

A Correlation of
myWorld Interactive World History
Survey Edition, ©2019



to the

Arizona History and Social Science Standards 2018
Grade 7 - Integrated Global Studies
Scientific Revolution & Enlightenment - Present

**A Correlation myWorld Interactive Social Studies World History, Survey Edition, ©2019
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Introduction

This document demonstrates how *myWorld Interactive Social Studies, World History, ©2019* meets the Arizona History and Social Science Standards, Grade 7. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

myWorld Interactive Social Studies encourages students to explore their world, expand their thinking, and engage their college, career, and civic awareness. Built in partnership with educators, the curriculum applies the latest research and technology to create a program that is flexible and easily adapts to every classroom. Using print and digital materials to maximize learning and classroom time, students explore the world while learning core social studies standards and enhancing their literacy skills.

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

myWorld Interactive Social Studies provides students with multiple opportunities to connect, investigate, synthesize, and demonstrate their understanding of the content. Students develop into informed, active, responsible citizens who can make a difference now.

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Table of Contents

| | |
|-----------------------------------------------------|-----------|
| 7.SP Disciplinary Skills and Processes | 4 |
| 7.C Civics | 16 |
| 7.E Economics..... | 20 |
| 7.G Geography | 25 |
| 7.H History | 32 |

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7.SP Disciplinary Skills and Processes | |
| Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. | |
| 7.SP1.1 Analyze connections among events and developments in broader historical contexts. | <p>SE/TE: Analysis Skills: Analyze Sequence, Causation, and Correlation, 650 Lesson Check #2, 656 Analyze Images, 718 Reading Check, 719 Reading Check, 823 Lesson Check #5: Writing Workshop: Organize Sequence of Events, 833 Topic 17 Assessment #10–#11 and #13, 761</p> <p>TE Only: English Language Learners, 732–733 English Language Learners, 774–775</p> <p>Realize Digital Sources: Active Journal>Timeline Skills, 352–353, 378–379, 406–407, 428–429, 454–455; Take Notes: Sequence, 372, 391, 440, 469, 472 21st Century Skills Tutorials: Sequence</p> |

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| <p>7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p> | <p>SE/TE:</p> <p>What Was the Renaissance?, 621, 628 Lesson Check #2 and #4, 628 An Artistic Revolution, 629–630 How Did the Renaissance Change Daily Life?, 637–638 How Did the Printing Press Revolutionize Society?, 638–639 Reformation and Reaction, 641–648 Analysis Skills: Analyze Sequence, Causation, and Correlation, 650 What Was the Impact of the Reformation?, 655–657 The Scientific Revolution, 657–662 Cultural Blending in the Spanish Empire, 684–685 What Was the Columbian Exchange?, 700–702 A Commercial Revolution in Europe, 703–705 Impacts on Native Americans, 711 How Did Peter the Great Modernize Russia?, 739–740 Two New Powers Emerge in Central Europe, 742–743 Lesson Check #4-#5, 743 The Enlightenment, 751–757 Explore the Essential Question, 762 Quest Document-Based Writing Inquiry: Dateline: Revolution, 766 The American Revolution, 767–771 The French Revolution, 773–778 The Industrial Revolution, 785–791 How Did the West Carve Up the World?, 795–797 What Was the Russian Revolution?, 818–819 Revolutions in Modern Medicine, 869–870</p> <p>TE Only:</p> <p>Curriculum Connection: Economics: Enclosure, 704</p> |

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| <p>Continued: 7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.</p> | <p>Continued: Realize Digital Sources: Active Journal>Timeline Skills, 352–353, 378–379, 406–407, 428–429, 454–455; Take Notes: Sequence, 372, 391, 440, 469, 472 21st Century Skills Tutorials: Sequence</p> |
| <p>7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.</p> | <p>SE/TE: Quest Document-Based Writing Inquiry: Learning Through the Ages, 620 Quest Document-Based Inquiry: The Right to Rule, 728 Quest Document-Based Writing Inquiry: Dateline: Revolution, 766 Quest Project-Based Learning Inquiry: Science/Technology Timeline, 814 Analysis Skills: Conduct a Cost-Benefit Analysis, 848</p> <p>Realize Digital Sources: Lesson Videos: Topic 19>Lesson 7>Video: Two Examples of Ethnic Conflict Topic 19>Lesson 8>Video: Globalization Active Journal>Quests: 354–361, 380–387, 408–415, 430–437, 456–463</p> |

