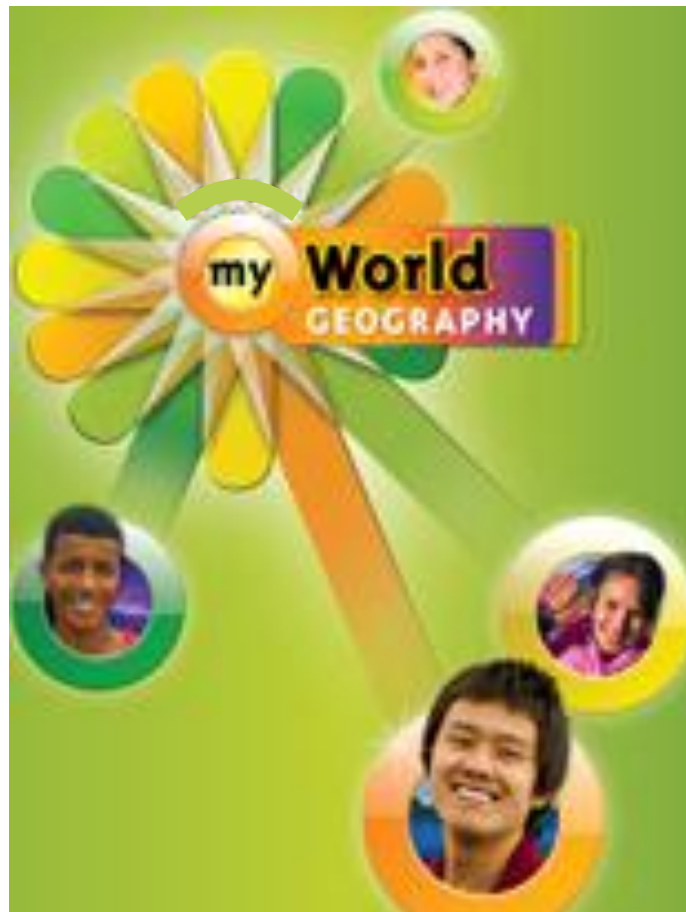


A Correlation of



To the

**Washington State Social Studies
Learning Standards
Grade 6**

A Correlation of myWorld Geography, Survey Edition to the Washington State Learning Standards

Introduction

This document demonstrates how *myWorld Geography, Survey Edition*, meets the Washington State Social Studies Learning Standards for Grade 6. Correlation page references are to the Student Edition and Teacher ProGuides.

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

myWorld Geography Survey Edition Contents:

Unit 1: United States and Canada

Unit 2: Middle America

Unit 3: South America

Unit 4: Europe and Russia

Unit 5: Africa

Unit 6: Southwest Asia

Unit 7: South and Central Asia

Unit 8: East and Southeast Asia

Unit 9: Australia and the Pacific

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| Social Studies –Grade 6 | |
| <i>In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. The recommended context for social studies learning in sixth grade is world history and geography. Students begin their examination of the world by exploring the location, place, and spatial organization of the world’s major regions. This exploration is then followed by looking at world history from its beginnings. Students are given an opportunity to study a few ancient civilizations deeply. In this way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.</i> | |
| EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship. | |
| Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents. | |
| This component is addressed in grades K, 2 – 5, 7, 8, 11, and 12. | |
| Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems. | |
| <p>1.2.3 Understands a variety of forms of government from the past or present. Examples:</p> <ul style="list-style-type: none"> – Compares monarchy and democracy in ancient Greece and ancient Egypt. – Explains the “Mandate of Heaven” as a principle in the creation of Chinese Dynasties. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Core Concepts Handbook: Foundations of Government, 104-105; Political Systems, 106-107; Political Structures, 108-109; Conflict and Cooperation, 110-111 The United States and Canada: Creating a Federalist Government, T18; A New Country, 148-149; Roots of a Nation, 174-175; Independent Canada, 177; Governing Canada, 178-180 Middle America: Spanish Rule to Independence, 208-209; Governing Mexico, 212-213; Dictatorship and Democracy, 237; Government and Change, 240-241 South America: Governments and Conflicts, 273-274; South America after Independence, 294-295; The New Governments, 301; Government for the People, 325 Europe and Russia: The Rise of City States, 341-342; Athenian Democracy, 342-343; A New Form of Government and Justice, 344; The Roman Republic, 348-350; Rome Becomes an Empire, 350-351; Limiting the King's Power, 364-365; The Enlightenment, 389-390; Democratic Revolutions, 390-391; Imperial Russia, 478-479; Communist Russia, 480-481</p> |

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| <p>(Continued) 1.2.3 Understands a variety of forms of government from the past or present. Examples: – Compares monarchy and democracy in ancient Greece and ancient Egypt. – Explains the “Mandate of Heaven” as a principle in the creation of Chinese Dynasties. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>(Continued) Africa: Independence and Beyond, 516-517; Political Challenges, 519-520; Winning Independence, 542; The Rise and Fall of Apartheid, 542-543 Governing the Region, 547; Ancient Egypt, 564-566; European Rule and Independence, 568-569 Southwest Asia: The Persian Gulf in Modern Times, 603-605; Different Political Systems, 634-635; The Islamic Republic of Iran, 662-663 South and Central Asia: Empires Built on Horseback, 694; Communists Take Control, 695; Building New Governments, 700-701; Governments and Economies, 730-731 East and Southeast Asia: The Empires of China and Mongolia, 754-755; The End of the Dynasties, 757; China and Mongolia Under Communism, 758-759; Historical Roots, 782-784; Prosperity and Democracy in South Korea, 788-789; Repression and Hardship in North Korea, 790-791; Governments and Citizens, 816 Australia and the Pacific: Government, 848</p> |

