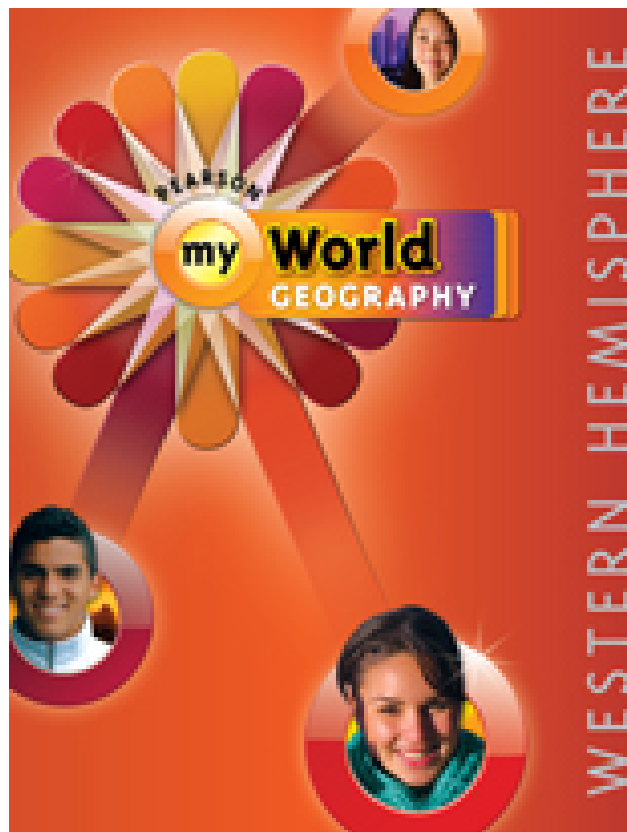


A Correlation of

**Pearson
myWorld Geography
Western Hemisphere**

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To the

**Indiana Academic Standards
Social Studies 2014
Grade 6**

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Introduction

This document demonstrates how **myWorld Geography, Western Hemisphere, ©2011**, meets the Indiana Academic Standards – Social Studies 2014 for Grade 6. Correlation page references are to the Student Edition and Teacher’s ProGuide.

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

- **myWorld 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 Western Hemisphere Units

Unit 1: United States and Canada

Unit 2: Middle America

Unit 3: South America

Unit 4: Europe and Russia

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Indiana Academic Standards Social Studies 2014 Peoples, Places and Cultures in Europe and the Americas	Pearson myWorld Geography Western Hemisphere ©2011
Standard 1 History	
Historical Knowledge	
Early and Classical Civilizations: 1900 B.C./B.C.E. to 700 A.D./C.E.	
6.1.1 Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica. Examples: Greek, Roman, Mayan, Inca, and Aztec civilizations	SE: Rise and Fall of the Aztecs, 218–221; Maya Civilization, 252–253; Primary Source: The Maya, 256–257; Early History, 320–321; Primary Source: The Incas, 326–327; Ancient Greece, 382–389; Primary Source: Ancient Greek Literature, 390–391; Ancient Rome, 392–397; Primary Source: The Fall of the Roman Empire, 398–399 PG: Middle America: T14–221, T42–T43, T44–T46, 252–253; South America: 320–321, T48–327; Europe and Russia: T8–389, T14–391, T16–397, T22–399
6.1.2 Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica. Examples: Judaism, Christianity, Islam and native practices in Mesoamerica and Europe	SE: Mayan Religion, 253; Judaism and Christianity, 396–397; Muslims in Spain, 409–410; The Protestant Reformation, 426–428; The Catholic Reformation, 428–429; Religious Diversity in Eastern Europe, 512–513 PG: Middle America: 253; Europe and Russia: 396–397, 409–410, 426–429, 512–513
Medieval Period: 400 A.D./C.E. – 1500 A.D./C.E.	
6.1.3 Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire. Examples: Influence of the spread of Christianity in Russian and Eastern Europe	SE: The Byzantine Empire, 400–402 PG: Europe and Russia: T24–T25, 400–402
6.1.4 Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas. Examples: Feudal system, manorial system, rise of kingdoms and empires, and religious institutions	SE: New Kingdoms in Europe, 402–404; Feudalism and Manorialism, 404–405; The Rise of Cities, 411–412; Limiting the King’s Power, 412–414 PG: Europe and Russia: T24–T25, 402–405, 411–414

