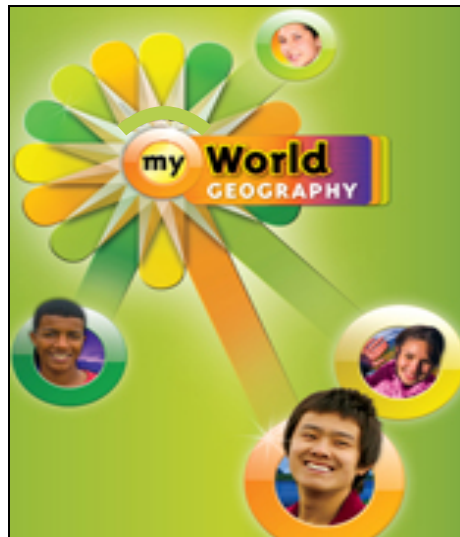


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To the

Minnesota Academic Standards

in Social Studies

Grade 7

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Introduction

This document demonstrates how *myWorld Geography* ©2011 Survey Edition meets the 2011 Minnesota Academic Standards in Social Studies for Grade 7. Correlation page references are to the Student and Teacher Editions.

- **Connect, Experience, and Understand** with *myWorld Geography!* Take your classroom on a virtual exploration around the globe and through time with the exciting new digitally driven social studies program.
- *myWorld Geography* engages 21st century learners by integrating myWorldGeography.com and the Student Edition with the goal of expanding their understanding of the world and its people.
- **Connect** with *myStory*: Watch your students connect to the stories of real teens – from around the world – in this one-of-a-kind video series.
- **Experience** Virtual Travel: Students travel across regions and through time completing game-based assignments tied to Essential Questions.
- **Understand** World Geography: Informal and formal assessments, both in print and online, ensure that your students grasp the important concepts.

myWorld Geography Survey Edition Contents:

Unit 1: United States and Canada

Unit 2: Middle America

Unit 3: South America

Unit 4: Europe and Russia

Unit 5: Africa

Unit 6: Southwest Asia

Unit 7: South and Central Asia

Unit 8: East and Southeast Asia

Unit 9: Australia and the Pacific

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**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

Table of Contents

| | |
|---|-----------|
| 1. Citizenship and Government..... | 4 |
| 2. Economics | 7 |
| 3. Geography..... | 9 |
| 4. History | 10 |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

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|---|---|
| 1. Citizenship and Government | |
| 1. Civic Skills | |
| 1. Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. | |
| 7.1.1.1.1 Exhibit civic skills including participating in civic discussion on issues in the contemporary United States, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus. <i>For example:</i> Civic skills—speaking, listening, respecting diverse viewpoints, evaluating arguments. Controversial issues—First Amendment in the school setting, mandatory voting. | SE/TE: Twenty-first Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 186–187, 221, 245, 246–247, 277, 303, 327, 328–329, 369, 409, 441, 491, 492–493, 525, 551, 577, 578–579, 613, 643, 671, 672–673, 703, 733, 734–735, 769, 797, 821, 822–823, 857; Online Case Studies: Chapters 1–24 |
| 2. Civic Values and Principles of Democracy | |
| 3. The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights. | |
| 7.1.2.3.1 Identify examples of how principles expressed in the Declaration of Independence and Preamble to the Constitution have been applied throughout United States history, including how they have evolved (if applicable) over time. <i>For example:</i> Equality, liberty, First Amendment rights, criminal rights, civil rights. | SE/TE: Declaration of Independence, 148, 390; U.S. Constitution, 112, 148–149; Civil Rights Movement, 151 |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