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| Component 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy. | |
| <p>1.3.1 Analyzes how societies have interacted with one another in the past or present. Examples:</p> <ul style="list-style-type: none"> - Examines how goods were exchanged along the Silk Road between China and the Middle East. - Examines trade between Minoan and Egyptian societies. - Examines alliances between the Assyrians and the Egyptians. - Examines how Alexander the Great expanded the Macedonian empire through military conquest and cultural assimilation of neighboring societies. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Core Concepts Handbook: Exchanging Goods and Services, 60; International Traders, T59; Trade, 66-67 The United States and Canada: Influence on the World Economy, 152-154; The United States as World Leader, 156-157; Trade Partner Search, T55; Canada's Role in the World, 180-181 Europe and Russia: Let's Make a Trade, T11; Minoans and Mycenaeans, 341; Trade Networks Expand, 342; The Italian Renaissance, 374-375; The Northern Renaissance, 376-377; The Columbian Exchange, T56; Portugal Sets Sail, 382; The Columbian Exchange, 385; International Cooperation, 401; The Democratic West Unites, 401; The European Union, 403; Democracy Spreads East, 403-405 Africa: History of West and Central Africa, 512-514; Resources and Trade, 562-563; Crossroads of Continents, 563; History of North Africa, 564-567 Southwest Asia: History of Arabia and Iraq, 598-605; Trade Talk for Turkey, T66-T67; History of Iran, Turkey, and Cyprus, 656-661; To Join or Not to Join, T80-T81; Turkey: Connections to Europe and the Middle East, 666-667 South and Central Asia: Crossroads of the Eastern Hemisphere, 692-693; Crossroads of Culture, 715 East and Southeast Asia: Silk Making, T18; History of China and Its Neighbors, 754-759; Economic Growth: The Importance of Exports, 762-763; Trade Off, T39; Food Imports and Exports, 779; Scarce Resources, 779; International Conflicts and Connections, 784-785; History of Southeast Asia, 810-813; Southeast Asia and the World, 819 Australia and the Pacific: Economy, 849</p> |

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| Component 1.4: Understands civic involvement. | |
| <p>1.4.1 Understands the historical origins of civic involvement. Examples:</p> <ul style="list-style-type: none"> - Explains how the male, property-owning citizens of ancient Athens practiced direct democracy. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Core Concepts Handbook: Citizenship, 112-113 The United States and Canada: American Revolution and Beyond, 148-149 Europe and Russia: Athenian Democracy, 342-343; A New Form of Government and Justice, 344; The Roman Republic, 348-350; Key Terms and Ideas, 368; The Enlightenment, 389-390; Democratic Revolutions, 390-391; Communist Russia, 480-481</p> |
| EALR 2: ECONOMICS The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies. | |
| Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices. | |
| <p>2.1.1 Analyzes the costs and benefits of economic choices made by groups and individuals in the past or present. Examples:</p> <ul style="list-style-type: none"> - Examines how the Phoenicians’ use of finite natural resources forced them to relocate. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: People on the Move</p> | <p>SE/PG: Core Concepts Handbook: People's Impact on the Environment, 52-53; Making Choices, 58-59 The United States and Canada: Environmental Impact, 145; The Environment: New Concerns, 170-171 Middle America: Environmental Impact, 204-205; Environments in Danger, 232-233 South America: How People Use Their Land, 264; Land Use and Resources, 286-287; Challenges for Brazil, T81; Environmental Issues, 322 Europe and Russia: Where People Live and Work, 419-420; Coal or Nuclear: Difficult Energy Choices, 450; Natural Resources and the Environment, 451 Africa: People and the Land, 508-509; Salt for Gold, 513; Riches from the Land, 534-535; Challenges of the Environment, 536; North Africa's Environment, 560-561 Southwest Asia: Living on Oil, 593; Phoenician Trade Network, T46; Land Use and Energy, 652-653 South and Central Asia: Natural Resources, 688-689; Inherited Environmental Problems, 698; The Shrinking Aral Sea, 699; Land Use and Resources, 712-713; Population and the Environment, 726-727</p> |

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| <p>(Continued) 2.1.1 Analyzes the costs and benefits of economic choices made by groups and individuals in the past or present. Examples: – Examines how the Phoenicians’ use of finite natural resources forced them to relocate. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: People on the Move</p> | <p>(Continued) East and Southeast Asia: Take a Stand on the Three Gorges Dam, T25; The Chinese River Dolphin, T26; The Three Gorges Dam, 766; Environmental Challenges, 767; Land Use and Natural Resources, 778-779; Adapting to Challenges, 780-781 Australia and the Pacific: People and Resources, 840-841</p> |
| <p>Component 2.2: Understands how economic systems function.</p> | |
| <p>2.2.1 Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present. Examples: – Compares the production and distribution of agricultural goods in Egypt and Mesopotamia. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Meeting Needs and Wants</p> | <p>SE/PG: Core Concepts Handbook: Economic Process, 60-61; Economic Development, 64-65 The United States and Canada: The Industrial Revolution, 150; The Great Depression and World War II, 151; The United States Economy, 152-154; A Changing Economy, 170-171 Middle America: Mexico Goes Global, T11; Mexico's Economy, 216-217; Freeing Up the Economy, 241-242; Ecotourism, 243 South America: Hunt for Resources, T5-T7; Economies, 275; Regional Economies, 299-300; A Growing Economy, 324 Europe and Russia: A Life-Changing Product, T47; The Industrial Revolution, 392-393; The Great Depression, 396; Europe Faces Challenges, 406-407; Germany: Industrial Giant, 432; Challenges for the Region, 438-439; Russia Faces Challenges, 486-487 Africa: To Drill or Not to Drill?, T5-T7; Two Economies, T25; Economic Challenges, 518-519; Problems and Potential, 548-549; Ancient Egypt, 564-566; Economy and Development, 572-573 Southwest Asia: Early Civilizations and Empires, 599-600; A Region Built on Oil, 608-609; Different Standards of Living, 636; The Economies of Israel and Its Neighbors, 637; The Economy of Iran, 664; Turkey's Economy, 667-668 South and Central Asia: Crossroads of the Eastern Hemisphere, 692-693; Governments and Economies, 730-731</p> |

