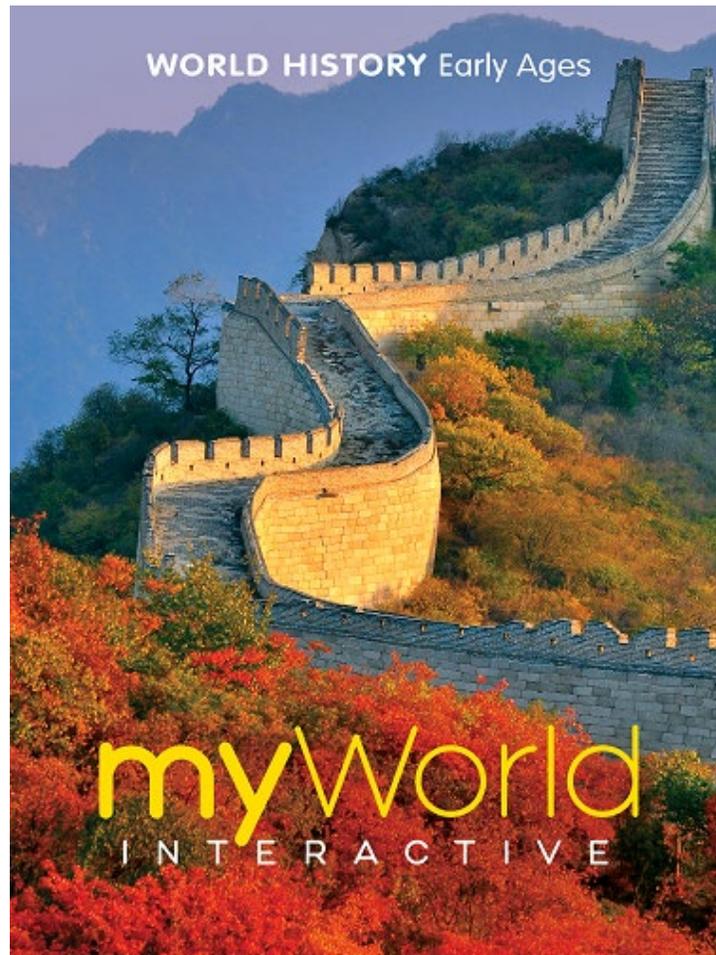


A Planning Guide of
myWorld Interactive World History
Early Ages ©2019



And the
Michigan Standards for Social Studies 2019
World History and Geography
Grade 7

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myWorld Interactive World Geography Student Edition

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myWorld Interactive World Geography Student Edition	
English-Language Arts Handbook	
Reading : Analyze Informational Text, ELA 1	<p><u>Social Studies Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p>
Evaluate Arguments, ELA 2	<p><u>The Arc of Inquiry</u></p> <p>1.2 identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p> <p>1.3 identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</p> <p>4.1 construct arguments using claims and evidence from multiple sources.</p> <p>4.4 critique arguments.</p> <p>4.5 critique explanations.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.4 Present an argument supported with evidence.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.</p>
Analyze Visuals, ELA 3	<p><u>Social Studies Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p> <p><u>Content Expectations</u></p> <p>7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.</p>

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<p>Analyze Primary and Secondary Sources, ELA 4 – ELA 5</p>	<p><u>Social Studies Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.</p> <p><u>Content Expectations</u></p> <p>7 – H1.2.1 Explain how historians use a variety of sources to explore the past.</p>
<p>Support Your Analyses with Evidence, ELA 6</p>	<p><u>The Arc of Inquiry</u></p> <p>3.3 identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>3.4 use evidence to develop claims in response to compelling questions.</p> <p>4.1 construct arguments using claims and evidence from multiple sources.</p> <p>4.4 critique arguments.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.4 Present an argument supported with evidence.</p> <p>P3.2 Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p>

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<p>Writing: Using the Writing Process, ELA 7</p>	<p><u>Social Studies Process and Skills</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>
<p>Revising, Editing, and Rewriting, ELA 8</p>	<p><u>Social Studies Process and Skills</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>
<p>Write an Argument, ELA 9</p>	<p><u>The Arc of Inquiry</u></p> <p>1.2 identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p> <p>1.3 identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</p> <p>4.1 construct arguments using claims and evidence from multiple sources.</p> <p>4.2 construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p>4.3 present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p>4.7 explain different strategies and approaches that students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p>

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<p>Continued: Write an Argument, ELA 9</p>	<p>Continued: 4.8 use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P1.4 Present an argument supported with evidence.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.</p> <p>P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.</p> <p><u>Content Expectations</u></p> <p>7 – G3.1.1 Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action.</p> <p><u>Public Discourse, Decision Making, and Citizen Involvement</u></p> <p>7 – P3.1.1 Clearly state an issue as a question or public policy in contemporary or historical context, or as a contemporary/historical comparison...:</p> <ul style="list-style-type: none"> • clearly state the issue as a question of public policy orally or in written form. • compose a persuasive essay justifying the position with a reasoned argument.

