

A Correlation of
myWorld Interactive American History
Survey Edition
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to the

New York State
Social Studies Framework 2017
Grade 8

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Introduction

This document demonstrates how ***myWorld Interactive Social Studies, American History, Survey Edition, ©2019*** meets the New York State Social Studies Framework, Grade 8. Correlation page references are to the Student Edition and Teacher Edition.

The all new *myWorld Interactive Social Studies* encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive Social Studies provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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Social Studies Practices	
Grade 8	
A Gathering, Interpreting and Using Evidence	
A.1 Define and frame questions about the United States and answer them by gathering, interpreting, and using evidence.	<p>SE/TE: The Easter Mutiny, 6; Interactive: Lesson Check, 449, 463, 519, 543, 597, 686; Identify Evidence, 382; Analyze Graphs, 524 Critical Thinking, 692; Get Ready to Read, 165, 247, 520, 899, 1001; Research: Generate Question to Focus Research, 13, 272, 557, 788, 1012; Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431; Quests: Ask Questions, 4, 26, 54, 78, 106, 132, 160, 186, 212, 234, 260, 286, 314, 342, 364, 392, 412</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Ask Questions; Generate New Ideas; Search for Information on the Internet; Evaluate Web Sites</p>

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<p>A.2 Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).</p>	<p>SE/TE: Writing Workshop: Topic 1: Research Paper, 13, 24, 38, 46, 49; Topic 5: Research Paper, 272, 279, 290, 302, 315, 328, 331; Topic 9: Research Paper, 557, 563, 572, 579, 581; Topic 11: Research Paper, 660, 668, 678, 686, 698, 711; Topic 13: Research Paper, 788, 796, 803, 812, 820, 832, 841, 843; Topic 17: Research Paper, 1012, 1022, 1032, 1042, 1045 Active Journal: Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431</p> <p><u>Digital Sources</u> 21st Century Skills: Analyze Images; Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Lesson Videos (examples): Topic 4: Lesson 4: The Bill of Rights; Topic 7: Lesson 5: The Seneca Falls Convention; Topic 15: Lesson 4 The Civil Rights Movement</p>
<p>A.3 Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence.</p>	<p>SE/TE: Primary Source, 512; Analysis Skills: Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565; Detect Historical Points of View, 291; Writing Workshop: Use Credible Sources, 38, 279, 563, 668, 678, 796, 80; Primary Source, 512; Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Analyze Primary and Secondary Sources, ELA4; Support Your Analyses with Evidence, ELA6 Active Journal: Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Primary and Secondary Sources</p>

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<p>A.4 Describe and analyze arguments of others, considering historical context.</p>	<p>SE/TE: Lesson Check, 176, 471, 629; Primary Sources: Harriet Beecher Stowe, Uncle Tom's Cabin, 488; Analyze Images, 499; Analyzing Primary Sources, 833; Analyze Images, 1024; Analysis Skills: Assess Credibility of a Source, 512; Compare Different Points of View, 164; Detect Historical Points of View, 291; Distinguish Real News from "Fake News," 1014 Active Journal: Writing Workshop: Argument, 102–103, 256–257; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p>
<p>A.5 Make inferences and draw conclusions from evidence.</p>	<p>SE/TE: Opportunities to address this standard appear in multiple locations in myWorld Interactive American History. For examples please see: Analyze Images, 34, 74, 355, 635, 799, 927; Lesson Check, 89, 152, 449, 644, 832; see also: Geography Skills, 16, 38, 60, 87, 134, 423, 810, 895, 900; Analyze Charts, 594, 718; Quest Connections, 88; Analyze Timeline, 690; Analyzing Primary Sources, 90, 736, 1013; Interpret Images, 625; 643, 611, 618; Analyze Political Cartoons, 597, 682, 774; Get Ready to Read, 422; Analyze Graphs, 485, 802, 918; Topic 4 Review and Assessment, 254–255; Topic 11 Review and Assessment, 710–711 Active Journal: Take Notes: Draw Conclusions, 48, 126, 177, 227, 324</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Draw Conclusions; Draw Inferences</p>

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<p>A.6 Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.</p>	<p>SE/TE: Lesson Check, 176, 471, 629 Primary Sources: Harriet Beecher Stowe, Uncle Tom's Cabin, 488; Analyze Images, 499; Analyzing Primary Sources, 833; Analyze Images, 1024 Active Journal: Writing Workshop: Argument, 102–103, 256–257; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p>
<p>B Chronological Reasoning</p>	
<p>B.1 Articulate how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.</p>	<p>SE/TE: Quick Activity, 920; Interactive: Turning Points in U.S. History, 1042; Analysis Skills: Relate Events in Time, 189; Construct a Timeline, 329; Detect Changing Patterns, 421; Analyze Sequence, Causation, and Correlation, 662; also see: Timelines, 4, 52, 194, 220, 348, 424, 476, 505, 584, 650, 690, 714, 746, 780, 816, 861, 890, 998; Identify Cause and Effect 255, 268, 277, 284, 290, 300, 321, 458, 505, , 545, 560, 572, 599, 624, 835, 859, 872; Identify Patterns, 364 Active Journal: Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211, 232–233, 258–259, 284–285, 312–313, 340–341, 362–363, 390–391, 410–411; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402, 422; Quick Activity: Make a Timeline, 66; Great Depression Timeline, 337; Turning the Tide of War, 359; Civil Rights Movement Timeline, 380; Building a Timeline, 407; Create an Illustrated Timeline, 424</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Sequence</p>

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<p>B.2 Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C. or B.C.E. and A.D. or C.E.); and to interpret the data presented in time lines.</p>	<p>SE/TE: Opportunities to address this standard appear at the beginning of each Topic with the Topic Timeline: 4-5, 130-131, 194-195, 258-259, 334-335, 406-407, 476-477, 584-585, 650-651, 780-781, 846-847, 890-891, 960-961, 998-999</p> <p>See also: Analyze Timelines, 220, 351, 505, 746, 861, 905; Analysis Skills: Construct a Timeline, 329; Analyze Images, 808, 982 Analyze Charts, 816; Analyze Charts, 977</p> <p>Active Journal: Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211, 232–233, 258–259, 284–285, 312–313, 340–341, 362–363, 390–391, 410–411; Quick Activity: Make a Timeline, 66; Great Depression Timeline, 337; Turning the Tide of War, 359; Civil Rights Movement Timeline, 380; Building a Timeline, 407; Create an Illustrated Timeline, 424</p>
<p>B.3 Identify causes and effects, using examples from current events, grade-level content, and historical events.</p>	<p>SE/TE: Lesson Check, 442; Topic 10 Review and Assessment, 646–647; Analyze Images, 530; Analysis Skills: Distinguish Cause and Effect, 224; Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487; Sequence (examples), 399, 576</p> <p>Active Journal: Take Notes: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220, 242, 271, 274, 329, 352</p> <p>Digital Resources 21st Century Skills Tutorials: Analyze Cause and Effect</p>

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<p>B.4 Identify, analyze, and evaluate the relationship between multiple causes and effects.</p>	<p>SE/TE: Lesson Check, 442; Topic 10 Review and Assessment, 646–647; Analyze Images, 530; Analysis Skills: Distinguish Cause and Effect, 224; Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487; Sequence (examples), 399, 576</p> <p>Active Journal: Take Notes: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220, 242, 271, 274, 329, 352</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Cause and Effect</p>
<p>B.5 Distinguish between long-term and immediate causes and effects of an event from current events or history.</p>	<p>SE/TE: Analysis Skills: Distinguish Cause and Effect, 224; Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487; Sequence (examples), 399, 576</p> <p>Active Journal: Take Notes: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220, 242, 271, 274, 329, 352</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Analyze Cause and Effect</p>

