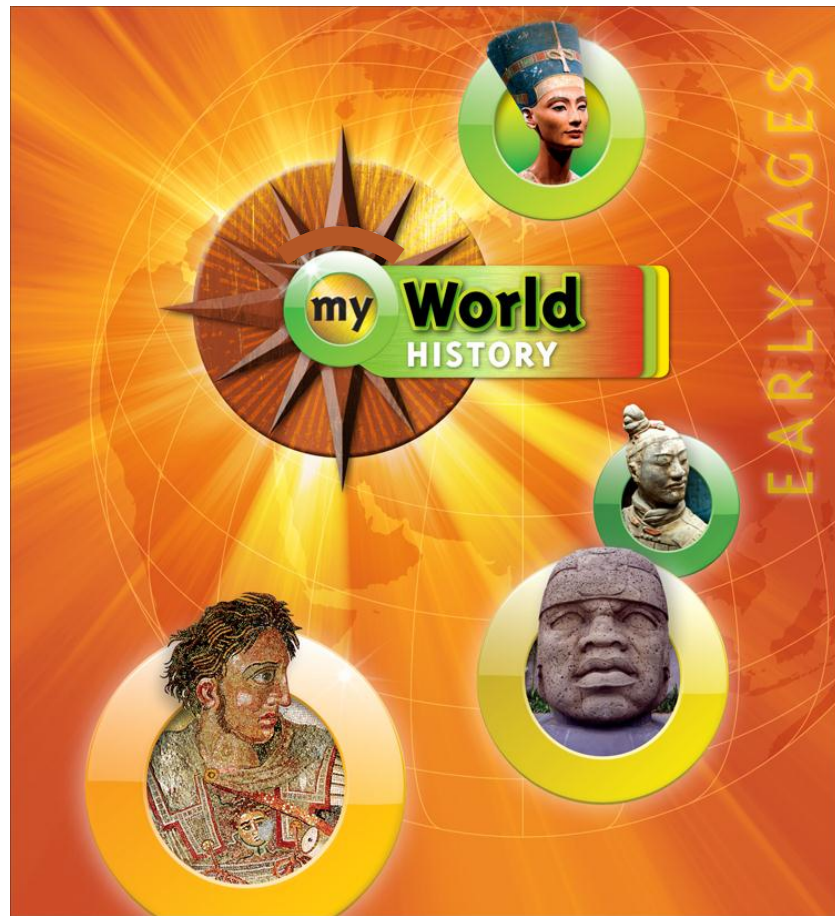


A Correlation of



To

Wisconsin's Model Academic Standards for Social Studies

End of Grade 8

A Correlation of myWorld History, Early Ages to Wisconsin's Model Academic Standards for Social Studies, End of Grade 8

Introduction

This document demonstrates how **Savvas myWorld History, Early Ages** meets Wisconsin's Model Academic Standards for Social Studies, end of grade 8. Correlation page references are to the Student Edition and Teacher's ProGuide.

The ProGuide is a next generation Teacher's Edition that combines a lightweight unit-by-unit approach with time-saving strategies, comprehensive *Understanding by Design*™ lesson plans, activity-based curriculum options, and reproducible student resources.

myWorld History engages 21st century learners by integrating myWorldHistory.com and the Student Edition with the goal of connecting history to their lives today.

- **Connect** Watch your students connect to engaging stories from some of the most compelling and eventful times in the history of our world through *myStory*.
- **Experience** Students will journey through time without leaving the classroom with myWorldHistory.com where they will actively experience the history of the world in which they live.
- **Understand** Informal and formal assessment options, both in print and online, provide students with multiple ways to demonstrate mastery of important concepts.