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| 5. Individuals in a republic have rights, duties and responsibilities. | |
| 7.1.3.5.1 Explain landmark Supreme Court decisions involving the Bill of Rights and other individual protections; explain how these decisions helped define the scope and limits of personal, political and economic rights. <i>For example:</i> Brown v. Board of Education, Tinker v. Des Moines, Mapp v. Ohio, Miranda v. Arizona. | SE/TE: For related material see: Supreme Court, 109 |
| 6. Citizenship and its rights and duties are established by law. | |
| 7.1.3.6.1 Describe the components of responsible citizenship including informed voting and decision making, developing and defending positions on public policy issues, and monitoring and influencing public decision making | SE/TE: For related material see: Citizenship, 112–113 |
| 7.1.3.6.2 Compare and contrast the rights and responsibilities of citizens, non- citizens and dual citizens. <i>For example:</i> Voting, paying taxes, owning property. | SE/TE: For related material see: Citizenship, 112–113 |
| 4. Governmental Institutions and Political Processes | |
| 7. The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. | |
| 7.1.4.7.1 Describe historical applications of the principle of checks and balances within the United States government. <i>For example:</i> Johnson's impeachment, Roosevelt's court packing plan, War Powers Resolution. | SE/TE: Principles of Government, 108–109; Preserving Democracy: Separation of Powers, 148 |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

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|---|---|
| 8. The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. | |
| 7.1.4.8.1 Analyze how the Constitution and the Bill of Rights limits the government and the governed, protects individual rights, supports the principle of majority rule while protecting the rights of the minority, and promotes the general welfare. <i>For example:</i> Miranda v. Arizona, Ninth and Tenth Amendments, Civil Rights Act of 1964. | SE/TE: For related material see: U.S. Constitution, 109, 148–149; Citizenship, 112–113 |
| 7.1.4.8.2 Describe the amendment process and the impact of key constitutional amendments. | SE/TE: For related material see: U.S. Constitution, 109, 148–149 |
| 10. Free and fair elections are key elements of the United States political system | |
| 7.1.4.10.1 Analyze how changes in election processes over time contributed to freer and fairer elections. <i>For example:</i> Fifteenth, Seventeenth, and Nineteenth Amendments; Voting Rights Act of 1965; redistricting. | SE/TE: For related material see: voting, 113, 213, 319, 683; Election Fraud, 700, 893 |
| 5. Relationships of the United States to other nations and organizations | |
| 11. The United States establishes and maintains relationships and interacts with indigenous nations and other sovereign nations, and plays a key role in world affairs. | |
| 7.1.5.11.1 Describe diplomacy and other foreign policy tools; cite historical cases in which the United States government used these tools. | SE/TE: Cooperation, 111; The United States as a World Leader, 156–157 |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

| Minnesota Academic Standards in Social Studies | Savvas MyWorld Geography ©2011 |
|--|--|
| 2. Economics | |
| 1. Economic Reasoning Skills | |
| 1. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long- run costs and benefits of alternative choices and revising their goals based on their analysis. | |
| 7.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different households or groups faced with the same alternatives might make different choices. <i>For example:</i> Techniques—PACED decision-making process (Problem, Alternative, Criteria, Evaluation, Decision), benefit-cost analysis, marginal analysis, consideration of sunk costs, results of behavioral economics. | SE/TE: Making Choices, 58–59; Making Goods and Services, 59; also see: Economic Systems, 62–63; Economic Decisions, 64–65; Planning a Marketing Campaign, 578–579 |
| 3. Fundamental Concepts | |
| 3. Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs. | |
| 7.2.3.3.1 Explain how items are allocated or rationed when scarcity exists. <i>For example:</i> Sugar, gasoline and other goods rationed by coupons during WWII; Social Security benefits rationed by personal characteristic (age); goods rationed by “first-come, first-served” policy in former Soviet Union; many things rationed by price. | SE/TE: Making Choices, 58–59; Scarce Resources, 779 |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

| Minnesota Academic Standards in Social Studies | Savvas MyWorld Geography ©2011 |
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| 4. Microeconomics | |
| 5. Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. | |
| 7.2.4.5.1 Describe how the interaction of buyers (through demand) and sellers (through supply) determines price in a market. <i>For example:</i> Cotton prices during the Civil War, Organization of Petroleum Exporting Countries (OPEC) embargo in the 1970s. | SE/TE: Supply and Demand, 59 |
| 6. Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services. | |
| 7.2.4.6.1 Describe profit as an incentive for an individual to take the risks associated with creating and producing new goods or starting a business in an existing market; give examples of how the pursuit of profit can lead to undesirable, as well as desirable, effects. <i>For example:</i> Individuals—Henry Ford (Ford Motor Company), Oprah Winfrey, Bill Gates (Microsoft), Martha Stewart, Mark Zuckerberg (Facebook). Undesirable effects—Ponzi schemes; exploitation of people, the environment, natural resources. | SE/TE: Business and the Economic Process, 60–61 |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