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<p>B.6 Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.</p>	<p>SE/TE: How Were American Indians Treated During the Progressive Era?, 697–698; Analysis Skills: Relate Events in Time, 189; Distinguish Cause and Effect, 224; Identify Sources of Continuity, 246; Detect Changing Patterns, 421; Analyze Sequence, Causation, and Correlation, 662; also see: Sequence (examples), 66, 217, 304, 383, 513, 533, 744, 813, 874, 916, 973, 1015; Identify Patterns, 364 Active Journal: Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211, 232–233, 258–259, 284–285, 312–313, 340–341, 362–363, 390–391, 410–411; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402, 422</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Sequence</p>
<p>B.7 Recognize that changing the periodization affects the historical narrative.</p>	<p>SE/TE: Analysis Skills: Relate Events in Time, 189; Identify Sources of Continuity, 246; Detect Changing Patterns, 421; Analyze Sequence, Causation, and Correlation, 662 Active Journal: Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211, 232–233, 258–259, 284–285, 312–313, 340–341, 362–363, 390–391, 410–411</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Sequence</p>

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<p>B.8 Relate patterns of continuity and change to larger historical processes and themes.</p>	<p>SE/TE: Analysis Skills: Relate Events in Time, 189; Construct a Timeline, 329; Detect Changing Patterns, 421; Analyze Sequence, Causation, and Correlation, 662; also see: Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548, 584, 650, 690, 714, 746, 780, 816, 846, 861, 890, 905, 960, 998; also see: Revolution, 128–191; Constitution Era, 192–255; The Early Republic, 256–331; The Age of Jackson, 332–403; The Civil War, 474–545; Reconstruction, 546–581; Industrialization, 582–647; The Progressive Era, 648–711; Imperialism and World War I, 712–777; Prosperity and Depression, 778–843; World War II, 844–887; Postwar America, 888–957</p> <p>Active Journal: Timeline Skills (examples), 2–3, 24–25, 52–53, 158–159, 184–185, 210–211, 312–313, 340–341; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Sequence</p>
<p>B.9 Identify and describe models of historical periodization that historians use to categorize events.</p>	<p>SE/TE: Analysis Skills: Analyze Sequence, Causation, and Correlation, 662; Construct a Timeline, 329; Detect Changing Patterns, 421; Relate Events in Time, 189; also see: Sequence (examples), 399, 576; Identify Patterns, 364</p> <p>Active Journal: Timeline Skills (examples), 2–3, 24–25, 52–53, 158–159, 184–185, 210–211, 312–313, 340–341; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402, 422</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Sequence</p>

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C Comparison and Contextualization	
C.1 Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other similar regions inside the United States.	<p>SE/TE: The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; King Cotton and Life in the South, 431–442</p> <p>Active Journal: Take Notes & Practice Vocabulary, 34–49, 149–150</p> <p>Digital Sources Lesson Videos: Topic 2: Lesson 1: Northern Borderlands of New Spain; Lesson 2: France, the Netherlands and the Fur Trade; Lesson 4: The Middle Colonies; Lesson 5: The Southern Colonies; Topic 6: Lesson 2: North vs South in the Age of Jackson</p>
C.2 Identify and compare multiple perspectives on a given historical experience.	<p>SE/TE: Research: Find and Use Credible Sources, 38, 279, 563, 678, 803; Support Your Thesis With Details, 302, 760; Support Ideas with Evidence, 572, 686, 820, 812, 1022; Cite Sources, 1032; also see: Quests: Project-Based Learning Inquiry, 132, 260, 336, 478, 892; Discussion Inquiry, 196, 550, 586, 716; Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000</p> <p>Active Journal: Writing Workshop: Research Paper, 22–23, 128–129, 230–231, 282–283, 338–339, 430–431; Project-Based Learning, 26–33, 186–193, 364–371; Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293; Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419</p> <p>Digital Sources 21st Century Skills Tutorials: Ask Questions; Generate New Ideas; Draw Inferences; Support Ideas with Evidence</p>

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<p>C.3 Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).</p>	<p>SE/TE: Quests, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; Analysis Skills: Analyze Sequence, Causation, and Correlation, 662; Compare Different Points of View, 164; Detect Changing Patterns, 421; Detect Historical Points of View, 291; Identify Central Issues and Problems, 679; Identify Sources of Continuity, 246</p> <p>Active Journal: Quests, 4–11, 26–33, 54–61, 78–85, 106–113, 132–139, 160–167, 186–193, 212–219, 234–241, 260–267, 286–293, 314–321, 342–349, 364–371, 392–399, 412–419</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Compare and Contrast; Compare Viewpoints</p>
<p>C.4 Describe the relationship between geography, economics, and history as a context for events and movements in the United States.</p>	<p>SE/TE: Review and Assessment, 48–49, 126–127, 191, 254–255, 330–331, 402–403, 472–473, 544–545, 580–581; Lesson Check, 13, 24, 38, 46, 64, 77, 90, 99, 109, 120, 125, 140, 152, 163, 176, 188, 203, 209, 215, 222, 236, 245, 252, 272, 279, 290, 302, 315, 328, 347, 358, 367, 374, 381, 391, 401, 420, 430, 449, 463, 471, 487, 499, 511, 519, 530, 543, 557, 563, 572, 579</p> <p>Active Journal: Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321, 342–349, 392–399, 412–419</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Compare and Contrast; Develop Cultural Awareness; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>

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<p>C.5 Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.</p>	<p>SE/TE: Quests, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; Analysis Skills: Relate Events in Time, 189; Detect Historical Points of View, 291; Analyze Sequence, Causation, and Correlation, 662; Identify Central Issues and Problems, 679; also see all Start Up activities (examples), 14, 39, 91, 110, 154, 178, 304, 368, 422</p> <p>Active Journal: Quests, 4–11, 26–33, 54–61, 78–85, 106–113, 132–139, 160–167, 186–193, 212–219, 234–241, 260–267, 286–293, 314–321, 342–349, 364–371, 392–399, 412–419</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Analyze Cause and Effect; Compare and Contrast; Compare Viewpoints</p>
<p>C.6 Analyze case studies in United States history in a comparative framework, attending to the role of chronology and sequence, as well as categories of comparison or socio-political components.</p>	<p>SE/TE: Analysis Skills: Analyze Sequence, Causation, and Correlation, 662; Construct a Timeline, 329; Detect Changing Patterns, 421; Relate Events in Time, 189; also see: Sequence (examples), 399, 576; Identify Patterns, 364</p> <p>Active Journal: Timeline Skills (examples), 2–3, 24–25, 52–53, 158–159, 184–185, 210–211, 312–313, 340–341; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402, 422</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Sequence</p>

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<p>D Geographic Reasoning</p>	
<p>D.1 Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places are in relation to each other and connections between places; evaluate the benefits of particular places for purposeful activities.</p>	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; Maps (examples), 4, 8, 16, 30, 38, 42, 49, 58, 60, 68, 70, 73, 87, 92, 101, 123, 127, 130, 134, 140, 144, 146, 160, 175, 186, 187, 191, 194, 199, 233, 255, 258, 270, 295, 334, 343, 361, 365, 369, 370, 377, 379, 384, 390, 423, 435, 447, 473, 476, 480, 490, 502, 507, 515, , 581, 714, 732, 747, 827, 859, 878, 900, 939, 1005</p> <p>Active Journal: Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211, 259, 285, 313, 341, 391, 411</p> <p>Digital Sources 21st Century Skills Tutorials: Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
<p>D.2 Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.</p>	<p>SE/TE: The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Technology Speeds Transportation, 371–372; Settling Oregon Country, 375–381; The Industrial Revolution, 409–420; Mining, Railroads, and the Economy, 587–597; New Technologies, 638–644; Primary Source, 645; Advances in Science and Technology, 1023–1032</p> <p>Active Journal: Quick Activity: Westward Bound! 246; Tracing Urbanization, 273; Building the Panama Canal, 300</p> <p>Digital Sources Lesson Videos: Topic 10: Lesson 1: Mining, Expansion and Growth; Topic 10: Lesson 6: A Surge of Invention; Topic 11: Lesson 2: Life in Cities; 21st Century Skills Tutorials: Read Physical Maps; Read Special Purpose Maps</p>

