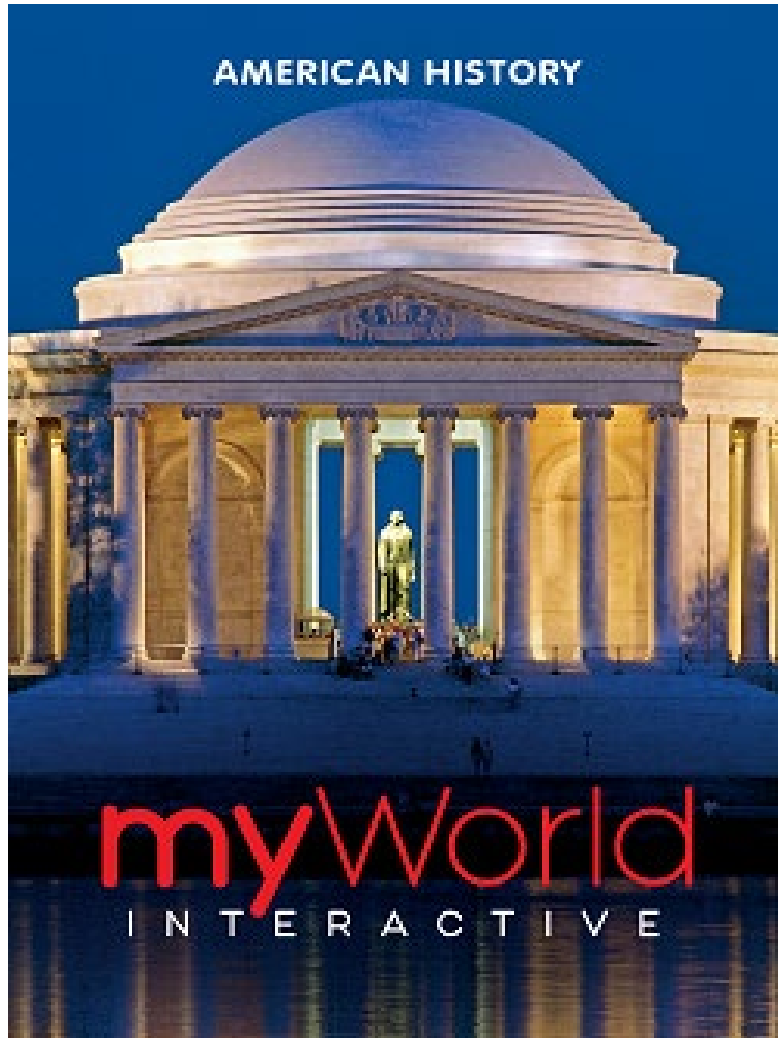


A Correlation of



to the
**Nevada Academic Content Standards for
Social Studies
Early U.S. History & Civic Ideals
Grades 6-8**

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

Introduction

This document demonstrates how *myWorld Interactive American History* meets the Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals standards, Grades 6-8. Correlation page references are to the Student Edition and Teacher Edition.

The all new *myWorld Interactive American History* encourages students from diverse populations to explore their world, expand their thinking, and engage with the College, Career, and Civic Life (C3) Framework. The curriculum is flexible and easily adapts to every classroom.

- Activity-based learning
- Strong content and literacy connections
- Wide array of teaching options create active, responsible citizens

Inspire Active Learning

Active, Project-Based Learning creates a rich inquiry experience that develops skills for active and responsible citizenship.

Inspire Literacy Engagement

Aligned lessons help students read closely, analyze information, and communicate academic, well-defended ideas.

Inspire Your Classroom

Teaching options and resources provide access and equity for culturally responsive teaching, differentiation needs, delivery approaches, and time constraints.

SE = Student Edition

TE = Teacher's Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

TABLE OF CONTENTS

Disciplinary Skills Disciplinary Skills Standards.....	4
Content Themes Grades 6-8: Early U.S. History & Civic Ideals	
H History	11
M Multicultural.....	19
C Civics	25
G Geography.....	29
E Economics.....	33

