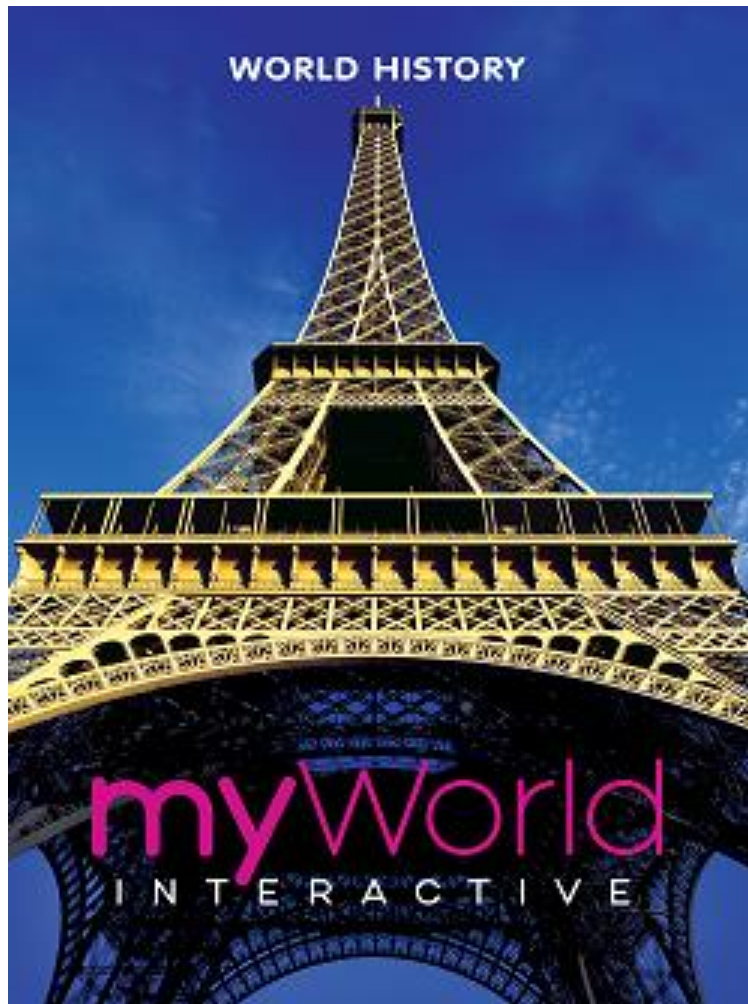


# A Correlation of



# To the Arizona History and Social Science Standards Grade 7

# A Correlation myWorld Interactive Social Studies World History, Survey Edition, ©2019 to the Arizona History and Social Science Standards, Grade 7

## Introduction

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

The all new *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.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quests** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Activity Journal** encourages inquiry, writing, and application of concepts. Create self-motivated learners!

*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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SEVENTH GRADE - INTEGRATED GLOBAL STUDIES	
<b>7.SP Disciplinary Skills and Processes</b>	
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><b>SE/TE:</b> Analysis Skills: Relate Events in Time, 15, 376; Distinguish Cause and Effect, 53, 537; Construct a Timeline, 91, 467; Identify Sources of Continuity, 213, 613; Analyze Sequence, Causation, and Correlation, 301, 650; Identify Central Issues and Problems, 317; also see: Analyze Timeline, 7, 20, 166, 740; Sequence, 72, 74, 257, 619, 679, 872; Identify Cause and Effect (Examples), 45, 68, 74, 130, 147, 172, 412, 416, 447, 761, 777, 820, 836, 843, 883, 899, 904; Identify Patterns, 110, 112, 396, 405, 410, 503, 893</p> <p><b>Active Journal:</b> Timeline Skills, 2-3, 26-27, 54-55, 74-75, 102-103, 158-159, 180-181, 208-209, 232-233, 256-257, 280-281, 308-309, 330-331, 352-353, 378-379, 406-407, 428-429, 454-455; Take Notes: Sequence, 16, 50, 89, 96, 154, 193, 218, 246, 271, 292, 297, 318, 343, 372, 391, 440, 469, 472</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Sequence</p>