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| 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant. | <p>SE/TE: Analysis Skills: Compare Different Points of View, 807 Analysis Skills: Detect Historical Points of View, 750 Biographies, 631, 643, 673, 720, 746, 754, 769, 782, 846, 859 Primary Sources (examples), 636, 679, 738, 758, 772, 792, 820, 841</p> <p>Realize Digital Sources: Active Journal>Quick Activity: 366, 371, 390, 403, 420, 425, 442, 447, 468, 471 Social Studies Reference Center> Biographies</p> |
| Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues. | |
| 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras. | <p>SE/TE: Primary Sources: William Shakespeare, As You Like It, 636 Topic 15 Assessment #6–#10, 665 Lesson Check #3, 685 Topic 16 Assessment #9, #11, and #13; 723 Primary Sources: John Locke, Two Treatises of Government, 758 Topic 17 Assessment #10–#11 and #13, 761 Primary Sources: The Declaration of Independence, 772 Primary Sources: Charles Dickens, Hard Times, 792 Analysis Skill: Compare Different Points of View, 807 Topic 18 Assessment #8, #10–#12 and #14; 809 Lesson Check #5, 873 Topic 19 Assessment #7–#10, 875</p> <p>Realize Digital Sources: 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p> |

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| 7.SP2.2 Explain how and why perspectives of people have changed over time. | <p>For opportunities to address this standard please see:</p> <p>SE/TE: Analysis Skills: Detect Historical Points of View, 750</p> <p>Realize Digital Sources: 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias</p> |
| 7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created. | <p>For opportunities to address this standard please see:</p> <p>SE/TE: Quest Document-Based Writing Inquiry: Learning Through the Ages, 620 Quest Document-Based Inquiry: The Right to Rule, 728 Quest Document-Based Writing Inquiry: Dateline: Revolution, 766 Analysis Skills: Compare Different Points of View, 807 Analysis Skills: Detect Historical Points of View, 750</p> <p>Realize Digital Sources: 21st Century Skills Tutorials: Compare Viewpoints; Identify Bias</p> |

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| Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions. | |
| 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present. | <p>SE/TE:</p> <p>Quest Document-Based Writing Inquiry: Learning Through the Ages, 620</p> <p>Quest Discussion Inquiry: Colonizing Planets, 670</p> <p>Quest Document-Based Inquiry: The Right to Rule, 728</p> <p>Quest Document-Based Writing Inquiry: Dateline: Revolution, 766</p> <p>Topic 18: Generate Questions to Focus Research, 778</p> <p>Quest Project-Based Learning Inquiry: Science/Technology Timeline, 814</p> |
| 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions. | <p>SE/TE:</p> <p>Writing: Using the Writing Process, ELA 7–ELA 8</p> <p>Write an Argument, ELA 9</p> <p>Topic 16 Assessment #13: Write an Argument, 723</p> <p>Topic 17 Assessment #13: Write an Argument, 761</p> <p>Realize Digital Sources:</p> <p>Active Journal>Writing Workshop: Argument, , 404–405, 426–427</p> <p>21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p> |

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| <p>7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.</p> | <p>For opportunities to address this standard please see:</p> <p>SE/TE:</p> <p>Quest Document-Based Writing Inquiry: Learning Through the Ages, 620</p> <p>Quest Document-Based Inquiry: The Right to Rule, 728</p> <p>Quest Document-Based Writing Inquiry: Dateline: Revolution, 766</p> <p>Analysis Skills: Compare Different Points of View, 807</p> <p>Analysis Skills: Detect Historical Points of View, 750</p> <p>Realize Digital Sources:</p> <p>21st Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p> |
| <p>7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.</p> | <p>SE/TE:</p> <p>Quest Document-Based Writing Inquiry: Learning Through the Ages, 620</p> <p>Quest Document-Based Inquiry: The Right to Rule, 728</p> <p>Quest Document-Based Writing Inquiry: Dateline: Revolution, 766</p> <p><u>Digital Resources</u></p> <p>Active Journal>Quests: Document-Based Writing Inquiry, , 354–361, 408–415, 430–437, 456–463</p> <p>21st Century Skills Tutorials: Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p> |

