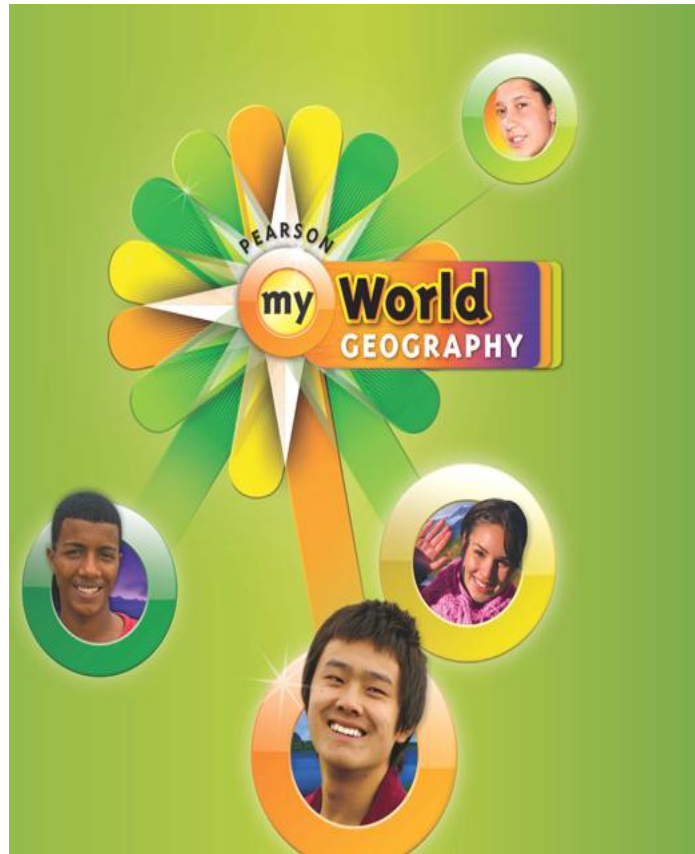


A Correlation of



Survey Edition

To the

**Illinois Learning Standards for
Social Science
Grade 6-8**



A Correlation of Pearson *myWorld Geography, Survey Edition* to the Illinois Learning Standards for Social Science

Introduction

This document demonstrates how *myWorld Geography, Survey Edition*, meets the Illinois Learning Standards for Social Science, Grades 6-8. Correlation page references are to the Student 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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Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
Illinois Learning Standards for Social Science, 6-8	
Inquiry Skills	
Developing Questions and Planning Inquiries	
Constructing Essential Questions	
SS.IS.1.6-8: Create essential questions to help guide inquiry about a topic.	<p>SE/PG: 21st Century Learning (Unit Activities): Search for Information on the Internet, 328–329; Generate New Ideas, 578–578; Essential Question, 134, 160, 194, 222, 254, 278, 304, 336, 370, 410, 442, 464, 500, 526, 552, 586, 614, 644, 680, 704, 742, 770, 798, 830; 21st Century Learning & Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857</p> <p>PG only: Connect to Essential Question: The United States and Canada, T3, T31; Middle America, T3, T31; South America, T3, T31, T59; Europe and Russia, T3, T39, T81, T115, T137; Africa, T3, T31, T59; Southwest Asia, T3, T31, T59; South and Central Asia, T3, T31; East and Southeast Asia, T3, T31, T59; Australia and the Pacific, T3</p> <p><u>Digital Resources:</u> 21st Century Skills: Create a Research Hypothesis; Set a Purpose for Reading; Generate New Ideas</p>
Constructing Supporting Questions	
SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.	<p>SE/PG: 21st Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; 21st Century Learning (Unit Activities): Search for Information on the Internet, 328–329; Analyze Media Content, 492–493; Generate New Ideas, 578–578; Evaluate Web Sites, 734–735</p>

**A Correlation of Pearson myWorld Geography, Survey Edition to the
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Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
<p>(Continued) SS.IS.2.6-8: Ask essential and focusing questions that will lead to independent research.</p>	<p>(Continued) PG only: Connect to Essential Question: The United States and Canada, T3, T31; Middle America, T3, T31; South America, T3, T31, T59; Europe and Russia, T3, T39, T81, T115, T137; Africa, T3, T31, T59; Southwest Asia, T3, T31, T59; South and Central Asia, T3, T31; East and Southeast Asia, T3, T31, T59; Australia and the Pacific, T3</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Create a Research Hypothesis; Set a Purpose for Reading; Generate New Ideas</p>
<p>Determining Helpful Sources</p>	
<p>SS.IS.3.6-8: Determine sources representing multiple points of view that will assist in organizing a research plan.</p>	<p>SE/PG: Document-Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; Analyze Primary and Secondary Sources, 126, 158, 576; 21st Century Learning: Evaluate Web sites, 15, 121, 734-735, 769; Analyze media content, 83, 115, 221, 277, 492-493, 551, 643</p> <p>PG only: Core Concepts Handbook: Historical Sources, T104; Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48, T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>

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Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
Evaluating Sources and Using Evidence	
Gathering and Evaluating Sources	
SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.	<p>SE/PG: 21st Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; Analyze Primary and Secondary Sources, 126, 158, 576; 21st Century Learning (Unit Activities): Analyze Media Content, 492-493; Evaluate Web Sites, 734-735; 21st Century Learning (Chapter Activities): Evaluate Web sites, 15, 121, 769; Analyze media content, 83, 115, 221, 277, 551, 643</p> <p>PG only: Core Concepts Handbook: Historical Sources, T104; Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48, T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>
SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context.	<p>SE/PG: 21st Century Learning (Unit Activities): Analyze Media Content, 492-493; Evaluate Web Sites, 734-735; 21st Century Learning (Chapter Activities): Evaluate Web sites, 15, 121, 769; Analyze media content, 83, 115, 221, 277, 551, 643; Analyze Primary and Secondary Sources, 126, 158, 576; Document-Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857</p>

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<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>(Continued) SS.IS.4.6-8.MdC: Determine the credibility of sources based upon their origin, authority and context.</p>	<p>(Continued) PG only: Core Concepts Handbook: Historical Sources, T104; Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48, T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>
<p>SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other.</p>	<p>SE/PG: 21st Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; Analyze Primary and Secondary Sources, 126, 158, 576; 21st Century Learning (Unit Activities): Analyze Media Content, 492-493; Evaluate Web Sites, 734-735; 21st Century Learning (Chapter Activities): Evaluate Web sites, 15, 121, 769; Analyze media content, 83, 115, 221, 277, 551, 643</p> <p>PG only: Core Concepts Handbook: Historical Sources, T104; Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48, T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p>

**A Correlation of Pearson myWorld Geography, Survey Edition to the
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Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
(Continued) SS.IS.4.6-8.MC: Gather relevant information from credible sources and determine whether they support each other.	(Continued) <u>Digital Resources:</u> <i>21st Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments
Developing Claims and Using Evidence	
SS.IS.5.6-8.LC: Appropriately cite all sources utilized.	SE/PG: Research Two Cultures Different than Yours, 245; Research Ethnic Conflict in Africa, 551; Research an Ethnic Group in Arabia, 613; Research Israeli-Palestinian Conflict, 643; also see: Document-Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857 <u>Digital Resources:</u> <i>21st Century Skills:</i> Avoid Plagiarism
SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.	SE/PG: 21 st Century Learning (Unit Activities): Analyze Media Content, 492–493; Evaluate Web Sites, 734–735; Writing Task: Favorite Book and Opinion, 101; Essay: Opinion Piece, 115; Speech, Persuasive Announcement, 245; 21 st Century Learning (Chapter Activities): Persuasive Essay, 409, Marketing Campaign, 579; 21 st Century Learning (Unit Activities): Solve Problems, 246–247; Make a Difference, 672–673; Evaluate Web Sites, 734–735; Give an Effective Presentation, 822–823 PG only: Core Concepts Handbook: Historical Sources, T104; Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48, T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20