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7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.	<p><b>SE/TE:</b> Analysis Skills: Identify Sources of Continuity, 213, 613; Analyze Sequence, Causation, and Correlation, 301, 650; Detect Changing Patterns, 324, 369; also see: Analyze Timeline, 7, 20, 166, 740; Sequence, 72, 74, 257, 619, 679, 872; Identify Patterns, 110, 112, 396, 405, 410, 503, 893</p> <p><b>Active Journal:</b> Timeline Skills, 2–3, 26–27, 54–55, 74–75, 102–103, 158–159, 180–181, 208–209, 232–233, 256–257, 280–281, 308–309, 330–331, 352–353, 378–379, 406–407, 428–429, 454–455; Take Notes: Sequence, 16, 50, 89, 96, 154, 193, 218, 246, 271, 292, 297, 318, 343, 372, 391, 440, 469, 472</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Sequence</p>
7.SP1.3 Evaluate the significance of past events and their effect on students’ lives and global society.	<p><b>SE/TE:</b> Quests, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814; Analysis Skills: Conduct a Cost-Benefit Analysis, 350, 848</p> <p><b>Active Journal:</b> Quests, 4–11, 28–35, 56–63, 104–111, 130–137, 160–167, 182–189, 210–217, 234–241, 258–265, 282–289, 310–317, 332–339, 354–361, 380–387, 408–415, 430–437, 456–463</p> <p><b>Digital Sources</b> Lesson Videos: Topic 19: Lesson 7: Two Examples of Ethnic Conflict; Lesson 8: Globalization</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><b>SE/TE:</b> Biographies, 84, 105, 165, 194, 200, 260, 268, 289, 299, 310, 326, 371, 392, 407, 436, 471, 479, 500, 534, 570, 597, 605, 631, 643, 673, 720, 746, 754, 769, 782, 846, 859; also see: Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Primary Sources (examples), 13, 52, 107, 158, 189, 232, 257, 284, 316, 330, 368, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 679, 738, 758, 772, 792, 820, 841; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875</p> <p><b>Active Journal:</b> Quick Activity, 18, 21, 40, 45, 66, 69, 86, 91, 116, 119, 144, 151, 172, 175, 192, 201, 220, 229, 248, 253, 268, 275, 296, 299, 320, 325, 342, 345, 366, 371, 390, 403, 420, 425, 442, 447, 468, 471</p> <p><b><u>Digital Sources</u></b> 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><b>SE/TE:</b> Analysis Skills: Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Determine Author’s Point of View, 158, 196, 232, 257, 636, 758, 772, 782, 790; Identify/Recognize Points of View, 52, 665, 685, 873; Compare Viewpoints, 215, 237, 249, 294, 573; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Quest, 44, 362</p>

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(Continued)	(Continued) <b>Active Journal:</b> Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40; Letter to the People (Zhou Dynasty), 116; Perspectives on West African Kingdoms, 345  <b>Digital Sources</b> 21 <sup>st</sup> Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments
7.SP2.2 Explain how and why perspectives of people have changed over time.	<b>SE/TE:</b> Analysis Skills: Detect Historical Points of View, 141, 750; Determine Author’s Point of View, 158, 196, 232, 257, 636, 758, 772, 782, 790; Identify/Recognize Points of View, 52, 665, 685, 873; Compare Viewpoints, 215, 237, 249, 294, 573; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Quest, 44, 362 <b>Active Journal:</b> Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40; Letter to the People (Zhou Dynasty), 116; Perspectives on West African Kingdoms, 345  <b>Digital Sources</b> 21 <sup>st</sup> Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments

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7.SP2.3 Analyze how people’s perspectives influenced what information is available in the historical sources they created.	<p><b>SE/TE:</b> Analysis Skills: Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Determine Author’s Point of View, 158, 196, 232, 257, 636, 758, 772, 782, 790; Identify/Recognize Points of View, 52, 665, 685, 873; Compare Viewpoints, 215, 237, 249, 294, 573; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Quest, 44, 362</p> <p><b>Active Journal:</b> Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40; Letter to the People (Zhou Dynasty), 116; Perspectives on West African Kingdoms, 345</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>
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><b>SE/TE:</b> Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666, 724, 762, 810; Topic 4: Generate Question to Focus Research, 134, 140; Topic 10: Generate Questions to Focus Research, 410; Topic 12: Generate Questions to Focus Research, 496; Topic 18: Generate Questions to Focus Research, 778; Quests, 6, 44, 98, 128, 180, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814</p>



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7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.	<p><b>SE/TE:</b> Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215; Topic 8: Write Arguments, 315, 329, 332, 338, 343, 349, 355, 357; Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 480, 483; Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723; Topic 17: Write an Argument, 737, 743, 749, 757, 761</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 126–127, 206–207, 278–279, 404–405, 426–427</p> <p><b>Digital Sources</b> 21<sup>st</sup> 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.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.	<p><b>SE/TE:</b> Analysis Skills: Assess Credibility of a Source, 163, 441; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Determine Author’s Point of View, 158, 196, 232, 257, 636, 758, 772, 782, 790; Identify/Recognize Points of View, 52, 665, 685, 873; Compare Viewpoints, 215, 237, 249, 294, 573; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809</p> <p><b>Active Journal:</b> Quick Activity: An Eye for an Eye (Hammurabi’s Code), 40; Letter to the People (Zhou Dynasty), 116; Perspectives on West African Kingdoms, 345</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials: Compare Viewpoints; Identify Bias; Consider and Counter Opposing Arguments</p>