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<p>D.3 Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.</p>	<p>SE/TE: Document-Based Inquiry: Examining the Colonial Environment, 54; Rivers and Erie Canal, 370–371, 372; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Environment and Industry, 579; Mining, Railroads, and the Economy, 587–597; Dust Bowl, 834–835; Panama Canal, 737–740; Environmental Challenges, 1024–1027; Hurricane Katrina, 1035</p> <p>Active Journal: Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129; Quick Activity: Explore, 123; The Importance of Water, 155; Westward Bound! 246; Tracing Urbanization, 273; Building the Panama Canal, 300</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Read Political Maps; Develop Cultural Awareness; Social Studies Core Concepts: Geography</p>
<p>D.4 Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.</p>	<p>SE/TE: King Cotton and Life in the South, 431–442; Why Did Americans Move West? 368–370; Movement Changes the West and the Nation, 373–374; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Railroads, and the Economy, 587–597; Settlements on Oklahoma Farmland, 603–604; Dust Bowl, 834–835</p> <p>Active Journal: Quest: Examining the Colonial Environment, 26–33; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>

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<p>D.5 Characterize and analyze changing interconnections between places and regions.</p>	<p>SE/TE: Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; also see: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Industrialization and Immigration, 422–430; Mining, Railroads, and the Economy, 587–597; Dust Bowl, 834–835; Panama Canal, 737–740; Environmental Challenges, 1024–1027; Hurricane Katrina, 1035</p> <p>Active Journal: Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129; Quick Activity: Explore, 123; The Importance of Water, 155; Westward Bound! 246; Tracing Urbanization, 273</p> <p>Digital Sources 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>

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<p>D.6 Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.</p>	<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; also see: The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Mining, Railroads, and the Economy, 587–597; Expansion in the Pacific, 717–726; War and Empire, 727–735; Quests: High-Speed Rail, 586; Imperialism and Annexation, 716;</p> <p>Active Journal: Quest: Document-Based Writing Inquiry: Examining the Colonial Environment, 54; Quest: Civic Discussion Inquiry: High-Speed Rail, 586; Imperialism and Annexation, 716</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Economics; 21st Century Skills Tutorials: Develop Cultural Awareness</p>

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<p>E Economics and Economic Systems</p>	
<p>E.1 Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.</p>	<p>SE/TE: Analysis Skills: Interpret Economic Performance, 359; Quest: Document-Based Writing Inquiry: The Role of Government in the Economy, 782; Analyzing the Reagan Conservative Movement, 962; Conduct a Cost-Benefit Analysis, 669; Roosevelt’s New Deal, 821–832; Economic Policy, 966, 967–968, 979, 1017, 1020–1022, 1034, 1037, 1041; also see: Mercantilism, 121; Triangular Trade, 123; Economic Policy: of Hamilton, 274; of Jefferson, 274–275, 287–288; laissez faire, 287, 357; American System, 321, 371; of Quincy Adams, 341; The Industrial Revolution, 409–420; Analysis Skill Detect Changing Patterns, 421; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442</p> <p>Active Journal: Quick Activity: Great Depression Timeline, 337; Quest: The Role of Government in the Economy, 314–321</p> <p>Digital Sources Social Studies Core Concepts: Economics; Personal Finance</p>

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<p>E.2 Explain the roles of buyers and sellers in product, labor, and financial markets.</p>	<p>SE/TE: Promoting a Free Market Economy, 287; Stock market, 413, 786–787, 813, 814, 827, 1019; Credit, 413; Industry and Corporations, 622–629; New Technologies, 638–644; Primary Source: Quotations from Thomas Edison, 645; Consumer Goods and Credit, 785–786; How Did the Automobile Change America?, 792–794; Consumer Goods Increase, 910; What Caused a World Economic Crisis, 1018–1020; American Recovery and Reinvestment Act, 1021; Economic Dangers Persist, 1022; also see: Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669</p> <p>Active Journal: Quick Activity: Inventing for Change, 255; Changing Fashions, 328; Quest: High-Speed Rail, 234–241</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>
<p>E.3 Describe the role of competition in the determination of prices and wages in a market economy.</p>	<p>SE/TE: Free-Market System/Capitalism, 287, 412–413, 627–628, 977; Consumer Price Index (CPI), 359; Wages, 426, 631, 637, 806, 868, 815, 933; Crop Prices, 607, 609; A Global Economy, 1015–1023; also see: Analysis Skill: Interpret Economic Performance, 359; Conduct a Cost Benefit Analysis, 669; Trade: Tariffs, 263, 266, 320, 342, 350–351, 371, 677; Embargo, 301; NAFTA, 970–971, 1017, 1041; OPEC, 990</p> <p>Active Journal: Take Notes, 422; Quest: The Role of Government in the Economy, 314–321</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>

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<p>E.4 Examine the roles of institutions such as corporations, non-profit organizations, and labor unions in a market economy in the United States.</p>	<p>SE/TE: Primary Source: Hamilton and Madison Disagree, 253; First Bank of the United States, 266, 275–276; Second Bank of the United States, 319, 322, 352–355; Interpret Economic Performance, 359; Industry and Corporations, 622–629; Labor unions, 632–634, 636–637, 674, 682, 757, 806, 828, 931; Quest: Document-Based Inquiry: The Role of Government in the Economy, 782; Roosevelt’s New Deal, 821–832; A Global Economy, 1015–1022</p> <p>Active Journal: Quests: The Role of Government in the Economy, 314–321</p> <p>Digital Sources Social Studies Core Concepts: Economics; Lesson Videos: The Effects of Industrialization on Daily Life</p>
<p>E.5 Use appropriate data to evaluate the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.</p>	<p>SE/TE: Current Employment Statistics (CES), 359; Inflation, 528, 529, 609, 908, 950; Employment Trends, 636, 1020; Deflation and the Great Depression, 815; Unemployment, 816, 817, 868, 926, 1037</p> <p>Active Journal: Quick Activity: Great Depression Timeline, 337</p> <p>Digital Sources Social Studies Core Concepts: Economics</p>

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<p>E.6 Explain how government policies affect the economy.</p>	<p>SE/TE: Mercantilism, 121; Triangular Trade, 123; How Did Mercantilism Affect Taxation and Cause Resentment?, 144-145; Mercantilist System, 154-156; Primary Source: Hamilton and Madison Disagree, 253; First Bank of the United States, 266, 274–276; Second Bank of the United States, 319, 322, 352–355; American System, 321, 371; Economic Policy of John Quincy Adams, 341; also see: Quest: Document-Based Inquiry: The Role of Government in the Economy, 782; Roosevelt’s New Deal, 821–832; A Global Economy, 1015–1022</p> <p>Active Journal: Quests: The Role of Government in the Economy, 314–321</p> <p>Digital Sources Social Studies Core Concepts: Economics; Lesson Videos: The Effects of Industrialization on Daily Life</p>
<p>F Civic Participation</p>	
<p>F.1 Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates’ views and statements.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716</p> <p>Active Journal: Quest: Civic Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293</p> <p>Digital Sources 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate</p>

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<p align="center">New York State Social Studies Framework 2017 Grade 8</p>	<p align="center">myWorld Interactive American History Survey Edition, ©2019</p>
<p>F.2 Participate in activities that focus on a classroom, school, community, state, or national issue or problem.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716; Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Stay Out? Or Get Involved?, 260; also see: Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993</p> <p>Active Journal: Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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<p>F.3 Identify and explain different types of political systems and ideologies used at various times in United States history and explain the roles of individuals and key groups in those political and social systems.</p>	<p>SE/TE: The Iroquois League, 23–24; Colonial Trade and Government, 121–125; Lack of Representation in Parliament, 146; A Weak Confederation, 197–203; Drafting a Constitution, 204–209; Ideas That Influenced the Constitution, 210–215; Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236</p> <p>Active Journal: Take Notes & Practice Vocabulary, 93–96; quick Activity: Focus on a Framers, 90</p> <p><u>Digital Sources</u> Interactive Primary Sources: Democracy in America, Alexis de Tocqueville; Lesson Videos: Topic 2: Lesson 7: Colonial Government; Topic 4: Lesson 1: The Articles of Confederation; Topic 4: Lesson 2: The Constitutional Convention; Topic 4: Lesson 3: Roman and Enlightenment Influences on the Constitution; Topic 4: Lesson 4: The Bill of Rights; Topic 4: Lesson 5: The Three Branches of Government</p>