myWorldHistory.com & myWorld History, Early Ages Units

Unit 1: Origins

Unit 2: The Ancient Near East

Unit 3: Ancient India and China

Unit 4: Ancient Greece

Unit 5: Ancient Rome

Unit 6: The Byzantine Empire and Islamic Civilization

Unit 7: African and Asian Civilizations

Unit 8: Civilizations of the Americas

Unit 9: Europe in the Middle Ages

Unit 10: The Rise of Europe

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Wisconsin’s Model Academic Standards for Social Studies, End of Grade 8	myWorld History Early Ages
A. GEOGRAPHY: PEOPLE, PLACES AND ENVIRONMENTS	
CONTENT STANDARD: Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments	
PERFORMANCE STANDARDS	
By the end of grade eight , students will:	
<p>A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place</p>	<p>SE/PG: Core Concepts Handbook: Understanding Maps, 12-13; Historical Maps, 14-15; The Ancient Near East: Assyrian and Persian Empires, 126; Phoenician Trade Routes, 133; The Nile River Valley, 145; The Egyptian Empire, 148; Egypt’s Trade Routes, 159; Jewish Migrations, 185; Ancient India and China: The Indian Subcontinent, 201; Trade Routes from the Indus Valley, 204; The Maurya Empire, 236; The Gupta Empire, 243; China: Physical Geography, 255; Ancient Greece: Geography of Ancient Greece, 301; Greek Colonies, 310; Empires of Alexander the Great, 336; Ancient Rome: Ancient Rome, 358-359; Italy: Physical, 365; Spread of Christianity, 406; The Byzantine Empire and Islamic Civilization: The Byzantine Empire and Islamic Civilization, 426-427; The Byzantine Empire, 433; Arabia: Physical, 451; Spread of the Arab Muslim Empire, 461; African and Asian Civilizations: African and Asian Civilizations, 482-483; Africa: Climates, 489; West Africa Trade, 492; China Under the Tang and Song Dynasties, 518; Trade Routes, 528; Japan: Physical, 549; Civilizations of the Americas: Early Migrations to the Americas, 583; The Incan Empire, 603; Europe in the Middle Ages: Europe: Physical, 629; The Crusades, 667; The Rise of Europe: Italian City-States, 713; Religion in Europe, 751; Empires of the Americas, 771; The Columbian Exchange, 777</p>
<p>A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape</p>	<p>SE/PG: Core Concepts Handbook: Geography’s Five Themes, 10-11; Understanding Maps, T12-T13; The Rise of Europe: A Memorable Map, T64-T65</p>

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A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density	SE/PG: Core Concepts Handbook: Geography’s Five Themes, 10-11; Understanding Maps, 12-13
A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment	SE/PG: For related material please see: Origins: Modifying the Environment, 83; The Ancient Near East: Solve a Water Shortage, 192-193
A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases	SE/PG: The Ancient Near East: Solve a Water Shortage, 192-193; Ancient India and China: Trade, 202; African and Asian Civilizations: Natural Resources, 490; Gold-Salt Trade, 491-492; Civilizations of the Americas: Trade, 586; The Rise of Europe: The Treasure of Empire, 772-773
A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation	SE/PG: Origins: A Changing Climate, 70-71; The Birth of Farming, 82; The Ancient Near East: Floods and the Black Land, 145-146; Ancient Rome: Pompeii, 394; African and Asian Civilizations: The Ring of Fire, 549; Civilizations of the Americas: The Fall of the Maya, 586; The Ancestral Pueblo, 608-609; The Mississippians, 609-610
A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world	SE/PG: Origins: The Human Migration, 68-69; The Ancient Near East: Trade, 113; Exploring Dispersion, T84-T85; The Diaspora, 184-186; Ancient India and China: The Origins of the Indo-Aryans, 206-208; The Silk Road, 280-281; Ancient Rome: Spread of Christianity, 406; The Spread of Christianity, 422-423; The Byzantine Empire and Islamic Civilization: The Spread of Islam, 478-479; African and Asian Civilizations: Gold-Salt Trade, 491-492; Indian Ocean Trade Routes, 503; Trade Fuels Prosperity, 522-523; Revival of Trade, 528-529; Chinese Influence Spreads, 541; Trade in Asia and Africa, 572-573; Civilizations of the Americas: Migration to the Americas, 582; Europe in the Middle Ages: Migrating Tribes, 630