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8	myWorld Interactive American History ©2019
Disciplinary Skills Disciplinary Skills Standards	
1 Constructing compelling questions	
1.SS.6-8.EUSH.1 Construct compelling questions based upon disciplinary concepts.	<p>SE/TE: Write Research Papers: Generate Research Questions, ELA 14 Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962 Generate Question to Focus Research, 13, 272, 557, 660, 788 Analysis Skills: Frame Questions, 621</p> <p>Digital Resources: 21st Century Skills Tutorials>Ask Questions>Create a Research Hypothesis</p>
1.SS.6-8.EUSH.2 Evaluate various interpretations in answer to compelling questions within and across disciplines.	<p>SE/TE: Analyze Informational Text, ELA 1 Evaluate Arguments, ELA 2 Analyze Primary and Secondary Sources, ELA 4 Write Research Papers: Generate Research Questions, ELA 14 Quest: Project–Based Learning Inquiry: Choosing Sides, 132 Quest: Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 Quest: Document–Based Writing Inquiry: Dropping the Atomic Bomb, 848 Quest: Project–Based Learning Inquiry: Reporting the Facts, 892 Also see: Analyzing Primary Sources: John and Abigail Adams, Letters, 153 Analyzing Primary Sources: Federalist and Antifederalist Writings, 223 Analyzing Primary Sources: Hamilton and Madison Disagree, 253</p> <p>Digital Resources: 21st Century Skills Tutorials>Evaluate Existing Arguments>Analyze Primary and Secondary Sources</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8	myWorld Interactive American History ©2019
2 Creating supporting questions	
2.SS.6-8.EUSH.3 Generate supporting documents that will lead to inquiry and research on compelling issues within the discipline.	<p>SE/TE: Use the Writing Process: Gather Information, ELA 7 Find and Use Credible Sources, ELA 12–ELA 13 Write Research Papers, ELA 14 Quest: Document–Based Writing Inquiry: Examine Primary Sources, 6, 54, 408, 652, 782, 848, 962, 1000 Quest: Project–Based Learning Inquiry: Conduct Research, 132, 260, 478, 892 Quest: Discussion Inquiry: Examine Sources, 196, 336, 550, 586, 716 Find and Use Credible Sources, 38, 228, 279, 563, 629, 668, 678, 796, 803</p> <p>Digital Resources: 21st Century Skills Tutorials>Analyze Primary and Secondary Sources>Interpret Sources>Search for Information on the Internet</p>
3 Gathering and evaluating sources	
3.SS.6-8.EUSH.4 Gather relevant information from multiple texts and evaluate the sourcing, context, and corroboration of the texts with close reading and disciplinary skills.	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4 Find and Use Credible Sources, ELA 12–ELA 13 Write Research Papers (use credible sources), ELA 14 Find and Use Credible Sources, 38, 228, 279, 563, 629, 668, 678, 796, 803 Quest: Project–Based Learning Inquiry: Conduct Research, 132, 260, 336, 478, 892 Also see: Analyzing Primary Sources: John and Abigail Adams, Letters, 153 Analyzing Primary Sources: Federalist and Antifederalist Writings, 223 Analyzing Primary Sources: Hamilton and Madison Disagree, 253</p> <p>Digital Resources: 21st Century Skills Tutorials>Analyze Primary and Secondary Sources>Interpret Sources>Search for Information on the Internet</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>3.SS.6-8.EUSH.5 Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.</p>	<p>SE/TE: Use Print and Digital Sources, ELA 12 Analysis Skills: Distinguish Real News from “Fake News,” 1014 Analysis Skills: Distinguish Relevant from Irrelevant Information, 500 Also see: Quest: Civic Discussion Inquiry: Senate Representation, 196 Quest: Civic Discussion Inquiry: High-Speed Rail, 586 Quest: Document-Based Writing Inquiry: Look Into the Future, 1000</p> <p>Digital Resources: 21st Century Skills Tutorials>Analyze Media Content>Search for Information on the Internet>Evaluate Web Sites Topic 17: Lesson 4>Lesson Videos>The Digital Revolution</p>
<p>4 Developing claims and using evidence</p>	
<p>4.SS.6-8.EUSH.6 Using varied source materials, develop an argument based on substantive claims, with strong evidence, and clear reasoning.</p>	<p>SE/TE: Evaluate Arguments, ELA 2 Write an Argument, ELA 9 Quest: Project-Based Learning Inquiry: Choosing Sides, 132 Quest: Civic Discussion Inquiry: Senate Representation, 196 Topic 4: Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255 Quest: Project-Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Topic 10: Argumentative Essay, 597, 609, 619, 629, 637, 644, 647 Quest: Document-Based Writing Inquiry: The Role of Government in the Economy, 782 Quest: Document-Based Writing Inquiry: Dropping the Atomic Bomb, 848</p> <p>Digital Resources: 21st Century Skills Tutorials>Evaluate Existing Arguments</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

A Correlation of myWorld Interactive American History Survey Edition ©2019 to the Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals Grades 6-8

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>4.SS.6-8.EUSH.7 Examine different arguments while pointing out the strengths and limitations of each.</p>	<p>SE/TE: Evaluate Arguments, ELA 2 Quest: Project–Based Learning Inquiry: Choosing Sides, 132 Quest: Civic Discussion Inquiry: Senate Representation, 196 Writing Workshop: Distinguish Claims From Opposing Claims, 215, 619 Analyzing Primary Sources: Federalist and Antifederalist Writings, 223 Analyzing Primary Sources: Hamilton and Madison Disagree, 253 Quest: Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Quest: Document–Based Writing Inquiry: The Role of Government in the Economy, 782 Quest: Document–Based Writing Inquiry: Dropping the Atomic Bomb, 848</p> <p>Digital Resources: 21st Century Skills Tutorials>Evaluate Existing Arguments</p>
<p>5 Communicating and critiquing conclusions</p>	
<p>5.SS.6-8.EUSH.8 Construct organized explanations for various audiences and purposes using evidence and reasoning.</p>	<p>SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8 Write Informative or Explanatory Essays, ELA 10 Topic 3: Explanatory Essay, 140, 152, 163, 176, 188, 191 Topic 8: Informative Essay, 487, 499, 511, 519, 530, 543, 545 Topic 12: Write an Informative Essay, 726, 735, 743, 751, 760, 767, 777 Topic 15: Write an Informative Text, 898, 906, 913, 927, 935, 947, 955, 957 Topic 16: Explanatory Essay, 972, 979, 991, 995</p> <p>Digital Resources: 21st Century Skills Tutorials>Write an Essay</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>5.SS.6-8.EUSH.9 Participate in rigorous academic discussions, emphasizing multiple viewpoints in which claims and evidence is acknowledged and critiqued.</p>	<p>SE/TE: Speaking and Listening: Discuss Your Ideas, ELA 15 Effective Listening, 1 Quest: Civic Discussion Inquiry: Senate Representation, 196 Quest Findings, 254 Quest: Civic Discussion Inquiry: The End of Reconstruction, 550 Quest Findings, 580 Quest: Civic Discussion Inquiry: High-Speed Rail, 586 Quest Findings, 646 Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716 Quest Findings, 776</p> <p>TE only: Active Classroom, 102, 288, 466, 825</p> <p>Digital Resources: 21st Century Skills Tutorials>Participate in a Discussion or Debate>Evaluate Existing Arguments</p>

SE = Student Edition

TE = Teacher's Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

A Correlation of myWorld Interactive American History Survey Edition ©2019 to the Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals Grades 6-8

