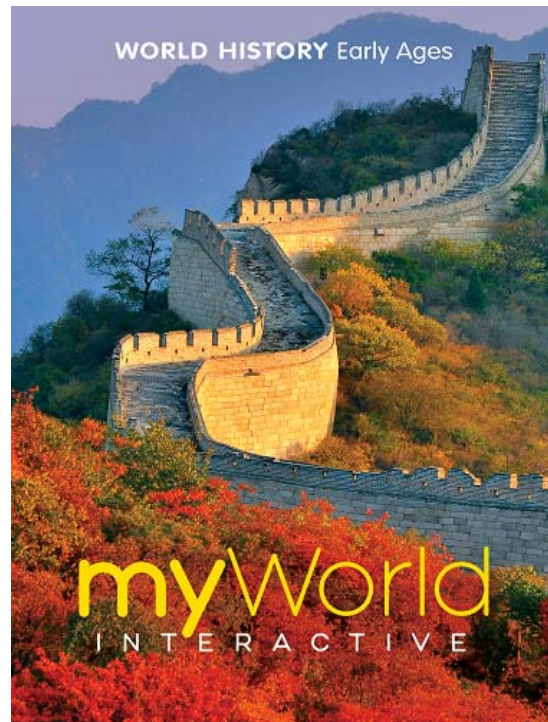


## A Correlation of



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to the

**West Virginia Evaluation Criteria  
Group I - Social Studies, 7<sup>th</sup> Grade**

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<b>SUBJECT:</b>	Grade 7	<b>SPECIFIC GRADE:</b>	7
<b>COURSE:</b>	7007	<b>TITLE</b>	myWorld Interactive World History, Early Ages
<b>COPYRIGHT:</b>	2019		
<b>SE ISBN:</b>	9780328985210	<b>TE ISBN:</b>	9780328964611

**2018 Instructional Materials Adoption procedure is subject to change based on pending legislation.**

### NON-NEGOTIABLE EVALUATION CRITERIA

2019-2025  
Group I – Social Studies  
CCR 7th Grade

Equity, Accessibility and Format			
Yes	No	CRITERIA	NOTES
X		<p><b>1. INTER-ETHNIC</b> The instructional materials meet the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p>The lessons and illustrations throughout <b>myWorld Interactive World History, Early Ages</b> connect with an array of cultures and ethnicities with which a variety of students can identify. Sample references include:</p> <p><b>SE/TE:</b> Developing Complex Cultures, 21–26; Origins of Judaism, 71–75; Beliefs of Judaism, 77–82; Origins and Beliefs of Hinduism, 142–149; Primary Sources: The Ramayana, 150; Origins and Beliefs of Buddhism, 151–157; Primary Sources: The Life or Legend of Gaudama, 158; Chinese Belief Systems, 191–195; Ancient Greek Beliefs and Arts, 251–256; Beliefs of Christianity, 325–329; Primary Sources: The Gospel of Matthew, The Sermon on the Mount, 330; Christianity Spreads, 370–375; Origins of Islam, 449–452; Beliefs of Islam, 453–457; Primary Sources: The Sunnah, 458; Chinese Thought and Achievements, 508–514; African Traditions, 607–611; Legacy of the Protestant Reformation, 651–656; The Atlantic Slave Trade, 715–721</p>

		(Continued)	(Continued) <b>TE only:</b> The Culturally Responsive Classroom, xviii–xii; Recognize Cultural and Experiential Backgrounds, 3, 41, 95, 125, 177, 217, 275, 305, 359, 401, 445, 485, 547, 585, 617, 667  <u>Digital Resources</u> Core Concepts: Culture
X		<p><b>2. EQUAL OPPORTUNITY</b>  The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p>A variety of races, colors, genders, nationalities, and potential religions are highlighted throughout <b>myWorld Interactive World History, Early Ages</b>. Sample references include:</p> <p><b>SE/TE:</b> Biographies (examples): Ruth, 84; Asoka Maurya, 165; Clare of Assisi, 392; Joan of Arc, 436; Ibn Sina, 471; Akbar, 479; Lady Murasaki Shikibu, 534; Huyana Capac, 570; Mansa Musa, 597; King Ezana, 605; Martin Luther, 643; Vasco Da Gama, 673; Queen Nzinga, 720</p> <p><b>TE only:</b> Creating an Active Classroom, xlv–xlvi; The Culturally Responsive Classroom, xviii–xii; Recognize Cultural and Experiential Backgrounds (examples), 95, 125, 177, 217, 275, 305, 359, 401, 445, 485; Differentiated Instruction, 8, 65, 84, 126, 308, 654, 701; English Language Learners, 10–11, 102–103, 121, 235, 340–341, 534–535, 742–743; Additional Resources &amp; Beyond the Classroom, 2B, 40B, 94B, 124B, 176B, 216B, 274B, 304B, 358B, 400B, 444B, 484B, 546B, 584B, 616B, 666B</p> <p><u>Digital Resources</u>  Core Concepts: Culture</p>