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|--|---|
| 3. Geography | |
| 1. Geospatial Skills—The World in Spatial Terms | |
| 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. | |
| <p>7.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.</p> <p><i>For example: “TODALSS” map basics—title, orientation, date, author, legend/ key, source, and scale. Spatial information—cities, roads, boundaries, bodies of water, regions.</i></p> | <p>SE/TE: Maps, 5, 6–7, 9, 10, 11, 12, 13, 14, 25, 27, 28, 35, 36, 39, 40–41, 42–43, 44, 50, 54, 65, 67, 70, 76, 82, 86, 90–91, 92–93, 100, 114, 122, 124, 125, 126, 128, 130, 132, 134, 139, 140, 141, 143, 144, 149, 154, 160, 165, 166, 167, 169, 188, 190, 194, 199, 200, 202, 204, 217, 222, 227, 228, 229, 230, 248, 250, 252, 254, 259, 260, 262, 263, 278, 283, 284, 287, 288, 291, 300, 304, 309, 310, 311, 312, 318, 330, 332, 334, 336, 341, 346, 350, 352, 356, 357, 361, 362, 370, 379, 383, 386, 395, 398, 402, 403, 410, 415, 416, 417, 418, 420, 421, 423, 429, 442, 447, 448, 450, 452, 458, 464, 469, 470, 473, 474, 483, 488, 494, 496, 498, 500, 505, 507, 508, 510, 512, 515, 526, 531, 532, 534, 536, 540, 546, 552, 557, 558, 562, 568, 580, 582, 585, 586, 591, 592, 594, 596, 599, 602, 614, 619, 620, 621, 622, 624, 638, 644, 649, 650, 652, 654, 657, 658, 669, 674, 676, 680, 685, 686, 687, 688, 690, 693, 704, 709, 710, 713, 714, 718, 722, 729, 736, 738, 740, 742, 747, 748, 749, 751, 752, 770, 775, 776, 778, 785, 786, 798, 803, 804, 805, 806, 811, 824, 826, 828, 830, 835, 837, 839, 843, 850, 853</p> |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

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| 4. History | |
| 1. Historical Thinking Skills | |
| 2. Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. | |
| 7.4.1.2.1 Pose questions about a topic in United States history, gather and organize a variety of primary and secondary sources related to the questions, analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; present supported findings, and cite sources. | SE/TE: For related material see: History of the United States, 146–151; The United States Today, 152–157 |
| 2. Peoples, Cultures and Change over Time | |
| 4. The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. | |
| 7.4.2.4.1 Compare and contrast the distribution and political status of indigenous populations in the United States and Canada; describe how their status has evolved throughout the nineteenth and twentieth centuries. | SE/TE: Native American Groups of the East and Midwest, 146; Native Americans of the West, 147; Canada’s Early History, 171–172; The Cultural Mosaic, 182–183 |
| 4. United States History | |
| 18. Economic expansion and the conquest of indigenous and Mexican territory spurred the agricultural and industrial growth of the United States; led to increasing regional, economic and ethnic divisions; and inspired multiple reform movements. (Expansion and Reform: 1792- 1861) | |
| 7.4.4.18.1 Describe the processes that led to the territorial expansion of the United States, including the Louisiana Purchase and other land purchases, wars and treaties with foreign and indigenous nations, and annexation. (Expansion and Reform: 1792-1861) <i>For example: Tecumseh’s War, Adams-Onis Treaty of 1819, Texas annexation, Oregon Trail, “Manifest Destiny” concept</i> | SE/TE: For related material see: Westward Expansion, 149 |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