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>6 Taking informed action</p> <p>6.SS.6-8.EUSH.10 Draw on disciplinary concepts to explain the challenges people have faced, are facing, and opportunities they have created in addressing local, regional, and global problems at various times and places.</p>	<p>SE/TE: Speaking and Listening: Discuss Your Ideas, ELA 15 Quest: Project–Based Learning Inquiry: Choosing Sides, 132 Quest: Civic Discussion Inquiry: Senate Representation, 196 Analyzing Primary Sources: Federalist and Antifederalist Writings, 223 Analyzing Primary Sources: Hamilton and Madison Disagree, 253 Quest: Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 Quest: Civic Discussion Inquiry: High–Speed Rail, 586 Quest: Document–Based Writing Inquiry: The Role of Government in the Economy, 782 Quest: Document–Based Writing Inquiry: Dropping the Atomic Bomb, 848 Quest: Project–Based Learning Inquiry: Reporting the Facts, 892 <i>Also see:</i> Analysis Skills: Conduct a Cost–Benefit Analysis, 669 Analysis Skills: Identify Central Issues and Problems, 679</p> <p>Digital Resources: 21st Century Skills Tutorials>Solve a Problem>Being an Informed Citizen>Political Participation>Work in Teams>Serving on a Jury>Voting</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>6.SS.6-8.EUSH.11 Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.</p>	<p>SE/TE: Speaking and Listening: Discuss Your Ideas, ELA 15 Analysis Skills: Being an Informed Citizen, 26 Quest: Civic Discussion Inquiry: Senate Representation, 196 Quest: Civic Discussion Inquiry: The End of Reconstruction, 550 Quest: Civic Discussion Inquiry: High-Speed Rail, 586 Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716 Analysis Skills: Political Participation, 993</p> <p>Digital Resources: 21st Century Skills Tutorials>Solve a Problem>Being an Informed Citizen>Political Participation>Work in Teams>Serving on a Jury>Voting</p>

SE = Student Edition

TE = Teacher's Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8	myWorld Interactive American History ©2019
Content Themes Grades 6-8: Early U.S. History & Civic Ideals	
H History	
Power and politics	
H.SS.6-8.EUSH.12 Assess the impact of diverse ideologies on politics, society, and culture in early U.S. History.	<p>SE/TE: How Did Colonists Improve Government?, 74–75 Colonists Seek Religious Freedom, 78–80 Religious Motivation and Creating a Tradition of Religious Freedom, 81 Which New Colonies Formed Over Religious Differences?, 84–86 The Quakers Seek Religious Freedom, 94–95 What Was the Impact of a New Religious Movement?, 114–116 How Did New Ideas Influence the Colonies?, 118–120 What Were the Foundations of Representative Government?, 123–125 The Declaration of Independence, 170–171 Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216 Primary Source: Federalist and Antifederalist Writings, 223</p> <p>Digital Resources: Topic 2: Lesson 3>Lesson Videos>Religious Freedom in New England Topic 2: Lesson 7>Lesson Videos>Colonial Government Topic 3: Lesson 4>Lesson Videos>The Declaration of Independence Topic 4: Lesson 3>Lesson Videos>Roman and Enlightenment Influences on the Constitution</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

A Correlation of myWorld Interactive American History Survey Edition ©2019 to the Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals Grades 6-8