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<p>F.4 Identify, describe, and contrast the role of the individual in opportunities for social and political participation as an agent of historical change in different societies and communities, as well as at different times, in the United States.</p>	<p>SE/TE: Federalism and Amendments, 237–245; Citizens’ Rights and Responsibilities, 247–252; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; also see: Quest: Civic Discussion Inquiry: Senate Representation, 196; Analysis Skills: Being an Informed Citizen, 26; Make a Difference, 915; Political Participation, 993; Voting Rights, 213, 241, 338–339, 561, 563, 570, 576–577</p> <p>Active Journal: Quest: Senate Representation, 78–85; Look into the Future, 412–419</p> <p><u>Digital Sources</u> Lesson Videos: Topic 4: Lesson 4: The Bill of Rights; Topic 4: Lesson 7: Responsibilities of Citizenship; Topic 5: Lesson 2: The Origin of Political Parties Topic 7: Lesson 4: Abolitionism; Topic 7: Lesson 5: The Seneca Falls Convention; 21st Century Skills Tutorials: Being an Informed Citizen; Participate in a Discussion or Debate; Political Participation; Serving on a Jury; Solve Problems; Voting; Work in Teams</p>

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<p>F.5 Participate in persuading, negotiating, and compromising in the resolution of conflicts and differences; introduce and examine the elements of debate.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High-Speed Rail, 586; Imperialism and Annexation, 716; also see: Analysis Skills: Conduct a Cost-Benefit Analysis, 669; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993</p> <p>Active Journal: Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>
<p>F.6 Identify situations in which social actions are required and determine an appropriate course of action.</p>	<p>SE/TE: Citizens’ Rights and Responsibilities, 247–252; Quest: Project Inquiry: Choosing Sides, 132; Civic Discussion Inquiry: Senate Representation, 196; High Speed Rail, 586; Document-Based Inquiry: The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Look into the Future, 1000; also see: Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993</p> <p>Active Journal: Quests: Choosing Sides, 54–61; Senate Representation, 78–85; Stay Out? Or Get Involved? 106–113; Dropping the Atomic Bomb, 342–349</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting; Lesson Videos: Topic 4: Lesson 7: Responsibilities of Citizenship</p>

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<p>F.7 Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.</p>	<p>SE/TE: Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; Hardships for American Indians, 610–619; Primary Source, 620; The Labor Movement, 631–637; The Rise of Progressivism, 670–678; Progress and Setbacks for Social Justice, 687–698; Social Change, 789–796; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935</p> <p>Active Journal: Quick Activity: Explore Free Speech, 99; Write about Equality in America, 142; Civil Rights Movement Timeline, 380</p> <p>Digital Sources Social Studies Core Concepts: Government and Civics; Lesson Videos: Topic 4: Lesson 4: The Bill of Rights; Topic 7: Lesson 4: Abolitionism; Lesson 5: The Seneca Falls Convention; Topic 11: Lesson 1: An Immigrant Story; Lesson 3: Rise of the Progressive Movement; Lesson 4: Progressives in the White House; Topic 15: Lesson 4: The Civil Rights Movement; Lesson 5: Civil Rights Legislation</p>

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<p>F.8 Fulfill social and political responsibilities associated with citizenship in a democratic society.</p>	<p>SE/TE: Voting Rights, 213, 241, 338–339, 561, 563, 570, 576–577, 687–689, 791; Citizens’ Rights and Responsibilities, 247–252; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; The Rise of Progressivism, 670–678; Social Change, 789–796; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935</p> <p>Active Journal: Quick Activity: Explore Free Speech, 99; Write about Equality in America, 142; Civil Rights Movement Timeline, 380</p> <p><u>Digital Sources</u> Lesson Videos: Topic 7: Lesson 4: Abolitionism; Lesson 5: The Seneca Falls Convention; Topic 11: Lesson 3: Rise of the Progressive Movement; Topic 15: Lesson 4: The Civil Rights Movement; Lesson 5: Civil Rights Legislation</p>
<p>F.9 Develop the connections of an interdependent global community by engaging in the political process as it relates to a global context.</p>	<p>SE/TE: Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; High–Speed Rail, 586; Imperialism and Annexation, 716; also see: Analysis Skills: Conduct a Cost–Benefit Analysis, 669; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993</p> <p>Active Journal: Discussion Inquiry, 78–85, 132–139, 212–219, 234–241, 286–293</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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History of the United States and New York State II	
8.1 Reconstruction: Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.	
8.1a Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.	
8.1a.1 Students will compare and contrast the differences between Reconstruction under Lincoln’s plan, Johnson’s plan, and congressional (Radical) Reconstruction.	<p>SE/TE: Topic Timeline, 548–549; Early Reconstruction, 551–557; Radical Reconstruction, 558–563; Review and Assessment, 580–581</p> <p>Active Journal: Take Notes & Practice Vocabulary, 220–221, 223–224</p> <p>Digital Sources Lesson Videos: Topic 9: Lesson 1: Lincoln's Reconstruction Plan; Lesson 2: Radical Reconstruction</p>
8.1b Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.	
8.1b.1 Students will examine the Reconstruction amendments (13th, 14th, and 15th) in terms of the rights and protections provided to African Americans.	<p>SE/TE: Why Have Additional Amendments Been Created?, 241; Thirteenth Amendment, 556–557; The Fourteenth Amendment, 560; The Fifteenth Amendment, 563</p> <p>Digital Sources Lesson Videos: Topic 9: Lesson 1: Lincoln's Reconstruction Plan</p>
8.1b.2 Students will examine the Freedmen’s Bureau’s purpose, successes, and the extent of its success.	<p>SE/TE: The Freedmen’s Bureau Addresses Economic and Social Needs, 554; Lesson Check, 557</p> <p>Digital Sources Lesson Videos: Topic 9: Lesson 1: Lincoln's Reconstruction Plan</p>
8.1b.3 Students will examine the effects of the sharecropping system on African Americans.	<p>SE/TE: Poverty in the South, 571–572</p> <p>Active Journal: Take Notes & Practice Vocabulary, 225–226</p>

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8.1b.4 Students will examine the reasons for the migration of African Americans to the North.	<p>SE/TE: Analysis Skills: Interpret Thematic Maps (African American Migration), 573; African American Migration, 664</p> <p>Digital Sources 21st Century Skills: Read Special Purpose Maps</p>
8.1b.5 Students will examine the rise of African Americans in government.	<p>SE/TE: How Did New Political Groups Shape the South? 566–568</p> <p>Active Journal: Take Notes & Practice Vocabulary, 225–226</p> <p>Digital Sources Lesson Videos: Topic 9: Lesson 3: New Forces in Southern Politics</p>
8.1c Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.	
8.1c.1 Students will explore methods used by Southern state governments to affect the lives of African Americans, including the passage of Black Codes, poll taxes, and Jim Crow laws.	<p>SE/TE: Restrictions in the South, 558; Legislative Reform, 559; Reconstruction Turns Radical, 559; Mixed Results for Legislative Reform, 570; New Restrictions on African American Rights, 576–578; Lesson Check, 579</p> <p>Active Journal: Take Notes & Practice Vocabulary, 227–228</p> <p>Digital Sources Lesson Videos: Topic 9: Lesson 4: Reconstruction Ends</p>
8.1c.2 Students will explore the responses of some Southerners to the increased rights of African Americans, noting the development of organizations such as the Ku Klux Klan and White Leagues.	<p>SE/TE: Why Did Conservatives Resist Reform? 568–569; Lesson Check, 572</p> <p>Active Journal: Take Notes & Practice Vocabulary, 225–226</p> <p>Digital Sources Lesson Videos: Topic 9: Lesson 3: New Forces in Southern Politics</p>

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8.1c.3 Students will examine the ways in which the federal government failed to follow up on its promises to freed African Americans.	<p>SE/TE: Economic Problems in the South, 570–571; New Restrictions on African American Rights, 576–578; Lesson Check, 579 Active Journal: Take Notes & Practice Vocabulary, 225–226</p> <p>Digital Sources Lesson Videos: Topic 9: Lesson 3: New Forces in Southern Politics</p>
8.1c.4 Students will examine the effects of the <i>Plessy v. Ferguson</i> ruling.	<p>SE/TE: New Restrictions on African American Rights, 576–578; Lesson Check, 579 Active Journal: Take Notes & Practice Vocabulary, 227–228</p> <p>Digital Sources Lesson Videos: Topic 9: Lesson 4: Reconstruction Ends; Landmark Supreme Court Cases: <i>Plessy v. Ferguson</i></p>
8.2 A Changing Society: Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.	
8.2a Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States. New York City became the nation’s largest city, and other cities in New York State also experienced growth at this time.	
8.2a.1 Students will identify groups of people who moved into urban areas, and examine where they came from and the reasons for their migration into the cities. Students will explore the immigrant experience at Ellis Island.	<p>SE/TE: Quest: Effects of Immigration, 652; A New Wave of Immigration, 653–660; Urbanization, 663–668 Active Journal: Quests: Effects of Immigration, 260–267</p> <p>Digital Sources Lesson Videos: Topic 11: Lesson 1: An Immigrant Story</p>

