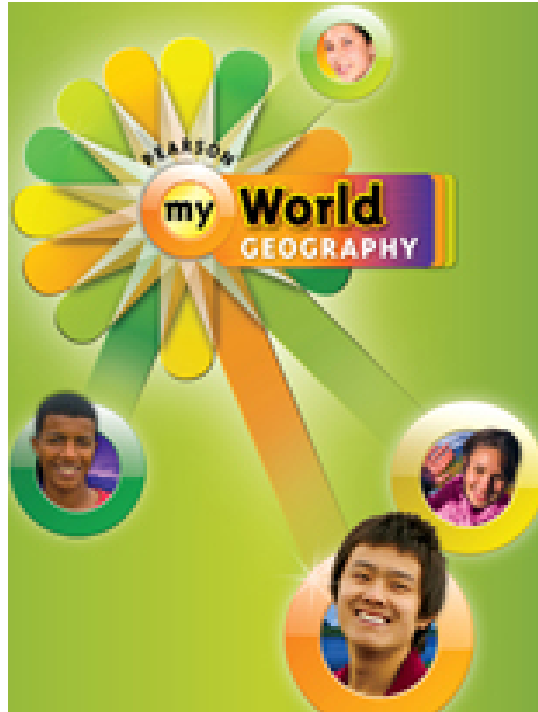


A Correlation of

# myWorld Geography Survey Edition



To the

## 2014 Wyoming Social Studies Content and Performance Standards

# A Correlation of myWorld Geography, Survey Edition to the 2014 Wyoming Social Studies Content and Performance Standards

## Introduction

This document demonstrates how *myWorld Geography, Survey Edition*, meets the 2014 Wyoming Social Studies Content and Performance Standards. 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 21<sup>st</sup> century learners by integrating [myWorldGeography.com](http://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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2014 Wyoming Social Studies Content and Performance Standards	myWorld Geography Survey Edition
<b>Social Studies Content Standard 1 - Citizenship, Government, and Democracy</b>	
Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.	
<b>End of Grade 8</b>	
<b>Benchmarks</b>	
<b>SS8.1.1</b> Explain the rights, duties, and responsibilities of a United States citizen.	<b>SE/PG: Core Concepts Handbook:</b> Citizenship: T98; 112-113; <b>The United States and Canada:</b> Finding Opportunity, 135-137
<b>SS8.1.2</b> Explain how to participate in the political process.	<b>SE/PG: Core Concepts Handbook:</b> Citizenship: T98; 112-113
<b>SS8.1.3</b> Explain the historical development of the United States Constitution and treaties and how they have shaped the United States and Wyoming Government.	<b>SE/PG: The United States and Canada:</b> A New Country, 148-149; American Democracy, 162
<b>SS8.1.4</b> Understand the difference between United States civil and criminal legal systems.	<b>SE/PG: For related information, see: Core Concepts Handbook:</b> Political Structures: 109; <b>The United States and Canada: Preserving Democracy:</b> The Separation of Powers, 148
<b>SS8.1.5</b> Describe the structures of the United States and Wyoming Constitutions (e.g., Articles, Bill of Rights, amendments).	<b>SE/PG: Core Concepts Handbook:</b> Citizenship: T98; 112-113
<b>SS8.1.6</b> Understand the basic structures of various political systems (e.g., tribal, local, national, and world).	<b>SE/PG: Core Concepts Handbook:</b> Foundations of Government, T90; 104-105; Political Systems: T92; 106-107; Political Structures: T94; 108-109; <b>The United States and Canada:</b> History of the United States: 146-151; The United States as World Leader: 156-157

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<b>Performance Level Descriptors</b>	
The student will:	
a) describe and compare the principles and structures of power, authority, and governance;	<b>SE/PG: Core Concepts Handbook:</b> Foundations of Government, T90; 104-105; Political Systems: T92; 106-107; Political Structures: T94; 108-109; Part 8 Assessment (Journal Activity; Analyze Media Content; Document-Based Questions), 115; <b>The United States and Canada:</b> History of the United States: 146-151; The United States as World Leader: 156-157
b) demonstrate knowledge of citizenship, rights, and responsibilities across various communities;	<b>SE/PG: Core Concepts Handbook:</b> Citizenship: T98; 112-113; <b>The United States and Canada:</b> Finding Opportunity, 135-137
c) conduct research to draw unique parallels between historical and current events and issues.	<b>SE/PG: The United States and Canada:</b> The United States Today, 152-157; Canada Today, 178-183; <b>Middle America:</b> Mexico Today, 212-219; Central America and the Caribbean Today, 238-243; <b>South America:</b> Caribbean South America Today, 270-275; The Andes and the Pampas Today, 296-301; Brazil Today, 320-325; Search for Information on the Internet, 328-329; <b>Europe and Russia:</b> Northwestern Europe Today, 422-427; West Central Europe Today, 428-433; Southern Europe Today, 434-439; Eastern Europe Today, 454-461; Russia Today, 484-489; Analyze Media Content, 492-493; <b>Africa:</b> West and Central Africa Today, 518-523; Southern and Eastern Africa Today, 544-549; North Africa Today, 570-575; <b>Southwest Asia:</b> Arabia and Iraq Today, 606-611; Israel and Its Neighbors Today, 634-641; Iran, Turkey, and Cyprus Today, 662-669; <b>South and Central Asia:</b> Central Asia and the Caucasus Today, 696-701; South Asia Today, 724-731; <b>East and Southeast Asia:</b> China and Its Neighbors Today, 760-767; Japan and the Koreas Today, 788-795; Southeast Asia Today, 814-819; <b>Australia and the Pacific:</b> Australia and the Pacific Today, 846-851

