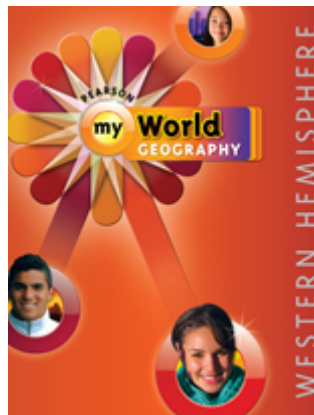


wA Correlation of

# Pearson myWorld Geography Western Hemisphere Edition

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To the

# Oregon Social Sciences Standards Grade 6

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It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.	
<b>[World History &amp; Geography—Western Hemisphere]</b>	
<b>Historical Knowledge</b>	
6.1. Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from people involved including, but not limited to, Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.	<p><b>SE:</b> History of the United States, 146–151; History of Canada, 182–187; History of Mexico, 222–227; History of Central America and the Caribbean, 252–254; History of Caribbean South America, 290–293; History of the Andes and the Pampas, 320–325; History of Brazil, 352–355; Ancient and Medieval Europe, 378–417; Europe in Modern Times, 418–463; History of Russia, 542–559</p> <p><b>PG:</b> The US and Canada, T14–151, T44–187; Middle America, T16–227, T42–254; South America, T14–293, T42–325, T70–355; Europe and Russia, T2–417, T38–463, T148–559</p>
6.2. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.	<p><b>SE:</b> Economics and Geography, 56–71; Population and Movement, 72–83; Culture and Geography, 84–101; Government and Citizenship, 102–115; Tools of History, 116–127; History of the United States, 146–151; The United States Today, 156–161; History of Canada, 182–187; Canada Today, 190–195; History of Mexico, 222–227; Mexico Today, 230–237; History of Central America and the Caribbean, 252–254; Central America and the Caribbean Today, 258–263; History of Caribbean South America, 290–293; Caribbean South America Today, 296–301; History of the Andes and the Pampas, 320–325; The Andes and the Pampas Today, 328–333; History of Brazil, 352–355; Brazil Today, 358–363; Ancient and Medieval Europe, 378–417; Europe in Modern Times, 418–463; Western Europe, 464–501; Eastern Europe, 502–529; History of Russia, 542–559; Russia Today, 552–557</p> <p><b>PG:</b> Core Concepts, T48–71, T62–83, T72–101, T88–115, T100–111; The US and Canada, T14–151, T44–187, T52–195; Middle America, T16–227, T24–237, T42–254, T50–263; South America, T14–293, T42–325, T70–355; Europe and Russia, T2–417, T38–463, T80–501, T114–529, T148–559, T156–557</p>