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7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.	<p><b>SE/TE:</b> Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Quests: Document-Based Inquiry, 98, 180, 278, 488, 620, 728, 766</p> <p><b>Active Journal:</b> Quests: Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217, 282–289, 354–361, 408–415, 430–437, 456–463</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials: Create a Research Hypothesis; Analyze Primary and Secondary Sources; Interpret Sources; Evaluate Web Sites; Identify Evidence; Support Ideas with Evidence</p>
7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.	<p><b>SE/TE:</b> Analyze Sources: Assess Credibility of a Source, 163, 441; Analyze Primary and Secondary Sources, ELA 4–ELA 6; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Writing Workshop: Use Credible Sources, 149, 201, 329, 367, 418, 466, 521, 640, 656, 699, 784</p> <p><b>Active Journal:</b> Quests: Document-Based Writing Inquiry, 56–63, 104–111, 160–167, 210–217, 282–289, 354–361, 408–415, 430–437, 456–463</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> 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><b>SE/TE:</b> Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215; Topic 8: Write Arguments, 315, 329, 332, 338, 343, 349, 355, 357; Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 480, 483; Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723; Topic 17: Write an Argument, 737, 743, 749, 757, 761</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 126–127, 206–207, 278–279, 404–405, 426–427</p> <p><b>Digital Sources</b> 21<sup>st</sup> 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><b>SE/TE:</b> Writing: Using the Writing Process, ELA 7–ELA 8; Write Informative or Explanatory Essays, ELA 10; Explanatory Essay, 106, 113, 120, 123; Research Paper, 134, 140, 149, 157, 162, 167, 172, 175; Write an Explanatory Essay, 226, 231, 237, 243, 249, 256, 264, 271, 273; Research Paper, 283, 290, 294, 300, 303; Write a Research Paper, 410, 418, 427, 433, 439, 443; Write an Explanatory Essay, 557, 565, 573, 581, 583; Write a Research Paper, 496, 507, 514, 521, 528, 536, 543, 545; Write an Explanatory Essay, 594, 600, 606, 611, 615; Write an Explanatory Essay, 628, 645, 640, 648, 656, 662, 665; Write a Research Paper, 771, 778, 784, 791, 800, 806, 809</p> <p><b>Active Journal:</b> Writing Workshop: Explanatory Essay, 72–73, 156–157, 328–329, 350–351; Research Paper, 100–101, 178–179, 254–255, 306–307, 376–377, 452–453</p>

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(Continued)	(Continued) <b><u>Digital Sources</u></b> 21 <sup>st</sup> 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
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.	<b>SE/TE:</b> Analysis Skills: Relate Events in Time, 15, 376; Distinguish Cause and Effect, 53, 537; Reading Check & Lesson Check: Cause and Effect (examples), 26, 39, 56, 69, 79, 93, 118, 149, 166, 207, 223, 237, 249, 300, 323, 338, 355, 382, 399, 419, 433, 462, 510, 528, 545, 581, 639, 658, 696, 711, 721, 749, 757, 780, 791, 806, 820, 833, 854
7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.	<b>SE/TE:</b> Analysis Skills: Distinguish Cause and Effect, 53, 537; Cause and Effect (Examples), 45, 68, 74, 130, 147, 172, 412, 416, 447, 761, 777, 820, 836, 843, 883, 899, 904 <b>Active Journal:</b> Take Notes: Analyze Cause and Effect, 14, 19, 38, 48, 70, 94, 122, 138, 168, 190, 199, 251, 273, 300, 346, 362, 388, 421, 438, 445, 474  <b><u>Digital Resources</u></b> 21 <sup>st</sup> Century Skills Tutorials: Analyze Cause and Effect

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7.SP4.3 Organize applicable evidence into a coherent argument.	<p><b>SE/TE:</b> Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9; Topic 5: Write an Argument, 184, 188, 195, 201, 207, 212, 215; Topic 8: Write Arguments, 315, 329, 332, 338, 343, 349, 355, 357; Topic 11: Write an Argumentative Essay, 452, 457, 466, 474, 480, 483; Topic 16: Write an Argument, 678, 685, 692, 699, 706, 714, 721, 723; Topic 17: Write an Argument, 737, 743, 749, 757, 761</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 126–127, 206–207, 278–279, 404–405, 426–427</p> <p><b>Digital Sources</b> 21<sup>st</sup> 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.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.	<p><b>SE/TE:</b> Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Distinguish Essential from Inessential Information, 14; Distinguish Fact from Opinion, 190, 497; Distinguish Relevant from Irrelevant Information, 233, 663, 686; Distinguish Verifiable from Unverifiable Information, 114, 602; Identify Central Issues and Problems, 317</p> <p><b>Active Journal:</b> Quests: Discussion Inquiry, 28–35, 182–189, 380–387</p> <p><b>Digital Resources</b> 21<sup>st</sup> Century Skills Tutorials: Compare Viewpoints; Consider and Counter Opposing Arguments; Identify Bias; Participate in a Discussion or Debate</p>

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<b>7.C Civics</b>	
Citizens have individual rights, roles, and responsibilities.	
7.C2.1 Explain how revolutions and other changes in government impact citizens' rights.	<p><b>SE/TE:</b> 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; Core Concepts: Citizenship, 215, 761</p> <p><b>Active Journal:</b> Quick Activity: Evidence of Totalitarianism (examine posters), 468; Propaganda Posters, 471; Writing Workshop: Research Paper, 452–453 (How did revolutionary movements affect society)</p> <p><b>Digital Sources</b> Social Studies Core Concepts: Government and Civics; Interactive Primary Sources: Topic 10: Lesson 2: Magna Carta; Topic 17: Lesson 3: The English Bill of Rights; Lesson 4: The Declaration of Independence; Topic 18: Lesson 2: Declaration of the Rights of Man; Topic 19: Lesson 7: Universal Declaration of Human Rights</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><b>SE/TE:</b> The Significance of Hammurabi’s Code, 56–58, 93; Democracy in Athens, 227–231; Roman Government and Law, 337–338; Organizing Roman Law, 355; Magna Carta, 403, 416–417, 418, 419, 549; 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: Discussion Inquiry: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 206–207; Quick Activity: Guiding Principles (Principles that make government better in Japan), 299</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials: Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting; Lesson Videos: Topic 2: Lesson 2: Hammurabi’s Code; Topic 6: Lesson 2: The Athenian Concept of Citizenship; Topic 7: Lesson 2: Citizenship in Rome</p>
7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.	<p><b>SE/TE:</b> Magna Carta, 403, 416–417, 418, 419, 549; Mayflower Compact, 709; The English Bill of Rights, 749; Founding Documents for a New Nation, 757; also see: Making the Peace, 818; United Nations, 833, 858, 866</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials: Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.	<p><b>SE/TE:</b> Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; Feudalism and the Manor Economy, 377–382; Trading States of East Africa, 603–606; 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 (economic), 834–835; Changing National Economies, 863–864; The New Global Economy, 865–867</p> <p><b>Active Journal:</b> Take Notes, 397, 466, 480</p> <p><b>Digital Sources</b> Social Studies Core Concepts: Economics; Personal Finance</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><b>SE/TE:</b> Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766; Reformation and Reaction, 641–648; Rise of Parliament in England, 744–749; The Enlightenment, 751–757; The American Revolution, 767–771; The French Revolution, 773–778; New Nations Emerge, 842–847; Biographies: Socrates, 260; Lucius Quinctius Cincinnatus, 289; Martin Luther, 643; Oliver Cromwell, 746; George Washington, 769; Indira Gandhi, 859</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper, 376–377, 452–453</p>