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<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>(Continued) SS.IS.5.6-8.MdC: Identify evidence from multiple sources to support claims, noting its limitations.</p>	<p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>
<p>SS.IS.5.6-8.MC: Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>SE/PG: Writing Task: Favorite Book and Opinion, 101; Essay: Opinion Piece, 115; Speech, Persuasive Announcement, 245; 21st Century Learning (Chapter Activities): Persuasive Essay, 409, Marketing Campaign, 579; 21st Century Learning (Unit Activities): Solve Problems, 246–247; Make a Difference, 672–673; Evaluate Web Sites, 734–735; Give an Effective Presentation, 822–823</p> <p>PG only: Core Concepts Handbook: Making Peace (Write Foreign Policy), T97; Ranking Responsibilities, T99; Historical Sources, T104; The United States and Canada: Thumbs Up, Thumbs Down, T21; Middle America: To Dig or Not to Dig, T18–T19; Is Free Fair? T52–T53; South America: Propaganda Posters, T52–T53; The Climate-Change Debate, T85; Europe and Russia: Cradle to Grave? T96–T97; Africa: To Drill or Not to Drill? T5–T7; Southwest Asia: Peace Conference, T52–T53; To Join or Not to Join, T80–T81; South and Central Asia: Nonviolent Protest, T48–T49; East and Southeast Asia: Should I Migrate? T10–T11; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Consider and Counter Opposing Arguments; Develop a Clear Thesis; Support Ideas with Evidence; Write an Essay; Distinguish Between Fact and Opinion</p>

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Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
Communicating Conclusions and Taking Informed Action	
Communicating Conclusions	
<p>SS.IS.6.6-8.LC: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p>	<p>SE/PG: 21st Century Learning (Chapter Activities): Persuasive Essay, 409, Marketing Campaign, 579; 21st Century Learning (Unit Activities): Solve Problems, 246–247; Make a Difference, 672–673; Evaluate Web Sites, 734–735; Give an Effective Presentation, 822–823; Writing Task: Favorite Book and Opinion, 101; Essay: Opinion Piece, 115; Speech, Persuasive Announcement, 245</p> <p>PG only: Core Concepts Handbook: Making Peace (Write Foreign Policy), T97; Middle America: To Dig or Not to Dig, T18–T19; Is Free Fair? T52–T53; South America: Propaganda Posters, T52–T53; The Climate-Change Debate, T85; Europe and Russia: Cradle to Grave? T96–T97; Africa: To Drill or Not to Drill? T5–T7; Southwest Asia: To Join or Not to Join, T80–T81; East and Southeast Asia: Should I Migrate? T10–T11; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p> <p><u>Digital Resources:</u> 21st Century Skills: Develop a Clear Thesis; Support Ideas with Evidence; Write an Essay; Distinguish Between Fact and Opinion; Give an Effective Presentation</p>
<p>SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.</p>	<p>SE/PG: Writing Task: Compare two documents, Explanation, 15, 29, 55, 71, 83, 159, 185, 221, 303, 327, 369, 409, 525, 551, 577, 613, 643, 769, 797, 821, 857, Comparing, 671, 733, ; 21st Century Learning: Illustrated Informational Brochure, 101, Short Essay, 115, Report, 797</p> <p>PG only: Core Concepts Handbook: Planning History (Design Brochure for a Local Museum Exhibit), T105; The United States and Canada: Interviewing America, T5–T7; South America: Teaching Booklet, T24–T25; Australia and the Pacific: Dear Antarctica, T32–T33</p>

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Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
<p>(Continued) SS.IS.6.6-8.MdC: Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.</p>	<p>(Continued) <u>Digital Resources:</u> <i>21st Century Skills:</i> Develop a Clear Thesis; Support Ideas with Evidence; Write an Essay</p>
<p>SS.IS.6.6-8.MC: Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</p>	<p>SE/PG: 21st Century Learning (Unit Activities): Solve Problems, 246–247; Make a Difference, 672–673; Evaluate Web Sites, 734–735; Give an Effective Presentation, 822–823; 21st Century Learning (Chapter Activities): Persuasive Essay, 409, Marketing Campaign, 579; Writing Task: Favorite Book and Opinion, 101; Essay: Opinion Piece, 115; Speech, Persuasive Announcement, 245</p> <p>PG only: Core Concepts Handbook: Making Peace (Write Foreign Policy), T97; Middle America: To Dig or Not to Dig, T18–T19; Is Free Fair? T52–T53; South America: Propaganda Posters, T52–T53; The Climate-Change Debate, T85; Europe and Russia: Cradle to Grave? T96–T97; Africa: To Drill or Not to Drill? T5–T7; Southwest Asia: To Join or Not to Join, T80–T81; East and Southeast Asia: Should I Migrate? T10–T11; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Develop a Clear Thesis; Support Ideas with Evidence; Write an Essay; Distinguish Between Fact and Opinion; Give an Effective Presentation</p>

**A Correlation of Pearson myWorld Geography, Survey Edition to the
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Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
Critiquing Conclusions	
SS.IS.7.6-8: Critique the structure and credibility of arguments and explanations (self and others).	<p>SE/PG: 21st Century Learning (Unit Activities): Evaluate Web Sites, 734–735; Give an Effective Presentation, 822–823; 21st Century Learning (Chapter Activities): Evaluate Web sites, 15, 121, 769; Analyze media content, 83, 115, 221, 277, 551, 643</p> <p>PG only: Core Concepts Handbook: Making Peace (Foreign Policy), T97; Middle America: Is Free Fair? T52–T53; South America: Propaganda Posters, T52–T53; The Climate-Change Debate, T85; Europe and Russia: Cradle to Grave? T96–T97; Africa: To Drill or Not to Drill? T5–T7; Southwest Asia: To Join or Not to Join, T80–T81; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Consider and Counter Opposing Arguments</p>
Taking Informed Action	
SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.	<p>SE/PG: 21st Century Learning (Unit Activities): Solve Problems, 246–247; Make a Difference, 672–673; Essay: Opinion Piece, 115; Speech, Persuasive Announcement, 245; also see: A Closer Look: Crops and Water Pollution, 232; One Region, Many Faces, 239; Globalization and the Environment, 298; Understanding the European Union, 429; Coal or Nuclear: difficult Energy Choices, 450; Darfur Refugee Crisis, 546; The Shrinking Aral Sea, 699; Women in South Asia, 728; The Three Gorges Dam, 766; Effects of Colonization, 812; Disappearing Islands, 850</p> <p>PG only: Core Concepts Handbook: Making Peace (Foreign Policy), T97; Middle America: Is Free Fair? T52–T53; South America: Propaganda Posters, T52–T53; The Climate-Change Debate, T85; Europe and Russia: Cradle to Grave? T96–T97; Africa: To Drill or Not to Drill? T5–T7</p>

**A Correlation of Pearson myWorld Geography, Survey Edition to the
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Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
<p>(Continued) SS.IS.8.6-8.LC: Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.</p>	<p>(Continued) Southwest Asia: To Join or Not to Join, T80–T81 Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Solve Problems</p>
<p>SS.IS.8.6-8.MdC: Assess individual and collective capacities to take action to address problems and identify potential outcomes.</p>	<p>SE/PG: 21st Century Learning (Unit Activities): Solve Problems, 246–247; Make a Difference, 672–672; Develop Cultural Awareness, 858–859; A Closer Look: Crops and Water Pollution, 232; One Region, Many Faces, 239; Globalization and the Environment, 298; Coal or Nuclear: difficult Energy Choices, 450; Darfur Refugee Crisis, 546</p> <p>PG only: Middle America: Is Free Fair? T52–T53; South America: Propaganda Posters, T52–T53; The Climate-Change Debate, T85; Europe and Russia: Cradle to Grave? T96–T97; Africa: To Drill or Not to Drill? T5–T7; Southwest Asia: To Join or Not to Join, T80–T81; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Solve Problems</p>
<p>SS.IS.8.6-8.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.</p>	<p>SE/PG: 21st Century Learning (Unit Activities): Work in Teams, 186–187; Solve Problems, 246–247; Make a Difference, 672–672; Develop Cultural Awareness, 858–859; Conflict and Cooperation, 110–111; Citizenship, 112–113; Essential Question (Chapter Activity): Regional Ethnic Cooperation Conference, 671</p> <p>PG only: Core Concepts Handbook: Making Peace (Foreign Policy), T97; Middle America: Is Free Fair? T52–T53; South America: Propaganda Posters, T52–T53; The Climate-Change Debate, T85; Europe and Russia: Cradle to Grave? T96–T97; Africa: To Drill or Not to Drill? T5–T7</p>