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6.3. Describe the rise; the political, technological, and cultural achievements; and the decline of ancient civilizations in Europe, Asia, and Africa prior to the Roman Empire.	<p><b>SE:</b> History of the United States, 146–151; The United States Today, 156–161; History of Canada, 182–187; Canada Today, 190–195; History of Mexico, 222–227; Mexico Today, 230–237; History of Central America and the Caribbean, 252–254; Central America and the Caribbean Today, 258–263; History of Caribbean South America, 290–293; Caribbean South America Today, 296–301; History of the Andes and the Pampas, 320–325; The Andes and the Pampas Today, 328–333; History of Brazil, 352–355; Brazil Today, 358–363; Ancient and Medieval Europe, 378–417; Europe in Modern Times, 418–463; Western Europe, 464–501; Eastern Europe, 502–529; History of Russia, 542–559; Russia Today, 552–557; also see: Government and Citizenship, 102–115; Tools of History, 116–127</p> <p><b>PG:</b> The US and Canada, T14–151, T44–187, T52–195; Middle America, T16–227, T24–237, T42–254, T50–263; South America, T14–293, T42–325, T70–355; Europe and Russia, T2–417, T38–463, T80–501, T114–529, T148–559, T156–557</p>
<b>Historical Thinking</b>	
6.4. Explain how different cultures in the Western Hemisphere record history.	<p><b>SE:</b> Historians: of Ancient Greece, 387, Anna Comnena, female historian, 402; also see: Writing Systems: civilizations, 98, prehistory, 119, Mayan, 252, Etruscan, 392</p> <p><b>PG:</b> Guide on the Side: Core Concepts, 119; Middle America, 252; Europe and Russia, 392</p>
6.5. Critique information to determine if it is sufficient to answer historical questions.	<p><b>SE:</b> Twenty–first Century Learning: evaluate Web sites, 15, 121, 529, Internet information, 55, 71, 165, 369, 370–371, 563, analyze media content, 83, 115, 239, 307, 564–565; also see: Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 127, 165, 197, 239, 269, 307, 339, 369, 417, 463, 500, 529, 563; Primary Sources, 162–163, 188–189, 228–229, 256–257, 294–295, 326–327, 356–357, 390–391, 406–407, 430–431, 450–451, 492–493, 526–527, 550–551; Historical Sources, 120–121;</p> <p><b>PG:</b> Guide on the Side: The US and Canada: 162–163, 188–189; Middle America, 228–229, 256–257; South America, 294–295, 326–327, 356–357; Europe and Russia, 390–391, 406–407, 430–431, 450–451, 492–493, 526–527, 550–551</p>

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6.6. Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise the Americas.	<b>SE:</b> Timelines, 118, 303, 397, 542–543, 608 <b>PG:</b> Core Concepts Handbook: Timeline Builders, T103; Measuring Time, T102
6.7. Define and use the terms “decade”, “century”, and “millennium”, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.	<b>SE:</b> Measuring Time, 118–119 <b>PG:</b> Core Concepts Handbook: Guide on the Side, 118–119
6.8. Analyze cause–and–effect relationships, including the importance of individuals, ideas, human interests and beliefs.	<b>SE:</b> Key Terms and Ideas: Cause and Effect, 14, 28, 54, 70, 126, 164, 269, 339 <b>PG:</b> See Cause and Effect Guide on the Side notes (examples): Core Concepts Handbook, 61, 75, 77, 109; The US and Canada, 139, 145, 149, 161, 171; Middle America, 217, 225, 235, 251; South America, 285, 289, 303, 315, 325; Europe and Russia, 379, 383, 395, 411, 422, 445
6.9. Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.	<b>SE:</b> Historical Sources, 120–121; Primary Sources, 162–163, 188–189, 228–229, 256–257, 294–295, 326–327, 356–357, 390–391, 406–407, 430–431, 450–451, 492–493, 526–527, 550–551 <b>PG:</b> Core Concepts Handbook: Historical Sources, T104, T105, 120–121; Guide on the Side: The US and Canada: 162–163, 188–189; Middle America, 228–229, 256–257; South America, 294–295, 326–327, 356–357; Europe and Russia, 390–391, 406–407, 430–431, 450–451, 492–493, 526–527, 550–551
6.10. Identify issues related to a historical event in the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.	<b>SE:</b> Case Studies: The United States Expands, 152–155; Canada’s Icy North, 178–181; Rise and Fall of the Aztecs, 218–221; Cuba: Revolution to Today, 264–267; Civil Conflict in Colombia, 302–305; Bolivia: A Divided Nation, 334–337; Destruction of the Amazon Rain Forest, 364–367; Energy for the Future, 476–479; Influence of Religion on Cultures of Eastern Europe, 514–517; The Soviet Industrial Legacy, 558–561 <b>PG:</b> Case Studies: The US and Canada: 152–155, 178–181; Middle America, 218–221, 264–267; South America, 302–305, 334–337, 364–367; Europe and Russia, 476–479, 514–517, 558–561