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(Continued)	(Continued) <b><u>Digital Sources</u></b> 21 <sup>st</sup> 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; Social Studies Reference Center: Biographies: Hammurabi; Asoka; Martin Luther; John Locke; George Washington; Martin Luther King, Jr.
<b>7.E Economics</b>	
By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	
7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.	<b>SE/TE:</b> Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; Feudalism and the Manor Economy, 377–382; 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 (economic), 834–835; Changing National Economies, 863–864; The New Global Economy, 865–867 <b>Active Journal:</b> Take Notes, 397, 466, 480  <b><u>Digital Sources</u></b> Social Studies Core Concepts: Economics; Personal Finance
7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society.	<b>SE/TE:</b> Analysis Skills: Conduct a Cost-Benefit Analysis, 350, 848; Changing National Economies, 863–864; The New Global Economy, 865–867 <b>Active Journal:</b> Take Notes, 397, 480  <b><u>Digital Sources</u></b> Social Studies Core Concepts: Economics

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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><b>SE/TE:</b> Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; How Did Trade Fuel Prosperity? 494–495; Mercantilism and Wealth, 702–703; The Industrial Revolution, 785–791; The Second Industrial Revolution, 801–806; Consumer, 804; Compare Different Points of View, 807; How Did a Financial Crisis Develop in the United State? 823–824; Changing National Economies, 863–864; The New Global Economy, 865–867</p> <p><b>Active Journal:</b> Quick Activity: Before and After Industrialization, 447; Take Notes, 480</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Economics</p>
7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.	<p><b>SE/TE:</b> Supply and Demand, 703; also see: Currency, 63, 198, 208, 242–243, 315, 495, 503, 593, 865; Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; The Industrial Revolution, 785–791; The Second Industrial Revolution, 801–806; Depression and the Rise of Totalitarianism, 821–826; Changing National Economies, 863–864; The New Global Economy, 865–867</p> <p><b>Active Journal:</b> Quick Activity: Before and After Industrialization, 447; Take Notes, 480</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Economics; Lesson Videos: Topic 19: Lesson 8: Globalization</p>

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7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.	<p><b>SE/TE:</b> Labor Unions, 790; Big Business, 802–803; Workers in the Age of Industry, 805; Economic Organizations, 866; Corporations, 867; also see: The Dutch East India Company, 698</p> <p><b>Active Journal:</b> Before and After Industrialization, 447</p> <p><b>Digital Sources</b> Social Studies Core Concepts: Economics; Topic 18: Lesson 6: The Effects of Industrialization on Daily Life</p>
7.E3.4 Explain ways in which money facilitates exchange.	<p><b>SE/TE:</b> Money Economy, 495; also see: Currency, 63, 198, 208, 242–243, 315, 503, 593, 865; Economy Based on Trade, 32; Indus Valley: Trade, 132; A Major Trade Route, 206–207; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires?)</p> <p><b>Digital Sources</b> Social Studies Core Concepts: Economics; Personal Finance</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><b>SE/TE:</b> Money Economy, 495; also see: Currency, 63, 198, 208, 242–243, 315, 503, 593, 865</p> <p><b>Digital Sources</b> Social Studies Core Concepts: Economics; Personal Finance</p>

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7.E5.2 Compare the various economic systems.	<p><b>SE/TE:</b> Mercantilism and Wealth, 702–703; Differing Ideologies (Economic), 834–835; Living in Our Interdependent World, 863–873; Capitalism, 703, 704, 789, 790; Socialism, 790, 847; Communism, 791, 819, 847, 864; Market Economy, 705, 756, 864; Marxism, 790–791, 809, 819</p> <p><b><u>Digital Resources</u></b> Lesson Videos: Topic 19: Lesson 8: Globalization; Social Studies Core Concepts: Economics</p>
7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.	<p><b>SE/TE:</b> Economy Based on Trade, 32; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; A Major Trade Route, 206–207; The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Trade in West and East African Kingdoms, 614; Impact of Global Trade, 700–706; The Atlantic Slave Trade, 715–721; What Are Free Trade Agreements?, 865–866</p> <p><b>Active Journal:</b> Quick Activity: Packing for the Caravan (West African Trade), 342 The Middle Passage (Letter to end slave trade), 403; Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 350–351 (How did the environment affect the development of African empires and the trade network that connected them to other lands)</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Economics; Lesson Videos: Topic 19: Lesson 8: Globalization</p>