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<p>(Continued) A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world</p>	<p>(Continued) The Spread of Christianity in Europe, 634-639; Trade and Industry Grow, 684-685; The Black Death, 696-698; Effects of the Black Death, 698-699; The Rise of Europe: Birthplace of the Renaissance, 713-714; The Spread of New Ideas, 722-727; The Reformation Grows, 743-745; The Impact of Conquest, 772-775; The Columbian Exchange, 776-778</p>
<p>A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities</p>	<p>SE/PG: Origins: Adapting to Varied Environments, 70-72; Early Agriculture, 82-89; Hold an Agricultural Fair, 102-103; The Ancient Near East: Growing a Surplus, 146; Ancient India and China: Agriculture, 285; African and Asian Civilizations: Iron-Working Technology, 491; Advances in Farming, 521; Civilizations of the Americas: Farming, 585; The Ancestral Pueblo, 608-609; The Mississippians, 609-610; Europe in the Middle Ages: New Ways of Farming, 682-683</p>
<p>A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals</p>	<p>SE/PG: Origins: Early People, 54; Developing Complex Cultures: The Evidence of Art, 72; The Caves of Altamira, 73; Ancient Egypt and Nubia, 140; Architecture and Art, 154-155; Ancient Greece: The Parthenon, 324; The Architectural Orders, 341; Ancient Rome: Roman Architecture, 392-393; The Byzantine Empire and Islamic Civilization: Hagia Sophia, 441; The Golden Gate of Kiev, 443; The Taj Mahal, 466; Islamic Architecture, 474-475; African and Asian Civilizations: Castles in Japan, 560-561; Civilizations of the Americas: Maya Cities, 584-585; Machu Picchu, 606; The Cliff Palace, 609; Europe in the Middle Ages: New Architecture, 690; A Gothic World, 691; The Rise of Europe: Renaissance Architecture, 728-729</p>

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<p align="center">Wisconsin's Model Academic Standards for Social Studies, End of Grade 8</p>	<p align="center">myWorld History Early Ages</p>
<p>A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment</p>	<p>SE/PG: Core Concepts Handbook: Science and Technology, 44-45; The Ancient Near East: Development of the Alphabet, 136-137; Science and Mathematics, 156-157; Ancient India and China: Mathematics and Science, 245-247; Chinese Inventions, 287; Ancient Greece: Science and Technology, 347-348; Mathematics and Medicine, 348-349; The Byzantine Empire and Islamic Civilization: Mathematics and Science, 472; African and Asian Civilizations: Iron-Working Technology, 491; Technological Advances, 534-536; Civilizations of the Americas: Maya Achievements, 587-589; Aztec Achievements, 594-595; Incan Achievements, 605-606; The Rise of Europe: The Printing Revolution, 724-725; The Spread of Ideas, 726-727; Improved Ships Set Sail, 763; New Tools for Exploration, 767-769</p>
<p>A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations</p>	<p>SE/PG: For related material please see: The Rise of Europe: Mercantilism Mixer, T76-T77; History of Sugar, T78; The Growth of Trade, 776-783</p>

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<p align="center">Wisconsin’s Model Academic Standards for Social Studies, End of Grade 8</p>	<p align="center">myWorld History Early Ages</p>
<p>B. HISTORY: TIME, CONTINUITY, AND CHANGE</p>	
<p>CONTENT STANDARD: Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.</p>	
<p>PERFORMANCE STANDARDS</p>	
<p>By the end of grade eight, students will:</p>	
<p>B.8.1 Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used</p>	<p>SE/PG: Core Concepts Handbook: Historical Sources, 6-7; Origins: Document-Based Questions, 77; Document-Based Questions, 99; Digging for Clues, 100-101; The Ancient Near East: Document-Based Questions, 165; Document-Based Questions, 189; Polytheism and Monotheism, 190-191; Ancient India and China: Document-Based Questions, 229; Document-Based Questions, 269; Document-Based Questions, 289; The Right Way to Govern, 290-291; Ancient Greece: Document-Based Questions, 323; Document-Based Questions, 353; Comparing Athens and Sparta, 354-355; Ancient Rome: Document-Based Questions, 385; Document-Based Questions, 421; The Spread of Christianity, 422-423; The Byzantine Empire and Islamic Civilization: Document-Based Questions, 445; Document-Based Questions, 477; The Spread of Islam, 478-479; African and Asian Civilizations: Muslim Culture in Mali, 495-496; Document-Based Questions, 511; Document-Based Questions, 543; Trade in Asia and Africa, 572-573 Civilizations of the Americas: Document-Based Questions, 597; Document-Based Questions, 617; The Aztecs and the Incas, 618-619; Europe in the Middle Ages: Document-Based Questions, 647; Document-Based Questions, 701; The Crusades, 702-703; The Rise of Europe: Document-Based Questions, 735; Document-Based Questions, 785; Spanish Conquests in the Americas, 786-787</p>