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| <p>7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.</p> | <p>SE/TE: Analyze Primary and Secondary Sources, ELA 4–ELA 6 Lesson Check #4: Writing Workshop: Use Credible Sources, 640 Lesson Check #5: Writing Workshop: Use Credible Sources, 656 Lesson Check #7: Writing Workshop: Use Credible Sources, 699 Analyzing Primary Sources: Determine Author’s Purpose, 738 Lesson Check #6: Writing Workshop: Use Credible Sources, 784 Analyzing Primary Sources: Determine Author’s Purpose, 841</p> <p><u>Digital Resources</u> Active Journal>Quests: Document-Based Writing Inquiry, 354–361, 408–415, 430–437, 456–463 21st Century Skills Tutorials: Create a Research Hypothesis ;Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p> |

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| 7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments. | <p>SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8 Write an Argument, ELA 9 Topic 5 Assessment #14: Write an Argument, 215 Topic 8 Assessment #14: Write Arguments, 357 Topic 11 Assessment #11: Write an Argumentative Essay, 483 Topic 16 Assessment #13: Write an Argument, 723 Topic 17 Assessment #13: Write an Argument, 761</p> <p>Realize Digital Sources: Active Journal>Writing Workshop: Argument: 404–405, 426–427 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p> |
| 7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations. | <p>SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8 Write Informative or Explanatory Essays, ELA 10 Topic 15 Assessment #11: Write an Explanatory Essay, 665 Topic 18 Assessment #14: Write a Research Paper, 809</p> <p>Realize Digital Sources: Active Journal>Writing Workshop: Research Paper, 376–377, 452–453 21st Century Skills Tutorials: Analyze Primary and Secondary Sources; Compare and Contrast; Draw Conclusions; Draw Inferences; Identify Evidence; Identify Main Ideas and Details; Organize Your Ideas; Sequence; Synthesize; Write an Essay</p> |

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| Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence. | |
| 7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present. | SE/TE: Analyze Images, 639 Reading Check, 658 Reading Check, 696 Reading Check, 711 Lesson Check #4, 721 Lesson Check #5, 749 Lesson Check #3, 757 Reading Check, 780 Lesson Check #4, 791 Lesson Check #4, 806 Analyze Primary Sources #1, 820 Lesson Check #4, 833 Reading Check, 854 |
| 7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present. | SE/TE: Analyze Images, 639 Reading Check, 658 Reading Check, 696 Reading Check, 711 Lesson Check #4, 721 Lesson Check #5, 749 Lesson Check #3, 757 Reading Check, 780 Lesson Check #4, 791 Lesson Check #4, 806 Analyze Primary Sources #1, 820 Lesson Check #4, 833 Reading Check, 854 |

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| 7.SP4.3 Organize applicable evidence into a coherent argument. | <p>SE/TE: Writing: Using the Writing Process, ELA 7–ELA 8 Write an Argument, ELA 9 Topic 5 Assessment #14: Write an Argument, 215 Topic 8 Assessment #14: Write Arguments, 357 Topic 11 Assessment #11: Write an Argumentative Essay, 483 Topic 16 Assessment #13: Write an Argument, 723 Topic 17 Assessment #13: Write an Argument, 761</p> <p>Realize Digital Sources: Active Journal>Writing Workshop: Argument, 404–405, 426–427 21st Century Skills Tutorials: Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p> |

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| <p>7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.</p> | <p>SE/TE:</p> <p>Quest Document-Based Writing Inquiry: Learning Through the Ages, 620</p> <p>Analysis Skills: Distinguish Relevant from Irrelevant Information, 663</p> <p>Analysis Skills: Distinguish Relevant from Irrelevant Information, 686</p> <p>Quest Document-Based Inquiry: The Right to Rule, 728</p> <p>Analysis Skills: Detect Historical Points of View, 750</p> <p>Quest Document-Based Writing Inquiry: Dateline: Revolution, 766</p> <p>Analysis Skills: Compare Different Points of View, 807</p> <p>Quest Project-Based Learning Inquiry: Science/Technology Timeline, 814</p> <p><u>Digital Resources</u></p> <p>Active Journal>Quests: Discussion Inquiry, 380–387</p> <p>21st Century Skills Tutorials: Compare Viewpoints; Consider and Counter Opposing Arguments; Identify Bias; Participate in a Discussion or Debate</p> |