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<p>6.1.5 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades. Examples: Increased contact between European and non-European peoples, impact on Jews and Muslims in Europe and the Middle East, changes in technology, and centralization of political and military power</p>	<p>SE: The Crusades and the Wider World, 408–411 PG: Europe and Russia: T32–T33, 408–411</p>
<p>6.1.6 Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica. Examples: Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Pichu and Teotihuacan.</p>	<p>SE: Early History (Inca), 320-321; Europe Expands, 432–437 PG: History of the Andes and the Pampas, 321; Europe and Russia: T52–T57, 432–437</p>
<p>6.1.7 Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society.</p>	<p>SE: Medieval Society Weakens, 414–415 PG: Europe and Russia: T32–T33, T36, 414–415</p>
<p>6.1.8 Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe. Examples: Ideas: the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought, and new approaches in the fine arts and literature; People: Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare and Galileo Galilei</p>	<p>SE: The Italian Renaissance, 422–423; The Northern Renaissance, 424–425; Primary Source: Renaissance Views of Rulers, 430–431 PG: Europe and Russia: T44–T45, T48–T49, 422–425, T50–T51, 430–431</p>
<p>6.1.9 Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.</p>	<p>SE: Europe Expands, 432–437; A Scientific Revolution, 438–439 PG: Europe and Russia: T52–T57, 432–437, 438–439</p>

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Early Modern Era: 1599 to 1800	
6.1.10 Examine and explain the outcomes of European colonization on the Americas and the rest of the world. Examples: The defeat of the Aztec and Incan empires by the Spanish, the rise of trading empires, Columbian exchange and slavery, Columbus' search for India	SE: Europe Expands, 432–437 PG: Europe and Russia: T52–T57, 432–437
6.1.11 Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.	SE: An Age of Empires, 434–436 PG: Europe and Russia: T52–T53, T56, 434–436
6.1.12 Describe the Reformations and their effects on European and American society- Examples: Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII	SE: The Protestant Reformation, 426–428; The Catholic Reformation, 428–429 PG: Europe and Russia: T44–T45, 426–429
6.1.13 Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason. Examples: The American and French Revolutions and the spread of democratic ideals, the Scientific Revolution, and the influence on world religions resulting in the assimilation of religious groups.	SE: American Revolution and Beyond, 148; A Scientific Revolution, 438–439; The Enlightenment, 439–440; Democratic Revolutions, 440–441 PG: A New Country, 148; Europe and Russia: T58–441
6.1.14 Describe the origins, developments and innovations of the Industrial Revolution and explain the impact these changes brought about. Examples: Describe the origins, developments and innovations of the Industrial Revolution and explain the impact these changes brought about.	SE: The Industrial Revolution, 442–443 PG: Europe and Russia: T58–T59, T62, 442–443

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Modern Era: 1700 to the Present	
6.1.15 Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.	SE: Industrial Revolution, 151, 442–443; Energy for the Future, 476–479; The Soviet Industrial Legacy, 558–561; Urbanization, 80–81 PG: Core Concepts: T70–81; Europe and Russia: T58–T59, T62, 442–443, 476–479, 558–561
6.1.16 Identify individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth century's and explain their significance. Examples: Liberalism, conservatism, nationalism, socialism, communism, fascism and popular sovereignty	SE: Communism, 107, 447; Communist Governments, 264–267, 453, 455–457, 552–553, 594; Fascism, 447, 598; Limited Government, 105; Nationalism, 441, 444, 457, 515, 548; Democracy, 106, 148, 384–385, 386, 494, 518; Monarchy, 106, 107 PG: Core Concepts: T92–107; Europe and Russia: 447, 453, 455–457, 515, 548, 552–553, 594, 598
6.1.17 Discuss the benefits and challenges related to the development of a highly technological society. Examples: Atomic energy, computers and environmental change	SE: Industrial Revolution, 151, 442–443; Energy for the Future, 476–479; The Soviet Industrial Legacy, 558–561; Analyze Media Content, 564–565 PG: Europe and Russia: T58–T59, T62, 442–443, 476–479, 558–561, 564–565
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research	
6.1.18 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.	SE: Timelines, 118, 303, 397, 542–543, 608 PG: Core Concepts Handbook: Timeline Builders, T103; Measuring Time, T102
6.1.19 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.	SE: Measuring Time, 118–119 PG: Core Concepts Handbook: Guide on the Side, 118–119