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>Identity H.SS.6-8.EUSH.13 Investigate the factors that shaped group and national identity in early U.S. History and how that relates to views of American identity today.</p>	<p>SE/TE: Quest: Document–Based Writing Inquiry: Examining the Colonial Environment, 54 Religious Motivation and Creating a Tradition of Religious Freedom, 81 A New Relationship Between Religion and Government, 84–85 Showing Fairness to All, 95 How Did Two Regions Develop Differently?, 103–106 How Did Colonial Art, Literature, and Music Affect Society?, 113–114 Quest: Project–Based Learning Inquiry: Choosing Sides, 132 An American Identity Develops 152 Analyze Charts: Americans in Conflict, 162 Primary Source: Thomas Paine, Common Sense, 177</p> <p>Digital Resources: Topic 2 Topic 2: Lesson 3>Lesson Videos>Religious Freedom in New England Topic 2: Lesson 6>Lesson Videos>Colonial Cultural Achievements Topic 3: Lesson 4>Lesson Videos>The Declaration of Independence</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>H.SS.6-8.EUSH.14 Interpret historical events from a variety of historical and cultural perspectives including but not limited to: Native Americans vs. settlers, Northerners vs. Southerners, native citizens vs. immigrants, etc.</p>	<p>SE/TE: Analyzing Primary Sources: Bartolomé de Las Casas, Historia Apologética, 65 War Erupts Between Settlers and American Indians, 86–87 Analyzing Primary Sources: Tenskwatawa, The Prophet, Speech, 316 Conflict with American Indians, 360–367 Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 A Reaction Against Immigrants, 428–429 Conflicts and Compromises, 479–487 Analyzing Primary Sources: Harriet Beecher Stowe, Uncle Tom’s Cabin 488 Analyzing Primary Sources: Frederick Douglass, “What the Black Man Wants”, 564 Quest: Document–Based Writing Inquiry: Effects of Immigration, 652</p> <p>Digital Resources: Topic 6: Lesson 3>Lesson Videos>The Trail of Tears Topic 7: Lesson 4>Lesson Videos>Abolitionism Topic 8: Lesson 3>Lesson Videos>Southern States React</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8	myWorld Interactive American History ©2019
People and ideas	
H.SS.6-8.EUSH.15 Evaluate the causes and effects of regional differences in early U.S. History.	<p>SE/TE: Quest: Document–Based Writing Inquiry: Examining the Colonial Environment, 54 Analyze Charts: Colonial Settlers’ Origins, 75 Which New Colonies Formed Over Religious Differences?, 84–86 Reading Check: Identify Cause and Effect, 93 The Quakers Seek Religious Freedom, 94–95 How Did Two Regions Develop Differently?, 103–106 Analyze Charts: Economics of the Colonial Regions, 107 Critical Thinking and Writing: Understanding Effects, 109</p> <p>Digital Resources: Topic 2: Lesson 3: Religious Freedom in New England Topic 2: Lesson 4>Lesson Videos>The Middle Colonies Topic 2: Lesson 5>Lesson Videos>The Southern Colonies Topic 2: Lesson 6>Lesson Videos>Colonial Cultural Achievements</p>
H.SS.6-8.EUSH.16 Analyze the influence of diverse cultural traditions on early American society.	<p>SE/TE: The Legacy of Missions, 60–61 Africans Arrive in Virginia, 76 American Indians Offer Assistance, 82 The Puritans Leave a Lasting Legacy, 89 The Quakers Seek Religious Freedom, 94–95 The Backcountry Farther Inland 105–106 African Influences in the Colonies, 112–113 Enthusiastic Preachers, 114–115 The Great Awakening’s Impact, 115–116</p> <p>Digital Resources: Topic 2: Lesson 1>Lesson Videos>Northern Borderlands of New Spain Topic 2: Lesson 3>Lesson Videos>Religious Freedom in New England Topic 2: Lesson 6>Lesson Videos>Colonial Cultural Achievements</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>H.SS.6-8.EUSH.17 Analyze the impact of the political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. History.</p>	<p><i>This standard is met throughout the program. For representative lessons and projects, please see the following:</i></p> <p>SE/TE: Analysis Skills: Relate Events in Time, 189 Analysis Skills: Identify Sources of Continuity, 246 Analysis Skills: Construct a Timeline, 329 Quest: Civic Discussion Inquiry: The Mexican–American War, 336 Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 Analysis Skills: Detect Changing Patterns, 421 Quest: Civic Discussion Inquiry: The End of Reconstruction, 550 Quest: Document–Based Writing Inquiry: Effects of Immigration, 652 A New Wave of Immigration, 653–660 Analysis Skills: Analyze Sequence, Causation, and Correlation, 662 Progress and Setbacks for Social Justice, 687–698 Quest: Document–Based Writing Inquiry: Analyzing the Reagan Conservative Movement, 962</p> <p>Digital Resources: Topic 6: Lesson 7>Lesson Videos>Manifest Destiny Topic 7: Lesson 1>Lesson Videos>The Spread of Industrialization Topic 10: Lesson 1>Lesson Videos>Mining, Expansion and Growth</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8	myWorld Interactive American History ©2019
Nevada History	
H.SS.6-8.EUSH.18 Explain how individuals and events in Nevada’s history both influence and are influenced by the larger national context.	<i>Opportunities to address this standard may be found on the following pages:</i> SE/TE: The Comstock Lode, 587–589 Nevada Becomes a State, 592
H.SS.6-8.EUSH.19 Analyze the impact of westward expansion on the Native communities of Nevada.	<i>Opportunities to address this standard may be found on the following pages:</i> SE/TE: New Mexico Territory and California, 383–386 The Comstock Lode, 587–589 What Problems Came With the Mining Boom?, 589
H.SS.6-8.EUSH.20 Investigate migration and immigration patterns to Nevada as part of U.S. History.	<i>Opportunities to address this standard may be found on the following pages:</i> SE/TE: New Mexico Territory and California, 383–386 The Comstock Lode, 587–589 What Problems Came With the Mining Boom?, 589