X		<p><b>3. FORMAT</b> This resource includes an interactive electronic/digital component for students.</p>	<p>The digital course <b>myWorld Interactive World History, Early Ages</b> delivered through Savvas Realize gives teachers and students engaging content, embedded assessments, instant data, and flexible tools.</p> <p>The student edition provides topic and lesson specific listing of all digital resources on pp. xxii-xxviii. These include: Core Concepts; Topic Videos; Lesson Videos; Interactive Primary Sources; Interactive Biographies; 21st Century Skills Tutorials; Interactive Maps, Charts, Galleries, Timelines, Illustrations, and 3-D Models.</p> <p><b>SE/TE:</b> Bounce to Activate (video), 3, 15, 95, 109, 159, 185, 197, 244, 363, 401, 405, 522, 551, 585, 651, 667; Interactive (examples point of use links to online support), 4, 14, 96, 114, 178, 163, 233, 408, 574, 764</p>
X		<p><b>4. BIAS</b> The instructional material is free of political bias.</p>	<p><b>myWorld Interactive World History, Early Ages</b> offers a variety of unique product options to support a range of teaching and learning styles that are free from political bias.</p> <p><b>SE/TE:</b> Analysis Skills: Distinguish Essential from Inessential Information, 14; Detect Historical Points of View, 141; Assess Credibility of a Source, 163; Distinguish Fact from Opinion, 190, 497; Compare Different Points of View, 250, 411; Assess Credibility of a Source, 441</p> <p><u>Digital Resources</u> 21<sup>st</sup> Century Skills Tutorials: Being an Informed Citizen; Political Participation; Serving on a Jury ; Share Responsibility; Solve Problems; Voting; Work in Teams</p>
X		<p><b>5. COMMON CORE</b> The instructional materials do not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p><b>myWorld Interactive World History, Early Ages</b> does not contain references to the Common Core academic standards.</p>

## GENERAL EVALUATION CRITERIA

2019-2025  
Group I – Social Studies  
Grade 7

### INSTRUCTIONAL MATERIALS ADOPTION: COLLEGE- AND CAREER-READINESS LEARNING EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	<b>In addition to alignment with the College- and Career-Readiness Standards (CCRSs), materials must also clearly connect to the Student Success Standards which include opportunities for students to develop:</b>										
	<b>A. Developing personal and educational skills</b>										
<b>SE/TE:</b> Quest (Inquiry-Based Learning): Project-Based Inquiry, 6, 128, 220, 404, 448, 550, 588, 814; Discussion Inquiry, 44, 308, 362, 670; Document-Based Inquiry, 98, 180, 278, 488, 620, 728, 766; Analysis Skills, 14, 15, 53, 65, 91, 108, 114, 121, 141, 163, 173, 190, 202, 213, 233, 250, 265, 295, 301, 317, 324, 350, 369, 376, 389, 411, 441, 467, 481, 497, 530, 537, 559, 574, 602, 613, 650, 663, 686, 707	<b>Thinking and Problem-Solving Skills</b>  <i>Social Studies Content:</i>  1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes social science connections (e.g., the importance that geography, economics and civics play within historical and current events, understanding the importance of sociological and psychological connections to society, the importance of historical and current events in civic decision making);										

<p>(Continued)  <b>TE only:</b> Curriculum Connections (examples): Environmental Education, 47; Economics, 48; Visual and Performing Arts, 171, 599; Science, 494, 871</p>	<p>(Continued)</p>							
<p><b>SE/TE:</b> Critical Thinking and Writing, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723; Analysis Skills: Recognize the Role of Chance, Error, and Oversight, 65; Frame Questions, 121, 481; Detect Historical Points of View, 141; Assess Credibility of a Source, 163, 441; Draw Sound Conclusions from Sources, 202; Compare Different Points of View, 250, 411; Update an Interpretation, 265, 559; Identify Central Issues and Problems, 317; Detect Changing Patterns, 324, 369</p>	<p>2. engages in complex thinking and analysis in the social sciences which promotes the development of multiple perspectives, thoughtful well-framed questions and thoughtful judgment applicable to students' own lives and future situations; and</p>							

**SE/TE:** Relate Events in Time, 15, 376; Distinguish Cause and Effect, 53; Recognize the Role of Chance, Error, and Oversight, 65, 530; Construct a Timeline, 91, 467; Identify Sources of Continuity, 213, 613; Analyze Sequence, Causation, and Correlation, 301; Identify Central Issues and Problems, 317; Detect Changing Patterns, 324; Conduct a Cost-Benefit Analysis, 350; Distinguish Cause and Effect, 537; Update an Interpretation, 559; Quest: Design a Village, 6; Debate Punishments for Crimes, 44; Evaluating a Leader's Legacy, 180; The Roman Influence, 278; Freedom vs. Security, 362; A Strong Influence, 488; Learning Through the Ages, 620; The Right to Rule, 728; Dateline: Revolution, 766; Science/Technology Timeline, 814

3. Promotes local, regional, state, national, and global connections, both past and present; while also promoting real-world, authentic relationships which consider human choice and natural catastrophic events on historic outcomes.



	<p align="center"><b>Information and Communication Skills/Social Studies</b></p> <p align="center"><i>For student proficiency in content standards, the instructional materials will include multiple strategies that provide students with the opportunity to:</i></p>						
<p><b>SE/TE:</b> Writing: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14; Research, 134, 140, 149, 157, 167, 172, 175, 303, 410, 418, 427, 433, 439, 496, 507, 514, 521, 536, 543, 545, 628, 635, 640; Document-Based Inquiry, 98, 180, 278, 488, 620, 728, 766</p>	<p>4. locate existing social studies content information, specifically primary source documents and scholarly journal articles for interpretation, analysis, and the creation of original student products appropriate for all audiences;</p>						
<p><b>SE/TE:</b> Analyze Primary and Secondary Sources, ELA 4–ELA 6; Writing: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14; Analysis Skills: Detect Historical Points of View, 141; Assess Credibility of a Source, 163, 441; Distinguish Fact from Opinion, 190, 497; Compare Different Points of View, 250, 411; Update an Interpretation, 265; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p>	<p>5. make informed, educated choices based on multiple perspectives, and</p>						