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| <p>(Continued) 2.2.1 Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present. Examples: – Compares the production and distribution of agricultural goods in Egypt and Mesopotamia. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Meeting Needs and Wants</p> | <p>(Continued) East and Southeast Asia: Silk Making, T18; Economic Growth: The Importance of Exports, 762-763; Trade Off, T39; Prosperity and Democracy in South Korea, 788-789; Repression and Hardship in North Korea, 790-791; Challenges and Changes in Japan, 792-793; Diverse Economies, 818-819 Australia and the Pacific: Economy, 849</p> |

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| <p>2.2.2 Understands how the forces of supply and demand have affected international trade in the past or present. Examples:</p> <ul style="list-style-type: none"> - Compares how ancient Chinese and Egyptian civilizations used trade to meet their needs and wants. - Explains how demand for spices increased the trade along the Silk Road. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Core Concepts Handbook: Economic Basics, 58-59; Exchanging Goods and Services, 60; International Traders, T59; Trade, 66-67 The United States and Canada: Influence on the World Economy, 152-154; The United States as World Leader, 156-157; Trade Partner Search, T55; Canada's Role in the World, 180-181 Middle America: The Impact of Trade, 218-219 Europe and Russia: Let's Make a Trade, T11; Minoans and Mycenaeans, 341; Trade Networks Expand, 342; Trade Spices Up Life, T35; The Rise of Cities, 363-364; The Italian Renaissance, 374-375; The Northern Renaissance, 376-377; The Columbian Exchange, T56; Portugal Sets Sail, 382; The Columbian Exchange, 385; The European Union, 403 Africa: History of West and Central Africa, 512-514; Early Humans and Great Civilizations, 538-539; Resources and Trade, 562-563; Crossroads of Continents, 563; History of North Africa, 564-567 Southwest Asia: History of Arabia and Iraq, 598-605; Phoenician Trade Network, T46; A Cradle of Civilization, 626; Trade Talk for Turkey, T66-T67; History of Iran, Turkey, and Cyprus, 656-661 South and Central Asia: Crossroads of the Eastern Hemisphere, 692-693; Crossroads of Culture, 715 East and Southeast Asia: Silk Making, T18; History of China and Its Neighbors, 754-759; Economic Growth: The Importance of Exports, 762-763; Trade Off, T39; Food Imports and Exports, 779; Scarce Resources, 779; International Conflicts and Connections, 784-785; History of Southeast Asia, 810-813; Southeast Asia and the World, 819 Australia and the Pacific: Economy, 849</p> |

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| Component 2.3: Understands the government’s role in the economy. | |
| <p>2.3.1 Understands the role of government in the world’s economies through the creation of money, taxation, and spending in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how Sumerian priest kings’ need for monetary record keeping advanced the development of cuneiform. – Explains why people in ancient Greece established the use of coins as money to make trade easier. – Explains the establishment of salt as a currency in Tikal and other Yucatan Nation States. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG:</p> <p>Core Concepts Handbook: Economic Process, 60-61; Economic Systems, 62-63; Economic Development, 64-65</p> <p>The United States and Canada: The Great Depression and World War II, 151; The United States Economy, 152-154; A Changing Economy, 170-171</p> <p>Middle America: History of Mexico, 206-211; Mexico's Economy, 216-217; History of Central America and the Caribbean, 234-237; Freeing Up the Economy, 241-242</p> <p>South America: Economies, 275; Regional Economies, 299-300; A Growing Economy, 324</p> <p>Europe and Russia: The First Coins, 343 (PG only); Rome Becomes an Empire, 350-351; The European Union, 403; The United Kingdom and Ireland, 422-423; Modern, Prosperous Cities, 436-437</p> <p>Africa: Trade in Early West and Central Africa, 512-513; Ancient Egypt, 564-565</p> <p>Southwest Asia: History of Arabia and Iraq, 598-605; The Economies of Israel and Its Neighbors, 637; The Economy of Iran, 664; Turkey's Economy, 667-668</p> <p>South and Central Asia: Governments and Economies, 730-731</p> <p>East and Southeast Asia: Economic Growth: The Importance of Exports, 762-763; Prosperity and Democracy in South Korea, 788-789; Repression and Hardship in North Korea, 790-791; Diverse Economies, 818-819</p> <p>Australia and the Pacific: Economy, 849</p> |

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| Component 2.4: Understands the economic issues and problems that all societies face. | |
| <p>2.4.1 Understands the distribution of wealth and sustainability of resources in the world in the past or present. Examples:</p> <ul style="list-style-type: none"> - Compares the deforestation of Easter Island with the current deforestation of the Amazon rain forest. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Core Concepts Handbook: Environment and Resources, 48-49; Land Use, 50-51; People's Impact on the Environment, 52-53; Key Terms and Ideas, 54; Think Critically, 54 The United States and Canada: Expanding Prosperity, 151; Canada's Role in the World, 180-181 Middle America: Land Resources, 202-203; Mexico's Workers, 216-217 South America: Hunt for Resources, T5-T7; Under the Rich Mountain, 279-281; Land Use and Resources, 286-287; Environmental Issues, 322; Curitiba: Green City of the Future, 323 Europe and Russia: Prosperity and Partnerships, 423; Russia Faces Challenges, 486-487 Africa: Economic Challenges, 518-519; Riches from the Land, 534-535; Living Conditions, 572-573 Southwest Asia: Different Standards of Living, 636-637; Sharing the Wealth: How the Oil Rich Can Help the Oil Poor, 672-673 East and Southeast Asia: A More Unequal Society, 764-765 Australia and the Pacific: People and Resources, 840-841</p> |