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<b>7.G Geography</b>	
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><b>SE/TE:</b> Quest: Be a Map-Maker, 550; Analysis Skills: Interpret Thematic Maps, 173, 574</p> <p><b>Active Journal:</b> Quest: Be a Map-Maker, 310–317</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Create Charts and Maps; Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
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><b>SE/TE:</b> Analysis Skills: Interpret Thematic Maps, 173, 574; Maps (examples), 4, 17, 46, 73, 93, 100, 116, 127, 136, 169, 179, 205, 218, 222, 235, 248, 276, 280, 306, 311, 321, 361, 378, 399, 406, 430, 446, 460, 487, 499, 541, 561, 577, 587, 604, 622, 665, 669, 697, 713, 723, 726, 741, 765, 783, 812, 822, 832, 853; Charts, Graphs, Tables, and Infographics (examples), 18, 38, 50, 69, 89, 122, 155, 174, 240, 281, 313, 366, 387, 442, 544, 596, 614, 661, 683, 722; Timelines, 4, 20, 42, 96, 126, 136, 218, 276, 306, 360, 402, 423, 446, 467, 486, 548, 586, 618, 668, 681, 726, 764, 812</p> <p><b>Active Journal:</b> Quest: Be a Map-Maker, 310–317; Quick Activity: A Memorable Map, 390</p> <p><b>Digital Sources</b> 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.	<p><b>SE/TE:</b> The Human Cost of World War II, 833; Refugees, 856; African Refugees, 859; Apartheid, 861; also see: Urbanization, 487, 495</p> <p><b>Digital Resources</b> 21st Century Skills Tutorials: Read Charts, Graphs, and Tables; Read Special Purpose Maps</p>
7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.	<p><b>SE/TE:</b> Analysis Skills: Identify Physical and Cultural Features, 108, 389; Interpret Thematic Maps, 173, 574; also see: Cities compared to; farming villages, 31–32; Egypt compared to Fertile Crescent, 99; Mauryan Empire compared to Persian Empire, 161; Hinduism compared to Buddhism, 174; Sparta compared to Greece, 234–235, 236–237, 238, 272; Rome and United States compared, 290; Roman Empire Compared to Byzantine Empire, 356; Arab Muslim empire compared to Byzantine Empire, 461; China compared to Europe, 493</p> <p><b>Active Journal:</b> Writing Workshop: Explanatory Essay, 72–73 (How Did Geography Affect Egypt and Kush?); Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 328–329 (Compare Mayan, Aztec, and Incan agriculture); Quick Activity: How Does Roman Society compare with Ancient Greece, 175; Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296; Before and After Industrialization, 447</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>

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<p align="center"><b>Arizona History and Social Science Standards Grade 7</b></p>	<p align="center"><b>myWorld Interactive Social Studies World History, Survey Edition ©2019</b></p>
<p>Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.</p>	
<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><b>SE/TE:</b> Quest: Science/Technology Timeline, 814; Transportation, 47, 198; Communication, 63, 374, 651; Writing Systems, 69, 70, 109–110, 119, 211, 243, 349, 509, 521, 540; Economy and Technology, 188; How Did Cities and Trade Grow? 468–470; Settlement and Geography of the Americas, 551–552; 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; A New Global Economy, 865–866; Revolutions in Information Technology, 867–869</p> <p><b>Active Journal:</b> Quest: Science/Technology Timeline, 456–463; Quick Activity: Before and After Industrialization, 447; Writing Workshop: Research Paper, 306–307 (How did new technology and innovations affect China, Japan, Korea, and Southeast Asia)</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Develop Cultural Awareness; Social Studies Core Concepts: Culture; Economics</p>

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<p align="center"><b>Arizona History and Social Science Standards Grade 7</b></p>	<p align="center"><b>myWorld Interactive Social Studies World History, Survey Edition ©2019</b></p>
<p>7.G3.2 Analyze how relationships between humans and environments extend or contract patterns of settlement and movement.</p>	<p><b>SE/TE:</b> Humans Spread Out, 15–19; Why Did People Start to Farm? 24–26; New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; The Nile River Valley, 99–100; Agricultural Techniques Create a Surplus, 101; Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; Indo-Aryan Migrations, 136, 141; A Major Trade Route, 206–207; Greeks in Ionia, 224; Greek Colonization, 241; The Germans Invade, 342; The Geography of Europe, 363–364; The Crusades, 420–427; The Reconquista, 428–433; Expansion of the Muslim World, 459–466; Settlement and Geography of the Americas, 551–552; Impact of Global Trade, 700–706; Imperialism, 793–800; Changes to Society, 803; European Migration, 797, 804; India and Pakistan, 843–844; Israel and Its Neighbors, 853–854; Refugees, 856; Quest: Design a Village, 6; A Trip Through India, 128; Growth of Muslim Empires, 448</p> <p><b>Active Journal:</b> Quest: Design a Village, 4–11; A Trip Through India, 76–83; Growth of Muslim Empires, 258–265</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>



