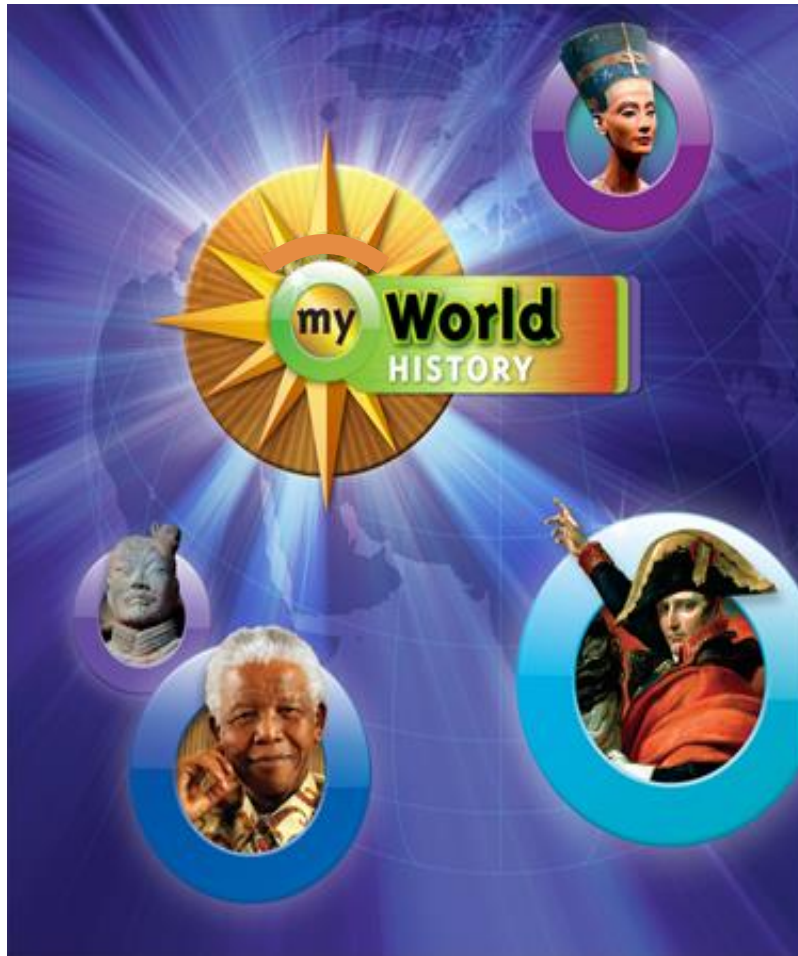


A Correlation of



Survey Edition

To the
**Maine Learning Results
Social Studies
Grade 6-8**

A Correlation of myWorld Geography, Survey Edition to the Maine Learning Results, Social Studies Standards, Grades 6-8

Introduction

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

- Welcome to *myWorld History*™! Take your classroom on a virtual exploration through history with this exciting, new, digitally-robust social studies program from Savvas.
- *myWorld History* engages 21st century learners by integrating myWorldHistory.com and the Student Edition with the goal of connecting history to their lives today.
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- **Understand** Informal and formal assessment options, both in print and online, provide students with multiple ways to demonstrate mastery of important concepts.

Units found in myWorldHistory.com *myWorld History*™ Survey Edition:

Unit 1: Origins

Unit 2: The Ancient Near East

Unit 3: Ancient India and China

Unit 4: Ancient Greece

Unit 5: Ancient Rome

Unit 6: The Byzantine Empire and Islamic Civilization

Unit 7: African and Asian Civilizations

Unit 8: Civilizations of the Americas

Unit 9: Europe in the Middle Ages

Unit 10: The Rise of Europe

Unit 11: The Early Modern World

Unit 12: The Modern World

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**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

Table of Contents

A1 Researching and Developing Positions on Current Social Studies Issues.....	4
A2 Making Decisions Using Social Studies Knowledge and Skills.....	5
B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government	6
B2 Rights, Duties, Responsibilities, and Citizen Participation in Government.....	8
B3 Individual, Cultural, International, and Global Connections in Civics and Government	8
C1 Economic Knowledge, Concepts, Themes, and Patterns	9
C2 Individual, Cultural, International, and Global Connections in Economics.....	10
D1 Geographic Knowledge, Concepts, Themes, and Patterns.....	11
D2 Individual, Cultural, International, and Global Connections in Geography	13
E1 Historical Knowledge, Concepts, Themes, and Patterns.....	14
E2 Individual, Cultural, International, and Global Connections in History.....	15

