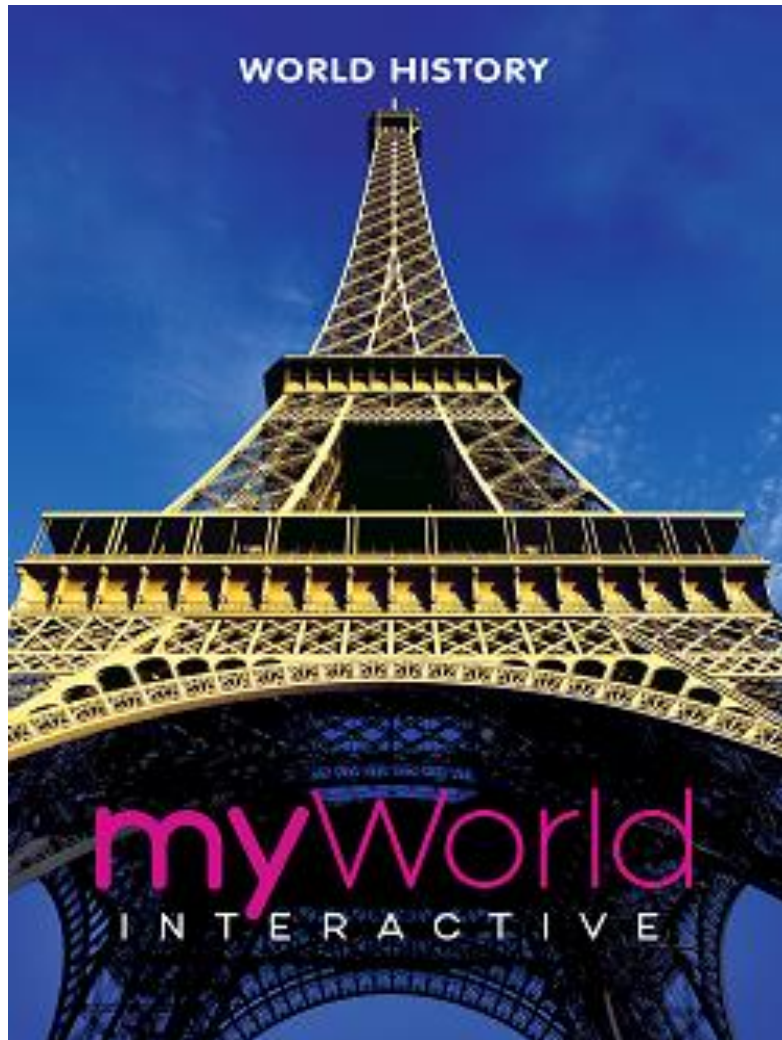


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**To the  
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**Introduction**

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 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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<b>Iowa Core in Social Studies Grade 7</b>	<b>myWorld Interactive Social Studies World History, Survey Edition, ©2019</b>
<b>7th Grade: Contemporary Global Studies</b>	
<p>In seventh grade, students will explore global perspectives on contemporary issues and worldwide interdependence. The interconnected world we live in today requires that Iowa students be well-educated about worldwide issues to cultivate diplomacy, effective citizenship, and global competitiveness. Students could examine challenges facing the world community such as hunger, population, conflict, global environmental challenges, human rights, poverty, energy scarcity, global health, education, immigration, globalization, and other political, economic, social, and ecological concerns.</p>	
<b>Inquiry Anchor Standard</b>	
<b>Constructing Compelling Questions</b>	
<b>SS.7.1.</b> Compare disciplinary concepts and ideas associated with a compelling question.	<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, 22220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814
<b>Constructing Supporting Questions</b>	
<b>SS.7.2.</b> Create supporting questions to help answer the compelling question in an inquiry.	<b>SE/TE:</b> Write Research Papers: Ask Questions, ELA 14; Quests: Ask Questions, 6, 44, 98, 128, 180, 22220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814; Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666, 724, 762, 810; Topic 10: Generate Questions to Focus Research, 410; Topic 12: Generate Questions to Focus Research, 496; Topic 18: Generate Questions to Focus Research, 778

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<b>Gathering and Evaluating Sources</b>	
<b>SS.7.3.</b> Gather relevant information from primary and secondary sources using the origin, authority, structure, and context of the sources to guide the selection.	<b>SE/TE:</b> Analyze Primary and Secondary Sources, ELA 4–ELA 6; Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Assess Credibility of a Source, 163, 441; Distinguish Essential from Inessential Information, 14; Distinguish Verifiable from Unverifiable Information, 114, 602; Draw Sound Conclusions from Sources, 202, 759 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
<b>SS.7.4.</b> With guided practice, evaluate the credibility of primary and secondary sources by determining their relevance and intended use.	<b>SE/TE:</b> Analyze Sources: Assess Credibility of a Source, 163, 441; Distinguish Verifiable from Unverifiable Information, 114, 602; Draw Sound Conclusions from Sources, 202, 759; Use the Writing Process: Find and Use Credible Sources, ELA 12–ELA 13; Quest: Conduct Research, 128, 404; Write Research Papers (use credible sources), ELA 14; Writing Workshop: Find and Use Credible Sources, 149, 201, 329, 367, 418, 466, 521, 640, 656, 600, 784; also see: Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875