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| 7.C Civics | |
| Citizens have individual rights, roles, and responsibilities. | |
| 7.C2.1 Explain how revolutions and other changes in government impact citizens' rights. | <p>SE/TE:</p> <p>The American Revolution, 767–771 The French Revolution, 773–778 New Nations Emerge, 842–847 World War I and the Russian Revolution, 815–189 Depression and the Rise of Totalitarianism, 821–826 The Cold War, 834–840 Continuing Conflicts, 857–862</p> <p>Realize Digital Sources:</p> <p>Topic 10>Lesson 2>Interactive Primary Sources: Magna Carta</p> <p>Topic 17>Lesson 3>Interactive Primary Sources: The English Bill of Rights</p> <p>Topic 17>Lesson 4>Interactive Primary Sources: The Declaration of Independence</p> <p>Topic 18Lesson 2>Interactive Primary Sources: Declaration of the Rights of Man</p> <p>Topic 19>Lesson 7>Interactive Primary Sources: Universal Declaration of Human Rights</p> <p>Active Journal>Quick Activity: Evidence of Totalitarianism, 468; Propaganda Posters, 471; Writing Workshop: Research Paper, 452–453</p> <p>Social Studies Core Concepts> Government and Civics</p> |

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| Process, rules, and laws direct how individuals are governed and how society addresses problems. | |
| 7.C4.1 Compare historical and contemporary means of changing societies to promote the common good. | <p>SE/TE: The American Revolution, 767–771 The French Revolution, 773–778 Nationalism in Europe, 779–784 Imperialism and Nationalism, 793–800 The Push to Reform, 805–806 New Nations Emerge, 842–847 United Nations, 833, 858, 866 Quest Document-Based Inquiry: The Right to Rule, 728 Quest Document-Based Writing Inquiry: Dateline: Revolution, 766</p> <p>Realize Digital Sources: 21st Century Skills Tutorials: Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p> |
| 7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems. | <p>SE/TE: Mayflower Compact, 709 The English Bill of Rights, 749 Founding Documents for a New Nation, 757 Making the Peace, 818</p> <p>Realize Digital Sources: 21st Century Skills Tutorials: Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p> |

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| <p>7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.</p> | <p>SE/TE: Analysis Skills: Interpret Economic Performance, 707 Impact of Global Trade, 700–706 Colonial Rivalries in North America, 708–714 Atlantic Slave Trade, 715–721 Depression and the Rise of Totalitarianism, 821–826 Differing Ideologies, 834–835 Analysis Skills: Conduct a Cost-Benefit Analysis, 848 Changing National Economies, 863–864 The New Global Economy, 865–867</p> <p>Realize Digital Sources: Active Journal>Take Notes: 397, 466, 480 Social Studies Core Concepts> Economics</p> |

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| <p>7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places. Apply a range of deliberative and democratic procedures to make decisions and act in local, regional, and global communities.</p> | <p>SE/TE:</p> <p>Reformation and Reaction, 641–648</p> <p>Biograph—5 Things to Know About: Martin Luther, 643</p> <p>Quest Discussion Inquiry: Colonizing Planets, 670</p> <p>Quest Document-Based Inquiry: The Right to Rule, 728</p> <p>Rise of Parliament in England, 744–749</p> <p>Biograph—5 Things to Know About: Oliver Cromwell, 746</p> <p>The Enlightenment, 751–757</p> <p>Quest Document-Based Writing Inquiry: Dateline: Revolution, 766</p> <p>The American Revolution, 767–771</p> <p>Biograph—5 Things to Know About: George Washington, 769</p> <p>The French Revolution, 773–778</p> <p>New Nations Emerge, 842–847</p> <p>Biograph—5 Things to Know About: Indira Gandhi, 859</p> <p>Realize Digital Sources:</p> <p>Active Journal>Writing Workshop: Research Paper, 376–377, 452–453</p> <p>21st Century Skills Tutorials: Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p> <p>Social Studies Reference Center>Biographies> Martin Luther; John Locke; George Washington; Martin Luther King, Jr.</p> |

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| 7.E Economics | |
| By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies. | |
| 7.E.2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society. | <p>SE/TE: Impact of Global Trade, 700–706 Analysis Skills: Interpret Economic Performance, 707 Colonial Rivalries in North America, 708–714 Atlantic Slave Trade, 715–721 Depression and the Rise of Totalitarianism, 821–826 Differing Ideologies, 834–835 Analysis Skills: Conduct a Cost-Benefit Analysis, 848 Changing National Economies, 863–864 The New Global Economy, 865–867</p> <p>Realize Digital Sources: Active Journal>Take Notes: 397, 466, 480 Social Studies Core Concepts> Economics</p> |
| 7.E.2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society. | <p>SE/TE: Analysis Skills: Conduct a Cost-Benefit Analysis, 848 Changing National Economies, 863–864 The New Global Economy, 865–867</p> <p>Realize Digital Sources: Active Journal>Take Notes: 397, 480 Social Studies Core Concepts> Economics</p> |