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| <p>EALR 3: GEOGRAPHY The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.</p> | |
| <p>Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.</p> | |
| <p>3.1.1 Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information. Examples:</p> <ul style="list-style-type: none"> – Compares past and present satellite images of the Amazon rain forest to illustrate deforestation. – Constructs a population map of Canada, including annual temperature, and draws conclusions about how the environment affects human settlement. <p>Suggested Unit: World Geography</p> | <p>SE/PG: Core Concepts Handbook: Jason Maps in the Rainforest, 3; Latitude and Longitude, T5; Geography: The Study of Earth, 4-5; Ways to Show Earth's Surface, 8-9; Understanding Maps, 10-11; Types of Maps, 12-13; Part 1 Assessment, 14-15; Part 3 Assessment: Identify, 44; Part 4 Assessment: Identify, 54; Part 5 Assessment: Identify, 70; Part 6 Assessment: Identify, 82; Part 7 Assessment: Identify, 100; Part 8 Assessment: Identify, 114 The United States and Canada: Chapter Atlas, 138-145; Chapter 1 Assessment, Places to Know, 158; Chapter Atlas, 164-171; Chapter 2 Assessment, Places to Know, 184 Middle America: Chapter Atlas, 198-205; Chapter 3 Assessment, Places to Know, 220; Chapter Atlas, 226-233; Chapter 4 Assessment, Places to Know, 244 South America: Chapter Atlas, 258-265; Chapter 5 Assessment, Places to Know, 276; Chapter Atlas, 282-289; Chapter 6 Assessment, Places to Know, 302; Chapter Atlas, 308-315; Chapter 7 Assessment, Places to Know, 326; Mapping Life Expectancy, 328-329 Europe and Russia: Chapter Atlas, 414-421; Chapter 10 Assessment, Places to Know, 440; Chapter Atlas, 446-453; Chapter 11 Assessment, Places to Know, 462; Chapter Atlas, 468-475; Chapter 12 Assessment, Places to Know, 490 Africa: Chapter Atlas, 504-511; Chapter 13 Assessment, Places to Know, 524; Chapter Atlas, 530-537; Chapter 14 Assessment, Places to Know, 550; Chapter Atlas, 556-563; Chapter 15 Assessment, Places to Know, 576</p> |

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| <p>(Continued) 3.1.1 Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information. Examples:</p> <ul style="list-style-type: none"> - Compares past and present satellite images of the Amazon rain forest to illustrate deforestation. - Constructs a population map of Canada, including annual temperature, and draws conclusions about how the environment affects human settlement. <p>Suggested Unit: World Geography</p> | <p>(Continued) Southwest Asia: Chapter Atlas, 590-597; Chapter 16 Assessment, Places to Know, 612; Chapter Atlas, 618-625; Chapter 17 Assessment, Places to Know, 642; Chapter Atlas, 648-655; Chapter 18 Assessment, Places to Know, 670 South and Central Asia: Chapter Atlas, 684-691; Chapter 19 Assessment, Places to Know, 702; Chapter Atlas, 708-715 East and Southeast Asia: Chapter Atlas, 746-753; Chapter Atlas, 774-781; Chapter Atlas, 802-809 Australia and the Pacific: Chapter Atlas, 834-841</p> |

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| <p>3.1.2 Identifies the location of places and regions in the world and understands their physical and cultural characteristics. Examples:</p> <ul style="list-style-type: none"> - Identifies the location of the seven continents of the world. - Explains the unique characteristics of the physical and cultural landscape between North Africa and Sub-Saharan Africa. <p>Suggested Unit: World Geography OSPI-developed Assessment: People on the Move</p> | <p>SE/PG: Core Concepts Handbook: Types of Climate, 40-41; Ecosystems, 42-43; Key Terms and Ideas, 44; Think Critically, 44; What Is Culture?, 86-87; Families and Societies, 88-89; Language, 90-91; Religion, 92-93; Art, 94-95; Cultural Diffusion and Change, 96-97 The United States and Canada: Physical Geography, 130-131; Human Geography, 132-133; American Culture, 154-156; Drawing on Heritage, 161-163; Culture Clash, T47; A Distinct Identity: The Quebecois, T56; The Cultural Mosaic, 182-183 Middle America: Physical Geography, 190-191; Human Geography, 192-193; A Long Way from Home, 195-197; People and Culture, 214-215; Woven Cultures, 238-240 South America: Physical Geography, 250-251; Human Geography, 252-253; Diverse Cultures, 270-271; A Rich Culture, 296-297; A Rich Culture, 320-321 Europe and Russia: Physical Geography, 332-333; Human Geography, 334-335; Europe at Her Doorstep, 411-413; A Rich Culture, 432; Mediterranean Culture Mix, 435; The People of Russia, 474-475 Africa: Physical Geography, 496-497; Human Geography, 498-499; People and the Land, 508-509; A Variety of Ethnic Groups and Religions, 544-545; North African Culture, 570-571 Southwest Asia: Physical Geography, 582-583; Human Geography, 584-585; Religious Traditions, 606-607 South and Central Asia: Physical Geography, 676-677; Human Geography, 678-679; Cultural Life of Central Asia and the Caucasus, 696-697; South Asian Culture Today, 724-725 East and Southeast Asia: Physical Geography, 738-739; Human Geography, 740-741; A Minangkabau Wedding, 799-801; Southeast Asian Culture Today, 814 Australia and the Pacific: Physical Geography, 826-827; Human Geography, 828-829; Jack Connects to His Culture, 831-833; People and Culture, 846-847</p> |