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| <p>7.4.4.18.2 Identify new technologies and innovations that transformed the United States' economy and society; explain how they influenced political and regional development. (Expansion and Reform: 1792-1861)</p> <p><i>For example:</i> Cotton gin, power loom, steam engine, railroad.</p> | <p>SE/TE: For related material see: The Industrial Revolution, 150</p> |
| <p>7.4.4.18.3 Identify causes and consequences of Antebellum reform movements including abolition and women's rights. (Expansion and Reform: 1792-1861)</p> <p><i>For example:</i> Second Great Awakening, Underground Railroad, 1848 Seneca Falls convention, Ten- Hour movement.</p> | <p>SE/TE: Opportunities to address this objective may be found on the following pages: Internal Divisions, 149–150</p> |
| <p>19. Regional tensions around economic development, slavery, territorial expansion and governance resulted in a Civil War and a period of Reconstruction that led to the abolition of slavery, a more powerful federal government, a renewed push into indigenous nations' territory and continuing conflict over racial relations. (Civil War and Reconstruction: 1850-1877)</p> | |
| <p>7.4.4.19.1 Cite the main ideas of the debate over slavery and states' rights; explain how they resulted in major political compromises and, ultimately, war. (Civil War and Reconstruction: 1850-1877)</p> <p><i>For example:</i> Missouri Compromise, Nullification Crisis, Compromise of 1850, Bleeding Kansas</p> | <p>SE/TE: <i>myWorld Geography</i> takes the class on a virtual exploration around the globe and through time. For related material see: Internal Divisions, 149–150</p> |
| <p>7.4.4.19.2 Outline the major political and military events of the Civil War; evaluate how economics and foreign and domestic politics affected the outcome of the war. (Civil War and Reconstruction: 1850-1877)</p> | <p>SE/TE: <i>myWorld Geography</i> takes the class on a virtual exploration around the globe and through time. For related material see: Internal Divisions, 149–150</p> |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

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| <p>7.4.4.19.3 Describe the effects of the Civil War on Americans in the north, south and west, including liberated African-Americans, women, former slaveholders and indigenous peoples. (Civil War and Reconstruction: 1850-1877)</p> <p><i>For example:</i> Reconstruction, Thirteenth, Fourteenth and Fifteenth Amendments, Black Codes, sharecropping, National and American Woman Suffrage Associations, Homestead Act.</p> | <p>SE/TE: <i>myWorld Geography</i> takes the class on a virtual exploration around the globe and through time. For related material see: Internal Divisions, 149–150</p> |
| <p>20. As the United States shifted from its agrarian roots into an industrial and global power, the rise of big business, urbanization and immigration led to institutionalized racism, ethnic and class conflict and new efforts at reform. (Development of an Industrial United States: 1870-1920)</p> | |
| <p>7.4.4.20.1 Explain the impact of the United States Industrial Revolution on the production, consumption and distribution of goods. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Iron and steel industries, transcontinental railroad, electric lighting, Sears Roebuck & Co.</p> | <p>SE/TE: The Industrial Revolution, 150</p> |
| <p>7.4.4.20.2 Analyze the consequences of economic transformation on migration, immigration, politics and public policy at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> The “New Immigration” from Eastern and Southern Europe, “Great Migration” of African Americans to the North, Tammany Hall, Sherman Anti-Trust Act.</p> | <p>SE/TE: For related material see: The Industrial Revolution, 150; The Role of Immigration, 150–151</p> |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