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B.8.2 Employ cause-and-effect arguments to demonstrate how significant events have influenced the past and the present in United States and world history	SE/PG: The Rise of Europe: The Printing Revolution, 724-725; The Conquest of the Americas, 770-775
B.8.3 Describe the relationships between and among significant events, such as the causes and consequences of wars in United States and world history	SE/PG: Ancient Greece: War in Ancient Greece, 328-333; Alexander’s Empire, 334-337; Ancient Rome: The Struggle with Carthage, 380-381; From Republic to Empire, 382-383; Collapse of the West, 417-419; African and Asian Civilizations: The Mongol Conquests, 524-525; Europe in the Middle Ages: Religious Crusades, 664-671; The Rise of Europe: The Conquest of the Americas, 770-775
B.8.4 Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians	SE/PG: The Ancient Near East: Polytheism and Monotheism, 190-191; Ancient India and China: The Right Way to Govern, 290-291; Ancient Greece: Comparing Athens and Sparta, 354-355; Civilizations of the Americas: The Aztecs and the Incas, 618-619; Europe in the Middle Ages: The Crusades, 702-703; The Rise of Europe: Spanish Conquests in the Americas, 786-787
B.8.5 Use historical evidence to determine and support a position about important political values, such as freedom, democracy, equality, or justice, and express the position coherently	SE/PG: Ancient Greece: Emergence of City States, 304-305; Democracy in Athens, 312-317; History and Politics, 346; Ancient Rome: From Monarchy to Republic, 366; The Government of the Republic, 370-375; Roman Law, 401; Europe in the Middle Ages: Signing Magna Carta, 662; English Law, 662-663
B.8.6 Analyze important political values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights	SE/PG: For related material please see: Ancient Greece: Emergence of City States, 304-305; Democracy in Athens, 312-317; Political Thinkers, 346; Ancient Rome: The Roman Example, 375

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B.8.7 Identify significant events and people in the major eras of United States and world history	SE/PG: Ancient India and China: Shi Huangdi Unites China, 274-277; Ancient Greece: Alexander’s Empire, 334-337; Ancient Rome: Jesus’ Life and Teachings, 403-405; The Byzantine Empire and Islamic Civilization: Preaching a New Message, 453; African and Asian Civilizations: Genghis Khan, 524-525; Europe in the Middle Ages: The Age of Charlemagne, 631-633; The Rise of Europe: The Printing Revolution, 724-725; Luther Challenges the Church, 740-742; Columbus Sets Sail, 764-765; Magellan’s Feat, 766-767
B.8.8 Identify major scientific discoveries and technological innovations and describe their social and economic effects on society	SE/PG: Core Concepts Handbook: Science and Technology, 44-45; African and Asian Civilizations: Iron-Working Technology, 491; Technological Advances, 534-536; The Rise of Europe: The Printing Revolution, 724-725; The Spread of Ideas, 726-727; Improved Ships Set Sail, 763; New Tools for Exploration, 767-769
B.8.9 Explain the need for laws and policies to regulate science and technology	SE/PG: The Rise of Europe: Debate the Digital Future, 788-789
B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations	SE/PG: Origins: Social Organization, 88-89; The Ancient Near East: Conflict in Sumer, 118, Empires Rise and Fall, 120-121; Europe in the Middle Ages: Signing Magna Carta, 662; Trade with the East, 671; Cultural Exchange, 671; A Multicultural Society, 673; The Rise of Europe: The Spanish Conquer Two Empires 770-771; The Columbian Exchange, 776-778
B.8.11 Summarize major issues associated with the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin	SE/PG: For related material please see: Civilizations of the Americas: North American Cultures, 608-615; Script a Documentary, 620-621