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8.2a.2 Students will compare and contrast immigrant experiences in locations such as ethnic neighborhoods in cities, rural settlements in the Midwest, Chinese communities in the Far West, and Mexican communities in the Southwest.	<p>SE/TE: Quest: Effects of Immigration, 652; A New Wave of Immigration, 653–660 Active Journal: Quick Activity: Write a Song, 270 (Immigration)</p> <p>Digital Sources Lesson Videos: Topic 11: Lesson 1: An Immigrant Story</p>
8.2b Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people.	
8.2b.1 Students will examine the population growth of New York City and other New York cities and the technologies and industries which encouraged this growth.	<p>SE/TE: For supporting content please see: Urbanization, 663–668 Active Journal: Take Notes & Practice Vocabulary, 271–272</p> <p>Digital Sources Lesson Videos: Topic 11: Lesson 2: Life in Cities</p>
8.2b.2 Students will examine the living conditions in urban areas with a focus on increasing population density and the effects that this growth had on the social, cultural, and economic lives of people.	<p>SE/TE: Effects of Rapid Urbanization, 666; What Was the Settlement House Movement? 667–668 Active Journal: Take Notes & Practice Vocabulary, 271–272</p> <p>Digital Sources Lesson Videos: Topic 11: Lesson 2: Life in Cities</p>
8.2c Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.	
8.2c.1 Students will examine nativism and anti-immigration policies including the Chinese Exclusion Act, the Gentlemen’s Agreement, and immigration legislation of the 1920s.	<p>SE/TE: Why Did Nativists Oppose Immigration? 659–660; The Government Restricts Asian Immigration, 695–697</p> <p>Digital Sources Lesson Videos: Topic 11: Lesson 5: Victories and Setbacks</p>

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8.2c.2 Students will explore the growth and effects of child labor and sweatshops.	<p>SE/TE: How Did Working Conditions Change in the Late 1800s? 631–632; How Did Workers Organize Unions? 632–633 Active Journal: Take Notes & Practice Vocabulary, 251–252</p> <p>Digital Sources Lesson Videos: Topic 10: Lesson 5: The Labor Movement</p>
8.2c.3 Students will explore the development of political machines, including Boss Tweed and Tammany Hall.	<p>SE/TE: Gilded Age Politics, 670–671; Lesson Check, 678</p> <p>Digital Sources Lesson Videos: Topic 11: Lesson 3: Rise of the Progressive Movement</p>
8.2d In response to shifts in working conditions, laborers organized and employed a variety of strategies in an attempt to improve their conditions.	
8.2d.1 Students will examine the goals and tactics of specific labor unions including the Knights of Labor, the American Federation of Labor, and the International Workers of the World.	<p>SE/TE: Get Ready To Read, 631; How Did Workers Organize Unions? 632–634; Labor Faces Challenges, 635–637 Strikes Turn Violent, 635–636; Labor Faces Losses, 806; A New Labor Strategy, 828 Active Journal: Take Notes & Practice Vocabulary, 278–279</p> <p>Digital Sources Lesson Videos: Topic 10: Lesson 5: The Labor Movement</p>
8.2d.2 Students will examine key labor events including the Haymarket affair, the Pullman Strike and the International Ladies Garment Workers’ Union strike.	<p>SE/TE: The Labor Movement, 631–637; Review and Assessment, 646–647 Active Journal: Take Notes & Practice Vocabulary, 278–279</p> <p>Digital Sources Lesson Videos: Topic 10: Lesson 5: The Labor Movement</p>

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8.2e Progressive reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women’s rights and the suffrage movement and spurred the creation of government reform policies.	
8.2e.1 Students will examine the Populist Party as a reform effort by farmers in response to industrialization.	SE/TE: Farmers React to High Railroad Prices, 596; How Did Farmers Help Each Other? 607; What Was Populism? 608–609
8.2e.2 Students will investigate reformers and muckrakers such as Jane Addams, Florence Kelley, W. E. B. du Bois, Marcus Garvey, Ida Tarbell, Eugene V. Debs, Jacob Riis, Booker T. Washington, and Upton Sinclair. Student investigations should include the key issues in the individual’s work and the actions that individual took or recommended to address those issues.	SE/TE: The Rise of Progressivism, 670–679; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698 Active Journal: Take Notes & Practice Vocabulary, 274–279 Digital Sources Lesson Videos: Topic 11: Lesson 3: Rise of the Progressive Movement; Lesson 4: Progressives in the White House; Lesson 5: Victories and Setbacks
8.2e.3 Students will explore leaders and activities of the temperance and woman’s suffrage movements.	SE/TE: Social Reform Movements, 454–456; Early Calls for Women’s Rights, 458–459; How Did the Women’s Movement Start? 460–463; What Was the Path to Women’s Suffrage? 687–688; What Did the Nineteenth Amendment Guarantee? 688–689; The Temperance Movement, 690–692 Digital Sources Lesson Videos: Lesson 5: Victories and Setbacks
8.2e.4 Students will investigate the Triangle Shirtwaist Fire and the legislative response.	SE/TE: The Triangle Fire, 635; Lesson Check, 737 Digital Sources Lesson Videos: Topic 10: Lesson 5: The Labor Movement

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<p>8.2e.5 Students will examine state and federal government responses to reform efforts, including the passage of the 17th amendment, child labor and minimum wage laws, antitrust legislation, and food and drug regulations.</p>	<p>SE/TE: Topic Timeline, 584–585; Arguments Against Trusts, 628–629; Women in the Workplace, 634; Labor Faces Challenges, 635–637; The Rise of Progressivism, 670–679; The Progressive Presidents, 680–686; Progress and Setbacks for Social Justice, 687–698</p> <p>Active Journal: Take Notes & Practice Vocabulary, 274–279</p> <p>Digital Sources Lesson Videos: Topic 11: Lesson 3: Rise of the Progressive Movement; Lesson 4: Progressives in the White House; Lesson 5: Victories and Setbacks</p>
<p>8.3 Expansion and Imperialism: Beginning in the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policy.</p>	
<p>8.3a Continued westward expansion contributed to increased conflicts with Native Americans.</p>	
<p>8.3a.1 Students will examine the impact of the transcontinental railroad on the movement toward westward expansion.</p>	<p>SE/TE: Railroads Encourage Economic Growth, 590–591; Creating a National Railroad Network, 592–595; How Did Railroads Deal with Competition? 595–596; How Did Railroads Help the Nation Expand? & Lesson Check, 597</p> <p>Digital Sources Lesson Videos: Topic 10: Lesson 1: Mining, Expansion and Growth</p>
<p>8.3a.2 Students will examine examples of Native American resistance to the western encroachment, including the Sioux Wars and the flight and surrender of Chief Joseph and the Nez Perce.</p>	<p>SE/TE: Hardships for American Indians, 610–619; Primary Sources: Chief Joseph, “I Will Fight: No More Forever,” 620</p> <p>Active Journal: Take Notes & Practice Vocabulary, 247–248</p> <p>Digital Sources Lesson Videos: Topic 10: Lesson 3: A Way of Life Ends</p>