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<b>Social Studies Content Standard 2 - Culture and Cultural Diversity</b>	
Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.	
<b>Benchmarks</b>	
<b>End of Grade 8</b>	
<p><b>SS8.2.1</b> Compare and contrast the ways various groups (e.g., cliques, clubs, ethnic communities, and American Indian tribes) meet human needs and concerns (e.g., self-esteem, friendship, and heritage) and contribute to identity, situations, and events.</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Families and Societies, 88-89; <b>The United States and Canada:</b> Early History of the United States, 146-148; American Culture, 154-156; Canada's Early History, 172-173; The Cultural Mosaic, 182-183; <b>South America:</b> Diverse Cultures, 270-271; <b>Europe and Russia:</b> Cultural Life in Poland and the Baltic, 455; <b>Africa:</b> A String of Dreams, 501-503; North African Culture, 570-571; <b>South and Central Asia:</b> Askar Serves His People, 681-683; A Minangkabau Wedding, 799-801; <b>Australia and the Pacific:</b> Jack Connects to His Culture, 831-833; People and Culture, 846-847</p>

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2014 Wyoming Social Studies Content and Performance Standards	myWorld Geography Survey Edition
<p><b>SS8.2.2</b> Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Exploring Culture Through Dance, 85; The Arts, 94-95; <b>The United States and Canada:</b> Drawing on Heritage, 161-163; The Cultural Mosaic, 182-183; <b>Middle America:</b> People and Culture, 214-215; Woven Cultures, 238-240; <b>South America:</b> A Rich Culture, 296-297; <b>Europe and Russia:</b> The Italian Renaissance, 374-375; The Northern Renaissance, 376-377; Europe at Her Doorstep, 411-413; A Rich Culture, 432; Cultural Life in Poland and the Baltic, 455; <b>Africa:</b> The Cultures of the Region, 521; A Variety of Ethnic Groups and Religions, 544-545; Ancient Egypt, 564-566; Arab North Africa, 567; North African Culture, 570-571; <b>Southwest Asia:</b> Religious Traditions, 606-607; A Cradle of Civilization, 626; The Beliefs of Judaism, 628; The Birth of Christianity, 629; <b>South and Central Asia:</b> Cultural Life of Central Asia and the Caucasus, 696-697; New Religions, 717-718; South Asian Culture Today, 724-725; <b>East and Southeast Asia:</b> Important Ideas and Beliefs, 756-757; Daily Life and Culture, 789; A Rich Cultural Life, 795; A Minangkabau Wedding, 799-801; A History of Diversity, 808-809; <b>Australia and the Pacific:</b> People and Culture, 846-847</p>
<p><b>SS8.2.3</b> Compare and contrast the unique cultural characteristics of various groups within Wyoming and the nation.</p>	<p><b>SE/PG:</b> <i>For related information, see:</i> <b>The United States and Canada:</b> Early History of the United States, 146-148; American Culture, 154-156</p>

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2014 Wyoming Social Studies Content and Performance Standards	myWorld Geography Survey Edition
<p><b>SS8.2.4</b> Explain the cultural contributions of and tensions between groups in Wyoming, the United States, and the World (e.g., racial, ethnic, social and institutional).</p>	<p><b>SE/PG: The United States and Canada:</b> Roots of a Nation, 174-175; <b>South America:</b> Cultures Collide, 266-267; The Colonial Period, 292-293; <b>Europe and Russia:</b> Life in Ancient Greece, 343-346; Life in Ancient Rome, 351-352; Living Together, 427; A Region of Tradition, 434-436; Russia Recovers, 484-485; <b>Africa:</b> Independence and Beyond, 516-517; <b>Southwest Asia:</b> A Region of Many Peoples and Religions, 624-625; <b>South and Central Asia:</b> Cultural Diversity, 690-691; Crossroads of Culture, 715; <b>East and Southeast Asia:</b> Ethnic Diversity in China, 752-753; <b>Australia and the Pacific:</b> Conflict in Australia and New Zealand, 844</p>
<p><b>Performance Level Descriptors</b></p>	
<p>The student will:</p>	
<p>a) compare and contrast the ways various groups meet human needs;</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Families and Societies, 88-89; <b>The United States and Canada:</b> Early History of the United States, 146-148; American Culture, 154-156; Canada's Early History, 172-173; The Cultural Mosaic, 182-183; <b>South America:</b> Diverse Cultures, 270-271; <b>Europe and Russia:</b> Cultural Life in Poland and the Baltic, 455; <b>Africa:</b> A String of Dreams, 501-503; North African Culture, 570-571; <b>South and Central Asia:</b> Askar Serves His People, 681-683; A Minangkabau Wedding, 799-801; <b>Australia and the Pacific:</b> Jack Connects to His Culture, 831-833; People and Culture, 846-847</p>



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2014 Wyoming Social Studies Content and Performance Standards	myWorld Geography Survey Edition
<p>b) evaluate and examine the transmission of cultural ideas;</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Exploring Culture Through Dance, 85; The Arts, 94-95; <b>The United States and Canada:</b> Drawing on Heritage, 161-163; The Cultural Mosaic, 182-183; <b>Middle America:</b> People and Culture, 214-215; Woven Cultures, 238-240; <b>South America:</b> A Rich Culture, 296-297; <b>Europe and Russia:</b> The Italian Renaissance, 374-375; The Northern Renaissance, 376-377; Europe at Her Doorstep, 411-413; A Rich Culture, 432; Cultural Life in Poland and the Baltic, 455; <b>Africa:</b> The Cultures of the Region, 521; A Variety of Ethnic Groups and Religions, 544-545; Ancient Egypt, 564-566; Arab North Africa, 567; North African Culture, 570-571; <b>Southwest Asia:</b> Religious Traditions, 606-607; A Cradle of Civilization, 626; The Beliefs of Judaism, 628; The Birth of Christianity, 629; <b>South and Central Asia:</b> Cultural Life of Central Asia and the Caucasus, 696-697; New Religions, 717-718; South Asian Culture Today, 724-725; <b>East and Southeast Asia:</b> Important Ideas and Beliefs, 756-757; Daily Life and Culture, 789; A Rich Cultural Life, 795; A Minangkabau Wedding, 799-801; A History of Diversity, 808-809; <b>Australia and the Pacific:</b> People and Culture, 846-847</p>
<p>c) compare and contrast a group's unique cultural characteristics and explain their contributions and possible tensions they may cause.</p>	<p><b>SE/PG: The United States and Canada:</b> Roots of a Nation, 174-175; <b>South America:</b> Cultures Collide, 266-267; The Colonial Period, 292-293; <b>Europe and Russia:</b> Life in Ancient Greece, 343-346; Life in Ancient Rome, 351-352; Living Together, 427; A Region of Tradition, 434-436; Russia Recovers, 484-485; <b>Africa:</b> Independence and Beyond, 516-517; <b>Southwest Asia:</b> A Region of Many Peoples and Religions, 624-625; <b>South and Central Asia:</b> Cultural Diversity, 690-691; Crossroads of Culture, 715; <b>East and Southeast Asia:</b> Ethnic Diversity in China, 752-753; <b>Australia and the Pacific:</b> Conflict in Australia and New Zealand, 844</p>