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B.8.12 Describe how history can be organized and analyzed using various criteria to group people and events chronologically, geographically, thematically, topically, and by issues	SE/PG: Core Concepts Handbook: Geography’s Five Themes, 10-11; The Ancient Near East , 106-193; Ancient India and China , 194-293; Ancient Greece , 294-357; Ancient Rome , 358-425; The Byzantine Empire and Islamic Civilization , 426-481; African and Asian Civilizations , 482-575; Civilizations of the Americas , 576-621; Europe in the Middle Ages , 622-705; The Rise of Europe , 706-789
C. POLITICAL SCIENCE AND CITIZENSHIP: POWER, AUTHORITY, GOVERNANCE, AND RESPONSIBILITY	
CONTENT STANDARD: Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.	
PERFORMANCE STANDARDS	
By the end of grade eight , students will:	
C.8.1 Identify and explain democracy's basic principles, including individual rights, responsibility for the common good, equal opportunity, equal protection of the laws, freedom of speech, justice, and majority rule with protection for minority rights	SE/PG: Core Concepts Handbook: Democracy, 22; Principles of Government, 24; Ancient Greece: Emergence of City States, 304-305; Democracy in Athens, 312-317; Political Thinkers, 346; Ancient Rome: The Roman Example, 375; Limits on Royal Power, 662-663
C.8.2 Identify, cite, and discuss important political documents, such as the Constitution, the Bill of Rights, and landmark decisions of the Supreme Court, and explain their function in the American political system	SE/PG: For related material please see: Core Concepts Handbook: Political Structures, 24-25; Ancient Greece: Emergence of City States, 304-305; Democracy in Athens, 312-317; Political Thinkers, 346; Ancient Rome: The Roman Example, 375; Limits on Royal Power, 662-663
C.8.3 Explain how laws are developed, how the purposes of government are established, and how the powers of government are acquired, maintained, justified, and sometimes abused	SE/PG: For related material please see: Core Concepts Handbook: Foundations of Government, 20-21; Political Systems, 22-23; Political Structures, 24-25; Ancient Rome: The Roman Example, 375; Europe in the Middle Ages: Signing Magna Carta, 662; English Law, 662-663

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C.8.4 Describe and explain how the federal system separates the powers of federal, state, and local governments in the United States, and how legislative, executive, and judicial powers are balanced at the federal level	SE/PG: Core Concepts Handbook: Foundations of Government, 20-21; Political Structures, 24-25
C.8.5 Explain how the federal system and the separation of powers in the Constitution work to sustain both majority rule and minority rights	SE/PG: Core Concepts Handbook: Foundations of Government, 20-21; Political Structures, 24-25
C.8.6 Explain the role of political parties and interest groups in American politics	SE/PG: Core Concepts Handbook: Civic Participation, 27
C.8.7 Locate, organize, and use relevant information to understand an issue of public concern, take a position, and advocate the position in a debate	SE/PG: Core Concepts Handbook: Rank Responsibilities, T25; Citizenship, 26-27; Debate and Defend, T31; The Rise of Europe: Debate the Digital Future, 788-789
C.8.8 Identify ways in which advocates participate in public policy debates	SE/PG: For related material please see: Core Concepts Handbook: Rank Responsibilities, T25; Civic Participation, 27; The Rise of Europe: Debate the Digital Future, 788-789
C.8.9 Describe the role of international organizations such as military alliances and trade associations	SE/PG: For opportunities to address this standard please see: The Ancient Near East: Trade in Ancient Egypt, 158-159; Europe in the Middle Ages: Second and Third Crusades, 666; The Rise of Europe: The Columbian Exchange, 776-778