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Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
(Continued) SS.IS.8.6-8.MC: Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.	(Continued) Southwest Asia: To Join or Not to Join, T80–T81; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25 <u>Digital Resources:</u> <i>21st Century Skills:</i> Make Decisions; Voting; Work in Teams
Civics Standards	
Civic and Political Institutions	
SS.CV.1.6-8.LC: Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters and office holders).	SE/PG: Democracy, 106; Citizenship, 112–113; Document-Based Questions: Voter Participation, 115; also see: Citizens, 155, 180, 212–213, 240, 273, 301, 325, 341– 345, 460, 485, 520, 547, 575, 634, 663, 700, 730, 761, 788, 816, 848, 889 PG only: Core Concepts Handbook: Citizenship, T98; Ranking Responsibilities, T99; The United States and Canada: Lasting Ideals, T29; Southwest Asia: Peace Conference, T52–T53; South and Central Asia: Nonviolent Protest, T48–T49; Governments and Citizens in South Asia, T56–T57; East and Southeast Asia: Government and Citizens in Japan and the Koreas, T56–T57; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25 <u>Digital Resources:</u> <i>21st Century Skills:</i> Being an Informed Citizen; Participate in a Discussion or Debate; Paying Taxes; Political Participation; Serving on a Jury; Share Responsibility; Solve Problems; Voting; Work in Teams <i>myWorld History Resources:</i> Current Events

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<p>SS.CV.1.6-8.MdC: Describe the roles of political, civil and economic organizations in shaping people’s lives.</p>	<p>SE/PG: Economic Systems, 62–63; Economic Development, 64–65; Foundations of Government, 104–105; Political Systems, 106–107; Political Structures, 108–109; NAFTA, 152, 154, 180, 216, 219; Central America-Dominican Republic-United States Free Trade Association (CAFTA-DR), 242; Free Trade Area of the Americas (FTAA), 219; Free-Trade Agreements and, 241-242, 299-300; also see: Government Systems, 148–149, 176, 177, 178–179, 212–213, 273, 274, 318–319, 325, 341–343, 347, 364, 365, 387, 390, 391, 422–423, 430, 431, 433, 434, 454, 455, 456, 457, 459, 479–483, 541, 547, 548, 565, 569, 574–575, 604, 634–635, 662–663, 666–667, 700–701, 730, 753, 758–759, 760, 761, 786–787, 788–789, 816, 848</p> <p>PG only: Core Concepts Handbook: Foundations of Government, T90; Political Systems, T92; Political Structures, T95; Making Peace, T97; The United States and Canada: Enrichment: Creating a Federalist Government, T18; Europe and Russia: Democracy in Eastern Europe, T78; Southwest Asia: Peace Conference, T52–T53; To Join or Not to Join (European Union), T80–T81; South and Central Asia: Governments and Citizens in South Asia, T56–T57; East and Southeast Asia: Government and Citizens in Japan and the Koreas, T56–T57</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events</p>

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<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>SS.CV.1.6-8.MC: Evaluate the powers and responsibilities of citizens, political parties, interest groups, and the media.</p>	<p>SE/PG: Democracy, 106; Citizenship, 112; Interest Group, 113; Document-Based Questions: Voter Participation, 115; also see: 21st Century Learning (Unit Activities): Evaluate Web Sites, 734–735; Give an Effective Presentation, 822–823; 21st Century Learning (Chapter Activities): Evaluate Web sites, 15, 121, 769; Analyze media content, 83, 115, 221, 277, 551, 643; Citizens, 155, 180, 212–213, 240, 273, 301, 325, 341– 345, 460, 485, 520, 547, 575, 634, 663, 700, 730, 761, 788, 816, 848, 889</p> <p>PG only: Core Concepts Handbook: Political Systems, T92; Political Structures, T95; The United States and Canada: Enrichment: Creating a Federalist Government, T18; Europe and Russia: Democracy in Eastern Europe, T78; South and Central Asia: Governments and Citizens in South Asia, T56–T57; East and Southeast Asia: Government and Citizens in Japan and the Koreas, T56–T57</p> <p><u>Digital Resources:</u> 21st Century Skills: Being an Informed Citizen; Participate in a Discussion or Debate; Paying Taxes; Political Participation; Serving on a Jury; Share Responsibility; Solve Problems; Voting</p>

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Illinois Learning Standards for Social Science**

<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>SS.CV.2.6-8.LC: Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.</p>	<p>SE/PG: Foundations of Government, 104–105; Political Systems, 106–107; Rule of Law, 108; Constitution, U.S., 109, 148–149; Bill of Rights, 112; Laws, 349, 351, 354; Declaration of Independence, 390; United Nations (UN), 111, 150, 181, 433; NAFTA, 152, 154, 180, 216, 219; Central America-Dominican Republic-United States Free Trade Association (CAFTA-DR), 242; Free Trade Area of the Americas (FTAA), 219; Free-Trade Agreements and, 241-242, 299-300</p> <p>PG only: The United States and Canada: Enrichment: Creating a Federalist Government, T18; South America: Union or Separation? T20; Civil Conflict in Columbia, T28; Bolivia: A Divided Nation, T56; Europe and Russia: Tear Down This Wall, T74–T75; Democracy in Eastern Europe, T78; Southwest Asia: Peace Conference, T52–T53; To Join or Not to Join (European Union), T80–T81; Enrichment: Protest Voices from Iran, T82; South and Central Asia: Nonviolent Protest, T48–T49; Governments and Citizens in South Asia, T56–T57; East and Southeast Asia: Government and Citizens in Japan and the Koreas, T56–T57; Australia and the Pacific: Aborigines Under British Rule, T20–T21</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Being an Informed Citizen</p>

**A Correlation of Pearson myWorld Geography, Survey Edition to the
Illinois Learning Standards for Social Science**

<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>SS.CV.2.6-8.MdC: Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.</p>	<p>SE/PG: Constitution, U.S., 109, 148–149; Bill of Rights, 112; Declaration of Independence, 390; also see: Government Systems, 148–149, 176, 177, 178–179, 212–213, 273, 274, 318–319, 325, 341–343, 347, 364, 365, 387, 390, 391, 422–423, 430, 431, 433, 434, 454, 455, 456, 457, 459, 479–483, 541, 547, 548, 565, 569, 574–575, 604, 634–635, 662–663, 666–667, 700–701, 730, 753, 758–759, 760, 761, 786–787, 788–789, 816, 848</p> <p>PG only: Core Concepts Handbook: Foundations of Government, T90; Political Systems, T92; Political Structures, T95; The United States and Canada: Enrichment: Creating a Federalist Government, T18; Europe and Russia: Democracy in Eastern Europe, T78; South and Central Asia: Governments and Citizens in South Asia, T56–T57; East and Southeast Asia: Government and Citizens in Japan and the Koreas, T56–T57</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Being an Informed Citizen; Identify Main Ideas and Details</p>