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<b>Developing Claims and Using Evidence</b>	
<b>SS.7.5.</b> With guided practice, identify evidence that draws information from multiple perspectives and sources to support claims, noting evidentiary limitations.	<b>SE/TE:</b> Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Assess Credibility of a Source, 163, 441; Determine Author’s Point of View, 158, 196, 232, 257, 636, 758, 772, 782, 790; Identify/Recognize Points of View, 52, 665, 685, 873; 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
<b>SS.7.6</b> With guided practice, develop claims and counterclaims while pointing out the strengths and limitations of both.	<b>SE/TE:</b> Writing: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9 Topic 5: Write an Argument: Introduce Claims, 184; Support Claims, 188, 195 Topic 8: Write Arguments: Introduce a Claim, 338; Support a Claim, 343; Distinguish Claims from Opposing Claims, 349 Topic 16: Write an Argument: Introduce Claims, 678; Support Claims, 685; Distinguish Claims from Opposing Claims, 692 Topic 17: Write an Argument: Introduce Claims, 737; Support Claims, 743
<b>Communicating and Critiquing Conclusions</b>	
<b>SS.6.7.</b> With guided practice, construct arguments using claims and evidence from multiple sources.	<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

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<b>SS.7.8.</b> Independently construct responses to compelling questions supported by reasoning and evidence.	<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; Revisit the Essential Question & Writing Workshop, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723, 761, 809, 875; Quests, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814 also see: Writing Workshop: Using the Writing Process, ELA 7–ELA 8; Write an Argument, ELA 9
<b>SS.7.9.</b> Present original arguments based on credible sources using a variety of media to authentic audiences.	<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; also see: Quests, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814
<b>SS.7.10.</b> With guided practice, analyze disciplinary arguments of peers for credibility.	<b>SE/TE:</b> Evaluate Arguments, ELA 2; Support Your Analyses With Evidence, ELA 6; Peer Review, ELA 8; Effective Listening, 1; Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Quest: Discussion Inquiry: Debate Punishments for Crimes, 44; The Fall of Rome, 308; Freedom vs. Security, 362; Colonizing Planets, 670; Primary Sources, 189, 758, 841; Analyze Images: Evaluate Arguments, 774; Explain an Argument, 818

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<b>Taking Informed Action</b>	
<b>SS.7.11.</b> Explain the challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.	<b>SE/TE:</b> 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; Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; also see: New Nations Emerge, 842–847; The Arab Spring and After, 852–853; The Struggle for Human Rights, 860–862; Protecting the Environment, 871–873
<b>SS.7.12.</b> Apply a range of deliberative and democratic procedures to make decisions and take action in classrooms, schools, and communities.	<b>SE/TE:</b> 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; Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Distinguish Verifiable from Unverifiable Information, 602; Distinguish Relevant from Irrelevant Information, 233, 663, 686



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<b>Content Anchor Standard</b>	
<b>Examine Factors that Led to Continuity and Change in Human and Group Behavior</b>	
<b>SS.7.13.</b> Identify social, political and economic factors that can influence our thoughts and behavior.	<b>SE/TE:</b> The Middle East, 849–856; Continuing Conflicts, 857–862; Living in Our Interdependent World, 863–873; Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750
<b>Recognize the Interaction Between Individuals and Various Groups</b>	
<b>SS.7.14.</b> Examine what causes inequalities and how they exist within a society	<b>SE/TE:</b> How was Egyptian Society Organized? 103; The Caste System, 138–140; What Was the Role of Women in Ancient Greece? 238–239; 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 Push to Reform, 805; Quests: Medieval Monarchs Face Conflict, 404; Debate Punishments for Crimes, 44; Colonizing Planets, 670; Become a Pharaoh-in-Training, 98; The Right to Rule, 728; Dateline: Revolution, 766

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<b>Iowa Core in Social Studies Grade 7</b>	<b>myWorld Interactive Social Studies World History, Survey Edition, ©2019</b>
<b>Analyze Civic and Political Institutions</b>	
<b>SS.7.15.</b> Distinguish and apply the powers and responsibilities of global citizens, interest groups and the media in a variety of governmental and nongovernmental contexts. (21st century skills)	<b>SE/TE:</b> The Middle East, 849–856; Continuing Conflicts, 857–862; Living in Our Interdependent World, 863–873; also see: Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; Quests, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670, 728, 766, 814
<b>SS.7.16.</b> Examine the origins, purposes, and impact of laws, treaties, and international agreements. (21st century skills)	<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; Mayflower Compact, 709; The English Bill of Rights, 749; Founding Documents for a New Nation, 757; Making the Peace, 818; United Nations, 833, 858, 866; Two Alliances, 836; Economic Organizations, 866; Analysis Skills: Identify Sources of Continuity, 213, 613; Detect Changing Patterns, 324, 369; Analyze Sequence, Causation, and Correlation, 301, 650; Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Assess Credibility of a Source, 163, 441