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8.3a.3 Students will examine United States and New York State policies toward Native Americans, such as the displacement of Native Americans from traditional lands, creation of reservations, efforts to assimilate Native Americans through the creation of boarding schools, the Dawes Act, and the Indian Reorganization Act and the Native Americans' various responses to these policies.	<p>SE/TE: Hardships for American Indians, 610–619; Primary Sources: Chief Joseph, "I Will Fight: No More Forever," 620; How Were American Indians Treated During the Progressive Era?, 697–698</p> <p>Active Journal: Take Notes & Practice Vocabulary, 247–248</p> <p>Digital Sources Lesson Videos: Topic 10: Lesson 3: A Way of Life Ends</p>
8.3b The Spanish-American War contributed to the rise of the United States as an imperial power.	
8.3b.1 Students will examine examples of yellow journalism that contributed to United States entry into the Spanish-American War, including the portrayal of the sinking of the USS Maine.	<p>SE/TE: Competition Creates Yellow Journalism, 705–706; Topic Timeline, 714–715; Get Ready To Read, 727; How Did Americans Push for War? 729–730</p> <p>TE only: Interactive: Causes and Effects of the Spanish-American War, 733</p> <p>Active Journal: Take Notes & Practice Vocabulary, 296–297</p> <p>Digital Sources Lesson Videos: Topic 12: Lesson 2: The Spanish-American War</p>
8.3b.2 Students will explain how the events and outcomes of the Spanish-American War contributed to the shift to imperialism in United States foreign policy.	<p>SE/TE: War and Empire, 727–735; Primary Sources: Theodore Roosevelt, <i>the Rough Riders</i>, 736; U.S. Power in Latin America, 737–743</p> <p>Active Journal: Quick Activity: Building the Panama Canal, 300</p> <p>Digital Sources Lesson Videos: Topic 12: Lesson 2: The Spanish-American War; Lesson 3: The "Big Stick" in Latin America</p>

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8.3c Interest in Pacific trade contributed to an increase in United States foreign interactions.	
8.3c.1 Students will assess the events surrounding the annexation of Hawaii.	<p>SE/TE: The United States Expands in the Pacific, 722–725; Quest: Civic Discussion Inquiry: Imperialism and Annexation, 716 Active Journal: Quests: Imperialism and Annexation, 286–293</p> <p>Digital Sources Lesson Videos: Topic 12: Lesson 1: Expansion in the Pacific</p>
8.3c.2 Students will examine the purpose and effects of the Open Door Policy.	<p>SE/TE: A Worldwide Rivalry for Chinese Trade, 725–726 Active Journal: Quests: Imperialism and Annexation, 286–293</p> <p>Digital Sources Lesson Videos: Topic 12: Lesson 1: Expansion in the Pacific</p>
8.3d The Roosevelt Corollary expanded the Monroe Doctrine and increased United States involvement in the affairs of Latin America. This led to resentment of the United States among many in Latin America.	
8.3d.1 Students will evaluate the United States actions taken under the Roosevelt Corollary and their effects on relationships between the United States and Latin American nations, including the building of the Panama Canal.	<p>SE/TE: Topic Timeline, 714–715; U.S. Power in Latin America, 737–743 Active Journal: Take Notes & Practice Vocabulary, 298–299; Quick Activity: Building the Panama Canal, 300</p> <p>Digital Sources Lesson Videos: Topic 12: Lesson 3: The “Big Stick” in Latin America</p>

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8.4 World War I and the Roaring Twenties: Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.	
8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.	<p>SE/TE: A European War, 744–751 Active Journal: Take Notes & Practice Vocabulary, 301–302</p> <p>Digital Sources Lesson Videos: Topic 12: Lesson 4: The Causes of World War I</p>
8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.	
8.4b.1 Students will examine an overview of the causes of World War I, focusing on the factors leading to United States entry into the war.	<p>SE/TE: A European War, 744–751 Active Journal: Take Notes & Practice Vocabulary, 301–302</p> <p>Digital Sources Lesson Videos: Topic 12: Lesson 4: The Causes of World War I</p>
8.4b.2 Students will examine examples of war propaganda and its impact on support for United States involvement in the war.	<p>SE/TE: Effects on the United States, 750 Quick Activity, 868 Active Journal: Take Notes & Practice Vocabulary, 301–302</p> <p>Digital Sources Lesson Videos: Topic 12: Lesson 4: The Causes of World War I</p>
8.4b.3 Students will examine the restrictions placed on citizens after United States entry into the war, including the Espionage Act (1917) and the Sedition Act (1918).	<p>SE/TE: The United States Tries to Ignore the Conflict, 749–751; How Did the U.S. Move Toward War? 752–754; Lesson Check, 760 Active Journal: Take Notes & Practice Vocabulary, 301–302, 304–305</p> <p>Digital Sources Lesson Videos: Topic 12: Lesson 5: The U.S. Enters the War</p>

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8.4c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.	
8.4c.1 Students will examine the effects of the changes in military technologies used during World War I, including trench warfare, chemical weapons, machine guns, and aircraft.	<p>SE/TE: Death in the Trenches, 748–749; U-Boats Attack, 750–751</p> <p>Active Journal: Quick Activity: Life in the Trenches, 303. (World War I)</p>
8.4d Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.	
8.4d.1 Students will examine Wilson’s Fourteen Points and investigate reasons why the United States Senate refused to support the Treaty of Versailles, focusing on opposition to the League of Nations.	<p>SE/TE: The Fourteen Points, 768–769; Allied Peace Treaties Shape the Postwar World, 770–771; How Did Wilson Fight for the Peace Treaty? 772–774; Primary Sources: Woodrow Wilson, The Fourteen Points, 775</p> <p>Active Journal: Take Notes & Practice Vocabulary, 308–309</p> <p>Digital Sources Lesson Videos: Topic 12: Lesson 7: Before and After: Europe Before and After World War I</p>
8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.	
8.4e.1 Students will investigate the efforts of women suffragists and explain the historical significance of the 19th amendment.	<p>SE/TE: What Was the Path to Women’s Suffrage? 687–688; What Did the Nineteenth Amendment Guarantee? 688–689; What New Opportunities Opened Up for Women? 689–690; Topic Timeline, 780–781; How Did Women’s Lives Change During the 1920s? 791–792</p> <p>Active Journal: Take Notes & Practice Vocabulary, 278–279, 324–325</p> <p>Digital Sources Lesson Videos: Topic 11: Lesson 5: Victories and Setbacks; Topic 13: Lesson 2 New Ways of Life</p>

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8.4e.2 Students will examine the reasons for and effects of prohibition on American society.	<p>SE/TE: The Temperance Movement, 690–692; Lesson Check, 698; Prohibition, 789–790 Active Journal: Take Notes & Practice Vocabulary, 324–325</p> <p><u>Digital Sources</u> Lesson Videos: Topic 13: Lesson 2 New Ways of Life</p>
8.4e.3 Students will examine examples of World War I and postwar race relations, such as the East St. Louis riots, the Silent March, and the Tulsa riots.	<p>SE/TE: Urban Migration, 758–759; Lesson Check, 760</p>
8.4e.4 Students will explore the changes in American culture after World War I, including an examination of the Harlem Renaissance and other changes in New York City.	<p>SE/TE: A Renaissance in Harlem, 801–803; Primary Sources: Langston Hughes, “The Negro Speaks of Rivers” and “My People,” 804; Review and Assessment, 843 Active Journal: Quick Activity: Changing Fashions, 328</p> <p><u>Digital Sources</u> Lesson Videos: Topic 13: Lesson 3 Harlem in the 1920s</p>
8.5 Great Depression: Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create intensive government interventions in the United States economy and society.	
8.5a Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.	
8.5a.1 Students will examine how the economic practices of the 1920s contributed to the coming of the Great Depression.	<p>SE/TE: Entering the Great Depression, 813–820 Review and Assessment, 842–843 Active Journal: Take Notes & Practice Vocabulary, 331–332</p> <p><u>Digital Sources</u> Lesson Videos: Topic 13: Lesson 5 The Great Depression</p>