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| Component 3.2: Understands human interaction with the environment. | |
| <p>3.2.1 Understands and analyzes how the environment has affected people and how people have affected the environment in the past or present. Examples:</p> <ul style="list-style-type: none"> - Examines how people in Mesopotamia shaped agriculture through the building of canals. - Examines how Incas modified their environment to maximize crop production. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Core Concepts Handbook: Making a Difference, 46-47; Environment and Resources, 48-49; Land Use, 50-51; People's Impact on the Environment, 52-53; Key Terms and Ideas, 54; Think Critically, 54 The United States and Canada: Environmental Impact, 145; Land and Resources, 168-170; The Environment: New Concerns, 170-171 Middle America: Working for the Future, 223-225; Hurricane Havoc, 229-230; Environments in Danger, 232-233; Ecotourism, 243 South America: How People Use Their Land, 264; The Panama Canal, T26; Environmental Problems, 272; Land Use and Resources, 286-287; Environmental Problems, 298; Climate and Land Use, 310-311; Environmental Issues, 322; Curitiba: Green City of the Future, 323 Europe and Russia: Aqueducts, 351; Danube Cleanup, T89; Where People Live and Work, 419-420 Africa: People and the Land, 508-509; Riches from the Land, 534-535; Challenges of the Environment, 536; Living in a Dry Place, 558-559; North Africa's Environment, 560-561; The Suez Canal, 563; Ancient Egypt, 564-565 Southwest Asia: Vast Deserts and Scarce Water, 594; Early Civilization and Empires, 599-600; Water for a Thirsty Region, 622-623; Land Use and Energy, 652-653 East and Southeast Asia: Xiao's Lake, 743-745; The Empires of China and Mongolia, 754-755 Australia and the Pacific: Take Action on the Pacific Environment, T25; Disappearing Reefs, T26; Disappearing Islands, 850; Environment, 851</p> |

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| <p>3.2.2 Understands the characteristics of cultures in the world from the past or in the present. Examples:</p> <ul style="list-style-type: none"> - Explains the Mayans’ ways of life, including their technology, traditions, language, social roles, beliefs, and values. - Explains how the Sumerians developed a unique culture based on the domestication of grain. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Core Concepts Handbook: Culture and Geography, 84-100; Develop Cultural Awareness, 127 The United States and Canada: American Culture, 154-156; Drawing on Heritage, 161-163; Culture Clash, T47; The Cultural Mosaic, 182-183 Middle America: Human Geography, 192-193; A Long Way from Home, 195-197; People and Culture, 214-215; Early Civilizations, 234-235; Woven Cultures, 238-240 South America: Human Geography, 252-253; Diverse Cultures, 270-271; Early History, 290-291; A Rich Culture, 296-297; A Rich Culture, 320-321 Europe and Russia: Human Geography, 334-335; Europe at Her Doorstep, 411-413; A Rich Culture, 432; Mediterranean Culture Mix, 435; The People of Russia, 474-475 Africa: Human Geography, 498-499; People and the Land, 508-509; Nubia and Aksum, 539; A Variety of Ethnic Groups and Religions, 544-545; North African Culture, 570-571 Southwest Asia: Human Geography, 584-585; Early Civilizations and Empires, 599-600; Religious Traditions, 606-607 South and Central Asia: Human Geography, 678-679; Cultural Life of Central Asia and the Caucasus, 696-697; Early History, 716-717; South Asian Culture Today, 724-725 East and Southeast Asia: Human Geography, 740-741; Ethnic Diversity in China, 752-753; The Empires of China and Mongolia, 754-755; A Minangkabau Wedding, 799-801; Southeast Asian Culture Today, 814 Australia and the Pacific: Human Geography, 828-829; Jack Connects to His Culture, 831-833; People and Culture, 846-847</p> |

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| <p>3.2.3 Understands the geographic factors that influence the movement of groups of people in the past or present. Examples:</p> <ul style="list-style-type: none"> – Compares the factors that led to migration of the Han and the Goths into Europe. – Compares how the physical environments of island culture influenced Maori and Polynesian migration. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: People on the Move</p> | <p>SE/PG: Core Concepts Handbook: Searching for a New Home, 73; Population Growth, 74-75; Population Distribution, 76-77; Migration, 78-79; Urbanization, 80-81; Population and Movement Assessment, 82-83 The United States and Canada: Finding Opportunity, 135-137; Migration and Settlement, 142; Expansion and Growth, 149-150; The Role of Immigration, 150-151; Chapter 1 Assessment (myWorld Chapter Activity: Documentary on Immigration), 159; The Role of Immigration, 176-177; The Cultural Mosaic, 182-183 Middle America: Mexico's Workers, 216-217 Europe and Russia: New Kingdoms in Europe, 356-357; Living Together, 427; Building Tolerance, 433; Regional Newcomers, 438-439 Africa: The Bantu Migrations, 539 Australia and the Pacific: Migration and Settlement, 842-843</p> |
| <p>Component 3.3: Understands the geographic context of global issues.</p> | |
| <p>3.3.1 Understands that learning about the geography of the world helps us understand the global issue of sustainability. Examples:</p> <ul style="list-style-type: none"> – Explains how studying the deforestation of Easter Island helps us understand the importance of environmental conservation. – Explains how irrigation difficulties in Mesopotamia are similar to the challenges currently facing California's agricultural industry. – Compares the Anasazis' struggle to find an adequate water supply in the 13th century with that of many societies today. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Core Concepts Handbook: Environment and Resources, 48-49; Land Use, 50-51; People's Impact on the Environment, 52-53; Key Terms and Ideas, 54; Think Critically, 54 The United States and Canada: Environmental Impact, 145; Native American Groups of the West, 146 Middle America: Environments in Danger, 232-233 South America: Environmental Problems, 272; Environmental Problems, 298; Environmental Issues, 322; Curitiba: Green City of the Future, 323 Europe and Russia: Danube Cleanup, T89; Where People Live and Work, 419-420 Africa: Challenges of the Environment, 536; Living in a Dry Place, 558-559; North Africa's Environment, 560-561</p> |