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| <p>7.4.4.20.3 Compare and contrast reform movements at the turn of the twentieth century. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Progressivism (Civil Service reform, Settlement House movement, National Consumers League, muckrakers), American Federation of Labor, Populism, National Association for the Advancement of Colored People (NAACP).</p> | <p>SE/TE: The Industrial Revolution, 150</p> |
| <p>7.4.4.20.4 Analyze the effects of racism and legalized segregation on American society, including the compromise of 1876, the rise of "Jim Crow," immigration restriction, and the relocation of American Indian tribes to reservations. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Withdrawal of federal troops from the South in 1877, Southern "redeemer" governments, 1892 <i>Plessy v. Ferguson</i> decision, 1882 Chinese Exclusion Act, 1887 Dawes Allotment Act.</p> | <p>SE/TE: For related material see: The Role of Immigration, 150–151; Civil Rights Movement, 151</p> |
| <p>7.4.4.20.5 Describe the strategies used by suffragists in their campaigns to secure the right to vote; identify the Nineteenth Amendment. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> National American Woman Suffrage Association, National Woman's Party.</p> | <p>SE/TE: For related material see: Constitution, U.S., 109, 148–149; Citizenship, 112–113</p> |
| <p>7.4.4.20.6 Evaluate the changing role of the United States regarding its neighboring regions and its expanding sphere of influence around the world. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Spanish-American War, "Big Stick" and Dollar Diplomacy, annexation of Hawaii.</p> | <p>SE/TE: <i>myWorld Geography</i> takes the class on a virtual exploration around the globe and through time. For related material see: World War I, 395 and United States Influence Grows, 150</p> |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

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|--|---|
| <p>7.4.4.20.7 Outline the causes and conduct of World War I including the nations involved, major political and military figures, and key battles. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Submarine warfare, the sinking of the <i>Lusitania</i>, Zimmerman telegram, Russian Revolution, collapse of the Ottoman and Austro-Hungarian empires, trench warfare, First and Second Battles of the Somme, Hundred Days Offensive, Wilson, Pershing, Paris Peace Conference.</p> | <p>SE/TE: <i>myWorld Geography</i> takes the class on a virtual exploration around the globe and through time. For related material see: World War I, 395 and United States Influence Grows, 150</p> |
| <p>7.4.4.20.8 Identify the political impact of World War I, including the formation of the League of Nations and renewed United States isolationism until World War II. (Development of an Industrial United States: 1870-1920)</p> <p><i>For example:</i> Senate rejection of the Treaty of Versailles, Red Scare, Industrial Workers of the World, American Civil Liberties Union, urban race riots.</p> | <p>SE/TE: <i>myWorld Geography</i> takes the class on a virtual exploration around the globe and through time. For related material see: World War I, 395 and United States Influence Grows, 150</p> |
| <p>21. The economic growth, cultural innovation and political apathy of the 1920s ended in the Great Depression which spurred new forms of government intervention and renewed labor activism, followed by World War II and an economic resurgence. (The Great Depression and World War II: 1920-1945)</p> | |
| <p>7.4.4.21.1 Identify causes of the Great Depression and factors that led to an extended period of economic collapse in the United States. (The Great Depression and World War II: 1920-1945)</p> <p><i>For example:</i> Farm crisis, overproduction, structural weaknesses in United States economy, 1929 stock market crash, bank failures, monetary policies, mass unemployment, international debt and European economic collapse, Dust Bowl.</p> | <p>SE/TE: The Great Depression and World War II, 151; Depression, 396</p> |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

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|---|---|
| <p>7.4.4.21.2 Describe the impact of the Great Depression on United States society, including ethnic and racial minorities, and how government responded to events with New Deal policies. (The Great Depression and World War II: 1920-1945)</p> <p><i>For example:</i> Bonus Army, "Okie" migration, bread lines and soup kitchens, labor strikes, financial reforms, Works Progress Administration, Reconstruction Finance Corporation, Tennessee Valley Authority, Social Security, the 1932 political realignment.</p> | <p>SE/TE: The Great Depression and World War II, 151; Depression, 396</p> |
| <p>7.4.4.21.3 Outline how the United States mobilized its economic and military resources during World War II; describe the impact of the war on domestic affairs. (The Great Depression and World War II: 1920-1945)</p> <p><i>For example:</i> Industrial mobilization, rationing, "Rosie the Riveter" and the female labor force, Bracero Program, uses of propaganda.</p> | <p>SE/TE: The Great Depression and World War II, 151; World War II, 398, 399</p> |
| <p>7.4.4.21.4 Outline the causes and conduct of World War II including the nations involved, major political and military figures and key battles, and the Holocaust. (The Great Depression and World War II: 1920-1945)</p> <p><i>For example:</i> D-Day, Iwo Jima, Guadalcanal, segregated military, Japanese internment camps, development and deployment of the atomic bomb, Roosevelt, Churchill, Stalin.</p> | <p>SE/TE: The Great Depression and World War II, 151; World War II, 398, 399</p> |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