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<b>Social Studies Content Standard 3 - Production, Distribution, and Consumption</b>	
Students describe the influence of economic factors on societies and make decisions based on economic principles.	
<b>Benchmarks</b>	
<b>SS8.3.1</b> Identify and apply basic economic concepts (e.g., supply, demand, production, exchange and consumption, labor, wages, scarcity, prices, incentives, competition, and profits).	<b>SE/PG: Core Concepts Handbook:</b> Economic Basics, 58-59; Economic Process, 60-61
<b>SS8.3.2</b> Compare and contrast how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., characteristics of market, command, and mixed economies).	<b>SE/PG: Core Concepts Handbook:</b> Economic Systems, 62-63; <b>The United States and Canada:</b> The United States Economy, 152-154; <b>Middle America:</b> Mexico's Economy, 216-217; Trade, 219; <b>South America:</b> Economies, 275; Regional Economies, 299-300; A Growing Economy, 324; <b>Europe and Russia:</b> Prosperity and Partnerships, 423; The French Economy, 430; Modern, Prosperous Cities, 436-437; The Transition in the Baltic States, 455; <b>Africa:</b> Economic Dependence and Dictatorship, 517; Economic Challenges, 518-519; <b>Southwest Asia:</b> The Economy of Iran, 664; Turkey's Economy, 667-668; <b>South and Central Asia:</b> Economic Systems, 678; Governments and Economies, 730-731; <b>East and Southeast Asia:</b> China and Mongolia Under Communism, 758-759; Chart of Political and Economic Systems: China and Its Neighbors, 761; Economic Growth: The Importance of Exports, 762-763; A Crippled Economy, 791; Diverse Economies, 818-819; <b>Australia and the Pacific:</b> Economy, 849
<b>SS8.3.3</b> Describe the impact of technological advancements on production, distribution, and consumption. (e.g., businesses and/or corporations in the United States and the world).	<b>SE/PG: Core Concepts Handbook:</b> Economic Development, 64-65; Trade, 66-67; <b>Middle America:</b> Freeing Up the Economy, 241-242; <b>Europe and Russia:</b> The Rise of Cities, 363-364; The Industrial Revolution, 392-393; The Scandinavian Countries, 424-425; Life in Northwestern Europe, 426-427; Modern, Prosperous Cities, 436-437; <b>Southwest Asia:</b> Closer Look-The Economies of Israel and Its Neighbors, 637; <b>East and Southeast Asia:</b> Economic Boom, 789

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<p><b>SS8.3.4</b> Explain or illustrate how money is used by individuals, groups, and financial institutions.</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Money Management, 68-69; <b>Middle America:</b> Reforming Farms, 242; <b>Europe and Russia:</b> Trade Grows and Cities Compete, 374; Russia Recovers, 484-485; <b>Africa:</b> North Africa's Economies, 573; <b>Southwest Asia:</b> A Region Built on Oil, 608-609; <b>East and Southeast Asia:</b> Economic Woes, 792</p>
<p><b>SS8.3.5</b> Describe how values and beliefs influence individual, family, and business decisions (microeconomics).</p>	<p><b>SE/PG: Middle America:</b> Middle America's Economy, 192; Mexico's Economy, 216-217; Working for the Future, 223-225; <b>South America:</b> How People Use Their Land, 264</p>
<p><b>Performance Level Descriptors</b></p>	
<p>The student will:</p>	
<p>a) identify and apply basic economic concepts;</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Economic Basics, 58-59; Economic Process, 60-61</p>
<p>b) compare and contrast economic systems;</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Economic Systems, 62-63; <b>The United States and Canada:</b> The United States Economy, 152-154; <b>Middle America:</b> Mexico's Economy, 216-217; Trade, 219; <b>South America:</b> Economies, 275; Regional Economies, 299-300; A Growing Economy, 324; <b>Europe and Russia:</b> Prosperity and Partnerships, 423; The French Economy, 430; Modern, Prosperous Cities, 436-437; The Transition in the Baltic States, 455; <b>Africa:</b> Economic Dependence and Dictatorship, 517; Economic Challenges, 518-519; <b>Southwest Asia:</b> The Economy of Iran, 664; Turkey's Economy, 667-668; <b>South and Central Asia:</b> Economic Systems, 678; Governments and Economies, 730-731; <b>East and Southeast Asia:</b> China and Mongolia Under Communism, 758-759; Chart of Political and Economic Systems: China and Its Neighbors, 761; Economic Growth: The Importance of Exports, 762-763; A Crippled Economy, 791; Diverse Economies, 818-819; <b>Australia and the Pacific:</b> Economy, 849</p>

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<p>c) describe factors influencing economic decisions.</p>	<p><b>SE/PG: Core Concepts Handbook:</b>            Economic Basics, 58-59; Economic Process, 60-61; <b>The United States and Canada:</b>            The United States Economy, 152-154;  <b>Middle America:</b> Mexico's Economy, 216-217; Trade, 219; <b>South America:</b>            Economies, 275; Regional Economies, 299-300; A Growing Economy, 324; <b>Europe and Russia:</b> Prosperity and Partnerships, 423; The French Economy, 430; Modern, Prosperous Cities, 436-437; The Transition in the Baltic States, 455; <b>Africa:</b> Economic Challenges, 518-519; <b>Southwest Asia:</b>            The Economy of Iran, 664; Turkey's Economy, 667-668; <b>South and Central Asia:</b> Governments and Economies, 730-731; <b>East and Southeast Asia:</b> China and Mongolia Under Communism, 758-759; Economic Growth: The Importance of Exports, 762-763; A Crippled Economy, 791; Diverse Economies, 818-819;  <b>Australia and the Pacific:</b> Economy, 849</p>