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| Individuals and institutions are interdependent within market systems. | |
| 7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets. | <p>SE/TE: Mercantilism and Wealth, 702–703 Analysis Skills: Interpret Economic Performance, 707 The Industrial Revolution, 785–791 The Second Industrial Revolution, 801–806 Analysis Skills: Compare Different Points of View, 807 How Did a Financial Crisis Develop in the United State? 823–824 Analysis Skills: Conduct a Cost-Benefit Analysis, 848 Changing National Economies, 863–864 The New Global Economy, 865–867</p> <p>Realize Digital Sources: Active Journal>Quick Activity: Before and After Industrialization, 447; Take Notes, 480 Social Studies Core Concepts> Economics</p> |

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| 7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production. | <p>SE/TE: Impact of Mercantilism, 703 Analysis Skills: Interpret Economic Performance, 707 The Industrial Revolution, 785–791 The Second Industrial Revolution, 801–806 Depression and the Rise of Totalitarianism, 821–826 Analysis Skills: Conduct a Cost-Benefit Analysis, 848 Changing National Economies, 863–864 The New Global Economy, 865–867</p> <p>Realize Digital Sources: Topic 19>Lesson 8>Videos Globalization Active Journal>Quick Activity: Before and After Industrialization, 447; Take Notes, 480 Social Studies Core Concepts> Economics</p> |
| 7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system. | <p>SE/TE: The Dutch East India Company, 698 Labor Unions, 790 Big Business, 802–803 Workers in the Age of Industry, 805 Economic Organizations, 866 Corporations, 867</p> <p>Realize Digital Sources: Topic 18: Lesson 6: The Effects of Industrialization on Daily Life Active Journal>Before and After Industrialization, 447 Social Studies Core Concepts> Economics</p> |

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| 7.E3.4 Explain ways in which money facilitates exchange. | <p>For opportunities to address this standard please see:</p> <p>SE/TE: Currency, 495</p> <p>Realize Digital Sources: Social Studies Core Concepts> Economics</p> |
| The interconnected global economy impacts all individuals and groups in significant and varied ways. | |
| 7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations. | <p>SE/TE: Laissez-Faire Economics, 789–790 A Global Depression, 824 The New Global Economy, 865–867</p> <p>Realize Digital Sources: Social Studies Core Concepts> Economics</p> |
| 7.E5.2 Compare the various economic systems. | <p>SE/TE: Mercantilism and Wealth, 702–703 Adam Smith and the Free Markets, 755–756 Laissez-Faire Economics, 789–790 Socialism, 790 Karl Marx and Communism, 790–791 Differing Ideologies, 834–835</p> <p>Realize Digital Sources: Lesson Videos: Topic 19: Lesson 8: Globalization Social Studies Core Concepts> Economics</p> |

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| <p>7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p> | <p>SE/TE: Impact of Global Trade, 700–706 The Atlantic Slave Trade, 715–721 The New Global Economy, 865–867</p> <p>Realize Digital Sources: Active Journal> Writing Workshop: Argument, 278–279 ; Quick Activity: Packing for the Caravan, 342; Explanatory Essay, 350–351; Quick Activity: The Middle Passage, 403</p> <p>Realize Digital Sources: Topic 19>Lesson 8>Videos: Globalization Social Studies Core Concepts> Economics</p> |

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| 7.G Geography | |
| The use of geographic representations and tools helps individuals understand their world. | |
| 7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics. | <p>SE/TE:</p> <p>Maps:</p> <ul style="list-style-type: none"> Early Voyages of Exploration, 675 Empires of the Americas, 684 Portugal's Global Empire, 694 Trade Among Europe, Africa, and Asia, 697 European Land Claims in North America, 713 Triangular Trade Routes, 716 The Trade in Enslaved Africans 1450–1900, 717 The Atlantic Region, 723 France Under Louis XIV, 734 Expansion of Russia, 1689–1796, 741 France Under Louis XIV, 761 Napoleon's Europe (1804–1815), 776 Revolts in Europe (1820–1848), 780 Unification of Italy, 783 Colonial Possessions in the Eastern Hemisphere, 1900, 796 Revolts in Europe, 809 European Alliances, 1914, 816 The Middle East, 1920s, 822 World War II in Europe, 1942–1945, 830 World War II in the Pacific, 1942–1945, 832 Cold War Divisions in Europe, 835 Africa Today, 845 The Middle East Today, 853 Africa, 875 Atlas, 876–890 <p>Realize Digital Sources:</p> <p>21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p> |