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

Maine Learning Results Social Studies, Grades 6-8	myWorld Geography Survey Edition
A1 Researching and Developing Positions on Current Social Studies Issues	
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>a. Propose and revise research questions related to a current social studies issue.</p> <p>b. Determine the nature and extent of information needed.</p> <p>c. Locate and access relevant information that includes multiple perspectives from varied sources.</p> <p>d. Demonstrate facility with notetaking, organizing information, and creating bibliographies.</p> <p>e. Distinguish between primary and secondary sources.</p> <p>f. Evaluate and verify the credibility of the information found in print and non-print sources.</p> <p>g. Use additional sources to resolve contradictory information.</p> <p>h. Summarize and interpret information found in varied sources and/or from fieldwork, experiments, and interviews.</p> <p>i. Select a clear supportable position.</p> <p>j. Present a well-supported position, based on findings that integrate paraphrasing, quotations, and citations, to a variety of audiences.</p> <p>k. Use appropriate tools, methods, and sources from government, history, geography, economics, or related fields.</p> <p>l. Use information ethically and legally.</p>	<p>SE/PG: 21st Century Learning: Evaluate Web Sites, 15, 463, 734-735, 769; Give an Effective Presentation, 45, 303, 822-823; Search for Information on the Internet, 55, 71, 159, 327, 491, 577, 733, 797, 857; Analyze Media Content, 83, 115, 221, 277, 492-493, 551, 643; Work in Teams, 101; Develop Cultural Awareness, 127, 185, 245, 441, 613, 703; Make a Difference, 525, 672-673; Generate New Ideas, 578-579; Chapter Assessment: Think Critically, Analyze Primary and Secondary Sources, 158; Mapping Life Expectancy, 328-329; Chapter Assessment: Essential Question, myWorld Chapter Activity, Norway and the European Union, 441; Chapter Assessment: Essential Question, How can you measure success? A Changing China: Who Benefits the Most? 769</p>

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

Maine Learning Results Social Studies, Grades 6-8	myWorld Geography Survey Edition
A2 Making Decisions Using Social Studies Knowledge and Skills	
Students make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.	
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	SE/PG: Chapter Assessment: Think Critically, Decision Making, 14, 70, 100, 114, 126; Chapter Assessment: 21 st Century Learning: Work in Teams, 101; Chapter Assessment: Essential Question, Chapter Transfer Activity, Venturing in Nicaragua, 245; 21 st Century Learning: Solve Problems, Young and Unemployed in Middle America, 246-247; Chapter Assessment: Essential Question, Chapter Transfer Activity, Hunt for Resources, 277; Chapter Assessment: Essential Question, Chapter Transfer Activity, Grant Report, 303; Chapter Assessment: Essential Question, myWorld Chapter Activity, Open for Business, 463; Chapter Assessment: Essential Question, myWorld Chapter Activity, Memo to Russia, 491; Chapter Assessment: Essential Question, myWorld Chapter Activity, To Drill or Not to Drill? 525; 21 st Century Learning: Generate New Ideas, Come to Africa, Plan a Tourism Campaign, 578-579; 21 st Century Learning: Make a Difference, Sharing the Wealth: How the Oil Rich Can Help the Oil Poor, 672-673; Chapter Assessment: Essential Question, myWorld Chapter Activity, Money Well Spent, 703; Chapter Assessment: Essential Question, myWorld Chapter Activity, Microloan, 733; 21 st Century Learning: Give an Effective Presentation, Plan the City of Tomorrow, 822-823
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.	SE/PG: Chapter Assessment: Think Critically, Decision Making/Make Decision, 14, 70, 100, 114, 126, 702; Core Concepts: Citizenship, 112-113; Chapter Assessment: Essential Question, Chapter Transfer Activity, Hunt for Resources, 277; Chapter Assessment: Essential Question, What are the challenges of diversity? Regional Ethnic Cooperation Conference, 671; 21 st Century Learning: Make a Difference, Sharing the Wealth: How the Oil rich Can Help the Oil Poor, 672-673