**A Correlation of Pearson myWorld Geography, Survey Edition to the
Illinois Learning Standards for Social Science**

<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>SS.CV.2.6-8.MC: Analyze the power and limits of governments, public officials, and bureaucracies at different levels in the United States and other countries.</p>	<p>SE/PG: Limited Government, 105; Political Systems, 106–107; Political Structures, 108–109; Constitution, U.S., 148–149; also see: Government Systems, 148–149, 176, 177, 178–179, 212–213, 273, 274, 318–319, 325, 341–343, 347, 364, 365, 387, 390, 391, 422–423, 430, 431, 433, 434, 454, 455, 456, 457, 459, 479–483, 541, 547, 548, 565, 569, 574–575, 604, 634–635, 662–663, 666–667, 700–701, 730, 753, 758–759, 760, 761, 786–787, 788–789, 816, 848</p> <p>PG only: Core Concepts Handbook: Foundations of Government, T90; Political Systems, T92; Political Structures, T95; The United States and Canada: Enrichment: Creating a Federalist Government, T18; Europe and Russia: Democracy in Eastern Europe, T78; South and Central Asia: Governments and Citizens in South Asia, T56–T57; East and Southeast Asia: Government and Citizens in Japan and the Koreas, T56–T57</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Being an Informed Citizen</p>

**A Correlation of Pearson myWorld Geography, Survey Edition to the
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
Participation and Deliberation: Applying Civic Virtues and Democratic Principles	
<p>SS.CV.3.6-8.LC; Mdc; MC: Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p>	<p>SE/PG: Serving Her Country, 103; Democracy, 106; Civic Life, 113; Bill of Rights, 112; Document-Based Questions: Voter Participation, 115; Civil Rights Movement, 151; also see: 21st Century Learning (Unit Activities): Work in Teams, 186–187; Solve Problems, 246–247; Make a Difference, 672–672; Develop Cultural Awareness, 858–859; Conflict and Cooperation, 110–111; Citizenship, 112–113; Essential Question (Chapter Activity): Regional Ethnic Cooperation Conference, 671</p> <p>PG only: Core Concepts Handbook: Making Peace (Foreign Policy), T97; Middle America: Is Free Fair? T52–T53; South America: Civil Conflict in Columbia, T28; The Climate-Change Debate, T85; Europe and Russia: Tear Down This Wall, T74–T75; Democracy in Eastern Europe, T78; Africa: Reform in Morocco, T84–T85; South and Central Asia: Nonviolent Protest, T48–T49; Southwest Asia: Enrichment: Protest Voices from Iran, T82; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p> <p><u>Digital Resources:</u> 21st Century Skills: Being an Informed Citizen; Participate in a Discussion or Debate; Serving on a Jury; Solve Problems; Voting; Work in Teams</p>

**A Correlation of Pearson myWorld Geography, Survey Edition to the
Illinois Learning Standards for Social Science**

<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>SS.CV.4.6-8.LC: Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.</p>	<p>SE/PG: Democracy, 106; Citizenship, 112; Interest Group, 113; Document-Based Questions: Voter Participation, 115; also see: Government Systems, 148–149, 176, 177, 178–179, 212–213, 273, 274, 318–319, 325, 341–343, 347, 364, 365, 387, 390, 391, 422–423, 430, 431, 433, 434, 454, 455, 456, 457, 459, 479–483, 541, 547, 548, 565, 569, 574–575, 604, 634–635, 662–663, 666–667, 700–701, 730, 753, 758–759, 760, 761, 786–787, 788–789, 816, 848</p> <p>PG only: Core Concepts Handbook: Making Peace (Foreign Policy), T97; Middle America: Is Free Fair? T52–T53; South America: Civil Conflict in Columbia, T28; The Climate-Change Debate, T85; Europe and Russia: Tear Down This Wall, T74–T75; Democracy in Eastern Europe, T78; Africa: Reform in Morocco, T84–T85; South and Central Asia: Nonviolent Protest, T48–T49; Southwest Asia: Enrichment: Protest Voices from Iran, T82; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Being an Informed Citizen; Participate in a Discussion or Debate; Serving on a Jury; Solve Problems; Voting; Work in Teams</p>

**A Correlation of Pearson myWorld Geography, Survey Edition to the
Illinois Learning Standards for Social Science**

<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>SS.CV.4.6-8.MdC: Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.</p>	<p>SE/PG: Limited Government, 105; Political Systems, 106–107; Political Structures, 108–109; Constitution, U.S., 148–149; also see: Government Systems, 148–149, 176, 177, 178–179, 212–213, 273, 274, 318–319, 325, 341–343, 347, 364, 365, 387, 390, 391, 422–423, 430, 431, 433, 434, 454, 455, 456, 457, 459, 479–483, 541, 547, 548, 565, 569, 574–575, 604, 634–635, 662–663, 666–667, 700–701, 730, 753, 758–759, 760, 761, 786–787, 788–789, 816, 848</p> <p>PG only: Core Concepts Handbook: Foundations of Government, T90; Political Systems, T92; Political Structures, T95; The United States and Canada: Enrichment: Creating a Federalist Government, T18; Europe and Russia: Democracy in Eastern Europe, T78; South and Central Asia: Governments and Citizens in South Asia, T56–T57; East and Southeast Asia: Government and Citizens in Japan and the Koreas, T56–T57</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Political Participation</p>

**A Correlation of Pearson myWorld Geography, Survey Edition to the
Illinois Learning Standards for Social Science**

<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>SS.CV.4.6-8.MC: Critique deliberative processes used by a wide variety of groups in various settings.</p>	<p>SE/PG: Conflict and Cooperation, 110–111; Citizenship, 112–113; Essential Question (Chapter Activity): Regional Ethnic Cooperation Conference, 671; also see: 21st Century Learning (Unit Activities): Work in Teams, 186–187; Solve Problems, 246–247; Make a Difference, 672–672; Develop Cultural Awareness, 858–859</p> <p>PG only: Core Concepts Handbook: What If, T91; Political Systems, T92; Help Wanted, T83; Conflict and Cooperation, T96; Making Peace, T97; Citizenship, T98; The United States and Canada: Lasting Ideals, T29; Southwest Asia: Peace Conference, T52–T53; South and Central Asia: Nonviolent Protest, T48–T49; Governments and Citizens in South Asia, T56–T57; East and Southeast Asia: Government and Citizens in Japan and the Koreas, T56–T57; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p> <p><u>Digital Resources:</u> 21st Century Skills: Participate in a Discussion or Debate; Serving on a Jury; Solve Problems; Voting; Work in Teams</p>
<p>SS.CV.5.6-8. MC: Apply civic virtues and democratic principles in school and community settings.</p>	<p>SE/PG: 21st Century Learning (Unit Activities): Work in Teams, 186–187; Solve Problems, 246–247; Make a Difference, 672–672; Develop Cultural Awareness, 858–859; Conflict and Cooperation, 110–111; Citizenship, 112–113; Essential Question (Chapter Activity): Regional Ethnic Cooperation Conference, 671</p> <p>PG only: Core Concepts Handbook: Making Peace (Foreign Policy), T97; Middle America: Is Free Fair? T52–T53; South America: Propaganda Posters, T52–T53; The Climate-Change Debate, T85; Europe and Russia: Cradle to Grave? T96–T97; Africa: To Drill or Not to Drill? T5–T7; Southwest Asia: To Join or Not to Join, T80–T81; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p>

**A Correlation of Pearson myWorld Geography, Survey Edition to the
Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
(Continued) SS.CV.5.6-8. MC: Apply civic virtues and democratic principles in school and community settings.	(Continued) <u>Digital Resources:</u> <i>21st Century Skills:</i> Make Decisions; Voting; Work in Teams
Processes, Rules and Laws	
SS.CV.6.6-8.LC: Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.	SE/PG: Foundations of Government, 104–105; Political Systems, 106–107; Rule of Law, 108; Constitution, U.S., 109, 148–149; Bill of Rights, 112; Laws, 349, 351, 354 <u>Digital Resources:</u> <i>21st Century Skills:</i> Being an Informed Citizen
SS.CV.6.6-8.MdC: Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.	SE/PG: Finding the Best Solution, 53; Economic development, 64–65; A Closer Look: Crops and Water Pollution, 232; Globalization and the Environment, 298; Understanding the European Union, 429; Coal or Nuclear: difficult Energy Choices, 450; Darfur Refugee Crisis, 546; The Shrinking Aral Sea, 699; Women in South Asia, 728; The Three Gorges Dam, 766; Disappearing Islands, 850 PG only: Core Concepts Handbook: Making Peace, T97; The United States and Canada: Lasting Ideals, T29; Southwest Asia: Peace Conference, T52–T53; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25 <u>Digital Resources:</u> <i>21st Century Skills:</i> Being an Informed Citizen; Participate in a Discussion or Debate; Serving on a Jury; Solve Problems; Voting; Work in Teams