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<p style="text-align: center;">Indiana Academic Standards Social Studies 2014 Peoples, Places and Cultures in Europe and the Americas</p>	<p style="text-align: center;">Pearson myWorld Geography Western Hemisphere ©2011</p>
<p>6.1.20 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history-</p> <p>Examples: The decline of Greek city-states, the destruction of the Aztecs, and state-sponsored genocide, including the Holocaust.</p>	<p>SE: Key Terms and Ideas: Cause and Effect, 14, 28, 54, 70, 126, 164, 269, 339</p> <p>PG: 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</p>
<p>6.1.21 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.</p>	<p>SE: Document-Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 127, 165, 197, 239, 269, 307, 339, 369, 417, 463, 500, 529, 563; 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;</p> <p>PG: 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>
<p>6.1.22 Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas.</p> <p>Examples: Collect data and create maps, graphs or spreadsheets showing the impact of immigration patterns in Canada, the Chernobyl nuclear disaster on Russia and access to health care in the European Union (EU).</p>	<p>SE: 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</p> <p>PG: 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</p>

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<p>6.1.23 Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved. Examples: The role of women in different time periods, decline of ancient civilizations, and attitudes toward human rights</p>	<p>SE: 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 PG: 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</p>
Standard 2 Civics and Government	
Foundations of Government	
<p>6.2.1 Compare and contrast major forms of governments in Europe and the Americas throughout history. Examples: Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic, and totalitarianism</p>	<p>SE: Foundations of Government, 104–105; Political Systems, 106–107; Communism, 447; Communist Governments, 264–267, 453, 455–457, 552–553, 594; Fascism, 447, 598; Nationalism, 441, 444, 457, 515, 548; Democracy, 106, 148, 384–385, 386, 494, 518 PG: Core Concepts: T90–107; The US and Canada: 148; Europe and Russia: 384–385, 386, 447, 453, 455–457, 552–553, 594</p>
<p>6.2.2 Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.</p>	<p>SE: Foundations of Government, 104–105; Athenian Democracy, 384–385; Closer Look: A New Form of Government and Justice, 386; Roman Law, 393 PG: Core Concepts: T90–105; Europe and Russia: 384–386, 393</p>
<p>6.2.3 Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments.</p>	<p>SE: Magna Carta (1215), 412, 413, 440, 480, 601; Petition of Right (1628), 440; English Bill of Rights (1689), 440 PG: Europe and Russia: 412, 413, 440, 480, 601</p>

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6.2.4 Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700.	SE: New Kingdoms in Europe, 402–403; An Age of Absolutism, 436–437 PG: Europe and Russia: 402–403, 436–437
Functions of Government	
6.2.5 Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.	SE: Foundations of Government, 104–105; Political Systems, 106–107 PG: Core Concepts: T90–107
6.2.6 Identify and describe the functions of international political organizations in the world today. Examples: Examine the functions of the World Court, North Atlantic Treaty Organization (NATO) and the United Nations (UN).	SE: World Health Organization, 110; World Bank, 111; World Trade Organization, 192, 237; North Atlantic Treaty Organization (NATO), 453, 489, 523, 555; United Nations (UN), 111, 150, 193, 453, 491, 523; Organization of American States, 301 PG: Core Concepts: T96–111; The US and Canada: 192; South America: 301; Europe and Russia: 453, 489, 491, 523, 555
Roles of Citizens	
6.2.7 Define and compare citizenship and the citizen's role throughout history in Europe and the Americas. Examples: Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russian, Brazil, Mexico and Canada	SE: Citizenship, 112–113; Citizens, 112, 113, 159, 192, 230–231, 260, 299, 333, 346, 363, 383–387, 524, 553, 596 PG: Core Concepts: T98–113; The US and Canada: 159, 192; Middle America: 230–231, 260; South America: 299, 333, 346, 363; Europe and Russia: 383–387, 524, 553, 596
Standard 3 Geography	
The World in Spatial Terms	
6.3.1 Demonstrate a broad understanding of the countries and capitals of Europe and the Americas.	SE: Chapter Atlas, 138–145, 170–177, 210–217, 244–251, 282–289, 312–319, 344–351, 468–475, 506–513, 534–541 PG: The US and Canada: T8–145, T36–177; Middle America: T8–217, T36–251; South America: T8–289, T36–319, T64–351; Europe and Russia: T86–475, T120–513, T142–541