<p><b>SE/TE:</b> Analysis Skills: Assess Credibility of a Source, 163, 441  Draw Sound Conclusions from Sources, 202; Quest: Freedom vs. Security, 362; Create an Oral History, 588; Learning Through the Ages, 620; Colonizing Planets, 670; The Right to Rule, 728; Dateline: Revolution, 766; Science/Technology Timeline, 814; Research: Find and Use Credible Sources, 149, 201, 367, 418, 466, 521, 640, 656, 699</p> <p><b>TE only:</b> Additional Resources &amp; Beyond the Classroom, 2B, 40B, 94B, 124B, 176B, 216B, 274B, 304B, 358B, 400B, 444B, 484B, 546B, 584B, 616B, 666B</p>	<p>6. interact with outside resources through opportunities for local, regional, state, national, and global collaboration in a variety of curated and/or vetted resources.</p>							
	<p><b>Personal and Workplace Productivity Skills</b></p> <p><i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i></p>							
<p><b>SE/TE:</b> Writing: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14; Research, 134, 140, 149, 157, 167, 172, 175, 303, 410, 418, 427, 433, 439, 496, 507, 514, 521, 536, 543, 545, 628, 635, 640; Document-Based Inquiry, 98, 180, 278, 488, 620, 728, 766</p>	<p>7. conduct research, validate sources, and report ethically on findings;</p>							

The student edition provides topic and lesson specific listing of all digital resources on pp. xxii–xxviii. These include: Core Concepts; Topic Videos; Lesson Videos; Interactive Primary Sources; Interactive Biographies; 21st Century Skills Tutorials; Interactive Maps, Charts, Galleries, Timelines, Illustrations, and 3-D Models.

**SE/TE:** Bounce to Activate (video), 3, 15, 95, 109, 159, 185, 197, 244, 363, 401, 405, 522, 551, 585, 651, 667; Interactive (examples point of use links to online support), 4, 14, 96, 114, 178, 163, 233, 408, 574, 764

8. identify, evaluate, and apply appropriate technology tools for a variety of purposes;

<p><b>SE/TE:</b> Quest: Project-Based Inquiry, 6, 128, 220, 404, 448, 550, 588, 814; Discussion Inquiry, 44, 308, 362, 670; Document-Based Inquiry, 98, 180, 278, 488, 620, 728, 766; Analysis Skills, 14, 15, 53, 65, 91, 108, 114, 121, 141, 163, 173, 190, 202, 213, 233, 250, 265, 295, 301, 317, 324, 350, 369, 376, 389, 411, 441, 467, 481, 497, 530, 537, 559, 574, 602, 613, 650, 663, 686, 707; Critical Thinking and Writing, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p>	<p>9. engage in self-directed and/or independent inquiry</p>						
<p><b>SE/TE:</b> Speaking and Listening, ELA 15-1; Civic Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670 TE: Discuss (examples), 4, 12, 37, 45, 99, 106, 207, 457; Start Up, (discuss), 66, 109, 151, 185, 208, 251, 296, 325, 370, 420, 453, 522, 595, 651, 708</p>	<p>10. Provide a variety of structures for working collaboratively; and</p>						

<p><b>SE/TE:</b> Project-Based Inquiry, 6, 128, 220, 404, 448, 550, 588, 814; Discussion Inquiry, 44, 308, 362, 670; Document-Based Inquiry, 98, 180, 278, 488, 620, 728, 766; Writing Workshop, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p>	<p>11. practice time-management and project management skills for problem based learning and group projects.</p>						
<p align="center"><b>B. Developmentally Appropriate Instructional Resources and Strategies</b></p> <p align="center"><i>For student proficiency in content standards:</i></p>							
<p><b>SE/TE:</b> English-Language Arts Handbook, ELA 1–1; Guiding Questions (examples), 21, 45, 77, 99, 115, 181, 227, 279, 309, 351, 405, 434, 489, 551, 603, 621, 657, 849; Review and Assessment, 38–39, 92–93, 122–123, 174–175, 214–215, 272–273, 302–303, 356–357, 398–399, 442–443, 482–483, 544–545, 582–583, 614–615, 664–665, 722–723</p> <p><b>TE only:</b> Pacing-at-a-Glance, xxxvi–xlili; Topic-at-a-Glance &amp; Lesson-at-a-Glance (include objectives, resources, pacing), 2A–2G, 40A–40I, 94A–94E, 124A–124I, 176A–176H, 216A–216J, 274A–274H, 304A–304J, 358A–358G, 400A–400G, 444A–444G, 484A–484I, 546A–546F, 584A–584F, 616A–616H, 666A–666I</p>	<p>12. Content is structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.</p>						

<p><b>SE/TE:</b> Quest: Project-Based Inquiry, 6, 128, 220, 404, 448, 550, 588, 814; Discussion Inquiry, 44, 308, 362, 670; Document-Based Inquiry, 98, 180, 278, 488, 620, 728, 766; Vocabulary &amp; Academic Vocabulary (examples), 10, 19, 26, 33, 48, 58, 68, 72, 90, 110, 117, 131, 140, 162, 175, 187, 201, 237, 243, 283, 294, 310, 327, 345, 375, 407, 437, 452, 474, 490, 514, 521, 557, 600, 626, 638, 682, 691, 706</p> <p><b>TE only:</b> The Culturally Responsive Classroom, xviii-ii; Recognize Cultural and Experiential Backgrounds (examples), 305, 359, 401, 445, 485, 547; Differentiated Instruction, 8, 65, 84, 126, 308, 654, 701</p> <p>English Language Learners, 10-11, 102-103, 121, 235, 340-341, 534-535, 742-743</p>	<p>13. Instructional resource includes suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition and application, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.</p>						
<p><b>SE/TE:</b> Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666; Quest: Ask Questions, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814;</p>	<p>14. Instructional material provides opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding of the connections to the social sciences.</p>						