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Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
<p>SS.CV.6.6-8.MC: Develop procedures for making decisions in historic and contemporary settings (such as the school, civil society, or local, state or national government).</p>	<p>SE/PG: 21st Century Learning (Unit Activities): Work in Teams, 186–187; Solve Problems, 246–247; Make a Difference, 672–672; Develop Cultural Awareness, 858–859; Conflict and Cooperation, 110–111; Citizenship, 112–113; Essential Question (Chapter Activity): Regional Ethnic Cooperation Conference, 671</p> <p>PG only: Core Concepts Handbook: Making Peace (Foreign Policy), T97; Middle America: Is Free Fair? T52–T53; South America: Propaganda Posters, T52–T53; The Climate-Change Debate, T85; Europe and Russia: Cradle to Grave? T96–T97; Africa: To Drill or Not to Drill? T5–T7; Southwest Asia: To Join or Not to Join, T80–T81; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p> <p><u>Digital Resources:</u> 21st Century Skills: Make Decisions; Voting; Work in Teams</p>
Geography Standards	
Human-Environment Interaction: Place, Regions and Culture	
<p>SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc.) to explain the relationships between the locations (places and regions) and changes in their environment.</p>	<p>SE/PG: Ways to Show Earth’s Surface, 8–9; Understanding Maps, 10–11; Types of Maps, 12–13; 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, 154, 160, 165, 166, 167, 169, 188, 190, 194, 199, 200, 202, 204, 217, 222, 227, 228, 229, 230, 248, 250, 252, 254, 259, 260, 262, 263, 278, 283, 284, 287, 288, 291, 300, 304, 309, 310, 311, 312, 318, 330, 332, 334, 336, 341, 346, 350, 352, 356, 357, 361, 362, 370, 379, 383, 386, 395, 398, 402, 403, 410, 415, 416, 417, 418, 420, 421, 423, 429, 442, 447, 448, 450, 452, 458, 464, 469, 470, 473, 474, 483, 488, 494, 496, 498, 500, 505, 507, 508, 510, 512, 515, 526, 531, 532, 534, 536, 540, 546, 552, 557, 558, 562, 568, 580, 582, 585, 586, 591, 592, 594, 596, 599, 602, 614, 619, 620, 621, 622, 624, 638, 644, 649, 650, 652, 654,</p>

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Illinois Learning Standards for Social Science**

<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>(Continued) SS.G.1.6-8.LC: Use geographic representations (maps, photographs, satellite images, etc.) to explain the relationships between the locations (places and regions) and changes in their environment</p>	<p>(Continued) 657, 658, 669, 674, 676, 680, 685, 686, 687, 688, 690, 693, 704, 709, 710, 713, 714, 718, 722, 729, 736, 738, 740, 742, 747, 748, 749, 751, 752, 770, 775, 776, 778, 785, 786, 798, 803, 804, 805, 806, 811, 824, 826, 828, 830, 835, 837, 839, 843, 850, 853</p> <p>PG only: <i>Core Concepts:</i> Latitude and Longitude, T5; Ways to Show Earth’s Surface, T8; Understanding Maps, T10; From Here to There!, T11 (draw a map); Types of Maps, T12; Living Map, T13; Historical Maps, T108; Mapping My Day, T109</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Create Charts and Maps; Read Charts, Graphs, and Tables; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p>
<p>SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.</p>	<p>SE/PG: Ways to Show Earth’s Surface, 8–9; Understanding Maps, 10–11; Types of Maps, 12–13; 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, 154, 160, 165, 166, 167, 169, 188, 190, 194, 199, 200, 202, 204, 217, 222, 227, 228, 229, 230, 248, 250, 252, 254, 259, 260, 262, 263, 278, 283, 284, 287, 288, 291, 300, 304, 309, 310, 311, 312, 318, 330, 332, 334, 336, 341, 346, 350, 352, 356, 357, 361, 362, 370, 379, 383, 386, 395, 398, 402, 403, 410, 415, 416, 417, 418, 420, 421, 423, 429, 442, 447, 448, 450, 452, 458, 464, 469, 470, 473, 474, 483, 488, 494, 496, 498, 500, 505, 507, 508, 510, 512, 515, 526, 531, 532, 534, 536, 540, 546, 552, 557, 558, 562, 568, 580, 582, 585, 586, 591, 592, 594, 596, 599, 602, 614, 619, 620, 621, 622, 624, 638, 644, 649, 650, 652, 654, 657, 658, 669, 674, 676, 680, 685, 686, 687, 688, 690, 693, 704, 709, 710, 713,</p>

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<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>(Continued) SS.G.1.6-8.MdC: Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.</p>	<p>(Continued) 714, 718, 722, 729, 736, 738, 740, 742, 747, 748, 749, 751, 752, 770, 775, 776, 778, 785, 786, 798, 803, 804, 805, 806, 811, 824, 826, 828, 830, 835, 837, 839, 843, 850, 853</p> <p>PG only: <i>Core Concepts:</i> Latitude and Longitude, T5; Ways to Show Earth’s Surface, T8; Understanding Maps, T10; From Here to There!, T11 (draw a map); Types of Maps, T12; Living Map, T13; Historical Maps, T108; Mapping My Day, T109</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Create Charts and Maps; Read Charts, Graphs, and Tables; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p>
<p>SS.G.1.6-8.MC: Construct different representations to explain the spatial patterns of cultural and environmental characteristics.</p>	<p>SE/PG: Ways to Show Earth’s Surface, 8–9; Understanding Maps, 10–11; Types of Maps, 12–13; Historical Maps, 124–125</p> <p>PG only: <i>Core Concepts Handbook:</i> Understanding Maps, T10; From Here to There! T11; Types of Maps, T12; Living Map, T13; Historical Maps, T108; Mapping My Day, T109</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Develop Cultural Awareness; Create Charts and Maps; Use Parts of a Map</p>

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Illinois Learning Standards for Social Science**

<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>Human Population</p>	
<p>SS.G.2.6-8.LC: Explain how humans and their environment affect one another.</p>	<p>SE/PG: Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Land Use and Resources, 286–287; Climate and Land Use, 310–311; Natural Resources and the Environment, 451; Russia’s Resources, 472–472; People and the Land, 508–509; Riches from the Land, 534–535; Resources and Trade, 562–563; Land Use and Energy, 652–653; Climate and Land Use, 686–687; Land Use and Resources, 712; Climate and Land Use, 748–749; Land Use and Natural Resources, 778–779; Environmental Threats, 781; Settlement and Land Use, 806; Hurricanes, 27, 30, 31, 39, 140, 200, 201, 228, 229-230, 804, 896; Tsunamis, 415, 803, 908</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (World)</p>

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Illinois Learning Standards for Social Science**