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<b>Geography</b>	
6.11. Distinguish among different types of maps and use them to analyze an issue in the Western Hemisphere.	<p><b>SE:</b> Maps, 5, 6–7, 9, 10, 11, 12, 13, 14, 25, 27, 28, 35, 36, 39, 40–41, 42–43, 44, 50, 54, 65, 67, 70, 76, 82, 86, 90–91, 92–93, 100, 114, 122, 124, 125, 126, 128, 130, 132, 134, 139, 140, 141, 143, 144, 149, 158, 166, 171, 172, 173, 175, 188, 190, 206, 211, 212, 214, 216, 235, 240, 245, 246, 247, 248, 272, 274, 276, 278, 283, 284, 286, 287, 308, 313, 314, 317, 318, 321, 332, 340, 345, 346, 347, 354, 372, 374, 376, 378, 383, 388, 394, 396, 402, 403, 409, 410, 418, 427, 433, 436, 445, 448, 454, 455, 464, 469, 470, 471, 472, 474, 475, 481, 487, 502, 507, 508, 510, 512, 522, 530, 535, 536, 539, 540, 549, 556; also see: Geography: The Study of Earth, 4–5; Ways to Show Earth’s Surface, 8–9; Understanding Maps, 10–11; Types of Maps, 12–13</p> <p><b>PG:</b> Core Concepts Handbook: Tools of Geography, T2–15; See all Guide on the Side: Analyze Maps (examples), The US and Canada, 130, 139, 175; Middle America, 211, 216, 240; South America, 272, 287, 314; Europe and Russia, 376, 410, 464</p>
6.12. Collect and analyze data to describe regions of the Western Hemisphere.	<p><b>SE:</b> Tools of Geography, 2–15; Our Planet, Earth, 16–45; Climates and Ecosystems, 30–45; Chapter Atlas, 138–145, 170–177, 210–217, 244–251, 282–289, 312–319, 344–351, 468–475, 506–513, 534–541; Charts, Graphs, and Diagrams, 18, 20, 22, 33, 34, 37, 38, 45, 49, 55, 58, 59, 60, 61, 63, 64, 68, 71, 74, 81, 83, 97, 99, 101, 115, 133, 151, 157, 160, 176, 177, 183, 197, 205, 215, 234, 236, 237, 246, 248, 249, 250, 254, 260, 262, 269, 271, 277, 285, 289, 291, 293, 298, 301, 307, 315, 316, 323, 324, 329, 332, 339, 350, 351, 353, 362, 369, 377, 386, 393, 397, 404, 415, 417, 425, 426, 435, 439, 440, 446, 447, 463, 482, 484, 487, 488, 490, 497, 501, 509, 520, 521, 529, 538, 547, 553, 554, 555, 563</p> <p><b>PG:</b> Core Concepts Handbook: Tools of Geography, T2–15; Our Planet, Earth, T14–29; Climates and Ecosystems, T26–45</p>

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6.13. Classify and analyze the types of connections between places in the Western Hemisphere.	<p><b>SE:</b> Economics and Geography, 56–71; Migration, 78–79; Urbanization, 80–81; Culture and Geography, 84–101; American Culture, 158–159; The United States as World Leader, 160–161; Canada: myStory, 167–169; Canada’s Role in the World, 192–193; Geographic Regions, 210–212; Mexico’s Economy, 216–218; Trade, 219; Regional Overview: South America, 272–277; Economies, 301; Regional Economies, 331–332; Brazil: A Growing Economy, 362; The European Union, 455, 486, 487; Democracy Spreads East, 455–456; West Central Europe Today, 486–491; Southern Europe Today, 494–499; Eastern Europe Today, 518–525; Russia and the World, 555–557</p> <p><b>PG:</b> Core Concepts Handbook: Economics and Geography, T48–71; Migration, T68–T69; Urbanization, T70–T71; Culture and Geography, T72–101</p>
6.14. Identify physical features of the Western Hemisphere and explain their effects on people and events.	<p><b>SE:</b> Our Planet, Earth, 16–45; Climates and Ecosystems, 30–45; Chapter Atlas, 138–145, 170–177, 210–217, 244–251, 282–289, 312–319, 344–351, 468–475, 506–513, 534–541</p> <p><b>PG:</b> Core Concepts Handbook: Our Planet, Earth, T14–29</p>
6.15. Explain how people have adapted to or changed the physical environment in the Western Hemisphere.	<p><b>SE:</b> Human-Environment Interaction, 7, 48–49, 50–51, 52–53, 54–55; Our Planet, Earth, 16–45; Chapter Atlas, 138–145, 170–177, 210–217, 244–251, 282–289, 312–319, 344–351, 468–475, 506–513, 534–541</p> <p><b>PG:</b> Core Concepts Handbook: Human-Environment Interaction, T40–55</p>
6.16. Explain how technological developments, societal decisions, and personal practices influence sustainability in the Western Hemisphere.	<p><b>SE:</b> Technology, 484, 608; Culture and Technology, 97, 98–99; Economic Development, 65; Human-Environment Interaction, 51–53; Industrial Revolution, 442–443; Transportation, 98–99; Middle Ages, 411; Transportation, 77, 475, 538, 539; also see: Human-Environment Interaction, 46–55</p> <p><b>PG:</b> Core Concepts Handbook: Human-Environment Interaction, T40–55</p>