<p>(Continued)  Get Ready to Read: Guiding Questions (examples), 21, 45, 77, 99, 115, 181, 227, 279, 309, 351, 405, 434, 489, 551, 603, 621, 657, 849  <b>TE only:</b> Creating an Active Classroom, xlv–xlvii; The Culturally Responsive Classroom, xlviii–xlix; Active Journal &amp; Start Up: Discuss (examples), 66, 109, 151, 185, 208, 251, 296, 325, 370, 420, 453, 522, 595, 651, 708</p>	<p>(Continued)</p>						
<p><b>SE/TE:</b> Analysis Skills: Construct a Timeline, 91, 467; Interpret Thematic Maps, 173, 574; Analyze Graphs (examples), 116, 127, 136, 169, 179, 205, 218, 222, 235, 248, 276, 280, 306, 311, 321, 361, 378, 399, 406, 430, 446, 460; Maps (examples), , 86, 92, 103, 119, 139, 172, 193, 230, 240, 281, 288, 313, 353</p>	<p>15. Students are provided with opportunities to analyze and infer relationships with maps, tables, charts, graphs, globes, media, and technology sources to acquire and apply new information (e.g., global information systems).</p>						
<p><b>SE/TE:</b> Analysis Skills: Relate Events in Time, 15, 376; Distinguish Cause and Effect, 53, 537; Construct a Timeline, 91, 467; Analyze Sequence, Causation, and Correlation, 301, 650; Detect Changing Patterns, 324; Identify Sources of Continuity, 613;</p>	<p>16. Instructional materials offers opportunities for students to sequence economic, societal, cultural, and political influences, movements, and events in chronological order. (e.g. cultural movements such as the counter-culture movement, a societal movement over time such as the women's suffrage movement, or tracing the history of free-market capitalism, or the events of American Revolution)</p>						

<p>(Continued)  also see: Reading Check &amp; Lesson Check: Cause and Effect (examples), 207, 223, 237, 249, 300, 323, 338, 355, 382, 399, 419, 433; Sequence (examples), 28, 32, 51, 75, 169, 170, 297, 342</p>	<p>(Continued)</p>							
<p><b>SE/TE:</b> The program provides key analysis skills that support student investigation of interconnected issues. These include:</p> <p>Analysis Skills: Relate Events in Time, 15, 376; Distinguish Cause and Effect, 53; Construct a Timeline, 91; Frame Questions, 121, 481; Detect Historical Points of View, 141; Interpret Thematic Maps, 173, 574; Identify Sources of Continuity, 213, 613; Update an Interpretation, 265, 559; Analyze Sequence, Causation, and Correlation, 301, 650; Identify Central Issues and Problems, 317; Detect Changing Patterns, 324, 369</p>	<p>17. Instructional materials provides opportunities for students to investigate issues that are interconnected thematically or chronologically (e.g., colonialism, poverty, human rights, environment, energy, safety, immigration, conflict) to solve complex problems suggesting the possibility of multiple solutions.</p>							



<p>(Continued) Thematic connections and the study of key issues are introduced through Essential Questions. Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666</p>	<p>(Continued)</p>						
<p><b>SE/TE:</b> Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666; Quest: Ask Questions, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814; Get Ready to Read: Guiding Questions (examples), 21, 45, 77, 99, 115, 181, 227, 279, 309, 351, 405, 434, 489, 551, 603, 621, 657, 849</p>	<p>18. Instructional resources include guiding questions and essential questions to aid students' development of social awareness and a deeper understanding of the social sciences.</p>						

<p><b>SE/TE:</b> Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814</p> <p><b>TE only:</b> Creating an Active Classroom, xlv-xlvii; The Culturally Responsive Classroom, xviii-xlix; Recognize Cultural and Experiential Backgrounds (examples), 3, 41, 95, 125, 547, 585, 617, 667; Differentiated Instruction, 8, 65, 84, 126, 308, 654, 701; English Language Learners, 10-11, 102-103, 121, 235, 340-341, 534-535, 742-743; Additional Resources &amp; Beyond the Classroom, 2B, 40B, 94B, 124B, 176B, 216B, 274B, 304B, 358B, 400B, 444B, 484B, 546B, 584B, 616B, 666B</p>	<p>19. Provide resources for intervention, enrichment, and to allow for personalized learning.</p>							
<p>The student edition provides topic and lesson specific listing of all digital resources on pp. xxii-xxviii. These include: Core Concepts; Topic Videos; Lesson Videos; Interactive Primary Sources; Interactive Biographies; 21<sup>st</sup> Century Skills Tutorials; Interactive Maps, Charts, Galleries, Timelines, Illustrations, and 3-D Models</p>	<p>20. Materials provide a real-time electronic resource which students can access for updates on regional, state, national and global information.</p>							

<p>(Continued)</p> <p><b>SE/TE:</b> Bounce to Activate (video), 3, 15, 95, 109, 159, 185, 197, 244, 363, 401, 405, 522, 551, 585, 651, 667; Interactive (examples point of use links to online support), 4, 14, 96, 114, 178, 163, 233, 408, 574, 764</p>	<p>(Continued)</p>								
	<p><b>C. Career Development/Life Planning/Global Citizenship</b>  <i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i></p>								
<p><b>SE/TE:</b> Process What You Read, ELA 1; Evaluate Arguments, ELA 2; Analyze Visuals, ELA 3; Use Technology, ELA 8; Discuss Your Ideas, ELA 15; Give an Effective Presentation, ELA 16; Effective Listening, 1; Quest: Science / Technology Timeline, 814</p> <p><b>TE only:</b> Beyond the Classroom, 2B, 40B, 94B, 124B, 176B, 216B, 274B, 304B, 358B, 400B, 444B, 484B, 546B, 584B, 616B, 666B</p> <p><u>Digital Resources</u>  Core Concepts: Personal Finance; Economics</p>	<p>21. Develop Career Awareness</p>								