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8.5b The Great Depression and the Dust Bowl affected American businesses and families.	
8.5b.1 Students will examine the effects of the Great Depression on American families in terms of the loss of jobs, wealth, and homes, noting varying effects based on class, race, and gender. Students will explore the conditions in New York City and other communities within New York State during the Great Depression.	<p>SE/TE: Daily Life for Americans, 817–818; How Did the President Respond? 818–820; Life During the Depression, 834–841</p> <p>Active Journal: Take Notes & Practice Vocabulary, 335–336</p> <p>Digital Sources Lesson Videos: Topic 13: Lesson 7 A Nation in Hard Times</p>
8.5b.2 Students will explore the man-made and environmental conditions that led to the Dust Bowl, the economic as well as cultural consequences of the Dust Bowl, and federal government efforts to address the problem.	<p>SE/TE: The Dust Bowl, 834–835; Lesson Check, 841</p> <p>Active Journal: Take Notes & Practice Vocabulary, 335–336</p> <p>Digital Sources Lesson Videos: Topic 13: Lesson 7 A Nation in Hard Times</p>
8.5c President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life, but did not resolve all of the hardships Americans faced.	
8.5c.1 Students will identify key programs adopted under the New Deal, including the creation of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission, and the adoption of the Social Security Act.	<p>SE/TE: Roosevelt’s New Deal, 821–832; Primary Sources: Franklin Roosevelt, Fireside Chat on Banking, 833; Review and Assessment, 842–843</p> <p>Active Journal: Take Notes & Practice Vocabulary, 333–334</p> <p>Digital Sources Lesson Videos: Topic 13: Lesson 6 Roosevelt’s New Deal</p>

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8.6 World War II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars.	
8.6a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia.	
8.6a.1 Students will examine how the worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule.	<p>SE/TE: Aggression Overseas and Isolationism at Home, 849–854; Review and Assessment, 886–887</p> <p>Active Journal: Take Notes & Practice Vocabulary, 350–351</p> <p>Digital Sources Lesson Videos: Topic 14: Lesson 1 Pre-War Governments Assume Power</p>
8.6b From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.	
8.6b.1 Students will examine American involvement in World War II, including the American strategy in the Pacific and the invasion of Normandy on D-Day.	<p>SE/TE: The United States Enters the War, 862–864; Primary Sources: Franklin D. Roosevelt, “Day of Infamy” Speech, 865; Winning a Deadly War, 874–885; Review and Assessment, 886–887; Quest: Dropping the Atomic Bomb, 848</p> <p>Active Journal: Take Notes & Practice Vocabulary, 352–353</p> <p>Digital Sources Lesson Videos: Topic 14: Lesson 2: The War Begins</p>
8.6b.2 Students will examine the role of the Tuskegee Airmen within the segregated military during World War II.	<p>SE/TE: Heroism in the Military, 870–871</p> <p>Digital Sources 21st Century Skills: Identify Main Ideas and Details</p>

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<p>8.6b.3 Students will investigate the effects of the war on the American economy and day-to-day life.</p>	<p>SE/TE: The Home Front, 866–872; Primary Sources: Jean Faulk, Memoires of Growing Up During World War II, 873 Active Journal: Take Notes & Practice Vocabulary, 354–355</p> <p>Digital Sources Lesson Videos: Topic 14: Lesson 3: Mobilizing the American Home Front</p>
<p>8.6b.4 Students will examine the internment of Japanese Americans in light of perceived national security concerns versus constitutional rights, including the decision in <i>Korematsu v. United States</i> (1944).</p>	<p>SE/TE: Other Americans Face Discrimination, 871–872 Active Journal: Take Notes & Practice Vocabulary, 354–355</p> <p>Digital Sources Landmark Supreme Court Cases: Topic 14: Lesson 3: <i>Korematsu v. United States</i></p>
<p>8.6b.5 Student will examine the role of New Yorkers in World War II, focusing on local institutions, such as the Fort Ontario Refugee Center or the Brooklyn Navy Yard.</p>	<p>SE/TE: For supporting content please see: The Home Front, 866–872</p> <p>Digital Sources Lesson Videos: Topic 14: Lesson 4 War on a Global Scale</p>
<p>8.6c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights.</p>	
<p>8.6c.1 Students will examine the role of air power by the allies, including the use of the atomic bombs on Hiroshima and Nagasaki.</p>	<p>SE/TE: Quest: Document-Based Writing Inquiry, Dropping the Atomic Bomb, 848; Interactive: Hiroshima, 882; A Secret Weapon, 882; Atomic Bombs End the War with Japan, 882–883; Review and Assessment, 887 Active Journal: Quests: Dropping the Atomic Bomb, 342–349</p> <p>Digital Sources Lesson Videos: Topic 14: Lesson 4 War on a Global Scale</p>

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8.6c.2 Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials.	SE/TE: Nazis Persecute Jews, 851–852; Remembrance, 884; The Holocaust, 884 War Crimes & Lesson Check, 885 Digital Sources Lesson Videos: Topic 14: Lesson 4 War on a Global Scale
8.6c.3 Students will examine the structure and work of the United Nations.	SE/TE: The United Nations, 897–898 Active Journal: Take Notes & Practice Vocabulary, 372–373
8.7 Foreign Policy: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States.	
8.7a The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe.	
8.7a.1 Students will locate on a map the nations that were aligned with the United States, those aligned with the Soviet Union, and the non-aligned nations.	SE/TE: Maps, 895, 897, 903 Digital Sources Lesson Videos: Topic 15: Lesson 1 The Early Years of the Cold War; 21st Century Skills: Read Special Purpose Maps
8.7a.2 Students will examine the term nuclear superpower and the threat of nuclear weapons as a cause and as an effect of the arms race between the United States and the Soviet Union.	SE/TE: SALT Agreement, 953; Nuclear Weapons, 978, 982, 1008–1009

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8.7b The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.	
8.7b.1 Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.	<p>SE/TE: Postwar Challenges, 885; The Beginning of the Cold War, 893–898; Korea and Other Postwar Conflicts, 899–906; War in Vietnam, 943–947</p> <p>Active Journal: Take Notes & Practice Vocabulary, 372–373</p> <p>Digital Sources Lesson Videos: Topic 15: Lesson 1 The Early Years of the Cold War; Lesson 2 The Korean War</p>
8.7c Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today.	
8.7c.1 Students will examine the changing relationships between the United States and foreign countries such as	
8.7c.1.a China beginning in 1950	<p>SE/TE: The Korean War, 899–902; The Cold War Spreads, 903–904; Lesson Check, 906</p> <p>Active Journal: Take Notes & Practice Vocabulary, 374–375</p> <p>Digital Sources Lesson Videos: Topic 15: Lesson 2 The Korean War</p>
8.7c.1.b Afghanistan beginning in the 1980s	<p>SE/TE: Policy Questions, 1007; The War in Afghanistan, 1003–1004</p> <p>Active Journal: Take Notes & Practice Vocabulary, 420–421</p> <p>Digital Sources Lesson Videos: Topic 17: Lesson 1 Responding to Terrorism</p>

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<p>8.7c.1.c Russia beginning in 1990</p>	<p>SE/TE: The Soviet Empire Crumbles, 975–977; A Post-Cold War World, 981–982; What Challenges Did Russia and Eastern Europe Face? 986–987; Lesson Check, 991 Active Journal: Take Notes & Practice Vocabulary, 402–403</p> <p><u>Digital Sources</u> Lesson Videos: Topic 16: Lesson 2 The Cold War Ends in Berlin</p>
<p>8.7c.1.d Middle East (Israel, Palestine, Iran, Kuwait, Iraq)</p>	<p>SE/TE: What Caused Conflict in the Middle East? 989–991; Terrorism and an Unstable World, 1001–1007, Lesson Check, 1012 TE only: Interactive: The U.S. Role in the Middle East, 1011 Active Journal: Take Notes & Practice Vocabulary, 420–421</p> <p><u>Digital Sources</u> Lesson Videos: Topic 17: Lesson 1 Responding to Terrorism</p>
<p>8.7c.1.e Countries in the Western Hemisphere, focusing on NAFTA, Cuba and Mexico</p>	<p>SE/TE: Expanding Trade, 970–971; Increasing Global Trade, 1017–1018; Lesson Check, 1022</p>
<p>8.7c.1.f European Union countries</p>	<p>SE/TE: How Did the United States Assist Other Nations? 1012; Increasing Global Trade, 1017–1018; Increasing Global Trade, 1017–1018</p>