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<b>Civics and Government</b>	
6.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Western Hemisphere.	<p><b>SE:</b> A New Country, 148; Canada’s Early History, 182–183; France and Britain Struggle for Control, 183; Roots of a Nation, 184–185; Canada Grows, 186; History of Mexico, 222–227; History of Central America and the Caribbean, 252–254; History of Caribbean South America, 290–293; History of the Andes and the Pampas, 320–325; Brazil: Cultures Meet, 352–353; The New Brazil, 354; Ancient Greece, 382–389; Ancient Rome, 392–399; The Byzantine Empire, 400–401; New Kingdoms in Europe, 402–403; Feudalism and Manorialism, 404–405; Limiting the King’s Power, 412–414; Democratic Revolutions, 440–441; History of Russia, 542–559; also see: Foundations of Government, 104–105; Political Systems, 106–107; Political Structures, 108–109</p> <p><b>PG:</b> Core Concepts: T90–105, T92–107, T94–109; Middle America, T16–227, T42–254; South America, T14–293, T42–325, T70–355; Europe and Russia, T2–417, T38–463, T148–559</p>
6.18. Describe current forms of government in countries in the Western Hemisphere.	<p><b>SE:</b> Independent Canada, 187; Governing Canada, 190–192; Governing Mexico, 230–231; Government and Change, 260–261; Government and Conflicts, 299–300; The New Governments, 333; The New Brazil, 354–355; Government for the People, 363; The European Union, 455, 486, 487; Democracy Spreads East, 455–457; British Government, 480–481; Central Europe, 520–521; The Balkan Nations, 522–523; The Russian Federation, 549; also see: Political Systems, 106–107; Political Structures, 108–109</p> <p><b>PG:</b> Core Concepts: T92–107, T94–109</p>
<b>Economics/Financial Literacy</b>	
6.19. Describe the role and function of prices in the economy.	<p><b>SE:</b> For related material see: Economic Process, 60–61</p> <p><b>PG:</b> Guide on the Side, 60–61</p>