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| <p>(Continued) 3.3.1 Understands that learning about the geography of the world helps us understand the global issue of sustainability. Examples:</p> <ul style="list-style-type: none"> - Explains how studying the deforestation of Easter Island helps us understand the importance of environmental conservation. - Explains how irrigation difficulties in Mesopotamia are similar to the challenges currently facing California’s agricultural industry. - Compares the Anasazis’ struggle to find an adequate water supply in the 13th century with that of many societies today. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>(Continued) Southwest Asia: Vast Deserts and Scarce Water, 594; Early Civilizations and Empires, 599-600; Water for a Thirsty Region, 622-623 Australia and the Pacific: Take Action on the Pacific Environment, T25; Disappearing Reefs, T26; Disappearing Islands, 850; Environment, 851</p> |
| <p>EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.</p> | |
| <p>Component 4.1: Understands historical chronology.</p> | |
| <p>4.1.1 Analyzes different cultural measurements of time. Examples:</p> <ul style="list-style-type: none"> - Compares the different ways calendars were used in ancient Egypt and the Mayan civilization to plan agriculture. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Core Concepts Handbook: Time and Earth's Rotation, 20-21; Measuring Time, 118-119 Middle America: Early Mexico, 206-207 Africa: History of North Africa, 564-567</p> |

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| <p>4.1.2 Understands how the rise of civilizations defines eras in ancient history by:</p> <ul style="list-style-type: none"> ▪ Explaining and comparing the rise of civilizations from 8000 BCE to 200 CE on two or more continents. ▪ Explaining and comparing the rise of civilizations from 200 CE to 600 CE on two or more continents. <p>Examples:</p> <ul style="list-style-type: none"> – Explains and compares the basic cultural elements of early civilization in Mesopotamia and Egypt (8000 BCE to 200 CE). – Explains and compares the basic cultural elements of later civilization in Rome and Han China (200 CE to 600 CE). | <p>SE/PG: Core Concepts Handbook: Geography's Five Themes, 6-7 Middle America: Early Mexico, 206-207 Europe and Russia: Ancient Greece, 340-347; Ancient Rome, 348-353 Africa: History of North Africa, 564-567 Southwest Asia: Early Civilizations and Empires, 599-600 South and Central Asia: Early History, 716-717 East and Southeast Asia: History of China and Its Neighbors, 754-757; Historical Roots, 782-784</p> |
| <p>Component 4.2: Understands and analyzes causal factors that have shaped major events in history.</p> | |
| <p>4.2.1 Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains the impact of Confucius and Buddha on Eastern belief systems. – Explains the impact of Aristotle on scientific investigation with human reasoning. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Core Concepts Handbook: Religion, 92-93 Europe and Russia: A Prophecy Fulfilled, 337-339; Love of Wisdom, 345; Biography of Julius Caesar, T20; Judaism and Christianity, 352-353 Southwest Asia: Comparing Religions, T17; A New Religion, 600-601; The Origins of Judaism, 627; The Beliefs of Judaism, 628; The Birth of Christianity, 629; Beliefs of Christianity, 630; A Crossroads of Empires and New Religions, 631 East and Southeast Asia: Important Ideas and Beliefs, 756-757</p> |

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| <p>4.2.2 Understands and analyzes how cultures and cultural groups in ancient civilizations contributed to world history. Examples:</p> <ul style="list-style-type: none"> - Explains how Mesopotamia and Egypt responded to environmental challenges. - Compares the experiences of Jewish slaves in Egypt with those of Greek slaves in the Roman Empire. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Enduring Cultures</p> | <p>SE/PG: Core Concepts Handbook: Geography's Five Themes, 6-7 Middle America: Early Mexico, 206-207 Europe and Russia: Life in Ancient Rome, 351-352 Africa: History of North Africa, 564-567 Southwest Asia: Early Civilizations and Empires, 599-600; The Origins of Judaism, 627 South and Central Asia: Early History, 716-717 East and Southeast Asia: History of China and Its Neighbors, 754-757</p> |
| <p>4.2.3 Understands and analyzes how technology and ideas from ancient civilizations have impacted world history. Examples:</p> <ul style="list-style-type: none"> - Examines the impact of the Phoenician alphabet on improved communication among societies. - Examines the impact of irrigation on the establishment of river societies. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Core Concepts Handbook: Technology and Progress, 98-99 Africa: Early Humans and Great Civilizations, 538-539; History of North Africa, 564-567 Southwest Asia: Early Civilizations and Empires, 599-600; Phoenician Trade Network, T46; A Cradle of Civilization, 626; The Origins of Judaism, 627 South and Central Asia: Early History, 716-717 East and Southeast Asia: History of China and Its Neighbors, 754-757; Historical Roots, 782-784</p> |