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D. ECONOMICS: PRODUCTION, DISTRIBUTION, EXCHANGE, CONSUMPTION	
CONTENT STANDARDS: Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.	
PERFORMANCE STANDARDS	
By the end of grade eight , students will:	
D.8.1 Describe and explain how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services	SE/PG: Core Concepts Handbook: Economic Basics, 28-29; International Traders, T33; Trade, 34-35; Money Management, 36-37; The Ancient Near East: Trade, 113; Ancient India and China: Uniform Standards, 275; The Silk Road, 280-281; Ancient Greece: The First Coins, 310-311; Athens Grows Rich, 311; Ancient Rome: The Roman Economy, 394-395; The Byzantine Empire and Islamic Civilization: Early Russia, 443; Growth of Cities and Trade, 468-470; African and Asian Civilizations: Gold-Salt Trade, 491-492; Indian Ocean Trade Routes, 503; Trade Fuels Prosperity, 522-523; Revival of Trade, 528-529; Trade in Asia and Africa, 572-573; The Rise of Europe: Italy: Renaissance Crossroads, 714; Florence: Renaissance Center, 715
D.8.2 Identify and explain basic economic concepts: supply, demand, production, exchange, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy; public and private goods and services	SE/PG: Core Concepts Handbook: Economic Basics, 28-29; Economic Process, 30-31; Economic Systems, 32-33; Trade, 34-35; Money Management, 36-37; The Ancient Near East: Phoenician Traders, 133; Trade in Ancient Egypt, 158-159; The Rise of Europe: Mercantilism, 779-780; A Commercial Revolution, 780-783
D.8.3 Describe Wisconsin's role in national and global economies and give examples of local economic activity in national and global markets	SE/PG: For related material please see: Core Concepts Handbook: Economic Process, 30-31; Economic Systems, 32-33
D.8.4 Describe how investments in human and physical capital, including new technology, affect standard of living and quality of life	SE/PG: Core Concepts Handbook: Science and Technology, 48-49; Origins: Public Works, 96; Ancient Rome: Rome’s Practical Achievements, 392-393; African and Asian Civilizations: Kublai Khan, 513-515; The Rise of Europe: Sugar, A Sweet Story of Capitalism, 780-781; The Digital Future, 788-789

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D.8.5 Give examples to show how government provides for national defense; health, safety, and environmental protection; defense of property rights; and the maintenance of free and fair market activity	SE/PG: Core Concepts Handbook: Foundations of Government, 20-21; Political Systems, 22-23; Political Structures, 24-25; Ancient India and China: Defending the Empire, 275; Economic Life, 285; The Byzantine Empire and Islamic Civilization: Defense and Trade, 433
D.8.6 Identify and explain various points of view concerning economic issues, such as taxation, unemployment, inflation, the national debt, and distribution of income	SE/PG: For opportunities to address this standard please see: Europe in the Middle Ages: Limits on Royal Power, 662-663; The Rise of Europe: Mercantilism, 779; A Commercial Revolution, 780-783
D.8.7 Identify the location of concentrations of selected natural resources and describe how their acquisition and distribution generates trade and shapes economic patterns	SE/PG: Ancient India and China: Trade, 202; The Silk Road, 280-281; African and Asian Civilizations: Natural Resources, 490; Gold-Salt Trade, 491-492; Indian Ocean Trade Routes, 503; Trade Fuels Prosperity, 522-523; Revival of Trade, 528-529; Trade in Asia and Africa, 572-573; Civilizations of the Americas: Trade, 586; The Rise of Europe: The Treasure of Empire, 772-773
D.8.8 Explain how and why people who start new businesses take risks to provide goods and services, considering profits as an incentive	SE/PG: Core Concepts Handbook: Economic Basics, 28-29; Entrepreneurs, T29; Economic Process, 30-31; The Rise of Europe: Florence: Renaissance Center, 715
D.8.9 Explain why the earning power of workers depends on their productivity and the market value of what they produce	SE/PG: For opportunities to address this standard please see: The Rise of Europe: Mercantilism, 779; A Commercial Revolution, 780-783
D.8.10 Identify the economic roles of institutions such as corporations and businesses, banks, labor unions, and the Federal Reserve System	SE/PG: Core Concepts Handbook: Money Management, 36-37