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<p align="center"><b>Arizona History and Social Science Standards Grade 7</b></p>	<p align="center"><b>myWorld Interactive Social Studies World History, Survey Edition ©2019</b></p>
<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>	<p><b>SE/TE:</b> Humans Spread out, 15–19; Developing Complex Cultures, 21–26; New Ways of Life, 27–32; The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51; The Indus Valley Civilization, 129–134; The Huang Valley, 181–184; The Unification of China, 197–201; Revival of Towns and Trade, 383–388; Trading States of East Africa, 603–606; 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; Water in developing countries, 871; Deforestation and Desertification &amp; Analyze Images, 872</p> <p><b>Active Journal:</b> Quick Activity: Explore Ancient Innovations, 21; Packing for the Caravan (West African Trade), 342; Before and After Industrialization, 447</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Read Political Maps; Develop Cultural Awareness; Social Studies Core Concepts: Geography</p>

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7.G3.4 Evaluate human population and movement may cause conflict or promote cooperation.	<p><b>SE/TE:</b> The Rise of Civilizations, 33–37; Civilization Emerges in Mesopotamia, 45–51; The Indus Valley Civilization, 129–134; The Huang Valley, 181–184; The Unification of China, 197–201; Revival of Towns and Trade, 383–388; Trading States of East Africa, 603–606; 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; Water in developing countries, 871; Deforestation and Desertification &amp; Analyze Images, 872</p> <p><b>Active Journal:</b> Quick Activity: Explore Ancient Innovations, 21; Packing for the Caravan (West African Trade), 342; Before and After Industrialization, 447</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials: Read Political Maps; Develop Cultural Awareness; Social Studies Core Concepts: Geography</p>
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><b>SE/TE:</b> Analysis Skills: Identify Physical and Cultural Features, 108, 389; also see: New Ways of Life, 27–32; Geography of Mesopotamia, 45–46; Cultural diffusion, 69, 70, 93; The Nile River Valley, 99–100; Indo-Aryan Migrations, 136, 141; Spread of Hinduism, 147–148; Spread of Buddhism, 156–157; Greeks in Ionia, 224; Greek Colonization, 241; Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Geography Set Japan Apart? 516–517; Settlement and Geography of the Americas, 551–552; The African Landscape, 589–590; Impact of Global Trade, 700–706; The Middle East, 849–856; Continuing Conflicts, 857–862</p>

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(Continued)	(Continued) <b>Active Journal:</b> Quick Activity: Explore Cave Paintings, 18; Travelling the Rhine (placement of cities), 220; Packing for the Caravan (West African Trade), 342  <b>Digital Sources</b> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness
7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.	<b>SE/TE:</b> Trade in the Nile Valley, 116–117; Indus Valley: Trade, 132; What Is the Indian Subcontinent? 129–130; Geography of China, 181–182; Economy and Technology, 188; A Major Trade Route, 206–207; The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; The African Landscape, 589–590; How Did Geography Set Japan Apart? 516–517; 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 <b>Active Journal:</b> Quick Activity: Packing for the Caravan (West African Trade), 342; The Middle Passage (letter to end slave trade), 403; Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Explanatory Essay, 350–351 (How did the environment affect the development of African empires and the trade)  <b>Digital Sources</b> Social Studies Core Concepts: Economics; 21st Century Skills Tutorials: Read Physical Maps; Analyze Data and Models

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7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions.	<p><b>SE/TE:</b> Agricultural Techniques Create a Surplus, 101; Feudalism and the Manor Economy, 377–382; How Did Cities and Trade Grow? 468–470; 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; also see: Quest: Design a Village, 6; A Trip Through India, 128; Growth of Muslim Empires, 448</p> <p><b>Active Journal:</b> Quest: Design a Village, 4–11; A Trip Through India, 76–83; Growth of Muslim Empires, 258–265</p> <p><b><u>Digital Sources</u></b> 21st Century Skills Tutorials: Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness; Social Studies Core Concepts: Culture; Economics; Geography</p>
7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global).	<p><b>SE/TE:</b> Quests, 6, 44, 98, 128, 180, 22220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814; Analysis Skills: Conduct a Cost-Benefit Analysis, 350, 848</p> <p><b>Active Journal:</b> Quests, 4–11, 28–35, 56–63, 104–111, 130–137, 160–167, 182–189, 210–217, 234–241, 258–265, 282–289, 310–317, 332–339, 354–361, 380–387, 408–415, 430–437, 456–463</p> <p><b><u>Digital Resources</u></b> Quests</p>

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<b>7.H History</b>	
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>This objective is covered throughout the text, see the following:  <b>SE/TE:</b> Review and Assessment, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666, 724, 762, 810; Quests: 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</p> <p><b>Active Journal:</b> Quests, 4–11, 28–35, 56–63, 104–111, 130–137, 160–167, 182–189, 210–217, 234–241, 258–265, 282–289, 310–317, 332–339, 354–361, 380–387, 408–415, 430–437, 456–463</p> <p><b>Digital Sources</b>            See all Lesson Videos. For examples see: Topic 1: Lesson 3: The Agricultural Revolution; Topic 3: Lesson 2: The Legacy of Ancient Egypt; Topic 6: Lesson 8: Cultural Exchange in the Hellenistic Age; Topic 10: Lesson 5: The Hundred Years’ War; Topic 16: Lesson 5: The Commercial Revolution in Europe; Topic 18: Lesson 5: Imperialism in Africa and Asia</p>

