source, 512; Distinguish Fact from Opinion, 280; Draw Sound Conclusions from Sources, 630; Distinguish Relevant from Irrelevant Information, 500; Compare Different Points of View, 164; Update an Interpretation, 450; Quests: Project-Based Learning Inquiry, 132, 260, 336, 478, 892; Discussion Inquiry, 196, 550, 586, 716; Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000</p> <p><b>Active Journal:</b> Quests: Civic Discussion Inquiry, 78-85, 132-139, 212-219, 234-241, 286-293; Document-Based Writing Inquiry, 4-11, 54-61, 106-113, 160-167, 260-267, 314-321, 342-349, 392-399, 412-419</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Compare Viewpoints; Search for Information on the Internet; Interpret Sources; Evaluate Web Sites</p>

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<p>E2 Students understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</p>	
<p>E2.a Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.</p>	<p><b>SE/TE:</b> For supporting content please see: Quests: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; Document-Based Inquiry: Examining the Colonial Environment, 54; Slavery and Abolition, 408; Effects of Immigration, 652; also see: Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; Conflict with American Indians, 360–367; Industrialization and Immigration, 422–430; 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; Social Change, 789–796; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935 (Continued) <b>Active Journal:</b> Quests: Senate Representation, 78–85; Slavery and Abolition, 160–167; The End of Reconstruction, 212–219; Effects of Immigration, 260–267  <b>Digital Sources</b> Lesson Videos: Topic 6: Lesson 3: The Trail of Tears; Lesson 6: The Mexican–American War; Topic 7: Lesson 4: Abolitionism; Lesson 5: The Seneca Falls Convention; Lesson 6: American Artists, American Themes; Topic 10: Lesson 5: The Labor Movement; Topic 11: Lesson 1: An Immigrant Story; Lesson 3: Rise of the Progressive Movement; Lesson 4: Progressives in the White House; Topic 15: Lesson 4: The Civil Rights Movement; Lesson 5: Civil Rights Legislation</p>

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<p>E2.b Identify and compare a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.</p>	<p><b>SE/TE:</b> For supporting content please see: Analysis Skills: Identifying Physical and Cultural Features, 141; also see: The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; King Cotton and Life in the South, 431–442; Hardship for American Indians, 610–619; A New Wave of Immigration, 653–660; A Changing American Culture, 699–708</p> <p><b>Active Journal:</b> Quick Activity: Matching Game, 16 (Indian Cultures); Write about Equality in America, 142; Formerly a Slave, 198 (Write a narrative using primary source from perspective of enslaved person); Civil Rights Movement Timeline, 380</p> <p><b>Digital Sources</b> Lesson Videos: Topic 6: Lesson 3: The Trail of Tears; Lesson 6: The Mexican–American War; Topic 7: Lesson 4: Abolitionism; Lesson 5: The Seneca Falls Convention; Lesson 6: American Artists, American Themes; Topic 10: Lesson 5: The Labor Movement; Topic 11: Lesson 1: An Immigrant Story; Lesson 3: Rise of the Progressive Movement; Lesson 4: Progressives in the White House; Topic 15: Lesson 4: The Civil Rights Movement; Lesson 5: Civil Rights Legislation</p>

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<p>E2.c Describe major turning points and events in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.</p>	<p><b>SE/TE:</b> For supporting content please see: Cultures of North America, 14–24; Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Conflict with American Indians, 360–367; also see: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Heading into the West, 370–372; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Industrialization and Immigration, 422–430; Hardships for American Indians, 610–619  <b>Active Journal:</b> Quick Activity: Matching Game, 16 (Indian Cultures); Quests: Effects of Immigration, 260–267   <u><b>Digital Sources</b></u>            Lesson Videos: Topic 1: Lesson 2: Native American Culture Regions of North America; Topic 6: Lesson 3: The Trail of Tears; Topic 11: Lesson 1: An Immigrant Story</p>