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| Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology | |
| 7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments. | <p>SE/TE:</p> <p>Maps:</p> <ul style="list-style-type: none"> Early Voyages of Exploration, 675 Empires of the Americas, 684 Portugal’s Global Empire, 694 Trade Among Europe, Africa, and Asia, 697 European Land Claims in North America, 713 Triangular Trade Routes, 716 The Trade in Enslaved Africans 1450–1900, 717 The Atlantic Region, 723 France Under Louis XIV, 734 Expansion of Russia, 1689–1796, 741 France Under Louis XIV, 761 Napoleon’s Europe (1804–1815), 776 Revolts in Europe (1820–1848), 780 Unification of Italy, 783 Colonial Possessions in the Eastern Hemisphere, 1900, 796 Revolts in Europe, 809 European Alliances, 1914, 816 The Middle East, 1920s, 822 World War II in Europe, 1942–1945, 830 World War II in the Pacific, 1942–1945, 832 Cold War Divisions in Europe, 835 Africa Today, 845 The Middle East Today, 853 Africa, 875 Atlas, 876–890 <p>Realize Digital Sources:</p> <p>21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Charts, Graphs, and Tables; Create Databases; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p> |

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| Human-environment interactions are essential aspects of human life in all societies. | |
| 7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places. | SE/TE: The Human Cost of World War II, 833 Refugees, 856 African Refugees, 859 Apartheid, 861 |
| 7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different. | For opportunities to address this standard please see: SE/TE: Cultural Blending in the Spanish Empire, 684–685 Protecting the Environment, 871–873 Realize Digital Sources: Active Journal>Before and After Industrialization, 447 21st Century Skills Tutorials> Develop Cultural Awareness |

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| Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface. | |
| <p>7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</p> | <p>SE/TE: Communication, 651 Global Convergence, 666–669 Voyages of Discovery, 671–678 The Spanish Empire, 687–692 The Portuguese Empire, 693–699 Impact of Global Trade, 700–706 Early Industrialists, 786–787 The Industrial Revolution, 785–791 The Second Industrial Revolution, 801–806 Quest Project-Based Learning Inquiry: Science/Technology Timeline, 814 A New Global Economy, 865-866 Revolutions in Information Technology, 867–869</p> <p>Realize Digital Sources: Active Journal>Quest: Science/Technology Timeline, 456–463: Quick Activity: Before and After Industrialization, 447; Writing Workshop: Research Paper, 306–307 Social Studies Core Concepts> Culture; Economics 21st Century Skills Tutorials: Develop Cultural Awareness</p> |

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| 7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement. | <p>SE/TE: Impact of Global Trade, 700–706 Imperialism, 793–800 Changes to Society, 803–804 India and Pakistan, 843–844 Israel and Its Neighbors, 853–854</p> |
| 7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation. | <p>SE/TE: Impact of Global Trade, 700–706 Imperialism, 793–800 Water resources (Africa), 859 Environmental issues in India and China, 865 Earth’s Water Supply, 870 Protecting the Environment, 871–873</p> <p>Realize Digital Sources: Active Journal>Before and After Industrialization, 447 21st Century Skills Tutorials: Read Political Maps; Develop Cultural Awareness Social Studies Core Concepts> Geography</p> |
| 7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation. | <p>SE/TE: Impact of Global Trade, 700–706 Imperialism, 793–800 Water resources (Africa), 859 Environmental issues in India and China, 865 Earth’s Water Supply, 870 Protecting the Environment, 871–873</p> <p>Realize Digital Sources: Active Journal>Before and After Industrialization, 447 21st Century Skills Tutorials: Read Political Maps; Develop Cultural Awareness Social Studies Core Concepts> Geography</p> |

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| Global interconnections and spatial patterns are a necessary part of geographic reasoning. | |
| 7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world. | <p>SE/TE: Impact of Global Trade, 700–706 The Middle East, 849–856 Continuing Conflicts, 857–862</p> <p>Realize Digital Sources: 21st Century Skills Tutorials>Develop Cultural Awareness</p> |
| 7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade. | <p>SE/TE: Early Industrialists, 786–787 The Industrial Revolution, 785–791 The Second Industrial Revolution, 801–806 Changing National Economies, 863–864 The New Global Economy, 865–867</p> <p>Realize Digital Sources: 21st Century Skills Tutorials: Read Physical Maps; Analyze Data and Models Social Studies Core Concepts> Economics</p> |
| 7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions. | <p>SE/TE: Global Convergence, 666–669 Voyages of Discovery, 671–678 The Spanish Empire, 687–692 The Portuguese Empire, 693–699 Impact of Global Trade, 700–706 The Industrial Revolution, 785–791 Imperialism, 793–800 The Second Industrial Revolution, 801–806 New Nations Emerge, 842–847 Protecting the Environment, 871–873</p> <p>Realize Digital Sources: Social Studies Core Concepts> Culture; Economics; Geography</p> |