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6.3.2 Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS) to distinguish absolute and relative location and to describe Earth's surfaces.	SE: Geography: The Study of the Earth, 4–5; Geography's Five Themes, 6–7; Ways to Show Earth's Surface, 8–9 PG: Core Concepts: T4–9
Places and Regions	
6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas. Examples: Mountain ranges, rivers, deserts, etc.	SE: 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 PG: Core Concepts Handbook: Our Planet, Earth, T14–T29; The US and Canada: T8–145, T36–177; Middle America: T8–217, T36–251; South America: T8–289, T36–319, T64–351; Europe and Russia: T86–475, T120–513, T142–541
6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere. Examples: Language, religion, recreation, clothing, diet, music/dance, family structure, and traditions	SE: What Is Culture? 86–87; Families and Societies, 88–89; Language, 90–91; Religion, 92–93; Art, 94–95; United States, 158–160; Canada, 194–195; Mexico, 232–233; Andes and the Pampas, 328–329; Brazil, 358–359; Ancient Greece, 387–399; Germany, 490 Hungary, 521; Latvia, 519; Poland, 519; Western Europe, 465–467; Southern Europe, 495–496 PG: Core Concepts: T74–95; The US and Canada: 158–160, 194–195; Middle America: 232–233; South America: 328–329, 358–359; Europe and Russia: 387–389, 465–467, 490, 495–496, 519, 521
Physical Systems	
6.3.5 Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas. Examples: Volga River, Canadian Rockies, Sierra Madre Mountains and Lochs in Scotland	SE: Forces on Earth's Surface, 24–25; Forces Inside Earth, 26–27 PG: Core Concepts: T22–27

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6.3.6 Explain how ocean currents and winds influence climate differences on Europe and the Americas.	SE: Water and Climate, 36–37; Air Circulation and Precipitation, 38–39 PG: Core Concepts: T32–39
6.3.7 Locate and describe the climate regions of Europe and the Americas and explain how and why they differ. Examples: Gulf Stream and North Atlantic Current	SE: 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 PG: Core Concepts Handbook: Our Planet, Earth, T14–29; The US and Canada: T8–145, T36–177; Middle America: T8–217, T36–251; South America: T8–289, T36–319, T64–351; Europe and Russia: T86–475, T120–513, T142–541
6.3.8 Identify major biomes of Europe and the Americas and explain how these are influenced by climate. Examples: Rainforest, tundra, woodlands, and deserts	SE: Types of Climate, 40–41; Ecosystems, 42–43; 21 st Century Learning, 45; Chapter Atlas, 138–145, 170–177, 210–217, 244–251, 282–289, 312–319, 344–351, 468–475, 506–513, 534–541 PG: Core Concepts: T36–41; The US and Canada: T8–145, T36–177; Middle America: T8–217, T36–251; South America: T8–289, T36–319, T64–351; Europe and Russia: T86–475, T120–513, T142–541
Human Systems	
6.3.9 Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors that trigger migrations Examples: Rural and urban areas; immigration	SE: Population and Movement, 72–73; Population Growth, 74–75; Population Distribution, 76–77; Migration, 78–79; Urbanization, 80–81; Assessment, 82–83; Migration, 142–144, 458, 554 PG: Core Concepts: T62–83; The US and Canada: 142–144; Europe and Russia: 458, 554
6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.	SE: Cultural Diffusion and Change, 96–97; Cultural Diffusion, 260, 495; Cultural Borrowing, 485, 595 PG: Core Concepts: T84–96