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

<p align="center">Maine Learning Results Social Studies, Grades 6-8</p>	<p align="center">myWorld Geography Survey Edition</p>
<p>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>SE/PG: 21st Century Learning: Make a Difference, 29; 21st Century Learning: Work in Teams, Road Trips: Explore the Interstate Highway System, 286-287; 21st Century Learning: Solve Problems, Young and Unemployed in Middle America, 246-247</p>
<p align="center">B1 Knowledge, Concepts, Themes, and Patterns of Civics/Government</p>	
<p align="center">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>a. Explain that the study of government includes the structures and functions of government and the political and civic activity of citizens.</p>	<p>SE/PG: Core Concepts: Foundations of Government, 104-105; Core Concepts: Limited Government – Unlimited Government, 105; Core Concepts: Political Systems, 106-107; Systems of Government, 108; Branches of Government, 109; Citizenship, 112-113; 21st Century Learning: Analyze Media Content, 115; Governing Canada, 178-180; Canada's Government, 179; Governing Mexico, 212-213; Government and Change, 240-241; Government and Conflicts, 273-274; The New Government, 301; Government for the People, 325; Democracy Spreads East, 403-405; Different Forms of Government, 574-575; Structure of Iran's Theocracy, 662; A Variety of Governments, 730; Politics: One Party or Many? 760-761; Growing Democracy, 788; Government and Citizens, 816; Government, 848 PG only: Core Concepts Handbook: Ranking Responsibilities, T99</p>
<p>b. Analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, and common good.</p>	<p>SE/PG: Core Concepts: Foundations of Government, 104-105; Core Concepts: Democracy, 106; Core Concepts: Principles of Government, 108; Core Concepts: Branches of Government, 109; Core Concepts: Preserving Democracy: The Separation of Powers, 148; Athenian Democracy, 342-343; PG only: The United States and Canada: Primary Source Lesson Plan: American Democracy, T28-T29</p>

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

Maine Learning Results Social Studies, Grades 6-8	myWorld Geography Survey Edition
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>SE/PG: Core Concepts: Foundations of Government, 104-105; Core Concepts: Systems of Government, 108; Core Concepts: Branches of Government, 109; Preserving Democracy: The Separation of Powers, 148; American Revolution and Beyond, 148</p> <p>PG only: The United States and Canada: Primary Source Lesson Plan: American Democracy, T28-T29</p>
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>SE/PG: Core Concepts: "A government..." 104; Core Concepts: Limited Government, 105; Core Concepts: Systems of Government, 108; Core Concepts: Branches of Government, 109; Preserving Democracy: The Separation of Powers, 148</p>
e. Compare how laws are made in Maine and at the federal level in the United States.	<p>SE/PG: For supporting content please see: Core Concepts: Branches of Government, 109; Preserving Democracy: The Separation of Powers, 148</p>
f. Compare the structures and processes of United States government with examples of other forms of government.	<p>SE/PG: Core Concepts: Foundations of Government, 104-105; Core Concepts: Limited Government – Unlimited Government, 105; Core Concepts: Political Systems, 106-107; Core Concepts: Systems of Government, 108; Core Concepts: Branches of Government, 109; Core Concepts: Citizenship, 112-113; 21st Century Learning: Analyze Media Content, 115; Governing Canada, 178-180; Canada's Government, 179; Governing Mexico, 212-213; Government and Change, 240-241; Government and Conflicts, 273-274; The New Government, 301; Government for the People, 325; Democracy Spreads East, 403-405; Different Forms of Government, 574-575; Structure of Iran's Theocracy, 662; A Variety of Governments, 730; Politics: One Party or Many? 760-761; Growing Democracy, 788; Government and Citizens, 816; Government, 848</p>