<p><b>TE only:</b> Beyond the Classroom, 2B, 40B, 94B, 124B, 176B, 216B, 274B, 304B, 358B, 400B, 444B, 484B, 546B, 584B, 616B, 666B SE/TE: Process What You Read, ELA 1; Evaluate Arguments, ELA 2; Analyze Visuals, ELA 3; Use Technology, ELA 8; Discuss Your Ideas, ELA 15; Give an Effective Presentation, ELA 16; Effective Listening, 1; Quest: Science / Technology Timeline, 814</p> <p><u>Digital Resources</u> Core Concepts: Personal Finance; Economics</p>	<p>22. Explore Career and Life Plans</p>						
<p><b>SE/TE:</b> Analysis Skills: Detect Historical Points of View, 141; Assess Credibility of a Source, 163, 441; Distinguish Fact from Opinion, 190, 497; Compare Different Points of View, 250, 411; Update an Interpretation, 265; Determine Author’s Point of View, 158, 196, 232, 257, 636; Identify/Recognize Points of View, 52, 665, 685; Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p>	<p>23. Acquire a Diverse and Knowledgeable World View</p>						

<p>(Continued)  <b>TE only:</b> Creating an Active Classroom, xlv–xlvii; The Culturally Responsive Classroom, xlviii–xlix; Recognize Cultural and Experiential Backgrounds, 3, 41, 95, 125, 177, 217, 275, 305, 359, 401, 445, 485, 547, 585, 617, 667</p> <p><u>Digital Resources</u>  21<sup>st</sup> Century Skills Tutorials:  Being an Informed Citizen</p>	<p>(Continued)</p>							
<p><b>SE/TE:</b> Civic Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; also see: Democracy in Athens, 227–231; Government of the Republic, 285–290; Roman Government and Law, 337–338; Magna Carta, 403, 416–417, 418, 419, 549</p> <p><u>Digital Resources</u>  21<sup>st</sup> Century Skills Tutorials:  Being an Informed Citizen;  Political Participation; Serving on a Jury ; Share Responsibility;  Solve Problems; Voting; Work in Teams</p>	<p>24. Promote Social Justice</p>							

<p><b>SE/TE:</b> Speaking and Listening, ELA 15-1; Civic Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670</p> <p><u>Digital Resources</u> 21<sup>st</sup> Century Skills Tutorials: 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</p>	<p>25. Promote Responsible Leadership</p>						
<p><b>SE/TE:</b> Analysis Skills: Conduct a Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350; also see: Mercantilism and Wealth, 702-703; Free Market, 705</p> <p><u>Digital Resources</u> 21<sup>st</sup> Century Skills Tutorials: Paying Taxes Core Concepts: Personal Finance; Economics</p>	<p>26. Promote Financial Responsibility</p>						

	<b>D. Assessment</b>						
<p><b>SE/TE:</b> Quest (Inquiry-Based Learning): Document-Based Writing Inquiry, 98, 180, 278, 488, 620, 728, 766; Reading Check &amp; Lesson Check: Main Idea (examples), 23, 26, 32, 37, 58, 62, 64, 75, 93, 106, 130, 156, 162, 175, 212, 232, 239, 284, 286, 297, 312, 323, 329, 340, 354, 388, 396, 423, 443, 470, 496, 514, 564, 594, 640, 665; Review and Assessment (with TE links for Topic Tests &amp; Benchmark Tests), 38–39, 92–93, 122–123, 174–175, 214–215, 272–273, 302–303, 356–357, 398–399, 442–443, 482–483, 544–545, 582–583, 614–615, 664–665, 722–723</p>	<p>27. To ensure a balanced assessment, the instructional material will provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats (e.g., rubrics, document based questions (DBQs), performance-based measures, open-ended questioning, portfolio evaluation, and multimedia simulations) that not only guide instruction but also identify student mastery of content.</p>						

		<b>E. Organization, Presentation and Format</b>						
<p><b>SE/TE:</b> Table of Contents, x-xx  TE: Pacing-at-a-Glance, xxxvi-xliii; Topic-at-a-Glance &amp; Lesson-at-a-Glance (include objectives, resources, pacing), 2A-2G, 40A-40I, 94A-94E, 124A-124I, 176A-176H, 216A-216J, 274A-274H, 304A-304J, 358A-358G, 400A-400G, 444A-444G, 484A-484I, 546A-546F, 584A-584F, 616A-616H, 666A-666I</p>	<p>28. Information is organized logically and presented clearly using multiple methods and modes for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities.</p>							
<p><b>SE/TE:</b> Quest (Active Journal link), 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814; Bounce to Activate (video), 3, 15, 95, 109, 159, 185, 197, 244, 363, 401, 405, 522, 551, 585, 651, 667; Interactive (examples point of use links to online support), 4, 14, 96, 114, 178, 163, 233, 408, 574, 764</p>	<p>29. The use of media enhances instruction and learning.</p>							



<p>(Continued)  In addition to point of use reminders about Interactive Components, the student edition also provides topic and lesson specific listing of all digital resources on pp. xxii–xxviii. These include: Core Concepts; Topic Videos; Lesson Videos; Interactive Primary Sources; Interactive Biographies; 21<sup>st</sup> Century Skills Tutorials; Interactive Maps, Charts, Galleries, Timelines, Illustrations, and 3-D Models</p>	<p>(Continued)</p>							
<p>The Student Edition and the Teacher's Edition both exist as e-texts and point of use suggestions for their use included in the print version.  <b>SE:</b> Go Online to Access Digital Course, 2B, 40B, 94B, 124B, 176B, 216B, 274B, 304B, 358B, 400B, 444B, 484B, 546B, 584B, 616B, 666B; e-text &amp; Start Up, (examples), 66, 109, 151, 185, 208, 251, 296, 325, 370, 420, 453, 522, 595, 651, 708</p>	<p>30. The instructional resource includes a digital file of the student and teacher edition, accessible via the internet or an electronic storage device (e.g. USB drive, CD, DVD, etc.).</p>							