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>International relations</p> <p>H.SS.6-8.EUSH.21 Evaluate the use of conflict and diplomacy in international relations from a U.S. perspective.</p>	<p><i>This standard is met throughout the program. For representative lessons and projects, please see the following:</i></p> <p>SE/TE: Quest: Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260 President Washington’s Foreign Policy, 270–271 Protecting American Interests, 271 Conflict With France, 281–283 Alien and Sedition Acts, 283–285 Monroe Doctrine, 326 Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716 Roosevelt Corollary, 740 The United States Remains Isolated, 853–854 What Caused the Cold War?, 893–894 Critical Thinking and Writing, 898 Détente, 952–953 Détente, 973–974 Primary Source: Ronald Reagan, “Tear Down This Wall”, 980</p> <p>Digital Resources: Topic 5: Lesson 5: The War of 1812 Topic 12: Lesson 3: The “Big Stick” in Latin America Topic 15: Lesson 1 The Early Years of the Cold War Topic 16: Lesson 3 The United States in the Post–Cold War World</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>H.SS.6-8.EUSH.22 Investigate the causes, impacts, and attitudes towards conflict and war from various points of view throughout early U.S. History.</p>	<p>SE/TE: What Were the Causes of the War of 1812?, 307–309 Quest: Document–Based Writing Inquiry: The Mexican–American War, 336 A History of Conflict and Prejudice, 360–362 Analyze Images: Identify Patterns, 364 Conflict With the Mexian Government, 387–388 A Move Toward Civil War, 502–503 Analyze Graphs: Costs of the Civil War, 542 How Did the U.S. Move Toward War?, 752–754 The United States Enters the War, 862–864 Quest: Document–Based Writing Inquiry: Dropping the Atomic Bomb, 848 War in Vietnam, 943–945</p> <p>Digital Resources: Topic 5: Lesson 5: The War of 1812 Topic 6: Lesson 6: The Mexican–American War Topic 8: Lesson 4: Strategies for War Topic 12: Lesson 2: The Spanish–American War Topic 14: Lesson 2 The War Begins Topic 14: Lesson 4 War on a Global Scale</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8	myWorld Interactive American History ©2019
M Multicultural	
Social justice, consciousness, and action	
M.SS.6-8.EUSH.23 Analyze the causes, impact, and abolition of slavery in U.S. History.	<p>SE/TE: Africans Arrive in Virginia, 76 Lesson Check, 77 Tidewater Plantations on the Coast, 104–105 The Slave Trade Expands, 107–109 Lesson Check, 109 Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 Enslaved African Americans, 438–439 Slavery in the South, 439–441 How Did Enslaved African Americans Resist Their Enslavement? 441–442 Lesson Check, 442 Abolitionism, 443–449 Analysis Skills: Update an Interpretation, 450 A Compromise Holds the Union Together, 484–486 A Book Sways the North Against Slavery, 46–487 Violence Over Slavery Breaks Out in the Senate, 493 How Did the Dred Scott Case Affect the Nation? 493–495 John Brown Fights Slavery, 498–499 Primary Sources: Abraham Lincoln, The Emancipation Proclamation, 531 The Thirteenth Amendment Changes Life in the United States, 556 Rebuilding the South’s Economy 571</p> <p>Digital Resources: Topic 9: Topic Videos >Topic Video>Born into Slavery Topic 8: Lesson 5: The Emancipation Proclamation</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>M.SS.6-8.EUSH.24 Analyze the ways in which dominant cultures have oppressed groups through institutionalized discrimination within U.S. History.</p>	<p>SE/TE: Africans Arrive in Virginia, 76 American Indian Removal, 362–365 Analyze Images, 366 Southern American Indians on the Trail of Tears, 365–367 Lesson Check, 367 Enslaved African Americans, 438–439 Slavery in the South, 439–441 Poverty in the South, 571–572 Southern States Limit Political Participation, 576–577 Jim Crow Laws Separate Whites and African Americans, 577 Interactive: Oppression of African Americans, 577 Analyze Images, 577 Assessment, 581 Changing Traditional Ways of Life, 614–615 The Reservation System, 615 Treaty at Wounded Knee, 618 American Indian Policy Reform, 619 Lesson Check, 619</p> <p>Digital Resources: Topic 6: Lesson 3: Lesson Videos>The Trail of Tears Topic 10: Lesson 3: Lesson Videos>A Way of Life Ends</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>M.SS.6-8.EUSH.25 Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. History.</p>	<p>SE/TE: Primary Sources: Tenskwatawa, The Prophet, Speech, 316 Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 How Did Abolitionists Gain Momentum? 444–448 The Impact of Prison Reform, 455 The Impact of Temperance Movement, 455–456 Education Reform Gives Rise to Public Schools, 457 Interactive: The Early Women's Rights Movement, 459 Opportunities for Women's Education, 462 New Employment Opportunities Women, 462–463 Women Struggle for Justice, 460–461 Primary Sources: Harriet Beecher Stowe, Uncle Tom's Cabin 488 The Birth of the Republican Party, 494–495 How Did Abraham Lincoln Come to Lead the Republican Party? 496–497 Primary Sources: Abraham Lincoln, Emancipation Proclamation, 531 Primary Sources: Frederick Douglass, "What the Black Man Wants", 564</p> <p>Digital Resources: Topic 7: Lesson 4: Lesson Videos>Abolitionism Topic 7: Lesson 5: Lesson Videos>The Seneca Falls Convention Topic 7: Lesson 5: Interactive Timeline>The Early Women's Rights Movement</p>
<p>Respectful engagement with diverse people</p>	
<p>M.SS.6-8.EUSH.26 Assess the impacts of cultural diffusion when diverse groups interact within early U.S. History.</p>	<p><i>Opportunities to address this standard may be found with the following:</i></p> <p>SE/TE: Trade (diffusion defined), 17 Interactive: The Arts in Colonial America, 113 What Were the Foundations of Representative Government? 123–124 The Colonies Meet in Albany, 136–137 American Indians Choose Sides, 183 Primary Sources: Tenskwatawa, The Prophet, Speech, 316 Immigrants Enrich the Nation, 428 Analyze Images, 440 Religion Offers Hope, 441 Changing Traditional Ways of Life, 614–615 American Indian Policy Reform, 619</p>

SE = Student Edition

TE = Teacher's Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>M.SS.6-8.EUSH.27 Investigate the ways in which individuals and groups build communities of respect, equity, and diversity throughout early U.S. History.</p>	<p>SE/TE: What Was the Impact of a New Religious Movement? 114–116 Education in the Colonies, 116–117 Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 How Did Abolitionists Gain Momentum? 444–448 Social Reform Movements, 454–456 What Impact Did Reformers Have on Education? 456–458 Early Calls for Women’s Rights, 458–460 How Did the Women’s Movement Start? 440–461 Lesson Check, 463 Transcendentalism Develops, 469–471 Lesson Check, 471 How Did Abraham Lincoln Come to Lead the Republican Party? 496–497 Primary Sources: Abraham Lincoln, Emancipation Proclamation, 531 The Thirteenth Amendments Changes Life in the United States, 556–557 The Fourteenth Amendment, 560 The Fifteenth Amendment, 563</p> <p>Digital Resources: Topic 7: Lesson 4: Lesson Videos>Abolitionism Topic 7: Lesson 5: Lesson Videos>The Seneca Falls Convention Topic 7: Lesson 5: Interactive Timeline>The Early Women’s Rights Movement</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

A Correlation of myWorld Interactive American History Survey Edition ©2019 to the Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals Grades 6-8

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p align="center">Recognize diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds</p>	
<p>M.SS.6-8.EUSH.28 Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.</p>	<p>SE/TE: Immigrants Enrich the Nation, 428 Primary Sources: Frederick Douglass, “What the Black Man Wants”, 564 Analyze Images, 567 Biography: Blanche K. Bruce, 568 Analyze Charts: Two American Indian Leaders, 617 Biography: Ida Tarbell, 668 Discrimination Against African Americans, 692–694 Biography: Booker T. Washington, 692 Analyze Images: Madame C.J. Walker, 693 Primary Sources: Paul Laurence Dunbar, “We Wear the Mask”, 709 Biography: Zora Neale Hurston, 803 Biography: César Chávez, 931</p> <p>Digital Resources: Social Studies Reference Center: Biographies>Frederick Douglas>Sojourner Truth>Harriet Tubman>Chief Bowles>César Chávez</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