<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>SS.G2.6-8.MdC: Compare and contrast the cultural and environmental characteristics of different places or regions.</p>	<p>SE/PG: What is Culture?, 86–87; Language, 90–91; Religion, 92–93; Geography and Culture, 94–101; <i>Language:</i> Andes and the Pampas, 297; Bantu, 539, 545; Brazil, 316, 317; Byzantine empire, 355; Canada, 180; Caucasus, 690, 697, 698; Central America and Caribbean, 239; Central Asia, 691, 697, 698; China, 755; Hungary, 457; Korea, 752; Luxembourg, 431; Mexico, 214; Morocco, 570; New Zealand, 833; North Africa, 563, 567, 570, 571; Russia, 474; Southern and Eastern Africa, 545; Southern Europe, 434; Tibet, 752; Turkic, 691; United Kingdom, 423; Western Europe, 265, 417-418; <i>Ethnic Groups:</i> Australia, 846-847; Azerbaijan, 698; Balkan Nations, 458-459; Brazil, 320, 321; Canada, 172-173; Caribbean South America, 265; the Caucasus, 690-691; Central Asia, 691; Cyprus, 654-655; French Guiana, 274; Georgia, 698; Guyana, 274; Iran, 654-655; Kyrgyzstan, 698; New Zealand, 846-847; Pacific region, 847; Russia, 474-475; South America, 252, 253; Southern and Eastern Africa, 544-545, 546-547; Southwest Asia, 585; Suriname, 274; Turkey, 585, 654-655; Uzbekistan, 698</p> <p>PG: <i>Core Concepts:</i> What is Culture? T74; Culture Spotting, T75; Language, T78; One World, One Language, T79; Religion, T80; Religion Research, T81; <i>The United States and Canada:</i> Culture Clash, T46–T47; <i>South America:</i> Hunt for Resources, T5–T7; <i>Africa:</i> Things Fall Apart, T28–T29; Enrichment: Culture Spread, T54; <i>South and Central Asia:</i> Hot Off the Press, T24–T25; <i>Australia and the Pacific:</i> Before and After, T16–T17</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (World)</p>

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Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
<p>SS.G2.6-8.MC: Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places.</p>	<p>SE/PG: 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; Making Choices, 58–59; Businesses and the Economic Process, 60–61; Economic Systems, 62–63; Trade, 66–67; Money Management, 68–69; myStory, 135, 161, 195, 223, 255, 279, 305, 337, 371, 411, 443, 465, 501, 527, 553, 587, 615, 645, 681, 705, 743, 771, 799, 831; also see: Trade, 111, 152, 154, 180–181, 216, 218, 219, 299–300, 342, 343, 362–363, 439, 539, 540, 562, 567, 600, 602, 636, 640, 641, 715, 721, 730, 731, 810–812</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Develop Cultural Awareness <i>myWorld History Resources:</i> Current Events (World)</p>
Geographic Representations Human Environment Interaction Population	
<p>SS.G.3.6-8.LC: Explain how environmental characteristics impact human migration and settlement.</p>	<p>SE/PG: This standard is met throughout the program. Representative references include the following: Population and Movement: Population Growth, 74–75; Population Distribution, 76–77, Migration, 78–79, Urbanization, 80–81; A Closer Look: One Region, Many Faces, 239; Charts and Graphs: U.S. Immigration, 133; Middle America: Emigration, 192; Antigua and Barbuda 231; Central America: Life Expectancy, 240; Literacy Rates, 247; Brazil's Rural Population, 314; Unemployment in Europe, 392; Literacy Rates in Central Africa, 522; HIV in Southern and Eastern Africa, 537; Population Growth: South Asia, 726</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (World)</p>

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Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
<p>SS.G3.6-8.MdC: Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.</p>	<p>SE/PG: Science and Technology, 98–99; Industrial Revolution, 392–393; Transportation Systems, 77, 97, 98–99, 392, 421, 472, 689; Research the Three Gorges Dam, 769; Migration, 78–79; Maps: Movement, 361, 379, 383, 417, 473, 488, 622, 837, 843</p> <p>PG only: <i>East and Southeast Asia:</i> Take a Stand on the Three Gorges Dam, T24–T25</p>
<p>SS.G3.6-8.MC: Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation. .</p>	<p>SE/PG: Climate and Weather, 32–33; Water and Climate, 36–37; Types of Climate, 40–41; Ecosystems, 42–43; Environment and Resources, 48–49; Andes and the Pampas, 285; Arabia and Iraq, 594; Australia, 838, 839; Brazil, 312–313, 322; Caribbean South America, 261; Central America and Caribbean, 228–229; Mexico, 201; North Africa, 558; Pacific Region, 838, 839; South America, 285; Southern and Eastern Africa, 532-533; Western Europe, 416-417</p> <p>PG only: <i>The United States and Canada:</i> A Panel of Regions, T10–T11; A Northern Plan, T43; <i>Africa:</i> Where I'm From, T44–T45; <i>Southwest Asia:</i> Regional Ethnic Cooperation Conference, T61–T63; <i>South and Central Asia:</i> One Small Step, T33–T35</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Analyze Cause and Effect; Read Political Maps <i>myWorld History Resources:</i> Current Events (World)</p>
<p>Global Interconnections</p>	
<p>SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world.</p>	<p>SE/PG: Regional Overviews, 128–133, 188–193, 248–253, 330–335, 494–499, 580–585, 674–679; Chapter Atlas, 138–145, 164–171, 198–205, 226–233, 258–265, 282–289, 308–315, 414–421, 446–453, 468–475, 504–511, 530–537, 556–563, 590–597, 618–625, 648–655, 684–691, 708–715, 746–753, 774–781, 802–809</p>

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<p>(Continued) SS.G.4.6-8.LC: Identify how cultural and environmental characteristics vary among regions of the world.</p>	<p>(Continued) PG only: The United States and Canada: A Panel of Regions, T10–T11; A Northern Plan, T43</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Develop Cultural Awareness; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map</p>
<p>SS.G.4.6-8.MdC: Explain how global changes in population distribution patterns affect changes in land use.</p>	<p>SE/PG: Population Distribution, 76–77; Migration and Settlement, 142–143; New France, 173; The Rise of Cities, 362–363; Medieval Trade Routes, 362; Where People Live and Work, 419; Natural Resources and the Environment, 451; Urbanization, 80–81, 542, 559; 595; Urban Planning, 322, 323; Settlement and Land Use, 806; Urbanization, 559, 595; Cities and Towns, 142, 363–364, 510–511, 559, 693, 750–751, 807</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (World)</p>
<p>SS.G.4.6-8.MC: Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.</p>	<p>SE/PG: Trade, 111, 152, 154, 180–181, 216, 218, 219, 299–300, 342, 343, 362–363, 439, 539, 540, 562, 567, 600, 602, 636, 640, 641, 715, 721, 730, 731, 810–812</p> <p>PG only: Core Concepts: Trade, T58 International Traders, T59; <i>The United States and Canada:</i> Trade Partner Search, T54–T55; <i>Europe and Russia:</i> Let's Make a Trade, T10–T11; Trade Spices Up Life, T34–T35; <i>Southwest Asia:</i> Enrichment: Phoenician Trade Network, T46; Trade Talk for Turkey, T66–T67; <i>East and Southeast Asia:</i> Trade Off, T38–T39</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (World, Money)</p>

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Economics and Financial Literacy Standards	
Economic Decision Making	
<p>SS.EC.1.6-8.LC: Explain how economic decisions affect the well-being of individuals, businesses and society.</p>	<p>SE/PG: Making Choices, 58–59; Businesses and the Economic Process, 60–61; Economic Systems, 62–63; Trade, 66–67; Money Management, 68–69; Assessment: Decision-Making, 70; Nonrenewable Resources, 901; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Land Use and Resources, 286–287</p> <p>PG only: <i>Core Concepts:</i> Economic Basics, T50; Economics Process, T52; Economics Systems, 541; Debate and Defend (Compare Two Economic Systems), T55; <i>South America:</i> Grant Report, T33–T35; <i>Europe and Russia:</i> Open for Business, T117–T120; <i>Africa:</i> Two Economies, T24–T25; Human Bar Graph, T80–T81; <i>East and Southeast Asia:</i> A Changing China: Who Benefits the Most? T5–T7; Command Economy vs. Market Economy, T16–T17</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<p>SS.EC.1.6-8.MdC: Explain how external benefits and costs influence choices.</p>	<p>SE/PG: Making Choices, 58–59; Businesses and the Economic Process, 60–61; Trade Barriers and Free Trade, 67; Canada's Economy Today, 171; A Closer Look: Crops and Globalization and the Environment, 298–299; Global Trade, 819; NAFTA, 152, 154, 216, 219; European Union, 403</p> <p>PG only: <i>Core Concepts:</i> Economic Basics, T50; Economics Process, T52; Economics Systems, 541</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>