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| <p>7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global).</p> | <p>For opportunities to address this standard please see:</p> <p>SE/TE:</p> <p>Quest Document-Based Writing Inquiry: Learning Through the Ages, 620</p> <p>Quest Discussion Inquiry: Colonizing Planets, 670</p> <p>Quest Document-Based Inquiry: The Right to Rule, 728</p> <p>Quest Document-Based Writing Inquiry: Dateline: Revolution, 766</p> <p>Quest Project-Based Learning Inquiry: Science/Technology Timeline, 814</p> <p>Analysis Skills: Conduct a Cost-Benefit Analysis, 848</p> <p><u>Digital Resources</u></p> <p>Active Journal>Quests: 354–361, 380–387, 408–415, 430–437, 456–463</p> |

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| 7.H History | |
| The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world. | |
| 7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies. | <p>For opportunities to address this standard please see:</p> <p>SE/TE:</p> <p>Quest Document-Based Writing Inquiry: Learning Through the Ages, 620</p> <p>Quest Discussion Inquiry: Colonizing Planets, 670</p> <p>Quest Document-Based Inquiry: The Right to Rule, 728</p> <p>Quest Document-Based Writing Inquiry: Dateline: Revolution, 766</p> <p>Quest Project-Based Learning Inquiry: Science/Technology Timeline, 814</p> <p>Realize Digital Sources:</p> <p>See all Lesson Videos. For examples see:</p> <p>Topic 16: Lesson 5>Video: The Commercial Revolution in Europe</p> <p>Topic 18> Lesson 5>Video: Imperialism in Africa and Asia</p> <p>Active Journal>Quests, 354–361, 380–387, 408–415, 430–437, 456–463</p> |

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| 7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods. | <p>SE/TE: Early Industrialists, 786–787 The Industrial Revolution, 785–791 The Second Industrial Revolution, 801–806 Quest Project-Based Learning Inquiry: Science/Technology Timeline, 814 Revolutions in Information Technology, 867–869</p> <p><u>Digital Resources</u> Topic 15>Lesson 3> Video: The Printing Revolution; Lesson 6> Video: New Directions in Astronomy Topic 18>Lesson 4> Video: Innovations of the First Industrial Revolution Active Journal>Quest: Science/Technology Timeline, 456–463; Quick Activity: Before and After Industrialization, 447</p> |
| Cycles of conflict and cooperation have shaped relations among people, places, and environments. | |
| 7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world. | <p>SE/TE: Reformation and Reaction, 641–648 Impact of Global Trade, 700–706 The American Revolution, 767–771 The French Revolution, 773–778 The Arab Nationalism in Europe, 779–784 World War I and the Russian Revolution, 815–189 Depression and the Rise of Totalitarianism, 821–826 World War II, 827–833 Spring and After, 852–853 Apartheid, 861 Active Journal>Research Paper, 452–453</p> <p><u>Digital Resources</u> Topic 16>Lesson 2>Video: The Conquest of the Incas; Lesson 6>Video: The Rivalry Between France and England Topic 19>Lesson 2>Video: The Nature of Totalitarianism; Lesson 3>Video: The Holocaust; Lesson 4>Video: Global Nature of the Cold War</p> |

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| 7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking. | <p>SE/TE: The American Revolution, 767–771 The French Revolution, 773–778 Nationalism in Europe, 779–784 World War I and the Russian Revolution, 815–189 Depression and the Rise of Totalitarianism, 821–826 World War II, 827–833 New Nations Emerge, 842–847 The Middle East, 849–956 Continuing Conflicts, 857–862</p> <p><u>Digital Resources</u> Topic 18>Lesson 2>Video: Napoleon’s Impact on Europe; Lesson 3>Video: Unification of Germany and Italy Topic 19 Topic 18>Lesson 1>Video: Causes of World War I; Lesson 2>Video: The Nature of Totalitarianism; Lesson 5>Video: Freedom and Challenges for New African Nations; Lesson 6>Video: The Founding of Israel; Lesson 7>Video: Two Examples of Ethnic Conflict Active Journal>Quick Activity: Evidence of Totalitarianism, 468 21st Century Skills Tutorials: Analyze Cause and Effect</p> |
| Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world. | |
| 7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews. | <p>SE/TE: Mercantilism and Wealth, 702–703 Adam Smith and the Free Markets, 755–756 Laissez-Faire Economics, 789–790 Socialism, 790 Karl Marx and Communism, 790–791 Differing Ideologies, 834–835</p> <p>Realize Digital Sources: Lesson Videos: Topic 19: Lesson 8: Globalization Social Studies Core Concepts> Economics</p> |