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| Component 4.3: Understands that there are multiple perspectives and interpretations of historical events. | |
| <p>4.3.1 Analyzes and interprets historical materials from a variety of perspectives in ancient history. Examples:</p> <ul style="list-style-type: none"> - Describes the impact of the Code of Hammurabi on ancient Mesopotamia. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Core Concepts Handbook: Origins of Government, 104; Historical Sources, 120-121; Archaeology and Other Sources, 122-123 Middle America: Early Mexico, 206-207; Early Civilizations, 234-235 South America: Early History, 290-291; Europe and Russia: Life in Ancient Greece, 343-346; Life in Ancient Rome, 351-352 Africa: Early Humans and Great Civilizations, 538-539; History of North Africa, 564-567 Southwest Asia: Early Civilizations and Empires, 599-600 East and Southeast Asia: History of China and Its Neighbors, 754-757; Historical Roots, 782-784</p> |
| <p>4.3.2 Analyzes multiple causal factors that shape major events in ancient history. Examples:</p> <ul style="list-style-type: none"> - Presents a position on the causes and outcomes of the Peloponnesian wars, demonstrating understanding of varying viewpoints of the conflict. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p> | <p>SE/PG: Middle America: Early Mexico, 206-207; Early Civilizations, 234-235 South America: Early History, 290-291 Europe and Russia: Life in Ancient Greece, 343-346; Conflict and Decline, 346-347; Life in Ancient Rome, 351-352; The Western Empire Falls, 353 Africa: Early Humans and Great Civilizations, 538-539; History of North Africa, 564-567 Southwest Asia: Early Civilizations and Empires, 599-600 East and Southeast Asia: History of China and Its Neighbors, 754-757; Historical Roots, 782-784</p> |

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| Component 4.4: Uses history to understand the present and plan for the future. | |
| <p>4.4.1 Analyzes how an event in ancient history helps us to understand a current issue.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines how studying the effects of lead on people living in ancient Rome helps us to understand the dangers of lead today. – Examines how the history of “Tse-whit-zen,” an ancient burial ground and native village in Port Angeles, helps us understand the current conflict over use of the land. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Why History?</p> | <p>SE/PG:</p> <p>Middle America: Early Mexico, 206-207; Early Civilizations, 234-235</p> <p>South America: Early History, 290-291</p> <p>Europe and Russia: Life in Ancient Greece, 343-346; Conflict and Decline, 346-347; Life in Ancient Rome, 351-352; The Western Empire Falls, 353</p> <p>Africa: Early Humans and Great Civilizations, 538-539; History of North Africa, 564-567</p> <p>Southwest Asia: Early Civilizations and Empires, 599-600</p> <p>East and Southeast Asia: History of China and Its Neighbors, 754-757; Historical Roots, 782-784</p> |
| EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating. | |
| Component 5.1: Uses critical reasoning skills to analyze and evaluate positions. | |
| <p>5.1.1 Understands positions on an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains positions historians take on Mesopotamia’s and Egypt’s responses to challenges. – Explains one’s own position on how history helps us understand current events. – Explains one’s own position on the factors that caused the Punic Wars. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Enduring Cultures</p> | <p>SE/PG:</p> <p>Core Concepts Handbook: Part 6 Assessment (Analyze Media Content), 83; Part 8 Assessment (Analyze Media Content), 115</p> <p>The United States and Canada: Road Trip: Explore the Interstate Highway System, 186-187</p> <p>Middle America: Chapter 3 Assessment (Analyze Media Content), 221; Young and Unemployed in Middle America, 246-247</p> <p>South America: Chapter 5 Assessment (Analyze Media Content), 277; Mapping Life Expectancy, 328-329</p> <p>Europe and Russia: Rome Expands, 350; Chapter 11 Assessment (Evaluating Web Sites), 463; Media Watchdog, 492-493;</p> <p>Africa: History of North Africa, 564-567 Come to Africa: Plan a Tourism Campaign, 578-579</p> <p>Southwest Asia: Early Civilizations and Empires, 599-600; Sharing the Wealth: How the Oil Rich Can Help the Oil Poor, 672-673</p> <p>South and Central Asia: Getting to the Truth: Fact or Opinion, 734-735</p> <p>East and Southeast Asia: Plan the City of Tomorrow, 822-823</p> |

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| <p>5.1.2 Evaluates the significance of information used to support positions on an issue or event. Examples:</p> <ul style="list-style-type: none"> - Selects the most significant information to support positions on Mesopotamia’s and Egypt’s responses to challenges. - Selects the most significant information to support positions on how history helps us understand current events. - Selects the most significant information to support positions on what caused the Punic Wars. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Enduring Cultures</p> | <p>SE/PG: Core Concepts Handbook: Part 6 Assessment (Analyze Media Content), 83; Part 8 Assessment (Analyze Media Content), 115 The United States and Canada: Road Trip: Explore the Interstate Highway System, 186-187 Middle America: Chapter 3 Assessment (Analyze Media Content), 221; Young and Unemployed in Middle America, 246-247 South America: Chapter 5 Assessment (Analyze Media Content), 277; Mapping Life Expectancy, 328-329 Europe and Russia: Rome Expands, 350; Chapter 11 Assessment (Evaluating Web Sites), 463; Media Watchdog, 492-493 Africa: History of North Africa, 564-567; Come to Africa: Plan a Tourism Campaign, 578-579 Southwest Asia: Early Civilizations and Empires, 599-600; Sharing the Wealth: How the Oil Rich Can Help the Oil Poor, 672-673 South and Central Asia: Getting to the Truth: Fact or Opinion, 734-735 East and Southeast Asia: Plan the City of Tomorrow, 822-823 Australia and the Pacific: Meet the Islanders, 858-859</p> |

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| Component 5.2: Uses inquiry-based research. | |
| <p>5.2.1 Creates and uses research questions to guide inquiry on an historical event. Examples:</p> <ul style="list-style-type: none"> - Develops a research question to guide inquiry on the challenges that early civilizations faced. - Develops a research question to guide inquiry to determine how physical geography contributed to the political, economic, and cultural development of a particular civilization. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Enduring Cultures</p> | <p>SE/PG: Middle America: Physical Geography, 190-191; Human Geography, 192-193; Chapter Atlas, 198-205; Early Mexico, 206-207 Europe and Russia: Physical Geography, 332-333; Human Geography, 334-335; Life in Ancient Greece, 343-346; Life in Ancient Rome, 351-352 Africa: Physical Geography, 496-497; Human Geography, 498-499; Chapter Atlas, 556-563; History of North Africa, 564-567 Southwest Asia: Physical Geography, 582-583; Human Geography, 584-585; Chapter Atlas, 590-597; Early Civilizations and Empires, 599-600 South and Central Asia: Physical Geography, 676-677; Human Geography, 678-679; Chapter Atlas, 708-715; Early History, 716-717 East and Southeast Asia: Physical Geography, 738-739; Human Geography, 740-741; Chapter Atlas, 746-753; History of China and Its Neighbors, 754-757; Chapter 23 Assessment (Develop Cultural Awareness), 821 Australia and the Pacific: Chapter 24 Assessment (What makes a nation?), 857</p> |