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<b>Social Studies Content Standard 4 - Time, Continuity, and Change</b>	
Students analyze events, people, problems, and ideas within their historical contexts.	
<b>Benchmarks</b>	
<p><b>SS8.4.1</b> Describe how historical events impact the future (cause and effect) and how change spreads to other places (e.g., spread of industrial revolution or causes of the Civil War).</p>	<p><b>SE/PG: The United States and Canada:</b> History of the United States, 146-151; Roots of a Nation, 174-175; Closer Look-Conflict and Compromise, 174-175; Independent Canada, 177; <b>Middle America:</b> Spanish Rule to Independence, 208-209; <b>Europe and Russia:</b> Athenian Democracy, 342-343; Closer Look-A New Form of Government and Justice, 344; The Roman Republic, 348-350; Democratic Revolutions, 390-391; Wars and Hardship, 394-399; Rebuilding and New Challenges, 400-407; Communist Russia, 480-481; Communism to Nationalism, 482-483; Russia Today, 484-489; <b>Africa:</b> West and Central Africa Today, 518-523; <b>South and Central Asia:</b> Communists Take Control, 695; <b>East and Southeast Asia:</b> Japan and the Koreas Since World War II, 786-787; Challenges and Changes in Japan, 792-793</p>
<p><b>SS8.4.2</b> Describe how tools and technology in different historical periods impacted the way people lived, made decisions, and saw the world.</p>	<p><b>SE/PG: The United States and Canada:</b> Migration and Settlement, 142-144; <b>Middle America:</b> Maya Civilization, 207; Emergence of the Aztecs, 207; Mexico's Economy, 216-217; Early Civilizations, 234-235; <b>South America:</b> South America after Independence, 294-295; Closer Look-Curitiba: Green City of the Future, 323; <b>Europe and Russia:</b> The Rise of Cities, 363-364; The Age of Exploration, 382-384; A Scientific Revolution, 388-389; The Industrial Revolution, 392-393; Life in Northwestern Europe, 426-427; <b>Southwest Asia:</b> Land Use and Energy, 652-653; <b>East and Southeast Asia:</b> Adapting to Challenges, 780-781</p>

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<p><b>SS8.4.3</b> Analyze the way people and/or groups react to current events; suggest alternative ways such events may have played out.</p>	<p><b>SE/PG: The United States and Canada:</b> The United States as World Leader, 156-157; <b>Middle America:</b> Government and Change, 240-241; Freeing Up the Economy, 241-242; Ecotourism, 243; <b>Europe and Russia:</b> West Central Europe Today, 428-433; Challenges for the Region, 438-439; <b>Southwest Asia:</b> The Persian Gulf in Modern Times, 603-605; The Palestinian-Israeli Conflict, 638-640; <b>South and Central Asia:</b> Challenges for New Nations, 698; Building New Governments, 700-701; myWorld Activity-Standing Up for Democracy, 701; Conflicts in South Asia, 729; <b>East and Southeast Asia:</b> Politics: One Party or Many?, 760-761</p>
<p><b>SS8.4.4</b> Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).</p>	<p><b>SE/PG: The United States and Canada:</b> Early History of the United States, 146-148; Expansion and Growth, 149-150; American Culture, 154-156; Canada's Early History, 172-173; France and Britain Struggle for Control, 173-174; Canada's Role in the World, 180-181; <b>Middle America:</b> Ending Foreign Control, 236-237; <b>South America:</b> Cultures Collide, 266-267; Political Conflict, 269; Cultures Meet, 316-318; <b>Europe and Russia:</b> The Byzantine Empire, 354-356; The Crusades and the Wider World, 360-363; The Northern Renaissance, 376-377; Cold War and Division, 400-401; <b>Southwest Asia:</b> A Diverse Region, 596-597; Independence and Conflict, 632-633; <b>South and Central Asia:</b> Cultural Diversity, 690-691; Crossroads of Culture, 715; <b>East and Southeast Asia:</b> Important Ideas and Beliefs, 756-757</p>

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<p><b>SS8.4.5</b> Identify relevant primary and secondary sources for research. Compare and contrast treatment of the same topic in several primary and secondary sources.</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Historical Sources, 120-121; <b>The United States and Canada:</b> Document-Based Questions, 159; Document-Based Questions, 185; <b>Europe and Russia:</b> Document-Based Questions, 409; Europe at Her Doorstep, 411-413; <b>Africa:</b> Document-Based Questions, 577; <b>Southwest Asia:</b> Hanan's Call to Care, 587-589; Document-Based Questions, 613; Maayan and Muhammad, 615-617; Document-Based Questions, 643; <b>Australia and the Pacific:</b> Document-Based Questions, 857</p>
<p><b>Performance Level Descriptors</b></p>	
<p>The student will:</p>	
<p>a) describe events, people, problems, and ideas within their historical contexts;</p>	<p><b>SE/PG: The United States and Canada:</b> Early History of the United States, 146-148; Expansion and Growth, 149-150; American Culture, 154-156; Canada's Early History, 172-173; France and Britain Struggle for Control, 173-174; Canada's Role in the World, 180-181; <b>Middle America:</b> Spanish Rule to Independence, 208-209; Ending Foreign Control, 236-237; <b>South America:</b> Cultures Collide, 266-267; Political Conflict, 269; Cultures Meet, 316-318; <b>Europe and Russia:</b> The Byzantine Empire, 354-356; The Crusades and the Wider World, 360-363; The Northern Renaissance, 376-377; Cold War and Division, 400-401; <b>Southwest Asia:</b> A Diverse Region, 596-597; Independence and Conflict, 632-633; <b>South and Central Asia:</b> Cultural Diversity, 690-691; Crossroads of Culture, 715; <b>East and Southeast Asia:</b> Important Ideas and Beliefs, 756-757</p>