A Correlation of myWorld Interactive American History Survey Edition ©2019 to the Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals Grades 6-8

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>M.SS.6-8.EUSH.29 Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in early U.S. History.</p>	<p>SE/TE: Primary Sources: Bartolomé de Las Casas, Historia Apologética, 65 Biography: Anne Hutchinson, 86 William Bradford, Of Plymouth Plantation, 90 Primary Sources: John and Abigail Adams, Letters, 153 Biography: Phillis Wheatley, 181 Biography: Sacajawea, 297 Biography: Tecumseh, 306 Primary Sources: Tenskwatawa, The Prophet, Speech, 316 Immigrants Enrich the Nation, 428 New Forms of Literature and Music, 466–469 Analyze Images: Emily Dickinson, 467 Biography: Louisa May Alcott, 469 Primary Sources: Harriet Beecher Stowe, Uncle Tom’s Cabin 488 Primary Sources: Frederick Douglass, “What the Black Man Wants”, 564</p> <p>Digital Resources: Topic 7: Lesson 5: Interactive Primary Sources>“Ain’t I a Woman,” Sojourner Truth Social Studies Reference Center: Biographies>Mercy Otis Warren>Crispus Attucks >Haym Solomon >Sojourner Truth>Harriet Tubman</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>C Civics</p>	
<p>Analyze civic and political institutions</p>	
<p>C.SS.6-8.EUSH.30 Examine the role the media has played in shaping public perception and policies throughout early U.S. History.</p>	<p>SE/TE: Analyze Political Cartoons, 147, 148, 276, 495, 503 Critical Thinking, 119 Analyze Images, 120 John Peter Zenger’s Libel Trial, 120 What Did Thomas Paine Say in <i>Common Sense?</i> (pamphlet), 167–168 Primary Sources: Thomas Paine, <i>Common Sense</i>, 177 The Federalist and Antifederalist Debate, 217–219 Analyze Images, 219 Primary Sources: Federalist and Antifederalist Writings, 223 Newspapers Influences Public Opinion, 278 Lesson Check, 279 A Novel Promotes Abolitionism, 448 Analyze Images 449 Primary Sources: McGuffey Readers, 451 Primary Sources: Harriet Beecher Stowe, Uncle Tom’s Cabin 488</p> <p>TE only: Start Up: Hypothesize, 273</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

A Correlation of myWorld Interactive American History Survey Edition ©2019 to the Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals Grades 6-8

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>C.SS.6-8.EUSH.31 Describe the different political, civil, religious, and economic organizations throughout U.S. History.</p>	<p>SE/TE: Puritans, The Second Great Awakening, Colonists Resist the Massacre (Committees of Correspondence), 151 Who Led the Convention? 204–205 Primary Source: Federalist and Antifederalist Writings, 223 How did Political Parties Divide Americans? 273–274 Political Parties Take Shape, 276–279 The Whig Party, 341 The Democratic Party, 342 Who Supported the Whigs and Democrats? 342–343 Labor Organizations and Strikes, 426 Women Organize, 427 Analyze Images: African Meeting House, 429 The Colonization Movement, 444 How Did Abolitionists Gain Momentum? 444–448 The Impact of Prison Reform, 455 The Impact of the Temperance Movement, 455–456 Education Reform Gives Rise to Public Schools, 457 Interactive: The Early Women's Rights Movement, 459 Opportunities for Women's Education, 462 New Employment Opportunities for Women, 462–463 Women Struggle for Justice, 460–461 The Birth of the Republican Party, 494–495 The Knights of Labor, 632–633 A New Union Forms, 633 Lesson Check, 637</p> <p>TE only: Generate Explanations & Draw Conclusions, 446</p> <p>Digital Resources: Topic 7: Lesson 4: Interactive Map>The Underground Railroad</p>

SE = Student Edition

TE = Teacher's Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>Apply civic virtues and democratic principles</p>	
<p>C.SS.6-8.EUSH.32 Analyze the expansion of representative government throughout early U.S. History.</p>	<p>SE/TE: How Did Colonists Improve Government? 74–75 Plymouth Colony: A New Place to Govern the Colony (Mayflower Compact), 80–81 A Greater Say in Government, 83–84 Pennsylvania: Showing Fairness to All, 95 Lesson Check, 99 The Ideas of the Enlightenment, 118 What Were the Foundations of Representative Government? 123–124 The Colonies Meet in Albany, 136–137 What Steps Did Colonial Leaders Take Toward Independence? 168–169 The Articles of Confederation, 198–199 Drafting a Constitution, 204–209 Answerable to the People, 213 The Federalist and Antifederalist Debate, 217–219 New Amendment, 221–222 Why Have Additional Amendments Been Created, 241 Increased Suffrage, 338 Digital Resources: Topic 2: Lesson 3: Interactive Primary Sources>Mayflower Compact Topic 3: Lesson 4: Interactive Primary Sources: Declaration of Independence Topic 4: Lesson 1: Interactive Primary Sources>Articles of Confederation Topic 4: Lesson 1: Interactive Primary Sources>Northwest Ordinance Topic 4: Lesson 4: Interactive Primary Sources>The Magna Carta Topic 6: Lesson 1: Interactive Timeline>Changing Voting Rights in Early America</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

A Correlation of myWorld Interactive American History Survey Edition ©2019 to the Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals Grades 6-8