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

Maine Learning Results Social Studies, Grades 6-8	myWorld Geography Survey Edition
B2 Rights, Duties, Responsibilities, and Citizen Participation in Government	
Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy.	
a. Explain the constitutional and legal status of “citizen” and provide examples of rights, duties, and responsibilities of citizens.	SE/PG: Core Concepts: Democracy, 106; Core Concepts: Citizenship, 112-113; Core Concepts: Civic Participation, 113; Citizens’ Rights, 213 PG only: Core Concepts Handbook: Ranking Responsibilities, T99
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.	SE/PG: Core Concepts: Powers of Government, 105; Core Concepts: Limited Government, 105; Core Concepts: Democracy, 106
c. Analyze examples of the protection of rights in court cases or from current events.	SE/PG: Core Concepts: Cooperation (UN Declaration of Human Rights), 111; Core Concepts: Rights and Responsibilities, 112-113; Civil Rights Movement, 151
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.	SE/PG: Core Concepts: Citizenship, 112-113; Core Concepts: Civic Participation, 113; Part 8 Assessment: Key Terms and Ideas, Question 7. Identify, 114; Civil Rights Movement, 151 PG only: Core Concepts Handbook: Ranking Responsibilities, T99
B3 Individual, Cultural, International, and Global Connections in Civics and Government	
Students understand political and civic aspects of unity and diversity in Maine, the United States, and various world cultures including Maine Native Americans.	
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.	SE/PG: Core Concepts: Conflict and Cooperation, 110-111; Core Concepts: Citizenship Worldwide, 113; Canada’s Early History, 172-173; Closer Look: Conflict and Compromise: 174-175; Peacekeeper, 181; Closer Look: Struggle for Power, 208-209; Closer Look: Divided Europe, 402; The European Union, 403; The Wall Comes Down, 405; International Issues, 406; Prosperity and Partnerships, 423; Living Together, 427; The New Face of France, 430; Germany: Industrial Giant, 432-433; Facing Regional Challenges, 438; Yugoslavia Splits, 458; Ethnic Conflict Continues, 459; Cooperation and Conflict, 488-489;

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

Maine Learning Results Social Studies, Grades 6-8	myWorld Geography Survey Edition
(Continued) 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.	(Continued) Conflict in Southern Eastern Africa Today, 546-547; Independence and Conflict, 632-633; The Palestinian-Israeli Conflict, 638-640; Israel and Its Neighbors Chapter Assessment: 21 st Century Learning, Analyze Media Content, 643; Iran and the United States, 664; Divided Cyprus, 668-669; South Asia After Independence, 722-723; Conflicts in South Asia, 729
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.	SE/PG: Core Concepts: Cultural Diffusion and Change, 96-97; Core Concepts: Rights and Responsibilities, 112-113, Core Concepts: Civic Participation, 113; Early History of the United States, 146-147; "Today, many American cities...", 144; The Role of Immigration, 150-151; American Culture and Diversity, 154; Immigration Today, 155-156; The Role of Immigration, 176; The Cultural Mosaic, 182-183; Closer Look: One Region, Many Faces, 239; Living Together, 427; The New Face of France, 430; Regional Newcomers, 438-439; Crossroads of Continents, 563; A Diverse Region, 596-597; A Region of Many Peoples and Religions, 624-625
C1 Economic Knowledge, Concepts, Themes, and Patterns	
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.	
a. 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.	SE/PG: Core Concepts: An Extraordinary Entrepreneur, 57; Core Concepts: Economic Basics, 58-59; Core Concepts: Economic Process, 60-61; Core Concepts: Economic Systems, 62-63; Core Concepts: Economic Development, 64-65; Core Concepts: Money Management, 68-69; Land Use and Natural Resources, 778-779
b. Describe the functions of economic institutions and economic processes including financial institutions, businesses, government, taxing, and trade.	SE/PG: Core Concepts: Economic Process, 60-61; Core Concepts: Economic Systems, 62-63; Core Concepts: Economic Development, 64-65; Core Concepts: Trade, 66-67; Core Concepts: Economic Organizations, 111; Economic and Social Intervention, 157; Command Economy vs Market Economy, 758