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<b>Iowa Core in Social Studies Grade 7</b>	<b>myWorld Interactive Social Studies World History, Survey Edition, ©2019</b>
<b>SS.7.17.</b> Describe the roles of political, civil, and economic organizations in shaping people's lives. (21st century skills)	<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; 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
<b>Engage in Economic Decision Making</b>	
<b>SS.7.18.</b> Explain and evaluate how economic decisions affect the wellbeing 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; 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
<b>Critique Exchange and Markets</b>	
<b>SS.7.19.</b> Explain how external benefits, costs, supply and demand, and competition influence market prices, wages, and outcomes.	<b>SE/TE:</b> 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

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<b>Assess the Global Economy</b>	
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<b>Analyze Human Population Movements and Patterns</b>	
<b>SS.7.21.</b> Evaluate the push and pull factors involved in human population movement and patterns.	<b>SE/TE:</b> Humans Spread Out, 15–19; What Was the Diaspora? 86–87; Indo-Aryan Migrations, 136, 141; Greeks in Ionia, 224; Greek Colonization, 241; The Germans Invade, 342; The Crusades, 420–427; The Reconquista, 428–433; Expansion of the Muslim World, 459–466; Impact of Global Trade, 700–706; Changes to Society, 803; European Migration, 797, 804; India and Pakistan, 843–844; Israel and Its Neighbors, 853–854; Refugees, 856

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<b>Analyze Global Interconnections</b>	
<p><b>SS.7.22.</b> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.</p>	<p><b>SE/TE:</b> Hunter-Gatherer Societies, 11–12; 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; 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; The Geography of Europe, 363–364; 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; Settlement and Geography of the Americas, 551–552; The Industrial Revolution, 785–791; Changing National Economies, 863–864; The New Global Economy, 865–867; also see: Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848</p>
<p><b>SS.7.23.</b> Explain how global changes in population distribution patterns affect changes in land use in particular areas.</p>	<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</p>

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<b>Analyze change, Continuity, and Context</b>	
<b>SS.7.24.</b> Analyze connections among historical events and developments in contemporary global issues.	<b>SE/TE:</b> The Modern World, 810–813, Quest: Science/Technology Timeline, 814; New Nations Emerge, 842–847; The Middle East, 849–856; Continuing Conflicts, 857–862; Living in Our Independent World, 863–873; Review and Assessment, 874–875; Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750
<b>Compare Perspectives</b>	
<b>SS.7.25.</b> Explain how and why perspectives on various contemporary issues have changed over time.	<b>SE/TE:</b> Analysis Skills: Compare Different Points of View, 250, 411, 807; Detect Historical Points of View, 141, 750; Assess Credibility of a Source, 163, 441; Determine Author’s Point of View, 158, 196, 232, 257, 636, 758, 772, 782, 790; Identify/Recognize Points of View, 52, 665, 685, 873; Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666, 724, 762, 810
<b>Justify Causation and Argumentation</b>	
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<b>Develop Financial and Career Goals</b>	
<b>SS.7.28.</b> Predict the relationship between financial goals and achievements. (21st century skills)	<b>SE/TE:</b> For supporting content please see: Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; Changing National Economies, 863–864; The New Global Economy, 865–867; Digital Resources: Personal Finance
<b>Create a Saving and Spending Plan</b>	
<b>SS.7.29.</b> Analyze how external factors, such as marketing and advertising techniques, might influence spending decisions. (21st century skills)	<b>SE/TE:</b> For supporting content please see: Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; Digital Resources: Personal Finance <b>TE only:</b> Active Classroom (create an advertisement), 703
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<b>SS.7.30.</b> Explain an individual's rights and responsibilities as a consumer. (21st century skills)	<b>SE/TE:</b> For supporting content please see: Consumer, 804, Compare Different Points of View, 807; How Did a Financial Crisis Develop in the United State? 823–824; Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; Digital Resources: Personal Finance
<b>Evaluate Savings and Long Term Investments</b>	
<b>SS.7.31.</b> Explain how an investment differs from a savings account in potential risks and returns. (21st century skills)	<b>SE/TE:</b> For supporting content please see: Analysis Skills: Interpret Economic Performance, 295, 707; Conduct a Cost-Benefit Analysis, 350, 848; Changing National Economies, 863–864; The New Global Economy, 865–867; Digital Resources: Personal Finance