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D.8.11 Describe how personal decisions can have a global impact on issues such as trade agreements, recycling, and conserving the environment	SE/PG: For related material please see: The Ancient Near East: Solve a Water Shortage, 192-193
E. THE BEHAVIORAL SCIENCES: INDIVIDUALS, INSTITUTIONS AND CULTURES	
Content Standard: Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.	
PERFORMANCE STANDARDS	
By the end of grade eight , students will:	
E.8.1 Give examples to explain and illustrate the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning	SE/PG: For related material please see: Ancient India and China: Plan a Cultural Web Site, 292-293; The Byzantine Empire and Islamic Civilization: Design a Children’s Book, 480-481
E.8.2 Give examples to explain and illustrate how factors such as family, gender, and socioeconomic status contribute to individual identity and development	SE/PG: Ancient India and China: The Caste System, 209; Han Society, 282-283; Ancient Greece: Women in Ancient Greece, 306-307; Greek Society, 307-308; A Disciplined Society, 320-321; Ancient Rome: Roman Society, 376-379; The Byzantine Empire and Islamic Civilization: Society in the Arab Muslim Empire, 462; African and Asian Civilizations: Society and Culture, 504-509; Civilizations of the Americas: Maya Society, 585; Europe in the Middle Ages: A Feudal Society, 641-643; The Medieval Manor, 643-645; Freedom in the Air, 687; The Rise of Europe: New Viewpoints, 716-718

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E.8.3 Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people	SE/PG: Ancient India and China: Han Society, 282-283; Plan a Cultural Web Site, 292-293; Ancient Greece: Greek Society, 307-308; A Disciplined Society, 320-321; Ancient Rome: Roman Society, 376-379; African and Asian Civilizations: Society and Culture, 504-509; Japanese Society, 565; Chart Cultural Change, 574-575; Civilizations of the Americas: Maya Society, 585; Europe in the Middle Ages: A Feudal Society, 641-643; The Medieval Manor, 643-645; Growing Towns, 686-687; The Rise of Europe: Changes in Daily Life, 719-720
E.8.4 Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community	SE/PG: The Ancient Near East: Solve a Water Shortage, 192-193; The Byzantine Empire and Islamic Civilization: Design a Children’s Book, 480-481
E.8.5 Describe and explain the means by which groups and institutions meet the needs of individuals and societies	SE/PG: For opportunities to address this standard please see: Core Concepts Handbook: Foundations of Government, 20-21
E.8.6 Describe and explain the influence of status, ethnic origin, race, gender, and age on the interactions of individuals	SE/PG: Ancient India and China: The Caste System, 209; Han Society, 282-283; Ancient Greece: Women in Ancient Greece, 306-307; Greek Society, 307-308; A Disciplined Society, 320-321; Ancient Rome: Roman Society, 376-379; The Byzantine Empire and Islamic Civilization: Society in the Arab Muslim Empire, 462; Japanese Society, 565; Civilizations of the Americas: Aztec Society, 593-594; Incan Society, 606-607; Europe in the Middle Ages: A Feudal Society, 641-643; The Medieval Manor, 643-645
E.8.7 Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society	SE/PG: Europe in the Middle Ages: Religious Persecutions, 668-669; The Rise of Europe: The Loss of People and Cultures, 773-774; The Church Responds, 748-749; Catholic Southern Europe, 752-754