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>C.SS.6-8.EUSH.33 Compare a current national issue to a historical event from early U.S. History in order to propose a solution based upon past outcomes.</p>	<p>SE/TE: Explore the Essential Question: When is war justified? 128 Explore the Essential Question: How much power should the federal government have and what should it do? 256 Stay Informed on Public Issues, 252 Analyze Images, 252 Quest: Project–Based Learning Inquiry: Stay Out? Or Get Involved?, 260 Explore the Essential Question: When is war justified? 474</p> <p>TE only: Explore the Essential Question, 50, 128, 332, 474</p>
<p>Interpret processes, rules, and laws</p>	
<p>C.SS.6-8.EUSH.34 Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. History.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196 New Amendments, 221–222 Why Have Additional Amendments Been Created? 241 Landmark Supreme Court Cases, 288–289 Increased Suffrage, 338 The Nullification Act Leads to Crisis, 351–352 Quest: Document–Based Writing Inquiry: Slavery and Abolition, 408 The Thirteenth Amendments Changes Life in the United States, 556–557 The Fourteenth Amendment, 560 The Fifteenth Amendment, 563 Jim Crow Laws Separate Whites and African Americans, 577–576</p> <p>Digital Resources: Social Studies Reference Center>Landmark Supreme Court Cases Topic 4: Lesson 4: Interactive Charts>Federalists Versus Antifederalists Topic 7: Lesson 4: Interactive Charts>Opposing Views on Slavery</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8	myWorld Interactive American History ©2019
G Geography	
Create geographic representations	
G.SS.6-8.EUSH.35 Utilize and construct maps and images to explain and analyze regional, environmental, and cultural characteristics in early U.S. History.	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141 Analysis Skills: Interpret Thematic Maps, 573 Maps and Geography Skills (examples), 70, 101, 134, 191, 270, 305, 343, 384, 435, 521</p> <p>Digital Resources: 21st Century Skills Tutorials>Read Physical Maps> Read Political Maps>Read Special Purpose Maps <i>Topic 2>Lesson 5 >Interactive Maps>Comparing the Thirteen Colonies</i> <i>Topic 5>Lesson 5 >Interactive Maps>Indian Lands Lost by 1810</i> <i>Topic 6>Lesson 3 >Interactive Maps>Selected Native American Groups, 1820</i></p>
Evaluate human environment interaction	
G.SS.6-8.EUSH.36 Explain how the human, physical, and environmental characteristics of early U.S. regions influenced and impacted the creation of new cultures.	<p>SE/TE: Quest: Document–Based Writing Inquiry: Examining the Colonial Environment, 54 Creating New Spain, 59–61 How Did New France Develop? 68–70 Founding the Plymouth Colony, 80–81 What Hardships Did Colonists Face in Plymouth? 82 Forming Massachusetts Bay Colony, 83–84 New England: The Environment Influences Economic Activity, 88–89 How Did Pennsylvania Become a Colony? 94–96 Daily Life in the Middle Colonies, 97–99 How Did Two Regions Develop Differently? 103–106 Colonial Social Classes, 110–113 How Did Sectionalism Affect the Early Republic? 317–319 Movement Changes the West and the Nation, 373–374</p> <p>Digital Resources: Topic 2: Lesson 4: Lesson Videos>The Middle Colonies Topic 2: Lesson 5: Lesson Videos>The Southern Colonies</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>Analyze human population, movements, and patterns</p>	
<p>G.SS.6-8.EUSH.37 Explain how changes in transportation, communication, and technology influenced the movement of people, goods, and ideas throughout early U.S. History.</p>	<p>SE/TE: Following the Rivers (Flatboats), 370–371 Technology Speeds Transportation, 371–372 The National Road, 372 Lesson Check, 374 Life in a Wagon Train, 379–380 The Telegraph Connects the Nation, 419–420 Analyze Images, 419 A Network of Railroads 423–424 What Were Yankee Clippers?, 424 How Did Railroads Advance the Market Revolution, 424–425</p> <p>Digital Resources: Topic 6: Lesson 4: Interactive Map>The Erie Canal</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>G.SS.6-8.EUSH.38 Explore the causes, motivations, and consequences of migration and immigration, both voluntary and forced, in early U.S. History; including but not limited to: Trail of Tears, western movement, Great Migration, various waves of immigration.</p>	<p>SE/TE: Analyze Charts: Colonial Settlers’ Origins, 75 Colonists Seek Religious Freedom, 78–79 Why Did Americans Move West? 368–370 Movement Changes the West and the Nation, 373–374 Analyze Images: State Populations – 1810–1840, 373 The Oregon Trail, 378–381 American Indian Removal, 362–365 Analyze Images, 366 Southern American Indians on the Trail of Tears, 365–367 Lesson Check, 367 The Roots of Manifest Destiny, 393–393 Analyze Images, 393 Mormons Settle the Mexican Cession, 397 The Rus to California, 398 From Ireland and Germany, 427–428 Immigrants Enrich the Nation, 428 A Reaction Against Immigration, 428–429 Freedmen Leaving the South, 577–578 Quest: Document–Based Writing Inquiry: Effects of Immigration, 652 Why Did People Immigrate? 653–654 What Was the Immigrant Experience in America? 656–658 Analyze Graphs: Immigrant Groups – 1840–1900, 658 Why Did Nativists Oppose Immigration? 659–660 How Was Immigration Restricted? 809 The Great Migration, 811</p> <p>Digital Resources: Topic 6: Lesson 3: Interactive Map>Southern Native American on the Trail of Tears Topic 6: Lesson 5 Interactive Map>The Oregon Trail Topic 6: Lesson 7 Interactive Map>The Growth of the West to 1860</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>Analyze global interconnections</p>	
<p>G.SS.6-8.EUSH.39 Explain how global circumstances affect changes in immigration, land use, and population distribution in various regions across early U.S. History.</p>	<p>SE/TE: What Were the Alien and Sedition Acts? 283 Geography Shapes Domestic and Foreign Policy, 292–293 Negotiations for Louisiana, 293 Does the President Have the Power to Buy Land?, 294 How Did Americans Explore These New Lands? 295–297 How Did the United States Gain Florida? 325– What Did the Monroe Doctrine State? 325–326 Quest: Civic Discussion Inquiry: The Mexican– American War, 336 Nations Compete, 377 Conflict With the Mexican Government, 387–388 The Mexican–American War, 394–396 Mormons Settle the Mexican Cession, 397 From Ireland and Germany, 427–428 Analyze Images, 427</p> <p>TE only: Identify Central Issues, 427 Draw Conclusions, 427</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8	myWorld Interactive American History ©2019
E Economics	
Critique exchange and markets	
E.SS.6-8.EUSH.40 Analyze the role of innovations and entrepreneurship in institutions throughout early U.S. History.	<p>SE/TE: Technology Speeds Transportation, 371–372 The National Road, 372 The Industrial Revolution Begins, 409–410 Interchangeable Parts, 411 –412 New Inventions, 418–420 Lesson Check, 420 What Changes Did the Age of Steam Power Bring? 422–425 Eli Whitney Invents the Cotton Gin & Reading Check, 431–432</p> <p>TE only Active Classroom, 419, 432</p> <p>Digital Resources: Topic 6: Lesson 4: Interactive Map>The Erie Canal Topic 7: Lesson 1: Interactive 3–D Model>Early Textile Mill Topic 7: Lesson 1: Interactive Timeline>New Inventions Improve Life Topic 7: Lesson 2: Interactive Gallery>The Steam Locomotive Topic 7: Lesson 3: Interactive 3–D Model>The Cotton Gin</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>E.SS.6-8.EUSH.41 Evaluate how economic policies impact individuals, businesses, and society including, but not limited to: Louisiana Purchase, the slave trade, plantation economy, Reconstruction.</p>	<p>SE/TE: Tidewater Plantations on the Coast, 104–105 The Slave Trade Expands, 107–109 Lesson Check, 109 How Did Alexander Hamilton Deal with the National Debt? 263–265 Analyze Graphs: U.S. Financial Problems – 1789–1791, 263 How Did Hamilton Create a Stable Economy? 266 A New Tax Leads to Rebellion, 266–268 Lesson Check, 272 Negotiations for Louisiana, 293 Does the President Have the Power to Buy Land?, 294 Analyze Graphs: America Imposes a Trade Embargo, 301 Congress Replaces the Embargo, 302 Lesson Check, 302 How Was a Stable Economy Created After the War? 319–321 Anger Over Tariffs, 350–351 The Bank War, 352–355 The Panic of 1837, 356–357 Analysis Skills: Interpret Economic Performance, 359 Opportunities and Challenges, 369–370 The American System, 371 Analyze Charts: Benefits of the American System, 371 Lesson Check, 374 The Cotton Kingdom and Slavery, 432 Reliance on Plantation Agriculture, 433–435 Quest Connections, 435 Slavery in the South, 439–441 Analyze Graphs: Economic Development I the North and South, 508 Rebuilding the South’s Economy, 571 Poverty in the South, 571–572 How Did the South Rebuild Its Economy? 578–579</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>Evaluate the national economy</p>	
<p>E.SS.6-8.EUSH.42 Assess the state of the early U.S. economy based on trade, resources, labor, monetary system, and other factors.</p>	<p>SE/TE: Analyze Graphs: New England Fishing Economy, 88 Mercantilist System, 154–155 Mercantilist Policies Lead to the Tea Act 155 How Did Alexander Hamilton Deal with the National Debt? 263–265 Analyze Graphs: U.S. Financial Problems – 1789–1791, 263 How Did Hamilton Create a Stable Economy? 266 A New Tax Leads to Rebellion, 266–268 Lesson Check, 272 Promoting a Free Market Economy, 287 An Embargo on Foreign Trade, 301 Analyze Graphs: America Imposes a Trade Embargo, 301 Anger Over Tariffs, 350–351 The Bank War, 352–355 The Panic of 1837, 356–357 Analysis Skills: Interpret Economic Performance, 359 The American System, 371 Analyze Charts: Benefits of the American System, 371 Lesson Check, 374 New Way to Produce Goods, 410–411 The Market Economy and the Industrial Revolution, 412–413 Labor Organizations and Strikes, 476</p> <p>TE only: Draw Conclusions, 287</p> <p>Digital Resources: Topic 6: Lesson 2: Interactive Map>Tariffs and Trade</p>