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

Maine Learning Results Social Studies, Grades 6-8	myWorld Geography Survey Edition
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.	SE/PG: Core Concepts: Money Management, 68-69
C2 Individual, Cultural, International, and Global Connections in Economics	
Students understand economic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.	
a. Describe factors in economic development, and how states, regions, and nations have worked together to promote economic unity and interdependence.	SE/PG: Core Concepts: Economic Development, 64-65; Core Concepts: Trade, 66-67; Core Concepts: Economic Organizations, 111; Core Concepts: Cooperation, 111; The United States Economy, 152-154; Canada's Role in the World: Trade, 180-181; Mexico's Economy, 216-217; Closer Look: The Impact of Trade, 218; Trade, 219; Freeing Up the Economy, 241-242; Economies, 275; Regional Economies, 299-300; A Growing Economy, 324; The Columbian Exchange, 385; The European Union, 403; Prosperity and Partnerships, 423; Closer Look: Understanding the European Union, 429; Russia and the World, 487; The African Union, 522; Economy and Development, 572-573; A Region Built on Oil, 608-609; Economies, 730-731; Economic Growth: The Importance of Exports, 762-763; Economic Boom, 789; Economy, 849; Land Use and Natural Resources, 778-779
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.	SE/PG: Core Concepts: Trade, 66-67; Core Concepts: Reasons for Migration, 79; Closer Look: The Thirteen Colonies, 147; Mexico's Economy, 216-217; Closer Look: The Impact of Trade, 218; Mercantilism, 293; Prosperity and Partnerships, 423; Closer Look: The Economies of Israel and Its Neighbors, 637; myStory: Nancy's Fruitful Loan, 705-707; Crossroads of Culture, 715; Economy, 849;

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

Maine Learning Results Social Studies, Grades 6-8	myWorld Geography Survey Edition
D1 Geographic Knowledge, Concepts, Themes, and Patterns	
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>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>SE/PG: Core Concepts: Jason Maps in the Rainforest, 3; Core Concepts: Geography: The Study of Earth, 4-5; Core Concepts: Geography's Five Themes, 6-7; Core Concepts: Ways to Show Earth's Surface, 8-9; Core Concepts: Understanding Maps, 10-11; Climates and Ecosystems, Part 3 Assessment, Journal Activity, 45, 83; Core Concepts: People's Impact on the Environment, 52-53; Physical Features, 164-165; Environmental Impact, 204-205; Environments in Danger, 232-233; Physical Features, 258-259; Physical Features, 282-283; Environmental Problems, 272; Environmental Problems, 298; People in Brazil, 314-315; Closer Look: Curitiba: Green City of the Future, 323; Where People Live and Work, 419-420; Closer Look: Coal or Nuclear: Difficult Energy Choices, 450; People and the Land, 508-509; Challenges of the Environment, 536; Living in a Dry Place, 558-559; Oil and Gas Riches, 592; Physical Features, 684-685; Closer Look: The Shrinking Aral Sea, 699; Population and the Environment, 726-727; Climate and Land Use, 748-749; Sections 1, 2, 3 Assessment: Essential Question: How much does geography shape a country? 781, 787, 795; Chapter Assessment: Essential Question, How much does geography shape a country? Demonstrate Understanding, 797; People and Geography, 805; Settlement and Land Use, 806-807; 21st Century Learning Give an Effective Presentation: Plan the City of Tomorrow, 822-823</p> <p>PG only: Core Concepts: Five Themes, T7</p>

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

Maine Learning Results Social Studies, Grades 6-8	myWorld Geography Survey Edition
b. Use the geographic grid and a variety of types of maps to gather geographic information.	<p>SE/PG: Core Concepts: Geography: The Study of Earth, 4-5; Core Concepts: Ways to Show Earth's Surface, 8-9; Core Concepts: Understanding Maps, 10-11; Core Concepts: Types of Maps, 12-13; Core Concepts: Historical Maps, 124-125; This objective is met throughout the book. For examples, refer to the following pages: 5, 40-41, 132, 169, 222, 259, 312, 330, 336, 410, 483, 526, 558, 594, 621, 722, 811, 837, 853</p> <p>PG only: Core Concepts: Latitude and Longitude, T5</p>
c. Identify the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools.	<p>SE/PG: Core Concepts: Region, 7; Unit 1 United States and Canada: Regional Overview, 128-133; Unit 2 Middle America: Regional Overview, 188-193; Unit 3 South America: Regional Overview, 248-253; Unit 4 Europe and Russia: Regional Overview, 330-335; Unit 5 Africa: Regional Overview, 494-499; Unit 6 southwest Asia: Regional Overview, 580-585; Unit 7 South and Central Asia: Regional Overview, 674-679; Unit 8 east and Southeast Asia: Regional Overview, 736-741; Unit 9 Australia and the Pacific: Regional Overview, 824-829; Chapter Assessment: Essential Question, What makes a nation? Reporting Back: A Voyage to the Pacific, 857</p>
d. Describe the impact of change, including technological change, on the physical and cultural environment.	<p>SE/PG: Core Concepts: People's Impact on the Environment, 52-53; Core Concepts: Science and Technology, 98-99; Physical Features, 138-139; Environmental Impact, 145; The Environment: New Concerns, 170-171; The Industrial Revolution, 150; Land Resources, 202-203; Environmental Impact, 204-205; Environments in Danger, 232-233; Environmental Problems, 272; Environmental Problems, 298; Closer Look: Globalization and the Environment, 298-299; Climate and Land Use, 310-311; Technology Develops, 363; Life in the Industrial Age, 392-393; Living with Technology, 426; Closer Look: Coal or Nuclear: Difficult Energy Choices, 450; Natural Resources and the Environment, 451;</p>