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| <p>22. Post- World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America’s indigenous peoples. (Post- World War II United States: 1945-1989)</p> | |
| <p>7.4.4.22.1 Identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism. (Post-World War II United States: 1945-1989)</p> <p><i>For example:</i> Military actions—Korean War, Cuban Missile Crisis, Vietnam War. Non-military actions— Marshall Plan, North Atlantic Treaty Organization, the “Kitchen Debate,” the Space Race.</p> | <p>SE/TE: For related material see: Cold War, 400–405, 517</p> |
| <p>7.4.4.22.2 Analyze the social and political effects of the Cold War on the people of the United States. (Post- World War II United States: 1945-1989)</p> <p><i>For example:</i> Nuclear preparedness, McCarthyism and the Hollywood blacklist, growth of the military-industrial complex, the anti-nuclear and peace movements.</p> | <p>SE/TE: For related material see: Cold War, 400–405, 517</p> |
| <p>7.4.4.22.3 Compare and contrast the involvement and role of the United States in global conflicts and acts of cooperation. (Post-World War II United States: 1945-1989)</p> <p><i>For example:</i> Conflicts—Guatemalan civil war, 1979 Iranian Revolution, Cooperation—United Nations, World Bank, United States Agency for International Development, anti- apartheid movement.</p> | <p>SE/TE: The United States as World Leader, 156–157</p> |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

| Minnesota Academic Standards in Social Studies | Savvas MyWorld Geography ©2011 |
|---|--|
| <p>7.4.4.22.4 Explain the economic boom and social transformation experienced by postwar United States. (Post-World War II United States: 1945-1989)</p> <p><i>For example:</i> Expanded access to higher education, suburbanization, growth of the middle class, domesticity and the Baby Boom, television, counter culture, Moral Majority.</p> | <p>SE/TE: Expanding Prosperity, 151</p> |
| <p>7.4.4.22.5 Describe the changing role of the federal government in reshaping post-war society. (Post-World War II United States: 1945-1989)</p> <p><i>For example:</i> G.I. Bill, Fair Deal, New Frontier, Great Society.</p> | <p>SE/TE: <i>myWorld Geography</i> takes the class on a virtual exploration around the globe and through time. For related material see: Expanding Prosperity, 151 and Principles of Government, 108–109; Preserving Democracy: Separation of Powers, 148</p> |
| <p>7.4.4.22.6 Compare and contrast the goals and tactics of the Civil Rights Movement, the American Indian Movement, and the Women's Rights Movement; explain the advantages and disadvantages of non-violent resistance. (Post-World War II United States: 1945-1989)</p> | <p>SE/TE: For related material see: Civil Rights Movement, 151</p> |
| <p>23. The end of the Cold War, shifting geopolitical dynamics, the intensification of the global economy and rapidly changing technologies have given renewed urgency to debates about the United States' identity, values and role in the world. (The United States in a New Global Age: 1980- present)</p> | |
| <p>7.4.4.23.1 Describe how new technologies have changed political, economic and social interactions. (The United States in a New Global Age: 1980- present)</p> <p><i>For example:</i> New technologies— changes in media (including telecommunications), medicine, transportation, agriculture.</p> | <p>SE/TE: Science and Technology, 98–99; Internet, 155; Telecommunications, 437</p> |

**A Correlation of
Savvas MyWorld Geography
To the
Minnesota Academic Standards in Social Studies
Grade 7**

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|--|---|
| <p>7.4.4.23.2 Analyze the changing relations between the United States and other countries around the world in the beginning of the twenty-first century. (The United States in a New Global Age: 1980-present)</p> <p><i>For example:</i> North American Free Trade Agreement, changing trade policies with China, conflicts in the Middle East, support of developing nations in Africa.</p> | <p>SE/TE: The United States as World Leader, 156–157</p> |