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b) analyze the way people react to current events and make connections between the past and present;	<p><b>SE/PG: The United States and Canada:</b> The United States as World Leader, 156-157; <b>Middle America:</b> Government and Change, 240-241; Freeing Up the Economy, 241-242; Ecotourism, 243; <b>Europe and Russia:</b> West Central Europe Today, 428-433; Challenges for the Region, 438-439; <b>Southwest Asia:</b> The Persian Gulf in Modern Times, 603-605; The Palestinian-Israeli Conflict, 638-640; <b>South and Central Asia:</b> Challenges for New Nations, 698; Building New Governments, 700-701; myWorld Activity-Standing Up for Democracy, 701; Conflicts in South Asia, 729; <b>East and Southeast Asia:</b> Politics: One Party or Many?, 760-761</p>
c) describe the impact of tools and technology in different historical settings.	<p><b>SE/PG: The United States and Canada:</b> Migration and Settlement, 142-144; <b>Middle America:</b> Maya Civilization, 207; Emergence of the Aztecs, 207; Mexico's Economy, 216-217; Early Civilizations, 234-235; <b>South America:</b> South America after Independence, 294-295; Closer Look-Curitiba: Green City of the Future, 323; <b>Europe and Russia:</b> The Rise of Cities, 363-364; The Age of Exploration, 382-384; A Scientific Revolution, 388-389; The Industrial Revolution, 392-393; Life in Northwestern Europe, 426-427; <b>Southwest Asia:</b> Land Use and Energy, 652-653; <b>East and Southeast Asia:</b> Adapting to Challenges, 780-781</p>



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<b>Social Studies Content Standard 5 - People, Places, and Environments</b>	
Students apply their knowledge of the geographic themes (location, place, movement, region, and human/environment interactions) and skills to demonstrate an understanding of interrelationships among people, places, and environment.	
<b>Benchmarks</b>	
<b>Spatial</b>	
<p><b>SS8.5.1</b> Use and create models of the Earth to analyze the interactions of physical and human systems to demonstrate global interconnectedness.</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Tools of Geography, 2-13; Ecosystems, 42-43; Human-Environment Interaction, 46-53; <b>The United States and Canada:</b> Migration and Settlement, 142-144; Environmental Impact, 145; The Environment: New Concerns, 170-171; <b>Middle America:</b> Environmental Impact, 204-205; Land Use, 230-231; Environments in Danger, 232-233; Ecotourism, 243; <b>South America:</b> People and the Landscape, 262-263; How People Use Their Land, 264; Environmental Problems, 272; Land Use and Resources, 286-278; Environmental Problems, 298; Climate and Land Use, 310-311; Environmental Issues, 322; Closer Look-Curitiba: Green City of the Future, 323; <b>Europe and Russia:</b> Where People Live and Work, 419-420; Natural Resources and the Environment, 451; Russia's Resources, 472-473; <b>Africa:</b> Regional Overview-Human Geography, 498-499; People and the Land, 508-509; Subsistence Farming, 519; Resources and Trade, 562-563; <b>Southwest Asia:</b> Living on Oil, 593; Vast Deserts and Scarce Water, 594; Water for a Thirsty Region, 622-623; A Region of Worldwide Importance, 640-641; Land Use and Energy, 652-653; <b>South and Central Asia:</b> Climate and Land Use, 686-687; Natural Resources, 688-689; Land Use and Resources, 712; Geography Shapes History, 714; Population and the Environment, 726-727; <b>East and Southeast Asia:</b> Climate and Land Use, 748-749; Environmental Challenges, 767; Land Use and Natural Resources, 778-779; Settlement and Land Use, 806-807; Population and Environment, 817; <b>Australia and the Pacific:</b> People and Resources, 840-841</p>

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<b>Physical Place and Region</b>	
<p><b>SS8.5.2</b> Analyze and evaluate how physical changes influenced historical events and participate in collaborative problem solving and decision making in the selection of professional and personal choices.</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Tamsen Studies a Volcano, 17; Forces Inside Earth, 26-27; Hurricane Katrina Strikes, 31; <b>The United States and Canada:</b> The Environment: New Concerns, 170-171; <b>Middle America:</b> Physical Features, 226-227; Hurricane Havoc, 229-230; <b>South America:</b> Land Use and Resources, 286-287; Environmental Problems, 298; Closer Look-Curitiba: Green City of the Futures, 323; Europe and Russia: Europe Faces Challenges, 406-407; The Netherlands: A Fragile Balance, 431; <b>Africa:</b> North Africa's Environment, 560-561; The Suez Canal, 563; <b>Southwest Asia:</b> Water for a Thirsty Region, 622-623; <b>South and Central Asia:</b> Climate, 710-711; <b>East and Southeast Asia:</b> Closer Look-The Three Gorges Dam, 766; Physical Features, 802-803; <b>Australia and the Pacific:</b> Closer Look-Disappearing Islands, 850</p>

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<b>Human Place and Movement</b>	
<p><b>SS8.5.3</b> Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Population Growth, 74-75; Migration, 78-79; Urbanization, 80-81; <b>The United States and Canada:</b> Migration and Settlement, 142; A Developing Power, 150-151; American Culture, 154-155; <b>South America:</b> Cultures Meet, 316-318; <b>Europe and Russia:</b> The Italian Renaissance, 374-375; The Northern Renaissance, 376-377; Europe Expands, 382-387; Russia Faces Challenges, 486; <b>Africa:</b> People and the Land, 508-509; Population, 510-511; Closer Look-European Colonization in Africa, 515; The Bantu Migrations, 539; Living in a Dry Place, 558-559; <b>Southwest Asia:</b> Human Geography, 584-585; Population Patterns, 595; <b>South and Central Asia:</b> Population Explosion, 713; Population and the Environment, 726-727; <b>East and Southeast Asia:</b> Human Geography, 740-741; Growing Cities, Crowded Coasts, 750-751; A More Unequal Society, 764-765; People and Geography, 805; Settlement and Land Use, 806-807; Urban Problems, 807; Population and Environment, 817; <b>Australia and the Pacific:</b> Human Geography, 828-829; Migration and Settlement, 842-843</p>