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Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
<p>SS.EC.1.6-8.MC: Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p>	<p>SE/PG: Globalization, 298–299, 549; also see: Making Choices, 58–59; Businesses and the Economic Process, 60–61; Economic Systems, 62–63; Money Management, 68–69</p> <p>PG only: <i>Core Concepts:</i> Debate and Defend, T55; <i>South America:</i> Grant Report, T33–T35; <i>Europe and Russia:</i> Open for Business, T117–T120; <i>Africa:</i> Two Economies, T24–T25; Human Bar Graph, T80–T81; <i>East and Southeast Asia:</i> A Changing China: Who Benefits the Most? T5–T7; Command Economy vs. Market Economy, T16–T17</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
Exchange and Markets	
<p>SS.EC.2.6-8.LC: Analyze the role of innovation and entrepreneurship in a market economy.</p>	<p>SE/PG: Entrepreneurs, 57, 58, 62, 392, 423, 454, 608, 609, 893</p> <p>PG only: <i>Core Concepts:</i> Economics Systems, 541; Debate and Defend (compare two economic systems), T55; <i>Africa:</i> Enrichment: Microcredit and Entrepreneurs, T26</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<p>SS.EC.2.6-8.MdC: Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy.</p>	<p>SE/PG: Business and the Economic Process, 60–61; Money Management, 68–69; Banks and Banking, 300, 374, 431</p> <p>PG only: <i>Core Concepts:</i> Economic Basics, T50; Economics Process, T52; Economics Systems, 541; Money Management, T60; South and Central Asia: Money Well Spent, T5–T7</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>

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Illinois Learning Standards for Social Science**

Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
<p>SS.EC.2.6-8.MC: Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.</p>	<p>SE/PG: Scarcity, 58–59; Supply and Demand of Product X, 71</p> <p>PG only: <i>Core Concepts:</i> Economic Basics, T50</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<p>The National and Global Economy</p>	
<p>SS.EC.3.6-8.LC: Explain why standards of living increase as productivity improves.</p>	<p>SE/PG: Economic Development, 64–65; Comparing Standards of Living, 486; The Economies of Israel and Its Neighbors, 636; North Korea, 572; North Korea, 790</p> <p>PG only: <i>Core Concepts:</i> Economic Systems, T54; Debate and Defend, T55; Economic Development, T56; Development Bingo, T57; South and Central Asia: Education: Reforming the Soviet System, T28–T29</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<p>SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.</p>	<p>SE/PG: Trade Barriers, 67, 907; Tariffs, 67, 438, 819, 907; NAFTA, 152, 154, 180, 216, 219; Central America-Dominican Republic-United States Free Trade Association (CAFTA-DR), 242; Free Trade Area of the Americas (FTAA), 219; Free Trade, 67, 425, 819, 894; Free-Trade Agreements and, 241-242, 299-300; Economic Development, 64–65</p> <p>PG only: <i>Core Concepts:</i> Trade, T58 International Traders, T59; <i>The United States and Canada:</i> Trade Partner Search, T54–T55; <i>Europe and Russia:</i> Let’s Make a Trade, T10–T11; Trade Spices Up Life, T34–T35; <i>Southwest Asia:</i> Enrichment: Phoenician Trade Network, T46; Trade Talk for Turkey, T66–T67; <i>East and Southeast Asia:</i> Trade Off, T38–T39</p>

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Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
(Continued) SS.EC.3.6-8.MdC: Explain barriers to trade and how those barriers influence trade among nations.	(Continued) <u>Digital Resources:</u> <i>21st Century Skills:</i> Identify Main Ideas and Details; Identify Trends; Read Charts, Graphs, and Tables; Read Physical Maps <i>myWorld History Resources:</i> Current Events (CNN Money)
SS.EC.3.6-8.MC: Evaluate employment, unemployment, inflation, total production, income and economic growth data and how they affect different groups.	SE/PG: Employment, 180, 219, 246, 247, 728; Inflation, 61; Recession, 61; Great Depression and, 151, 396; Charts, Graphs, and Diagrams: The Economy Today: What People Do, 153; Foreign Aid, 2006, 156; Canada's Economy Today, 171; Mexico's Economy: 1950- 2007, 216; Brazil's Economy, 324; Brazil's GDP Over Time, 327; Unemployment in Europe, 1928-1938, 396; GDP Per Person, Northwestern Europe, 426; Workforce of Moldova, 463; GDP, Israel and Its Neighbors, 637; Economic Output per Person: China and Its Neighbors, 763; GDP per Capita of Selected Southeast Asian Nations, 818; GDP by Economic Sector, 849 <u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)
Financial Literacy	
SS.EC.FL.1.6-8.LC: Analyze the relationship between skills, education, jobs, and income.	SE/PG: Economic Development, 64–65; Charts, Graphs, and Diagrams: Median Years of Schooling, 247; Literacy Rates, 247; Brazil's Economy, 324; Literacy Rates in Central Africa, 522; Literacy Rates and Gender, 549; Literacy Rates: South Asia, 728; Economic Output per Person: China and Its Neighbors, 763; Life Expectancy and Literacy in Western and Eastern China, 765 <u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)

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<p>SS.EC.FL.1.6-8.MdC: Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable interest rates.</p>	<p>SE/PG: Money Management, 68–69; also see: Banks and Borrowing, 300, 374, 431 PG only: <i>Core Concepts:</i> Money Management, T60; Bank Here! T61</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<p>SS.EC.FL.1.6-8.MC: Describe the connection between credit, credit options, and interest and credit history.</p>	<p>SE/PG: For supporting material please see: Budgeting, Saving, and Lending, 68; Banks and Banking, 300, 374, 431</p> <p>PG only: <i>Core Concepts:</i> Money Management, T60; Bank Here! T61</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<p>SS.EC.FL.2.6-8.LC: Explain the roles and relationships between savers, borrowers, interest, time, and the purposes for saving.</p>	<p>SE/PG: Money Management, 68–69; also see: Banks and Borrowing, 300, 374, 431</p> <p>PG only: <i>Core Concepts:</i> Money Management, T60; Bank Here! T61</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<p>SS.EC.FL.2.6-8.MdC: Explain the correlation between investors, investment options (and associated risks), and income/wealth.</p>	<p>SE/PG: For supporting material please see: Businesses and the Economic Process, 60–62; Budgeting, Saving, and Lending, 68; Investing, 69; Banks and Borrowing, 300, 374, 431</p> <p>PG only: <i>Core Concepts:</i> Money Management, T60; Bank Here! T61</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>

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<p>SS.EC.FL.2.6-8.MC: Analyze the relationship between financial risks and protection, insurance and costs.</p>	<p>SE/PG: For supporting material please see: Businesses and the Economic Process, 60–62; Budgeting, Saving, and Lending, 68; Investing, 69; Banks and Borrowing, 300, 374, 431</p> <p>PG only: <i>Core Concepts:</i> Money Management, T60; Bank Here! T61</p> <p><u>Digital Resources:</u> <i>myWorld History Resources:</i> Current Events (CNN Money)</p>
<p>History Standards</p>	
<p>Change, Continuity, and Context</p>	
<p>SS.H.16-8.LC: Classify series of historical events and developments as examples of change and/or continuity.</p>	<p>SE/PG: Measuring Time, 118–119; Timelines, 118, 150, 353, 476–477, 513, 603, 632, 754–755; Sequence, 44, 54, 70, 158, 184, 220, 244, 524, 759, 845</p> <p>PG only: <i>Core Concepts Handbook:</i> Timeline Builders, T103; <i>The United States and Canada:</i> Living Timeline, T16–T17; <i>Middle America:</i> Section Quiz: Timeline, T21; <i>South America:</i> Timeline Inquiry, T72–T73; <i>Europe and Russia:</i> Making a Living Timeline, T150–T151; <i>Africa:</i> Enrichment: Pyramids and Mummies, T74; <i>South and Central Asia:</i> Enrichment: Timeline for Attila the Hun, T18; <i>Australia and the Pacific:</i> Section Quiz, T19</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Analyze Primary and Secondary Sources; Analyze Political Cartoons; Analyze Media Content</p>
<p>SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.</p>	<p>SE/PG: Essential Question, 134, 160, 194, 222, 254, 278, 304, 336, 370, 410, 442, 464, 500, 526, 552, 586, 614, 644, 680, 704, 742, 770, 798, 830; Writing Task & 21st Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 186–187, 221, 245, 246–247, 277, 303, 327, 328–329, 369, 409, 441, 491, 492–493, 525, 551, 577, 578–579,</p>