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6.3.11 Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past.	SE: Archeology, 116, 117, 122–123, 592; Anthropology, 123, 592 PG: Core Concepts: T100, 116–117, T106–123
Environment and Society	
6.3.12 Compare the distribution and evaluate the importance of natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood and water in Europe and the Americas.	SE: Environment and Resources, 48–49; People’s Impact on the Environment, 52–53; Natural Resources: United States, 141; Canada, 174–176; Mexico, 214–215; Andes and the Pampas, 317; Brazil, 347, 362; Western Europe, 471, 473; Eastern Europe, 510–511; Russia, 538–539 PG: Core Concepts: T42, T43, 48, 49, T46, T47, 52, 53; The US and Canada: 141, 174, 176; South America: 347; Europe and Russia: 471, 473, 538, 539
6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.	SE: 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 PG: Core Concepts Handbook: Human-Environment Interaction, T40–55; The US and Canada: T8–145, T36–177; Middle America: T8–217, T36–251; South America: T8–289, T36–319, T64–351; Europe and Russia: T86–475, T120–513, T142–541
6.3.14 Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas. Examples: Hurricanes, earthquakes, floods and drought	SE: Forces Inside Earth, 26–27; Hurricanes, 30–31, 140, 247–248 PG: Core Concepts: T22–27

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Standard 4 Economics	
<p>6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas. Examples: The growth of trading towns and cities</p>	<p>SE: Trade, 66–67; NAFTA, 156–158; Canada and Trade, 192–193; Mexico, 192, 234, 236, 237; South America, 331–332; Ancient Greece, 384–385; Roman Empire, 395; Crusades, 410–411; Middle Ages, 410–411; Renaissance, 422–424; Triangular Trade, 254, 436; Greece, 499 PG: Core Concepts: T58, T59, 66, 67; The US and Canada: 192–193; Middle America: 234, 236, 237; Europe and Russia: 384–385, 410–411, 422–424, 436, 499</p>
<p>6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods. Examples: Increased production and consumption and lower prices</p>	<p>SE: Trade, 66–67; NAFTA, 156–158; Canada and Trade, 192–193; Mexico, 192, 234, 236, 237; South America, 331–332; Ancient Greece, 384–385; Roman Empire, 395; Crusades, 410–411; Middle Ages, 410–411; Renaissance, 422–424; Triangular Trade, 254, 436; Greece, 499 PG: Core Concepts: T58, T59, 66, 67; The US and Canada: 192–193; Middle America: 234, 236, 237; Europe and Russia: 384–385, 410–411, 422–424, 436, 499</p>
<p>6.4.3 Explain why international trade requires a system for exchanging currency between various countries.</p>	<p>SE: Trade, 66–67 PG: Core Concepts: T58, T59, 66, 67</p>
<p>6.4.4 Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.</p>	<p>SE: Economic Systems, 62–63; 21st Century Learning, 71 PG: Core Concepts: T54–63, 71</p>
<p>6.4.5 Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.</p>	<p>SE: Gross Domestic Product (GDP), 64, 484, 497, 598 PG: Core Concepts: T56–T65; Europe and Russia: 484, 497, 598</p>

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<p>6.4.6 Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources. Examples: Use information sources such as digital newspapers, the Internet and podcasts to examine changes in energy prices and consumption, exchange rates and currency values.</p>	<p>SE: The United States Economy, 156–158; Foreign Aid, 160; Case Study: Destruction of the Amazon Rain Forest, 364–367; Case Study: Energy for the Future, 476–479; Case Study: The Soviet Industrial Legacy, 558–561 PG: The US and Canada: 156–158, 160; South America: T84–367; Europe and Russia: T92–479, T162–561</p>
<p>6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.</p>	<p>SE: Science and Technology, 98–99; Case Study: Destruction of the Amazon Rain Forest, 364–367; Energy for the Future, 476–479; A Closer Look: Coal or Nuclear: Difficult Energy Choices, 510; Area Impacted by Chernobyl Disaster, 510; 21st Century Learning: Work in Teams, 198–199; Solve Problems, 270–271; Search for Information on the Internet, 370–371; Analyze Media Content, 564–565 PG: Core Concepts: T86–99; The US and Canada: 198–199; South America: T84–367; Europe and Russia: 370–371, T92–479, 510</p>
<p>6.4.8 Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Europe or the Americas. Examples: Government support of public education and governments taxing or regulating pollution *externality (spillover): the impact of an activity (positive or negative) on the well-being of a third party</p>	<p>SE: Case Study: Destruction of the Amazon Rain Forest, 364–367; Case Study: Energy for the Future, 476–479 PG: South America: T84–367; Europe and Russia: T92–479</p>
<p>6.4.9 Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options. Examples: Savings accounts, certificates of deposit and stocks</p>	<p>SE: Money Management, 68–69 PG: Core Concepts: T60, T61, 68–69</p>