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.

**A Correlation of myWorld Interactive American History Survey Edition ©2019 to the
Nevada Academic Content Standards for Social Studies, Early U.S. History & Civic Ideals
Grades 6-8**

<p align="center">Nevada Academic Content Standards for Social Studies Early U.S. History & Civic Ideals Grades 6-8</p>	<p align="center">myWorld Interactive American History ©2019</p>
<p>Assess the global economy</p>	
<p>E.SS.6-8.EUSH.43 Investigate the effects of U.S. foreign economic policy both nationally and globally across early U.S. History.</p>	<p>SE/TE: A Plan to Reduce the Debt (tariffs), 263 How Did Hamilton Create a Stable Economy? (passage of tariff), 266 Lesson Check, 272 An Embargo on Foreign Trade, 301 Analyze Graphs: America Imposes a Trade Embargo, 301 Congress Replaces the Embargo, 302 Lesson Check, 302 Protection Against Foreign Competition, 319 Foreign Goods Cause Domestic Problems, 319 The Regional Impacts of Tariffs, 320 Lesson Check, 328 Anger Over Tariffs, 350–351 The American System, 371 Analyze Charts: Benefits of the American System, 371 TE only Apply Concepts, 263 Compare Points of View, 301 Evaluate Arguments, 301 Digital Resources: Topic 6: Lesson 2: Interactive Map>Tariffs and Trade</p>

©2020 Savvas Learning Company LLC

SE = Student Edition

TE = Teacher’s Edition

Digital Resources: The symbol > indicates a click to reach each digital asset on the Realize platform.