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| <p>5.2.2 Analyzes the validity, reliability, and credibility of information from a variety of primary and secondary sources while researching an issue or event.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Uses Cornell Notes to examine the validity, reliability, and credibility of secondary sources on ancient Egypt and Mesopotamia while researching why people relocated to the Middle East during ancient times. – Uses a Venn diagram to examine the validity, reliability, and credibility of primary sources on the causes of the Peloponnesian Wars. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessments: People on the Move; Why History; Enduring Cultures; Meeting Needs and Wants</p> | <p>SE/PG: Core Concepts Handbook: Part 4 Assessment (Search for Information on the Internet), 55; Part 5 Assessment (Search for Information on the Internet), 71; Part 8 Assessment (Analyze Media Content), 115; Historical Sources, 120-121; Archaeology and Other Sources, 122-123; Part 9 Assessment (11. Analyze Primary and Secondary Sources), 126</p> <p>The United States and Canada: Chapter 1 Assessment (Search for Information on the Internet), 159; Road Trip: Explore the Interstate Highway System, 186-187</p> <p>Middle America: Young and Unemployed in Middle America, 246-247</p> <p>South America: Mapping Life Expectancy, 328-329</p> <p>Europe and Russia: Section Quiz, T13; Chapter 11 Assessment (Evaluating Web Sites), 463; Media Watchdog, 492-493</p> <p>Africa: Chapter 14 Assessment (Analyze Media Content), 551; History of North Africa, 564-567; Chapter 15 Assessment (Search for Information on the Internet), 577; Come to Africa: Plan a Tourism Campaign, 578-579</p> <p>Southwest Asia: Early Civilizations and Empires, 599-600; Chapter 17 Assessment (Analyze Media Content), 643; Sharing the Wealth: How the Oil Rich Can Help the Oil Poor, 672-673</p> <p>South and Central Asia: Chapter 20 Assessment (Search for Information on the Internet), 733; Getting to the Truth: Fact or Opinion, 734-735</p> <p>East and Southeast Asia: Chapter 21 Assessment (Evaluating Web Sites), 769; Chapter 22 Assessment (Search for Information on the Internet), 797; Plan the City of Tomorrow, 822-823</p> <p>Australia and the Pacific: Chapter 24 Assessment (Search for Information on the Internet), 857; Meet the Islanders, 858-859</p> |

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| Component 5.3: Deliberates public issues. | |
| <p>5.3.1 Engages in discussions that clarify and address multiple viewpoints on public issues. Examples:</p> <ul style="list-style-type: none"> – Engages in a debate to clarify multiple viewpoints on how the Phoenicians could have conserved resources. – Engages in a discussion to address multiple viewpoints on how studying the history of Mesopotamia helps one understand current issues in the Middle East region. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessments: Enduring Cultures; Why History?</p> | <p>SE/PG: Core Concepts Handbook: Historical Sources, 120-121; Archaeology and Other Sources, 122-123 Middle America: Young and Unemployed in Middle America, 246-247 Europe and Russia: Media Watchdog, 492-493 Southwest Asia: Early Civilizations and Empires, 599-600; A Cradle of Civilization, 626; Chapter 18 Assessment (Solve Problems), 671; Sharing the Wealth: How the Oil Rich Can Help the Oil Poor, 672-673 East and Southeast Asia: China and Freedom of Press, T29</p> |
| Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience. | |
| <p>5.4.1 Analyzes multiple factors, compares two groups, generalizes, and connects past to present to formulate a thesis in a paper or presentation. Examples:</p> <ul style="list-style-type: none"> – Examines multiple factors, generalizes, and connects the past to the present to formulate a thesis on the significance of the fall of Rome in a paper. – Examines multiple factors, generalizes, and connects past to present to formulate a thesis on the significance of the Peloponnesian War in a presentation. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessments: People on the Move; Why History; Enduring Cultures; Meeting Needs and Wants</p> | <p>SE/PG: Core Concepts Handbook: Give an Effective Presentation, 45; Part 8 Assessment (Analyze Media Content), 115; Historical Sources, 120-121; Archaeology and Other Sources, 122-123; Historical Maps, 124-125 South America: Chapter 6 Assessment (Give an Effective Presentation), 303 Europe and Russia: Life in Ancient Greece, 343-346; Conflict and Decline, 346-347; Rome Becomes an Empire, 350-351; Life in Ancient Rome, 351-352; The Western Empire Falls, 353; Chapter 8 Assessment (Test Conclusions), 368; Chapter 9 Assessment (Communication), 409</p> |

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| <p>5.4.2 Understands and demonstrates the ethical responsibility one has in using and citing sources and the rules related to plagiarism and copyright. Examples:</p> <ul style="list-style-type: none"> - Demonstrates ethical responsibility while writing a paper by using one’s own words and giving credit to ideas from others. - Explains the legal and ethical consequences of plagiarism. | <p>SE/PG: Core Concepts Handbook: Historical Sources, 120-121; Archaeology and Other Sources, 122-123; Historical Maps, 124-125; Key Terms and Ideas, 126; Think Critically, 126; Document-Based Questions, 127</p> |