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<b>Environment and Society</b>	
<p><b>SS8.5.4</b> Analyze the changes to and consequences of human, natural, and technological impacts on the physical environment.</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Human-Environment Interaction, 46-55; Science and Technology, 98-99; <b>The United States and Canada:</b> Environmental Impact, 145; The Environment: New Concerns, 170-171; <b>Middle America:</b> Environmental Impact, 204-205; Environments in Danger, 232-233; Ecotourism, 243; <b>South America:</b> Environmental Problems, 272; Land Use and Resources, 286-287; Environmental Problems, 298; Climate and Land Use, 310-311; Environmental Issues, 322; Closer Look-Curitiba: Green City of the Future, 323; <b>Europe and Russia:</b> The Industrial Revolution, 392-393; Energy and the Environment, 407; Natural Resources and the Environment, 451; <b>Africa:</b> People and the Land, 508-509; Subsistence Farming, 519; Riches From the Land, 534-535; North Africa's Environment, 560-561; <b>Southwest Asia:</b> Oil and the Environment, 593</p>

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<b>Performance Level Descriptor</b>	
The student will:	
a) analyze, use, and create various representations of the Earth to demonstrate global interconnectedness that includes human, natural, and technological impacts on the physical environment;	<b>SE/PG: Core Concepts Handbook:</b> Tools of Geography, 2-13; Ecosystems, 42-43; Human-Environment Interaction, 46-53; Science and Technology, 98-99; <b>The United States and Canada:</b> Migration and Settlement, 142-144; Environmental Impact, 145; The Environment: New Concerns, 170-171; <b>Middle America:</b> Environmental Impact, 204-205; Land Use, 230-231; Environments in Danger, 232-233; Ecotourism, 243; <b>South America:</b> People and the Landscape, 262-263; How People Use Their Land, 264; Environmental Problems, 272; Land Use and Resources, 286-278; Environmental Problems, 298; Climate and Land Use, 310-311; Environmental Issues, 322; Closer Look-Curitiba: Green City of the Future, 323; <b>Europe and Russia:</b> Where People Live and Work, 419-420; Natural Resources and the Environment, 451; Russia's Resources, 472-473; <b>Africa:</b> Regional Overview-Human Geography, 498-499; People and the Land, 508-509; Subsistence Farming, 519; Resources and Trade, 562-563; <b>Southwest Asia:</b> Living on Oil, 593; Vast Deserts and Scarce Water, 594; Water for a Thirsty Region, 622-623; A Region of Worldwide Importance, 640-641; Land Use and Energy, 652-653; <b>South and Central Asia:</b> Climate and Land Use, 686-687; Natural Resources, 688-689; Land Use and Resources, 712; Geography Shapes History, 714; Population and the Environment, 726-727; <b>East and Southeast Asia:</b> Climate and Land Use, 748-749; Environmental Challenges, 767; Land Use and Natural Resources, 778-779; Settlement and Land Use, 806-807; Population and Environment, 817; <b>Australia and the Pacific:</b> People and Resources, 840-841
b) analyze how regionalization influenced historical trends and affects political and economic developments;	<b>SE/PG: The United States and Canada:</b> A Panel of Regions, T10-T11; Climate and Resources, 140-141; Migration and Settlement, 142-144; Expansion and Growth, 149-150

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<p>c) explain how population distributions, migrations, and settlement patterns impact the creation and change of places and predict patterns of population distribution and growth.</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Population Growth, 74-75; Migration, 78-79; Urbanization, 80-81; <b>The United States and Canada:</b> Migration and Settlement, 142; A Developing Power, 150-151; American Culture, 154-155; <b>South America:</b> Cultures Meet, 316-318; <b>Europe and Russia:</b> The Italian Renaissance, 374-375; The Northern Renaissance, 376-377; Europe Expands, 382-387; Russia Faces Challenges, 486; <b>Africa:</b> People and the Land, 508-509; Population, 510-511; Closer Look-European Colonization in Africa, 515; The Bantu Migrations, 539; Living in a Dry Place, 558-559; <b>Southwest Asia:</b> Human Geography, 584-585; Population Patterns, 595; <b>South and Central Asia:</b> Population Explosion, 713; Population and the Environment, 726-727; <b>East and Southeast Asia:</b> Human Geography, 740-741; Growing Cities, Crowded Coasts, 750-751; A More Unequal Society, 764-765; People and Geography, 805; Settlement and Land Use, 806-807; Urban Problems, 807; Population and Environment, 817; <b>Australia and the Pacific:</b> Human Geography, 828-829; Migration and Settlement, 842-843</p>

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<b>Social Studies Content Standard 6 - Technology, Literacy, and Global Connections</b>	
Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.	
<b>Benchmarks</b>	
<b>SS8.6.1</b> USE/PG and evaluate multiple sources of information in diverse formats and media in order to address a question or solve a problem.	<b>SE/PG: Middle America:</b> Solve Problems, 246-247; <b>South America:</b> Search for Information on the Internet, 328-329; <b>Europe and Russia:</b> Analyze Media Content, 492-493; <b>Africa:</b> Generate New Ideas, 578-579; <b>Southwest Asia:</b> Make a Difference, 672-673; <b>South and Central Asia:</b> Evaluate Web Sites, 734-735; <b>East and Southeast Asia:</b> Give an Effective Presentation, 822-823; <b>Australia and the Pacific:</b> Develop Cultural Awareness, 858-859
<b>SS8.6.2</b> Distinguish among fact, opinion, and reasoned judgment in a text.	<b>SE/PG: Core Concepts Handbook:</b> Making a Difference, 47; People's Impact on the Environment, 52-53; 21st Century Learning: Search for Information on the Internet, 55; 21st Century Learning: Analyze Media Content, 83; Document-Based Questions, Document B, 101; 21st Century Learning: Analyze Media Content, 115; <b>Middle America:</b> 21st Century Learning: Analyze Media Content, 221; <b>South America:</b> 21st Century Learning: Analyze Media Content, 277; <b>Europe and Russia:</b> Essential Question, 491; <b>Africa:</b> 21st Century Learning: Analyze Media Content, 551; <b>Southwest Asia:</b> 21st Century Learning: Analyze Media Content, 643; <b>South and Central Asia:</b> myStory: Nancy's Fruitful Loan, 705-707; <b>East and Southeast Asia:</b> 21st Century Learning: Evaluating Web Sites, 769