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

Maine Learning Results Social Studies, Grades 6-8	myWorld Geography Survey Edition
(Continued) d. Describe the impact of change, including technological change, on the physical and cultural environment.	(Continued) North Africa’s Environment, 560-561; Challenges of the Environment, 536; Closer Look: The Three Gorges Dam, 766; Closer Look: Japan’s Popular Culture, 794
D2 Individual, Cultural, International, and Global Connections in Geography	
Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.	
a. Explain geographic features that have impacted unity and diversity in Maine, the United States, and other nations.	SE/PG: Migration and Settlement, 142-143; Expansion and Growth, 149-150; Physical Features: 226-227; People and the Landscape, 262; Where People Live, 262-263; A Diverse Population, 265; Diverse Cultures, 270-271; People in the Andes and the Pampas, 288-289; Geography and History, 289; A Diverse Continent, 417-418; Chapter Assessment: Essential Question, myWorld Chapter Activity, National Crest, 577; A Diverse Region, 596-597; Chapter Assessment: Essential Question, How much does geography shape a country? Water for Arabia and Iraq, 613; The Palestinian-Israeli Conflict, 638-640; Physical Features, 684-685; Cultural Diversity, 690-691; Crossroads of Culture, 715; A History of Diversity, 808
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.	SE/PG: Core Concepts: Culture and Geography, 87; The Cultural Mosaic, 182-183; How People Use Their Land, 264; Land Use and Resources, 286-287; People in the Andes and the Pampas, 288-289; A Rich Cultures, 296-297; People in Brazil, 314-315; The People of Russia, 474-475; People and the Land, 508-509; Living in a Dry Place, 558-559; A Continental Junction, 618-619; Settlement Patterns, 652-653; Closer Look: Climate and Culture, 711; Climate and Land Use, 748-749; Sections 1, 2, 3 Assessment: Essential Question: How much does geography shape a country? 781, 787, 795; People and Geography, 805; Settlement and Land Use, 806-807; Closer Look: Land and Culture, 815; People and Resources, 840-841

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

Maine Learning Results Social Studies, Grades 6-8	myWorld Geography Survey Edition
E1 Historical Knowledge, Concepts, Themes, and Patterns	
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.	
a. 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.	SE/PG: Digging for Clues, 117; Core Concepts: Measuring Time, 118-119; Core Concepts: Historical Sources, 120-121; Core Concepts: Archaeology and Other Sources, 122-123; Core Concepts: Historical Maps, 124-125; Tools of History Part 9 Assessment: Journal Activity, Demonstrate Your Understanding, 127 PG only: Core Concepts: Visual Glossary: Tools of History, T101; Core Concepts: Planning History, T105; Core Concepts: Time Capsule, T107
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.	SE/PG: History of the United States, 146-151; History of Canada, 172-177; History of Mexico, 206-211; History of Central America and the Caribbean, 234-237; History of Caribbean South America, 266-269; History of the Andes and the Pampas, 290-295; History of Brazil, 316-319; Ancient Greece, 340-347; Ancient Rome, 348-353, Early Middle Ages, 354-359, High and Late Middle Ages, 360-367; New Ways of Thinking, 374-381; Europe Expands, 382-387; An Age of Revolutions, 388-393; Wars and Hardship, 394-399; Rebuilding and New Challenges; History of Russia, 476-483; History of West and Central Africa, 512-517; History of Southern and Eastern Africa, 538-543; History of North Africa, 564-469; History of Arabia and Iraq, 598-605; History of Israel and Its Neighbors, 626-633; History of Iran, Turkey and Cyprus, 656-661; History of Central Asia and the Caucasus; History of South Asia, 716-723; History of China and Its Neighbors, 754-759; History of Japan and the Koreas, 782-787; History of Southeast Asia, 810-813; History of Australia and the Pacific, 842-845 PG only: Core Concepts: Planning History, T105