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<p>8.7d Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways.</p>	
<p>8.7d.1 Students will examine the terrorist attack of September 11, 2001, its effects on national security and the United States responses to it, including the USA Patriot Act, the formation of the Department of Homeland Security, the War on Terror, and military attacks on suspected terrorist locations.</p>	<p>SE/TE: Topic Timeline, 998–999; Terrorism and an Unstable World, 1001–1012; Primary Source: George W. Bush, 9/11 Address to the Nation, 1013; Review and Assessment, 1044–1045</p> <p>Active Journal: Take Notes & Practice Vocabulary, 420–421</p> <p><u>Digital Sources</u> Lesson Videos: Topic 17: Lesson 1 Responding to Terrorism</p>
<p>8.7e Increased globalization has led to increased economic interdependence and competition.</p>	
<p>8.7e.1 Students will examine the increased economic interdependence in terms of globalization and its impact on the United States and New York State economy, including the workforce.</p>	<p>SE/TE: A Global Economy, 1015–1022</p> <p><u>Digital Sources</u> Lesson Videos: Topic 17: Lesson 3 The Global Financial Crisis of 2008</p>
<p>8.7e.2 Students will examine the role of multinational corporations and their influence on the world economy.</p>	<p>SE/TE: A Global Economy, 1015–1022</p> <p><u>Digital Sources</u> Lesson Videos: Topic 17: Lesson 3 The Global Financial Crisis of 2008</p>

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<p>8.8 Demographic Change: After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources.</p>	
<p>8.8a After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences.</p>	
<p>8.8a.1 Students will explore the short-term and long-term effects of the baby boom generation on the economy, including increases in the construction of homes and schools and increased demands on both Social Security and health care.</p>	<p>SE/TE: Eisenhower and Postwar America, 907–913; Topic 15 Review and Assessment, 956–957 Active Journal: Take Notes & Practice Vocabulary, 376–377</p> <p>Digital Sources Lesson Videos: Topic 15: Lesson 3 A Post-War Boom in the United States</p>
<p>8.8a.2 Students will examine the effects of suburbanization, including urban decay, suburban growth, and diminished availability of farmland both nationally and within New York State.</p>	<p>SE/TE: For supporting content please see: What Was Life Like in the 1950s? 910–911; Map: Migration to the Sunbelt, 912 Active Journal: Take Notes & Practice Vocabulary, 376–377</p> <p>Digital Sources 21st Century Skills: Read Special Purpose Maps; Lesson Videos: Topic 15: Lesson 3 A Post-War Boom in the United States</p>
<p>8.8a.3 Students will examine the population shift from the Midwest and northern industrial states to the Sun Belt, including its effect on political power.</p>	<p>SE/TE: What Was Life Like in the 1950s? 910–911; Map: Migration to the Sunbelt, 912 Active Journal: Take Notes & Practice Vocabulary, 376–377</p> <p>Digital Sources 21st Century Skills: Read Special Purpose Maps; Lesson Videos: Topic 15: Lesson 3 A Post-War Boom in the United States</p>

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8.8b The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity.	
8.8b.1 Students will examine migration and immigration trends in New York State and New York City such as the increase in Spanish-speaking, South Asian, East Asian, Middle Eastern, and African populations and the contributions of these groups.	<p>SE/TE: Mexican Americans, 929–930; Analyze Images, 930; How Has Society Changed? 1038–1039; Lesson Check, 1042</p> <p>Active Journal: Take Notes & Practice Vocabulary, 428–429</p> <p>Digital Sources 21st Century Skills: Analyze Images</p>
8.8b.2 Students will examine the effects of immigration legislation and policy, including recent debates over immigration policy.	<p>SE/TE: How Has Society Changed? 1038–1039; Lesson Check, 1042</p> <p>Active Journal: Take Notes & Practice Vocabulary, 428–429</p> <p>Digital Sources 21st Century Skills: Distinguish Between Fact and Opinion</p>
8.8c Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.	
8.8c.1 Students will explore the effects of pollution, industrialization, and population growth on the environment, including urban areas (Love Canal), plant and animal life (Adirondack Park) and energy sources (Three Mile Island).	<p>SE/TE: Responding to Environmental Challenges, 1024–1027; Lesson Check, 1032</p> <p>Active Journal: Take Notes & Practice Vocabulary, 425–426</p> <p>Digital Sources Lesson Videos: Topic 17: Lesson 2 Global Challenges</p>

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<p>8.9 Domestic Politics and Reform: The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program.</p>	
<p>8.9a The civil rights movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements.</p>	
<p>8.9a.1 Students will compare and contrast the strategies used by civil rights activists, such as Thurgood Marshall, Rosa Parks, Martin Luther King, Jr., and Malcolm X.</p>	<p>SE/TE: The Civil Rights Movement, 916–927; Primary Sources: Martin Luther King, Jr., “I Have a Dream,” 928; Review and Assessment, 956–957</p> <p>Active Journal: Quick Activity: Civil Rights Movement Timeline, 380</p> <p>Digital Sources Lesson Videos: Topic 15: Lesson 4 The Civil Rights Movement</p>
<p>8.9a.2 Students will explain the significance of key civil rights victories, including President Truman’s desegregation of the military, Brown v. Board of Education of Topeka (1954), the Civil Rights Act of 1964, and the Voting Rights Act of 1965.</p>	<p>SE/TE: Social Change, 789–796; The Election of 1948, 908; The Civil Rights Movement, 916–927; Primary Sources: Martin Luther King, Jr., “I Have a Dream,” 928; Review and Assessment, 956–957</p> <p>Active Journal: Quick Activity: Civil Rights Movement Timeline, 380</p> <p>Digital Sources Lesson Videos: Topic 15: Lesson 4 The Civil Rights Movement</p>
<p>8.9a.3 Students will examine the extent to which the economic situation of African Americans improved as a result of the civil rights movement.</p>	<p>SE/TE: Geography Skills, 810; The Great Migration, 811; Getting Results, 926</p> <p>Digital Sources Lesson Videos: Topic 15: Lesson 4 The Civil Rights Movement</p>

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8.9b The civil rights movement prompted renewed efforts for equality by women and other groups.	
8.9b.1 Students will examine struggles for equality and factors that enabled or limited success on behalf of women, farm workers, Native Americans, the disabled, and the LGBT community.	<p>SE/TE: The Struggle for Equal Rights Continues, 929–935; Review and Assessment, 957</p> <p>Active Journal: Take Notes & Practice Vocabulary, 381–382</p> <p>Digital Sources Lesson Videos: Topic 15: Lesson 5 Civil Rights Legislation</p>
8.9b.2 Students will examine judicial actions taken to protect individual rights, such as <i>Miranda v. Arizona</i> (1966) and <i>Tinker v. Des Moines School District</i> (1969).	<p>SE/TE: For related material see: Protecting the Rights of the Accused, 240; Updating Individual Rights, 240</p> <p>Digital Sources Lesson Videos: Topic 15: Lesson 5 Civil Rights Legislation</p>
8.9c The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society.	
8.9c.1 Students will explain the difference between Medicare and Medicaid.	<p>SE/TE: Johnson’s Plan, 942; also see: Medicare and Medicaid, 943, 1003, 1037</p> <p>Digital Sources 21st Century Skills: Compare and Contrast</p>
8.9c.2 Students will examine the connection between the Vietnam War, especially the draft, and the growth of a counterculture and peace movement.	<p>SE/TE: What Caused Protests at Home? 946; A Counterculture Emerges & Lesson Check, 947</p> <p>Active Journal: Quick Activity: You’re the Newscaster, 385 (Vietnam War)</p> <p>Digital Sources Lesson Videos: Topic 15: Lesson 6 Turbulent Times of the 1960s</p>

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8.9d Economic recession during the 1970s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy.	
8.9d.1 Students will examine President Ronald Reagan’s and President George H. W. Bush’s cuts to social programs and taxes in an attempt to stimulate the economy.	<p>SE/TE: The Conservative Revolution, 963–972 Active Journal: Take Notes & Practice Vocabulary, 400–401</p> <p>Digital Sources Lesson Videos: Topic 16: Lesson 1 Reagan’s Presidency</p>
8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society.	
8.9e.1 Students will examine state and federal responses to gun violence, cyber-bullying, and electronic surveillance.	<p>SE/TE: Digital Security, 1031–1032 Active Journal: Quick Activity: Forecasting the Future, 427</p> <p>Digital Sources 21st Century Skills: Search for Information on the Internet; Lesson Videos: Topic 17: Lesson 4 The Digital Revolution</p>

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