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(Continued) SS.H.1.6-8.MdC: Analyze connections among events and developments in broader historical contexts.	(Continued) 613, 643, 671, 672–673, 703, 733, 734–735, 769, 797, 821, 822–823, 857 <u>Digital Resources:</u> <i>21st Century Skills:</i> Create a Research; Hypothesis Generalize; Generate New Ideas; Organize Your Ideas; Participate in a Discussion or Debate; Support Ideas with Evidence; Synthesize Write a Journal Entry; Write an Essay
SS.H.1.6-8.MC: Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant.	SE/PG: Essential Question, 134, 160, 194, 222, 254, 278, 304, 336, 370, 410, 442, 464, 500, 526, 552, 586, 614, 644, 680, 704, 742, 770, 798, 830; <u>Digital Resources:</u> <i>21st Century Skills:</i> Create a Research; Hypothesis Generalize; Generate New Ideas; Organize Your Ideas; Participate in a Discussion or Debate; Support Ideas with Evidence; Synthesize Write a Journal Entry; Write an Essay
Perspectives	
SS.H.2.6-8.LC: Explain how and why perspectives of people have changed over time.	SE/PG: Writing Task: Comparing Governments, 671; Essay: Opinion Piece, 115; Compare Viewpoints, 517, 537, 550, 612, 633, 723, 732, 796 PG only: <i>The United States and Canada:</i> Thumbs Up, Thumbs Down, T21; Culture Clash, T46–T47; <i>Middle America:</i> To Dig or Not to Dig, T18–T19; <i>South America:</i> Union or Separation? T20; <i>Africa:</i> Analyze Conflicts, T52–T53; <i>Southwest Asia:</i> To Join or Not to Join, T80–T81; <i>East and Southeast Asia:</i> Take a Stand on the Three Gorges Dam, T24–T25 <u>Digital Resources:</u> <i>21st Century Skills:</i> Compare Viewpoints; Analyze Primary and Secondary Sources; Analyze Political Cartoons

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<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>SS.H.2.6-8.MdC: Analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	<p>SE/PG: Writing Task: Understand How Historians Work, 127; Analyze Primary and Secondary Sources, 126, 158, 576; Compare Viewpoints, 517, 537, 550, 612, 633, 723, 732, 796; 21st Century Learning: Develop Cultural Awareness, 185, 245, 441, 613, 703, 821, 858–859</p> <p>PG only: <i>The United States and Canada:</i> Thumbs Up, Thumbs Down, T21; Culture Clash, T46–T47; <i>Middle America:</i> To Dig or Not to Dig, T18–T19; <i>South America:</i> Union or Separation? T20; <i>Africa:</i> Analyze Conflicts, T52–T53; <i>Southwest Asia:</i> To Join or Not to Join, T80–T81; <i>East and Southeast Asia:</i> Take a Stand on the Three Gorges Dam, T24–T25</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Compare Viewpoints; Analyze Primary and Secondary Sources; Analyze Political Cartoons</p>
<p>SS.H.2.6-8.MC: Analyze how people’s perspectives influenced what information is available in the historical sources they created.</p>	<p>SE/PG: Analyze Primary and Secondary Sources, 126, 158, 576; Identify Bias, 387; 21st Century Learning: Evaluate Web sites, 15, 121, 734–735, 769; Research, 159, 165, 277, 303, 327, 369, 409, 441, 491; Analyze Media Content, 83, 115, 221, 277, 492–493, 551, 643</p> <p>PG only: <i>Europe and Russia:</i> Enrichment: Biography of Julius Caesar, T20; Enrichment: Josef Stalin, T152</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Analyze Primary and Secondary Sources; Analyze Political Cartoons</p>

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Historical Sources and Evidence	
SS.H.3.6-8.LC: Classify the kinds of historical sources used in secondary interpretation.	<p>SE/PG: Analyze Primary and Secondary Sources, 126, 158, 576; Document-Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; Identify Bias, 387</p> <p>PG only: Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48, T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Analyze Primary and Secondary Sources; Analyze Political Cartoons</p>
SS.H.3.6-8.MdC: Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.	<p>SE/PG: Analyze Primary and Secondary Sources, 126, 158, 576; Identify Bias, 387; 21st Century Learning: Evaluate Web sites, 15, 121, 734-735, 769; Research, 159, 165, 277, 303, 327, 369, 409, 441, 491; Analyze Media Content, 83, 115, 221, 277, 492-493, 551, 643</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Analyze Primary and Secondary Sources; Analyze Political Cartoons</p>

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Illinois Learning Standards for Social Science	Pearson myWorld Geography Survey Edition
<p>SS.H.3.6-8.MC: Analyze how people’s perspectives influenced what information is available in historical sources they created. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where information is not easily identified.</p>	<p>SE/PG: Analyze Primary and Secondary Sources, 126, 158, 576; Compare Viewpoints, 517, 537, 550, 612, 633, 723, 732, 796</p> <p>PG only: <i>The United States and Canada:</i> Thumbs Up, Thumbs Down, T21; <i>Culture Clash,</i> T46–T47; <i>Middle America:</i> To Dig or Not to Dig, T18–T19; <i>South America:</i> Union or Separation? T20; <i>Africa:</i> Analyze Conflicts, T52–T53; <i>Southwest Asia:</i> To Join or Not to Join, T80–T81; <i>East and Southeast Asia:</i> Take a Stand on the Three Gorges Dam, T24–T25</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Analyze Political Cartoons</p>
Causation and Argumentation	
<p>SS.H.4.6-8.LC: Explain multiple causes and effects of historical events.</p>	<p>SE/PG: Cause and Effect, 14, 28, 54, 70, 126, 158, 171, 177, 244, 275, 302, 381, 453, 461, 523, 543, 550, 569, 576, 611, 612, 625, 633, 642, 655, 661, 669, 691, 701, 702, 759, 767, 781, 787, 795</p> <p>PG only: <i>Middle America:</i> Section Quiz: Cause and Effect Chart, T29; <i>Africa:</i> Cause-and-Effect Pairs, T38–T39</p> <p><u>Digital Resources:</u> <i>21st Century Skills:</i> Analyze Cause and Effect</p>
<p>SS.H.4.6-8.MdC: Compare the central historical arguments in secondary works across multiple media.</p>	<p>SE/PG: Analyze Primary and Secondary Sources, 126, 158, 576; Identify Bias, 387; Compare Viewpoints, 517, 537, 550, 612, 633, 723, 732, 796</p> <p>PG only: <i>Core Concepts:</i> Archaeology and Other Sources, T106</p> <p><i>Pearson Online Digital Resources:</i> 21st Century Skills Tutorials: Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion</p>

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<p align="center">Illinois Learning Standards for Social Science</p>	<p align="center">Pearson myWorld Geography Survey Edition</p>
<p>SS.H.4.6-8.MC: Organize applicable evidence into a coherent argument about the past.</p>	<p>SE/PG: For supporting material please see: 21st Century Learning: Persuasive Essay, 409; Essay: Opinion Piece, 115; 15, 29, 55, 71, 83, 159, 185, 221, 277, 303, 327, 409, 441, 463, 525, 551, 577, 613, 643, 703, 769, 797, 821, 857</p> <p><u>Digital Resources:</u> <i>Pearson Online Digital Resources:</i> 21st Century Skills Tutorials: Interpret Sources; Analyze Primary and Secondary Sources; Compare Viewpoints; Identify Bias; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>