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E.8.8 Give examples to show how the media may influence the behavior and decision-making of individuals and groups	SE/PG: Origins: Ch. 1 and 2: Spread the News, T10-T11; Ancient Rome: Produce a Roman Newscast, 424-425; The Rise of Europe: The Printing Revolution, 724-725; In the News, 726; The Spread of Ideas, 726-727
E.8.9 Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world	SE/PG: Core Concepts Handbook: What Is Culture?, 38-39; Cultural Diffusion and Change, 42-43; Ancient India and China: Plan a Cultural Web Site, 292-293; Civilizations of the Americas: North American Cultures, 608-615; Script a Documentary, 620-621; The Rise of Europe: Cultural Blending, 774-775;
E.8.10 Explain how language, art, music, beliefs, and other components of culture can further global understanding or cause misunderstanding	SE/PG: Core Concepts Handbook: What Is Culture?, 38-39; Religion Research, T41; Religion, 40-41; Cultural Diffusion and Change, 42-43; The Ancient Near East: The Origins of Judaism, 170-175; The Teachings of Judaism, 176-181; Ancient India and China: Hinduism, 212-219; Buddhism, 220-227; Religion and Beliefs of Ancient China, 262-267; Ancient Greece: Ancient Greek Beliefs and Arts, 338-343; Ancient Rome: The People of Italy, 367; Comparing Religions, T52-T53; Origins of Christianity, 402-407; Beliefs of Christianity, 408-413; The Byzantine Empire and Islamic Civilization: Origins of Islam, 450-453; Beliefs of Islam, 454-459; Literature, 471; African and Asian Civilizations: Chinese Arts and Culture, 537-538; Religion and Thought, 538-540; Shinto, 566-567; Japanese Buddhism, 567-569; Civilizations of the Americas: Religion, 593; Incan Religion, 607; Europe in the Middle Ages: Religious Crusades, 664-671; Christians and Muslims in Spain, 672-675; An Age of Faith, 688-693; The Rise of Europe: New Directions in Art, 720-721; Northern Renaissance Artists, 723-724; Renaissance Art, 729-731; Renaissance Literature, 732-733; The Origins of Reformation, 740-745; The Counter-Reformation, 746-749; The Reformation Divides Europe, 750-755

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E.8.11 Explain how beliefs and practices, such as ownership of property or status at birth, may lead to conflict among people of different regions or cultures and give examples of such conflicts that have and have not been resolved	SE/PG: Ancient India and China: The Caste System, 209; Ancient Rome: Roman Society, 376-379; The Byzantine Empire and Islamic Civilization: Society in the Arab Muslim Empire, 462; Europe in the Middle Ages: A Feudal Society, 641-643; The Medieval Manor, 643-645; Religious Crusades, 664-671; Christians and Muslims in Spain, 672-675; The Rise of Europe: The Reformation Divides Europe, 750-755
E.8.12 Describe conflict resolution and peer mediation strategies used in resolving differences and disputes	SE/PG: This standard is beyond the scope of this program.
E.8.13 Select examples of artistic expressions from several different cultures for the purpose of comparing and contrasting the beliefs expressed	SE/PG: Core Concepts Handbook: What Is Culture?, 38-39; Cultural Diffusion and Change, 42-43; Origins: Ch. 1 and 2: Developing Complex Cultures: The Evidence of Art, 72; Ancient India and China: The Caste System, 209; A Rich Culture, 244-245; Han Society, 282-283; Ancient Greece: Women in Ancient Greece, 306-307; Greek Society, 307-308; A Disciplined Society, 320-321; The Arts of Ancient Greece, 340-341; Literature, 342-343; Plan a Museum Exhibit, 356-367; Ancient Rome: Roman Culture and Its Legacy, 396-401; The Byzantine Empire and Islamic Civilization: A Unique Culture, 440-441; African and Asian Civilizations: Society and Culture, 504-509; Chinese Arts and Culture, 537-538; Japan Develops a Unique Culture, 562-564; The Rise of Europe: Supporting the Arts, 714; Florence: Renaissance Center, 715; New Directions in Art, 720-721; Northern Renaissance Artists, 723-724; Renaissance Art, 729-731; Renaissance Literature, 732-733

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E.8.14 Describe cooperation and interdependence among individuals, groups, and nations, such as helping others in times of crisis	SE/PG: The Ancient Near East: Solve a Water Shortage, 192-193; The Rise of Europe: The Growth of Trade, 776-783