## SPECIFIC EVALUATION CRITERIA

### 2019-2025 Group I – Social Studies Grade 7

The following four areas of social studies form all the courses in grades K-8 and the majority of the high school courses that are not content specific (e.g. geography and economics):

#### **Civics**

Civics addresses both citizenship and political systems. Citizenship education prepares students to be informed, active and effective citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government. To be successful participants in society, students must understand how to build social capital (a network of social relationships) that encourages reciprocity and trust, two characteristics of civic virtue and good citizenship. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. Students exercise tolerance and empathy, respect the rights of others, and share a concern for the common good while acting responsibly with the interests of the larger community in mind. Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community. While studying political systems, students develop global awareness and study the foundations of various world governments and the strategies they employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers and the rule of law. Students learn the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States. Students recognize the need for authority, government and the rights and responsibilities of citizens.

#### **Economics**

Economics analyzes the production, allocation, distribution and use of resources. The economic principles include an understanding of scarcity and choice, productivity, markets and prices, supply and demand, competition, role of government, international trade factors and consumer decisions in a global economy. Understanding economic principles, whole economies and the interactions between different types of economies helps students comprehend the exchange of information, capital and products across the globe. Learners investigate economic principles and their application to historical situations. Learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives. Students become financially responsible by examining the consequences of and practicing personal financial decision-making.

#### **Geography**

Geography encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. New technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standards stress the world in which we live and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions based on the five themes of geography (location, place, human-environmental interaction, movement and regions). They acquire the necessary information, organize and analyze the information and respond to those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions.

## **History**

History organizes events and phenomena in terms of when they occurred and examines where, how and why they took place. Students study how individuals and societies have changed and interacted over time. They organize events through chronologies and evaluate cause-and-effect relationships among them. Students analyze how individuals, groups and nations have shaped cultural heritages. They gather historical data, examine, analyze and interpret this data, and present their results in a clear, critical manner. Students study origins and evolutions of culture hearths, settlements, civilizations, states, nations, nation-states, governments and economic developments. Through history, students understand the identity and origins of their families, communities, state and nation. Through history, students recognize the influence of world events on the development of the United States and they evaluate the influence of the United States on the world. Understanding the past helps students prepare for today and the events of the future.

## **College- and Career-Readiness Indicators for Social Studies**

The grades K-12 standards on the following pages define what students should know, understand, and be able to do by the end of each grade band. They correspond to the College- and Career-Readiness Indicators for Social Studies by grade band (K-2, 3-5, 6-8, and 9-12). The College- and Career-Readiness Indicators and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

### **Integration of Literacy in Social Studies**

Literacy strategies and skills are applied as students acquire information and communicate their learning and understanding of social studies. Integration of literacy in social studies is critical for student success. It is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies instruction.

### **Seventh Grade Standards**

Seventh Grade Social Studies focuses on the impact of the human/ environmental interaction in ancient civilizations, the rise of the European nations, and the Age of Imperialism. Students will learn about geographic regions through geography skills development. Economic knowledge will build to include the growth of mercantilism and the rise of the middle class. Students will classify and compare various forms of government and the relationship of nationalism and patriotism to those governments.

<b>(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT</b>	<b>IMR Committee Responses</b>										
	<b>I=In-depth</b>	<b>A=Adequate</b>	<b>M=Minimal</b>	<b>N=Nonexistent</b>	<b>I</b>		<b>A</b>		<b>M</b>		<b>N</b>
	<b>A. Civics</b>										
<b>SE/TE:</b> The Right to Rule, 186; Governing the Zhou, 187; A Legalist Government, 199–200; Democracy in Athens, 227–231; Oligarchy in Sparta, 234–237; Quest: The Roman Influence, 278; Government of the Republic, 285–290; dictators, 300; Government by Citizens, 337; What Were the Twelve Tables? 338; Organizing Roman Law, 355; Magna Carta, 403, 416–417, 418–419, 549; Absolute Rule, 504–505; Absolute monarchy, 562–563; Theocracy, 645; Mayflower Compact, 709	1. Classify and compare various forms of government through the Age of Imperialism (e.g., democracy, republic, absolute monarchy, constitutional monarchy, oligarchy, dictatorship, theocracy and parliamentary system).										
<b>SE/TE:</b> Cincinnatus and republican patriotism, 289; The Hundred Years' War, 435	2. Recognize and examine patriotism and nationalism.										

<p><b>SE/TE:</b> Quest: Debate Punishments for Crimes, 44; The Significance of Hammurabi’s Code, 56–58; Egyptian Society, 103; The Caste System, 138–140; Family in China, 188; Social order (Confucianism), 193–194, 208–209; Citizens in Greek Society, 225–226, 227–231, 236, 238–239, 240–241; Citizens in Roman society, 287, 333, 337–339; Feudal society, 379–382; Common law &amp; habeas corpus, 417; Japanese society, 533–534; Society in West African Empires, 607–609; The Atlantic Slave Trade, 715–721</p>	<p>3. Compare and contrast the roles, rights and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations. (e.g., ancient civilizations, medieval times, and nation states).</p>							
<p><b>SE/TE:</b> Quest: The Roman Influence (past and current governments), 278; Analysis Skill: Identify Sources of Continuity, 613; Quest: Learning Through the Ages, 620; Analyze Images (education in the liberal arts), 625; Analyze Images (printing revolution compared to impact of Internet), 639; Christianity in the United States, 654; Columbian Exchange, 700–702; Impact of global convergence, 721, 723</p>	<p>4. Examine current world events to evaluate how the global landscape has changed over time.</p>							