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<p>7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.</p>	<p><b>SE/TE:</b> Achievements of Mesopotamian Civilization and Empires, 92; Achievements of Egypt and Kush, 122; Achievements of Islamic Civilization, 468–474; Chinese Thoughts and Achievements, 508–515; Aztec Achievements, 564–565; Ironworking Technology, 592; Communication, 63, 374, 651; Writing Systems, 69, 70, 109–110, 119, 211, 243, 349, 509, 521, 540; Early Industrialists, 786–787; The Industrial Revolution, 785–791; The Second Industrial Revolution, 801–806; Revolutions in Information Technology, 867–869; also see: Quest: Science/ Technology Timeline, 814</p> <p><b>Active Journal:</b> Quest: Science/Technology Timeline, 456–463; Quick Activity: Before and After Industrialization, 447; Writing Workshop: Research Paper, 306–307 (How did new technology and innovations affect China, Japan, Korea, and Southeast Asia)</p> <p><b>Digital Resources</b></p> <p>Lesson Videos: Topic 6: Lesson 8: Cultural Exchange in the Hellenistic Age; Topic 15: Lesson 3: The Printing Revolution; Lesson 6: New Directions in Astronomy Topic 18: Lesson 4: Innovations of the First Industrial Revolution</p>

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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><b>SE/TE:</b> Crusades Effect, 426–427; 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; United Nations, 833, 858, 866;</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 278–279 (Was conquest or trade the key factor in growth of Islamic empires); Research Paper, 452–453 (How did revolutionary movements affect society and daily life)</p> <p><b><u>Digital Resources</u></b> Lesson Vieos: Topic 6: Lesson 5: Causes and Effects of the Persian Wars; Topic 8: Lesson 6: The Byzantine Empire’s Place in History; Topic 12: Lesson 1: China’s Economic Revolution; Topic 16: Lesson 2: The Conquest of the Incas; Topic 16: Lesson 6: The Rivalry Between France and England; Topic 19: Lesson 2: The Nature of Totalitarianism; Lesson 3: The Holocaust; Lesson 4: 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><b>SE/TE:</b> The Crusades, 420–427; The Mongol and Ming Empires, 498–507; The Aztecs, 560–565; 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><b>Active Journal:</b> Quick Activity: Evidence of Totalitarianism, 468</p> <p><b><u>Digital Resources</u></b> 21st Century Skills Tutorials: Analyze Cause and Effect; Lesson Videos: Topic 18: Lesson 2: Napoleon’s Impact on Europe; Lesson 3: Unification of Germany and Italy; Topic 19: Lesson 1: Causes of World War I; Lesson 2: The Nature of Totalitarianism; Lesson 5: Freedom and Challenges for New African Nations; Lesson 6: The Founding of Israel; Lesson 7: Two Examples of Ethnic Conflict</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><b>SE/TE:</b> Origins of Judaism, 71–75; Early History of the Jewish People, 83–90; Origins and Beliefs of Hinduism, 142–149; Origins and Beliefs of Buddhism, 151–157; Life and Teachings of Confucius, 192–194; Origins of Christianity, 318–323; 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; Achievements of Islamic Civilization, 468–474; also see: Socialism, 790, 847; Communism, 791, 819, 847, 864</p> <p><b>Active Journal:</b> Quick Activity: Crusade Diary, 248; Ways of Thinking and Believing (Buddhism, Confucianism, Daoism), 296; Writing Workshop: Argument, 126–127</p>



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(Continued)	(Continued) <b><u>Digital Resources</u></b> Lesson Videos: Topic 2: Lesson 2: The Origins of Judaism; Lesson 6: The Central Beliefs of Judaism; Lesson 7: Israel and the Jewish Diaspora; Topic 4: Lesson 3: Hindu Traditions and Practices; Lesson 4: Teachings and Spread of Buddhism; Topic 5: Lesson 3: How Confucius’s Life Shaped His View of Government; Lesson 4: Comparing Legalism and Confucianism; Topic 8: Lesson 2: Reasons for the Spread of Christianity; Lesson 3: The New Testament; Topic 11: Lesson 1: The Life of Muhammad; Lesson 2: The Five Pillars of Islam
7.H3.2 Analyze how economic and political motivations impact people and events.	This objective is covered throughout the text. For examples see: <b>SE/TE:</b> Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; Feudalism and the Manor Economy, 377–382; Trading States of East Africa, 603–606; Impact of Global Trade, 700–706; Colonial Rivalries in North America, 708–714; Atlantic Slave Trade, 715–721; The American Revolution, 767–771; The French Revolution, 773–778; Nationalism in Europe, 779–784; World War I and the Russian Revolution, 815–189; Differing Ideologies (economic), 834–835; Changing National Economies, 863–864; The New Global Economy, 865–867 <b>Active Journal:</b> Take Notes, 397, 466, 480