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<b>Social Science Analysis</b>	
6.20. Critique information to determine if it is sufficient to answer questions.	<p><b>SE:</b> Twenty–first Century Learning: evaluate Web sites, 15, 121, 529, Internet information, 55, 71, 165, 369, 370–371, 563, analyze media content, 83, 115, 239, 307, 564–565; also see: Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 127, 165, 197, 239, 269, 307, 339, 369, 417, 463, 500, 529, 563; Primary Sources, 162–163, 188–189, 228–229, 256–257, 294–295, 326–327, 356–357, 390–391, 406–407, 430–431, 450–451, 492–493, 526–527, 550–551; Historical Sources, 120–121</p> <p><b>PG:</b> Core Concepts Handbook: Historical Sources, T104, T105, 120–121; Archeology and Other Sources, T106, T107, 122–123; Guide on the Side: The US and Canada: 162–163, 188–189; Middle America, 228–229, 256–257; South America, 294–295, 326–327, 356–357; Europe and Russia, 390–391, 406–407, 430–431, 450–451, 492–493, 526–527, 550–551</p>
6.21. Clarify key aspects of an event, issue, or problem through inquiry and research.	<p><b>SE:</b> Journal Activity &amp; Twenty–first Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 127, 165, 197, 239, 269, 307, 339, 369, 417, 463, 500, 529, 563; myworldgeography.com &amp; myStory (Data Discover Activity), 129, 201, 273, 373; also see: Twenty–first Century Learning: evaluate Web sites, 15, 121, 529, Internet information, 55, 71, 165, 369, 370–371, 563, analyze media content, 83, 115, 239, 307, 564–565</p> <p><b>PG:</b> Core Concepts Handbook, 15, 29, 45, 55, 71, 83, 101, 115, 127; The US and Canada, 165, 197; Middle America, 239, 269; South America, 307, 339, 369; Europe and Russia, 417, 463, 500, 529, 563</p>

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6.22. Gather, interpret, document, and use information from multiple sources, distinguishing facts from opinions and recognizing points of view.	<p><b>SE:</b> Document–Based Questions, Essential Question Activity, 21<sup>st</sup> Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 127, 165, 197, 239, 269, 307, 339, 369, 417, 463, 500, 529, 563; Primary Sources, 162–163, 188–189, 228–229, 256–257, 294–295, 326–327, 356–357, 390–391, 406–407, 430–431, 450–451, 492–493, 526–527, 550–551; Historical Sources, 120–121</p> <p><b>PG:</b> Core Concepts Handbook: Historical Sources, T104, T105, 120–121; Guide on the Side: The US and Canada: 162–163, 188–189; Middle America, 228–229, 256–257; South America, 294–295, 326–327, 356–357; Europe and Russia, 390–391, 406–407, 430–431, 450–451, 492–493, 526–527, 550–551</p>
6.23. Interpret documents and data from multiple primary and secondary sources (art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts).	<p><b>SE:</b> Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 127, 165, 197, 239, 269, 307, 339, 369, 417, 463, 500, 529, 563; Charts, Graphs, and Diagrams, 18, 20, 22, 33, 34, 37, 38, 45, 49, 55, 58, 59, 60, 61, 63, 64, 68, 71, 74, 81, 83, 97, 99, 101, 115, 133, 151, 157, 160, 176, 177, 181, 183, 192, 197, 205, 215, 234, 236, 237, 246, 248, 249, 250, 254, 260, 262, 269, 271, 277, 285, 289, 291, 293, 298, 301, 307, 315, 316, 323, 324, 329, 332, 339, 350, 351, 353, 362, 362, 369, 377, 386, 393, 397, 404, 415, 417, 425, 426, 435, 439, 440, 447, 463, 482, 484, 487, 488, 490, 497, 501, 509, 520, 521, 529, 538, 547, 553, 554, 555, 563; Primary Sources, 162–163, 188–189, 228–229, 256–257, 294–295, 326–327, 356–357, 390–391, 406–407, 430–431, 450–451, 492–493, 526–527, 550–551; Historical Sources, 120–121; Archaeology and Other Sources, 122–123; also see: Twenty–first Century Learning: evaluate Web sites, 15, 121, 529, Internet information, 55, 71, 165, 369, 370–371, 563, analyze media content, 83, 115, 239, 307, 564–565;</p> <p><b>PG:</b> Core Concepts Handbook: Historical Sources, T104, T105, 120–121; Archeology and Other Sources, T106, T107, 122–123; Guide on the Side: The US and Canada: 162–163, 188–189; Middle America, 228–229, 256–257; South America, 294–295, 326–327, 356–357; Europe and Russia, 390–391, 406–407, 430–431, 450–451, 492–493, 526–527, 550–551</p>