		<b>B. Economics</b>					
<p><b>SE/TE:</b> Barter, 47, 242, 477, 495; Trade in the Nile Valley, 116; interdependence, 117, 120, 123; A Major Trade Route, 206–207; Analysis Skills: Interpret Economic Performance, 295, 707; stable currency (defined), 315; Revival of Towns and Trade, 383; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503; How Did Cities and Trade Grow? 468–470; supply and demand &amp; scarcity (as elements of capitalism), 703; Impact of Global Trade, 700–706; An Atlantic Trade Network, 718</p>	<p>5. Summarize and give examples of basic economic terms (e.g., barter, supply, demand, trade, interdependence, currency and scarcity).</p>						
<p><b>SE/TE:</b> Goods and services, 32, 115, 381; Goods, 120, 621, 689, 697; Services, 373; Medieval Market, 386; Free Market, 703, 705; Mercantilism and Wealth, 702–703</p>	<p>6. Differentiate between goods and services.</p>						

<p><b>SE/TE:</b> How Did Cities and Trade Grow? 468–470; Global Convergence, 666–669; Voyages of Discovery, 671–678; Free Market, 703, 705; Mercantilism and Wealth, 702–703; The Spanish Empire, 687–692; The Portuguese Empire, 693–699; Impact of Global Trade, 700–706; Analysis Skill: Interpret Economic Performance, 707; Colonial Rivalries in North America, 708–714; Atlantic Slave Trade, 715–721</p>	<p>7. Compare the incentives of various countries to explore and settle new lands.</p>							
<p><b>SE/TE:</b> Revival of Towns and Trade, 383; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503; How Did Cities and Trade Grow? 468–470; mercantile, 621–622; Free Market, 703, 705; Mercantilism and Wealth, 702–703</p>	<p>8. Trace how the emergence of traditional economies led to the development of mercantilism and the rise of the middle class.</p>							

<p><b>SE/TE:</b> Floods, 100, 101, 102, 134; plague, 248, 403, 434, 440; bubonic plague, 436–439; diseases, 691, 702; earthquake, 699; Ancient Greek Society and Economic Expansion, 238–243; Warfare in Ancient Greece (alliances), 247; Rome's Expansion, 283; Analysis Skill: Interpret Economic Performance, 295; Analysis Skill: Analyze Sequence, Causation, and Correlation, 301; Analysis Skill: Conduct a Cost-Benefit Analysis, 350; Feudalism and the Manor Economy, 377–382; Japanese Feudalism, 522–528; Impact of Global Trade, 700–706; Analysis Skill: Interpret Economic Performance, 707</p>	<p>9. Examine and draw conclusions about how the effects of natural and human events influence an economy (e.g., environmental disasters, diseases and war).</p>							
<p><b>SE/TE:</b> Farming, 27–28, 29–31, 240–241, 384, 494, 495, 553, 555, 685; Irrigation, 113; How Did Phoenicians Use the Sea? 68–69; Agricultural Techniques Create a Surplus, 101; Economy and Technology, 188; Aqueducts, 313–314; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Ivory, Coconut Oil, 606; Mercantilism and Wealth, 702–703; Impact of Global Trade, 700–706; Analysis Skill: Interpret Economic Performance, 707</p>	<p>10. Research and investigate how natural resources impact the economy.</p>							



		<b>C. Geography</b>					
<p><b>SE/TE:</b> Analysis Skills: Identify Physical and Cultural Features, 108, 380; Interpret Thematic Maps, 173, 574; Quest: Be a Map-Maker, 550; Maps (examples), 29, 43, 100, 127, 182, 222, 280, 361, 403, 450, 483, 517, 590, 813</p> <p><b>TE Only:</b> Ptolemy (latitude, longitude), 335</p>	<p>11. Use correct geographic terminology (e.g., absolute and relative location, latitude, longitude, equator, prime meridian, time zones and physical features of the earth) to draw conclusions about information on a variety of maps, graphs and charts.</p>						
<p><b>SE/TE:</b> This standard is met throughout the program. Representative references include the following: Analysis Skills: Identify Physical and Cultural Features, 108, 380; Interpret Thematic Maps, 173, 574; Maps (examples), 4, 5, 8, 17, 29, 39, 42, 61, 67, 73, 85, 93, 96, 97, 100, 108, 116, 248, 269, 273, 276, 277, 280, 297, 303, 306, 307, 311, 447, 684, 694, 697, 713, 723</p>	<p>12. Identify, locate, and draw conclusions about information on a variety of maps (e.g., seven continents, bodies of water, countries, cities, climate regions, transportation routes and natural resources).</p>						