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(Continued)	(Continued) <b><u>Digital Sources</u></b> Social Studies Core Concepts: Economics; Lesson Videos: Topic 6: Lesson 8: Cultural Exchange in the Hellenistic Age; Topic 11: Lesson 3: Rise and Fall of the Abbasid Dynasty; Topic 16: Lesson 5: The Commercial Revolution in Europe; Topic 18: Lesson 4: Innovations of the First Industrial Revolution; Lesson 5: Imperialism in Africa and Asia; Topic 19: Lesson 4: Global Nature of the Cold War; Lesson 7: Two Examples of Ethnic Conflict; Lesson 8: Globalization
7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.	<b>SE/TE:</b> Citizenship (Gupta Empire), 169, 175; The Significance of Hammurabi’s Code, 56– 58, 93; Democracy in Athens, 227–231; Roman Government and Law, 337–338; Emergence of City-States, 225–226; Democracy in Athens, 227–231; Sparta, 234–235; Government of Athens and Sparta, 237; Citizens and Noncitizens, 240; Government of the Republic, 285–290; Government by Citizens, 337; English Law, 417; 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 <b>Active Journal:</b> Writing Workshop: Research Paper, 178–179; Quick Activity: Evidence of Totalitarianism (examine posters), 468  <b><u>Digital Sources</u></b> Social Studies Core Concepts: Government and Civics; 21st Century Skills Tutorials: Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting

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<p>7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.</p>	<p><b>SE/TE:</b> The Greek Economy, 241–242; Trade and the Roman Economy, 314–315; Feudalism and the Manor Economy, 377–382; Revival of Towns and Trade, 383; How Did Cities and Trade Grow? 468–470; How Did Trade Fuel Prosperity? 494–495; Revival of Trade, 503; Mercantilism and Wealth, 702–703; 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 (economic), 834–835; Changing National Economies, 863–864; The New Global Economy, 865–867; Quest: Discussion Inquiry: Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; Document-Based Inquiry: The Right to Rule, 728; Dateline Revolution, 766</p> <p><b>Active Journal: Quests:</b> Discussion Inquiry, 28–35, 182–189, 380–387; Document-Based Writing Inquiry, 210–217, 430–437</p> <p><b><u>Digital Sources</u></b> Social Studies Core Concepts: Government and Civics</p>
<p>7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.</p>	<p><b>SE/TE:</b> Quests, 6, 44, 98, 128, 180, 22220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814; Analysis Skills: Conduct a Cost-Benefit Analysis, 350, 848</p> <p><b>Active Journal:</b> Quests, 4–11, 28–35, 56–63, 104–111, 130–137, 160–167, 182–189, 210–217, 234–241, 258–265, 282–289, 310–317, 332–339, 354–361, 380–387, 408–415, 430–437, 456–463</p> <p><b><u>Digital Sources</u></b> Lesson Videos: Topic 19: Lesson 7: Two Examples of Ethnic Conflict; Lesson 8: Globalization</p>

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<p align="center"><b>Arizona History and Social Science Standards Grade 7</b></p>	<p align="center"><b>myWorld Interactive Social Studies World History, Survey Edition ©2019</b></p>
<p>Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.</p>	
<p>7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.</p>	<p><b>SE/TE:</b> Sumerian Social Classes, 48; Political Order in the Empire, 60; The Political Order in Egypt, 102; How was Egyptian Society Organized? 103; The Caste System, 138–140; Ancient Greek Society and Economic Expansion, 238–243; What Were the Social Divisions in Greek Society? 239–241; Society in the Republic, 291–294; Feudalism and the Manor Economy, 377–382; Japanese Feudalism, 522–528; Slave Trade in Africa, 592, 608, 685; The Trans-Saharan Trade, 593; The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573; African Traditions, 607–611; Atlantic Slave Trade, 715–721; The French Revolution, 773–778</p> <p><b>Active Journal:</b> How Does Roman Society compare with Han and Greece, 175; The Middle Passage (Letter to end slave trade), 403</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4: Lesson 2: The Caste System; Topic 6: Lesson 4: Men, Women, and Children in Ancient Greece; Topic 7: Lesson 2: Citizenship in Rome; Lesson 3: Roman Society; Topic 9: Lesson 3: Knighthood and Chivalry</p>

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<p>7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.</p>	<p><b>SE/TE:</b> The Political Order in Egypt, 102; How was Egyptian Society Organized? 103; The Caste System, 138–140; Ancient Greek Society and Economic Expansion, 238–243; What Were the Social Divisions in Greek Society? 239–241; Society in the Republic, 291–294; Feudalism and the Manor Economy, 377–382; Magna Carta, 403, 416–417, 418, 419, 549; Japanese Feudalism, 522–528; Slave Trade in Africa, 592, 608, 685; The Trans-Saharan Trade, 593; The Maya, 551–557; The Aztecs, 560–565; The Incas, 567–573; African Traditions, 607–611; Atlantic Slave Trade, 715–721; The French Revolution, 773–778; The Push to Reform, 805</p> <p><b>Active Journal:</b> How Does Roman Society compare with Han and Greece, 175; The Middle Passage (Letter to end slave trade), 403</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4: Lesson 2: The Caste System; Topic 6: Lesson 4: Men, Women, and Children in Ancient Greece; Topic 7: Lesson 2: Citizenship in Rome; Lesson 3: Roman Society; Topic 9: Lesson 3: Knighthood and Chivalry; Topic 10: Lesson 4: Interaction of Christians, Muslims, and Jews in Muslim Spain; Topic 18: Lesson 5: Imperialism in Africa and Asia</p>