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<p><b>SS8.6.3</b> USE/PG digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). <a href="https://www.iste.org/standards/nets-for-students">https://www.iste.org/standards/nets-for-students</a></p>	<p><b>SE/PG: Core Concepts Handbook:</b> Religion Research, T81; <b>South America:</b> Search for Information on the Internet, 328-329; <b>Europe and Russia:</b> Analyze Media Content, 492-493; <b>Africa:</b> Generate New Ideas, 578-579; <b>Southwest Asia:</b> Make a Difference, 672-673; <b>South and Central Asia:</b> Evaluate Web Sites, 734-735; <b>East and Southeast Asia:</b> Give an Effective Presentation, 822-823; <b>Australia and the Pacific:</b> Develop Cultural Awareness, 858-859</p>
<p><b>SS8.6.4</b> USE/PG accurate, sufficient, and relevant information from primary and secondary sources to support writing.</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Historical Sources, 120-121; <b>The United States and Canada:</b> Document-Based Questions, 159; Document-Based Questions, 185; <b>Middle America:</b> Document-Based Questions, 221; Document-Based Questions, 245; <b>South America:</b> Document-Based Questions, 277; Document-Based Questions, 303; Document-Based Questions, 327; <b>Europe and Russia:</b> Document-Based Questions, 409; Europe at Her Doorstep, 411-413; Document-Based Questions, 441; <b>Africa:</b> Document-Based Questions, 577; <b>Southwest Asia:</b> Hanan's Call to Care, 587-589; Document-Based Questions, 613; Maayan and Muhammad, 615-617; Document-Based Questions, 643; <b>South and Central Asia:</b> Document-Based Questions, 703; Document-Based Questions, 733; <b>East and Southeast Asia:</b> Document-Based Questions, 769; Document-Based Questions, 797; Document-Based Questions, 821; <b>Australia and the Pacific:</b> Document-Based Questions, 857</p>



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<b>Performance Level Descriptors</b>	
The student will:	
a) evaluate multiple sources of information in diverse formats in order to address a question or solve a problem;	<b>SE/PG: Middle America:</b> Solve Problems, 246-247; <b>South America:</b> Search for Information on the Internet, 328-329; <b>Europe and Russia:</b> Analyze Media Content, 492-493; <b>Africa:</b> Generate New Ideas, 578-579; <b>Southwest Asia:</b> Make a Difference, 672-673; <b>South and Central Asia:</b> Evaluate Web Sites, 734-735; <b>East and Southeast Asia:</b> Give an Effective Presentation, 822-823; <b>Australia and the Pacific:</b> Develop Cultural Awareness, 858-859
b) use digital tools to research, design, and present social studies concepts;	<b>SE/PG: Core Concepts Handbook:</b> Religion Research, T81; <b>South America:</b> Search for Information on the Internet, 328-329; <b>Europe and Russia:</b> Analyze Media Content, 492-493; <b>Africa:</b> Generate New Ideas, 578-579; <b>Southwest Asia:</b> Make a Difference, 672-673; <b>South and Central Asia:</b> Evaluate Web Sites, 734-735; <b>East and Southeast Asia:</b> Give an Effective Presentation, 822-823; <b>Australia and the Pacific:</b> Develop Cultural Awareness, 858-859

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<p>c) use accurate, sufficient, and relevant information from primary and secondary sources to support writing.</p>	<p><b>SE/PG: Core Concepts Handbook:</b> Historical Sources, 120-121; <b>The United States and Canada:</b> Document-Based Questions, 159; Document-Based Questions, 185; <b>Middle America:</b> Document-Based Questions, 221; Document-Based Questions, 245; <b>South America:</b> Document-Based Questions, 277; Document-Based Questions, 303; Document-Based Questions, 327; <b>Europe and Russia:</b> Document-Based Questions, 409; Europe at Her Doorstep, 411-413; Document-Based Questions, 441; <b>Africa:</b> Document-Based Questions, 577; <b>Southwest Asia:</b> Hanan's Call to Care, 587-589; Document-Based Questions, 613; Maayan and Muhammad, 615-617; Document-Based Questions, 643; <b>South and Central Asia:</b> Document-Based Questions, 703; Document-Based Questions, 733; <b>East and Southeast Asia:</b> Document-Based Questions, 769; Document-Based Questions, 797; Document-Based Questions, 821; <b>Australia and the Pacific:</b> Document-Based Questions, 857</p>

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<p><b>2014 Wyoming Social Studies Performance Level Descriptors</b></p>
<p><b>Social Studies Content Standard 1 - Citizenship, Government, and Democracy</b></p>
<p><b>Performance Level Descriptors</b></p>
<p>An eighth-grade student meets expectations at the proficient level and <i>independently</i> demonstrates superior performance in the following. The student will:</p>
<p>a) describe and compare the principles and structures of power, authority, and governance;</p>
<p>b) demonstrate knowledge of citizenship, rights, and responsibilities across various communities;</p>
<p>c) conduct research to draw unique parallels between historical and current events and issues.</p>
<p>An eighth-grade student at the proficient level <i>consistently</i> demonstrates performance in the following. The student will:</p>
<p>a) describe and compare the principles and structures of power, authority, and governance;</p>
<p>b) demonstrate knowledge of citizenship, rights, and responsibilities across various communities;</p>
<p>c) conduct research to draw unique parallels between historical and current events and issues.</p>
<p>An eighth-grade student at the basic level demonstrates <i>partial mastery</i> of knowledge and skills. The student will:</p>
<p>a) describe and compare the principles and structures of power, authority, and governance;</p>
<p>b) demonstrate knowledge of citizenship, rights, and responsibilities across various communities;</p>
<p>c) conduct research to draw unique parallels between historical and current events and issues.</p>
<p>An eighth-grade student at below basic is <i>unwilling or does not address</i> the expectations of the basic level.</p>
<p><b>Social Studies Content Standard 2 - Culture and Cultural Diversity</b></p>
<p>Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.</p>
<p><b>Performance Level Descriptors</b></p>
<p>An eighth-grade student meets expectations at the proficient level and <i>independently</i> demonstrates superior performance in the following. The student will:</p>
<p>a) compare and contrast the ways various groups meet human needs;</p>
<p>b) evaluate and examine the transmission of cultural ideas;</p>
<p>c) compare and contrast a group's unique cultural characteristics and explain their contributions and possible tensions they may cause.</p>
<p>An eighth-grade student at the proficient level <i>consistently</i> demonstrates performance in the following. The student will:</p>
<p>a) compare and contrast the ways various groups meet human needs;</p>
<p>b) evaluate and examine the transmission of cultural ideas;</p>
<p>c) compare and contrast a group's unique cultural characteristics and explain their contributions and possible tensions they may cause.</p>