<p><b>SE/TE:</b> Cultural diffusion, 69, 70, 93; India's Vedic Age, 135–140; Spread of Hinduism, 147–148; Spread of Buddhism, 156–157; Analyze Diagrams, 206; Impact of Hellenistic Learning, 269, 270; Roman Culture and Its Legacy, 331–338; Christianity Spreads, 370–375; Expansion of the Muslim World, 459–466; Analysis Skill: Distinguish Cause and Effect, 537; Analysis Skill: Identify Sources of Continuity, 613; Legacy of the Protestant Reformation, 651–656; Columbian exchange, 700–702</p>	<p>13. Analyze the impact of cultural diffusion on a variety of regions.</p>							
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<p><b>SE/TE:</b> This standard is met throughout the program. Representative references include the following: Hunter-Gatherer Societies, 11–12; Humans Spread Out, 15–19; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Kush, 117; How Did Geography Shape the Greek World? 221–223; Italy’s Varied Geography, 279–280; The Geography of Europe, 363–364; The African Landscape, 589–590; How Did Geography Set Japan Apart? 516–517; Settlement and Geography of the Americas, 551–552; also see: Farming, 27–28, 29–31, 38, 51, 76, 130, 137, 183, 188, 208, 210, 235, 240, 241, 384, 494, 495, 553, 555, 685, 706; Irrigation, 51, 113, 120, 131, 188</p>	<p>14. Examine and summarize the effects of human/environmental interaction.</p>							
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<p><b>SE/TE:</b> This standard is met throughout the program. Representative references include the following: Humans Spread Out, 15–19; New Ways of Life, 27–32; City-State as Center of Trade, 47; How Did Phoenicians Use the Sea? 68–69; How Did Cities and Trade Grow? 468–470; Urbanization, 487, 495; Egypt and Kush, 115–117, 118, 120; Settlement and Geography of the Americas, 551–552; Ivory, Coconut Oil, 606; Voyages of Discovery, 671–678; Mercantilism and Wealth, 702–703; Impact of Global Trade, 700–706; Analysis Skill: Interpret Economic Performance, 707</p>	<p>15. Evaluate the effects of physical geography and the changing nature of the earth’s surface on transportation, culture, economic activities and urban areas.</p>							
<p><b>SE/TE:</b> Project-Based Learning Inquiry: Design a Village, 6 Humans Spread out, 15–19 New Ways of Life, 27–32 The Rise of Civilizations, 33–37 Civilization Emerges in Mesopotamia, 45–51; The Nile River Valley, 99–100; What Is the Indian Subcontinent? 129–130; Geography of China, 181–182; Settlement and Geography of the Americas, 551–552</p>	<p>16. Compare and contrast the geographic factors that contributed to the rise of early civilizations and native cultures.</p>							

	<b>D. History</b>							
<p><b>SE/TE:</b> Civilization Emerges in Mesopotamia, 45–51; Origins of Judaism, 71–75; Beliefs of Judaism, 77–82; Egypt Under the Pharaohs, 99–106; Analysis Skill: Identify Physical and Cultural Features, 108; Achievements of Egyptian Civilization, 109–113; The Indus Valley Civilization, 129–134; India’s Vedic Age, 135–140; Analysis Skill: Detect Historical Points of View, 141; Origins and Beliefs of Hinduism, 142; Origins and Beliefs of Buddhism, 151; The Maurya Empire Begins, 159–152; Chinese Belief Systems, 191–195; Primary Sources: Confucius, The Analects, 196; The Unification of China, 197–201; Ancient Greek Beliefs and Arts, 251–256; The Roman Republic Rises, 279–283; Government of the Republic, 285–290; Society in the Republic, 291–294</p>	<p>17. Demonstrate an understanding of the ancient civilizations.</p> <ul style="list-style-type: none"> <li>• Identify the leaders and distinguish the basic principles and philosophies of the major religions in the world as they emerged and expanded.</li> <li>• Identify the contributions and influences of ancient civilizations and categorize the factors that led to their fall (e.g., philosophy, architecture, civics, literature, the arts, science and mathematics).</li> </ul>							

<p><b>SE/TE:</b> The Early Middle Ages in Europe, 363–367; Analysis Skill: Detect Changing Patterns, 369; Christianity Spreads, 370–375; Analysis Skill: Relate Events in Time, 376; Feudalism and the Manor Economy, 377–382; Revival of Towns and Trade, 383–388; Analysis Skill: Identify Physical and Cultural Features, 389; The Church and Medieval Culture, 390–396; Primary Sources: Thomas Aquinas, <i>Summa Theologica</i>, 397; Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts, 404; Conflicts Between Popes and Monarchs, 405–410; Analysis Skill: Compare Different Points of View, 411; England Takes Shape, 412–418; Primary Sources: The Magna Carta, 419; The Crusades, 420–427; The Reconquista, 428–433; Decline of Medieval Society, 434–439</p>	<p>18. Demonstrate an understanding of the Middle Ages.</p> <ul style="list-style-type: none"> <li>Analyze the rise of the European nation states and monarchies (e.g., feudalism, peasants, serfs, manorial system and centralized power).</li> <li>Trace the course of the Crusades and the introduction of Asian and African ideas to Europe.</li> <li>Discuss the preservation of ancient Greek and Roman learning and traditions, architecture and government.</li> </ul>							
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<p><b>SE/TE:</b> Document-Based Writing Inquiry: Learning Through the Ages, 620; What Was the Renaissance?, 621–628; Arts and Literature of the Renaissance, 629–635; Primary Sources: William Shakespeare, As You Like It, 636; Impact of the Renaissance, 637; Reformation and Reaction, 641–648; Primary Sources: Martin Luther, Preface, 649; Analysis Skill: Analyze Sequence, Causation, and Correlation, 650; Legacy of the Protestant Reformation, 651–656</p>	<p>19. Demonstrate an understanding of the impact the Renaissance and Reformation had on the world.</p> <ul style="list-style-type: none"> <li>Summarize the origins and contributions of the Italian Renaissance and its spread throughout Europe (e.g., art, architecture, literature and music).</li> <li>Identify key figures, causes and events of the Reformation and the Counter Reformation.</li> </ul>							
<p><b>SE/TE:</b> Discussion Inquiry: Colonizing Planets, 670; Voyages of Discovery, 671–678; Primary Sources: Vasco da Gama, Journal, 679; The Conquest of the Aztec and Incan Empires, 680–685; Analysis Skill: Distinguish Relevant from Irrelevant Information, 686; The Spanish Empire, 687–692; The Portuguese Empire, 693–699; Impact of Global Trade, 700–706; Analysis Skill: Interpret Economic Performance, 707; Colonial Rivalries in North America, 708–714; The Atlantic Slave Trade, 715–721</p>	<p>20. Demonstrate an understanding of imperialism throughout the world.</p> <ul style="list-style-type: none"> <li>Summarize the establishment of colonies in Africa, Asia, the Americas and Oceania.</li> <li>Examine the development of triangular trade and illustrate its impact on the world.</li> </ul>							