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| 7.H3.2 Analyze how economic and political motivations impact people and events. | <p>This objective is covered throughout the text. For examples see:</p> <p>SE/TE:</p> <p>Impact of Global Trade, 700–706</p> <p>Analysis Skills: Interpret Economic Performance, 707</p> <p>Colonial Rivalries in North America, 708–714</p> <p>Atlantic Slave Trade, 715–721</p> <p>The American Revolution, 767–771</p> <p>The French Revolution, 773–778</p> <p>Nationalism in Europe, 779–784</p> <p>World War I and the Russian Revolution, 815–819</p> <p>Differing Ideologies, 834–835</p> <p>Analysis Skills: Conduct a Cost-Benefit Analysis, 848</p> <p>Changing National Economies, 863–864</p> <p>The New Global Economy, 865–867</p> <p>Realize Digital Sources:</p> <p>Topic 16>Lesson 5>Video: The Commercial Revolution in Europe</p> <p>Topic 18>Lesson 4>Video: Innovations of the First Industrial Revolution; Lesson 5> Video: Imperialism in Africa and Asia</p> <p>Topic 19>Lesson 4>Video: Global Nature of the Cold War; Lesson 7> Video: Two Examples of Ethnic Conflict; Lesson 8>Video: Globalization</p> <p>Active Journal>Take Notes: 397, 466, 480</p> <p>Social Studies Core Concepts> Economics</p> |

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| 7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time. | <p>SE/TE: The English Bill of Rights, 749 Declaration of the Rights of Man, 774 The American Revolution, 767–771 The French Revolution, 773–778 New Nations Emerge, 842–847 Core Concepts: Citizenship, 215, 761</p> <p>Realize Digital Sources: Active Journal>Quick Activity: Evidence of Totalitarianism, 468 Social Studies Core Concepts> Government and Civics 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p> |
| 7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings. | <p>SE/TE: Mercantilism and Wealth, 702–703 Quest Document-Based Inquiry:The Right to Rule, 728 Quest Document-Based Writing Inquiry: Dateline: Revolution, 766 The Industrial Revolution, 785–791 The Second Industrial Revolution, 801–806 Making the Peace, 818 Depression and the Rise of Totalitarianism, 821–826 Differing Ideologies, 834–835 Changing National Economies, 863–864 The New Global Economy, 865–867</p> <p>Realize Digital Sources: Active Journal>Quests: 380–387, 430–437 Social Studies Core Concepts> Government; Civics</p> |

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| 7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today. | <p>SE/TE: Quest Document-Based Writing Inquiry: Learning Through the Ages, 620 Quest Discussion Inquiry: Colonizing Planets, 670 Quest Document-Based Inquiry: The Right to Rule, 728 Quest Document-Based Writing Inquiry: Dateline: Revolution, 766 Quest Project-Based Learning Inquiry: Science/Technology Timeline, 814</p> <p>Realize Digital Sources: Topic 19>Lesson 7>Video: Two Examples of Ethnic Conflict; Lesson 8 Video: Globalization Active Journal>Quests: 354–361, 380–387, 408–415, 430–437, 456–463</p> |
| Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world. | |
| 7.H4.1 Evaluate how the diversity of a society impacts its social and political norms. | <p>For opportunities to address this standard please see: SE/TE: Atlantic Slave Trade, 715–721 The French Revolution, 773–778</p> <p>Realize Digital Sources: Active Journal>The Middle Passage, 403</p> |
| 7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations consider immigration, migration, and social mobility. | <p>SE/TE: Atlantic Slave Trade, 715–721 The French Revolution, 773–778 The Push to Reform, 805</p> <p>Realize Digital Sources: Topic 18>Lesson 5>Video: Imperialism in Africa and Asia Active Journal>The Middle Passage, 403</p> |

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