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<b>2014 Wyoming Social Studies Performance Level Descriptors</b>
An eighth-grade student at the basic level demonstrates <i>partial mastery</i> of knowledge and skills. The student will:
a) compare and contrast the ways various groups meet human needs;
b) evaluate and examine the transmission of cultural ideas;
c) compare and contrast a group's unique cultural characteristics and explain their contributions and possible tensions they may cause.
An eighth-grade student at below basic is <i>unwilling or does not address</i> the expectations of the basic level.
<b>Social Studies Content Standard 3 - Production, Distribution, and Consumption</b>
<b>Performance Level Descriptors</b>
An eighth-grade student meets expectations at the proficient level and <i>independently</i> demonstrates superior performance in the following. The student will:
a) identify and apply basic economic concepts;
b) compare and contrast economic systems;
c) describe factors influencing economic decisions.
An eighth-grade student at the proficient level <i>consistently</i> demonstrates performance in the following. The student will:
a) identify and apply basic economic concepts;
b) compare and contrast economic systems;
c) describe factors influencing economic decisions.
An eighth-grade student at the basic level demonstrates <i>partial mastery</i> of knowledge and skills. The student will:
a) identify and apply basic economic concepts;
b) compare and contrast economic systems;
c) describe factors influencing economic decisions.
An eighth-grade student at below basic is <i>unwilling or does not address</i> the expectations of the basic level.
<b>Social Studies Content Standard 4 - Time, Continuity, and Change</b>
<b>Performance Level Descriptors</b>
An eighth-grade student meets expectations at the proficient level and <i>independently</i> demonstrates superior performance in the following. The student will:
a) describe events, people, problems, and ideas within their historical contexts;
b) analyze the way people react to current events and make connections between the past and present;
c) describe the impact of tools and technology in different historical settings.
An eighth-grade student at the proficient level <i>consistently</i> demonstrates performance in the following. The student will:
a) describe events, people, problems, and ideas within their historical contexts;
b) analyze the way people react to current events and make connections between the past and present;
c) describe the impact of tools and technology in different historical settings.
An eighth-grade student at the basic level demonstrates <i>partial mastery</i> of knowledge and skills. The students will:
a) describe events, people, problems, and ideas within their historical contexts;
b) analyze the way people react to current events and make connections between the past and present;
c) describe the impact of tools and technology in different historical settings.

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<p><b>2014 Wyoming Social Studies Performance Level Descriptors</b></p>
<p>An eighth-grade student at below basic is <b><i>unwilling or does not address</i></b> the expectations of the basic level.</p>
<p><b>Social Studies Content Standard 5 - People, Places, and Environments</b></p>
<p><b>Performance Level Descriptor</b></p>
<p>An eighth-grade student meets expectations at the proficient level and <b><i>independently</i></b> demonstrates superior performance in the following. The student will:</p>
<p>a) analyze, use, and create various representations of the Earth to demonstrate global interconnectedness that includes human, natural, and technological impacts on the physical environment;</p>
<p>b) analyze how regionalization influenced historical trends and affects political and economic developments;</p>
<p>c) explain how population distributions, migrations, and settlement patterns impact the creation and change of places and predict patterns of population distribution and growth.</p>
<p>An eighth-grade student at the proficient level <b><i>consistently</i></b> demonstrates performance in the following. The student will:</p>
<p>a) analyze, use, and create various representations of the Earth to demonstrate global interconnectedness that includes human, natural, and technological impacts on the physical environment;</p>
<p>b) analyze how regionalization influenced historical trends and affects political and economic developments;</p>
<p>c) explain how population distributions, migrations, and settlement patterns impact the creation and change of places and predict patterns of population distribution and growth.</p>
<p>An eighth-grade student at the basic level demonstrates <b><i>partial mastery</i></b> of knowledge and skills. The students will:</p>
<p>a) analyze, use, and create various representations of the Earth to demonstrate global interconnectedness that includes human, natural, and technological impacts on the physical environment;</p>
<p>b) analyze how regionalization influenced historical trends and affects political and economic developments;</p>
<p>c) explain how population distributions, migrations, and settlement patterns impact the creation and change of places and predict patterns of population distribution and growth.</p>
<p>An eighth-grade student at below basic is <b><i>unwilling or does not address</i></b> the expectations of the basic level.</p>
<p><b>Social Studies Content Standard 6 - Technology, Literacy, and Global Connections</b></p>
<p><b>Performance Level Descriptors</b></p>
<p>An eighth-grade student meets expectations at the proficient level and <b><i>independently</i></b> demonstrates superior performance in the following. The student will:</p>
<p>a) evaluate multiple sources of information in diverse formats in order to address a question or solve a problem;</p>
<p>b) use digital tools to research, design, and present social studies concepts;</p>
<p>c) use accurate, sufficient, and relevant information from primary and secondary sources to support writing.</p>
<p>An eighth-grade student at the proficient level <b><i>consistently</i></b> demonstrates performance in the following. The student will:</p>
<p>a) evaluate multiple sources of information in diverse formats in order to address a question or solve a problem;</p>
<p>b) use digital tools to research, design, and present social studies concepts;</p>

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<b>2014 Wyoming Social Studies Performance Level Descriptors</b>
c) use accurate, sufficient, and relevant information from primary and secondary sources to support writing.
An eighth-grade student at the basic level demonstrates <i>partial mastery</i> of knowledge and skills. The students will:
a) evaluate multiple sources of information in diverse formats in order to address a question or solve a problem;
b) use digital tools to research, design, and present social studies concepts;
c) use accurate, sufficient, and relevant information from primary and secondary sources to support writing.
An eighth-grade student at below basic is <i>unwilling or does not address</i> the expectations of the basic level.