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

<p align="center">Maine Learning Results Social Studies, Grades 6-8</p>	<p align="center">myWorld Geography Survey Edition</p>
<p>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>SE/PG: Core Concepts: Origins of Government, 104; Core Concepts: Powers of Government, 105; Core Concepts: Democracy, 106; Core Concepts: Principles of Government, 108; A New Country, 148-149; Preserving Democracy: The Separation of Powers, 148; Athenian Democracy, 342-343; Closer Look: A New Form of Government and Justice, 344; Limiting the King’s Power, 364-366; The Reformation and Government, 379; The Enlightenment, 389-390; The Magna Carta Paves the Way, 390; Changes in England, 390</p>
<p>d. Analyze interpretations of historical events that are based on different perspectives and evidence.</p>	<p>SE/PG: The Crusades and the Wider World, 360-363; Colonialism: Positive and Negative, 541; Democracy Grows in Taiwan, 761; Japan and the Koreas Chapter Assessment: Think Critically, Question 10. Comparing Viewpoints, 796; Conflict in Australia and New Zealand, 844; People and Culture, 846-847</p>
<p align="center">E2 Individual, Cultural, International, and Global Connections in History</p>	
<p align="center">Students understand historical aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans.</p>	
<p>a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.</p>	<p>SE/PG: Core Concepts: Conflict and Cooperation, 110-111; Core Concepts: Citizenship Worldwide, 113; Canada’s Early History, 172-173; Closer Look: Conflict and Compromise: 174-175; Peacekeeper, 181; Closer Look: Struggle for Power, 208-209; Closer Look: Divided Europe, 402; The European Union, 403; The Wall Comes Down, 405; International Issues, 406; Prosperity and Partnerships, 423; Living Together, 427; The New Face of France, 430; Germany: Industrial Giant, 432-433; Facing Regional Challenges, 438; Yugoslavia Splits, 458; Ethnic Conflict Continues, 459; Cooperation and Conflict, 488-489; Conflict in Southern Eastern Africa Today, 546-547; Independence and Conflict, 632-633; The Palestinian-Israeli Conflict, 638-640; Israel and Its Neighbors Chapter Assessment: 21st Century Learning, Analyze Media Content, 643; Iran and the United States, 664;</p>

**A Correlation of myWorld Geography, Survey Edition to the
Maine Learning Results, Social Studies Standards, Grades 6-8**

Maine Learning Results Social Studies, Grades 6-8	myWorld Geography Survey Edition
<p>(Continued)</p> <p>a. Explain how both unity and diversity have had important roles in the history of Maine, the United States, and other nations.</p>	<p>(Continued)</p> <p>Divided Cyprus, 668-669; South Asia After Independence, 722-723; Conflicts in South Asia, 729; People and Culture, 846-847</p>
<p>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>SE/PG: Early History of the United States, 146-147; "Today, many American cities..." 144; The Role of Immigration, 150-151; American Culture and Diversity, 154; Immigration Today, 155-156; The Role of Immigration, 176; The Cultural Mosaic, 182-183; Closer Look: One Region, Many Faces, 239; Living Together, 427; The New Face of France, 430; Regional Newcomers, 438-439; Closer Look: The Westernization of Russia, 478-479; Crossroads of Continents, 563; A Diverse Region, 596-597; Closer Look: Arab Culture, Old and New, 610; The Pull of Global Culture, 611; A Region of Many Peoples and Religions, 624-625; Closer Look: Women in South Asia, 728; A More Unequal Society, 764-765, People and Culture, 846-847</p>
<p>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>SE/PG: Core Concepts: Cultural Diffusion and Change, 96-97; Early History of the United States, 146-147; "Today, many American cities..." 144; The Role of Immigration, 150-151; American Culture and Diversity, 154; Immigration Today, 155-156; The Role of Immigration, 176; The Cultural Mosaic, 182-183; Closer Look: One Region, Many Faces, 239; Living Together, 427; The New Face of France, 430; Regional Newcomers, 438-439; Crossroads of Continents, 563; A Diverse Region, 596-597; A Region of Many Peoples and Religions, 624-625; A More Unequal Society, 764-765</p>