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<p>Write Informative or Explanatory Essays, ELA10</p>	<p><u>Social Studies Process and Skills</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p><u>Content Expectations</u></p> <p>7 – G3.1.1 Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action.</p>
<p>Find and Use Credible Sources, ELA 12 - ELA 13</p>	<p><u>The Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>3.2 use distinctions among fact and opinion to determine the credibility of multiple sources.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p><u>Content Expectations</u></p> <p>7 – G3.1.1 Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action.</p>

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<p>Write Research Papers, ELA 14</p>	<p><u>Social Studies Process and Skills</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.</p> <p><u>Content Expectations</u></p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – G3.1.1 Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action.</p>
<p>Speaking and Listening: Discuss Your Ideas, ELA 15</p>	<p><u>The Arc of Inquiry</u></p> <p>4.3 present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p>4.4 critique arguments.</p> <p>4.7 explain different strategies and approaches that students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p> <p>4.8 use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p>

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<p>Continued: Speaking and Listening: Discuss Your Ideas, ELA 15</p>	<p>Continued: <u>Social Studies Process and Skills</u> P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images. P3.2 Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims. P4.1 Act out of the rule of law and hold others to the same standard. P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.</p> <p><u>Public Discourse, Decision Making, and Citizen Involvement</u> 7 – P3.1.1 Clearly state an issue as a question or public policy in contemporary or historical context, or as a contemporary/historical comparison...: <ul style="list-style-type: none"> • clearly state the issue as a question of public policy orally or in written form. • share and discuss findings of research and issue analysis in group discussions and debates. </p>
<p>Give and Effective Presentation, ELA 16</p>	<p><u>The Arc of Inquiry</u> 4.3 present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary). 4.4 critique arguments. 4.7 explain different strategies and approaches that students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.</p>

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<p>Continued: Give and Effective Presentation, ELA 16</p>	<p>Continued: <u>Social Studies Process and Skills</u> P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images. P1.4 Present an argument supported with evidence. P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy. P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.</p>
<p>Effective Listening, ELA 17</p>	<p><u>The Arc of Inquiry</u> 4.8 use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. P4.1 Act out of the rule of law and hold others to the same standard. P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy. P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.</p>
<p>Topic 1: Origins of Civilization (Prehistory-4000 BCE)</p>	
<p>Topic Opener 2-5</p>	
<p>Quest: Project-Based Learning Inquiry: Design a Village: 6</p>	<p><u>The Arc of Inquiry</u> 3.1 gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. 4.3 present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p>

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<p>Continued: Quest: Project-Based Learning Inquiry: Design a Village: 6</p>	<p>Continued: <u>Social Studies Process and Skills</u> P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts. P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images. P2.1 Use compelling and supporting questions to investigate social scientific problems. P2.3 Know how to find, organize, and interpret information from a variety of sources. P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p><u>Content Expectations</u> 7 – G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.</p>
Lesson 1: The Distant Past	
Studying Early Humans: 7-9	<p><u>Content Expectations</u> 7 – H1.2.1 Explain how historians use a variety of sources to explore the past.</p>
Interactive: Piecing the Past Together	<p><u>Content Expectations</u> 7 – H1.2.1 Explain how historians use a variety of sources to explore the past.</p>
Geography Skills: 8	<p><u>Content Expectations</u> 7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p>
How Did Hunter-Gatherers Live?: 11-12	<p><u>Content Expectations</u> 7 – W1.2.1 Describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).</p>

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How Were the First Tools Made?: 11	<p><u>Content Expectations</u></p> <p>7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies.</p>
Lesson Check: 12	<p><u>Content Expectations</u></p> <p>7 – H1.2.1 Explain how historians use a variety of sources to explore the past.</p>
Primary Source: The Epic of Gilgamesh: 13	<p><u>Content Expectations</u></p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p>
Lesson 2: Humans Spread Out	
What Were Later Stone Age Peoples Like?: 15-16	<p><u>Content Expectations</u></p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments.</p>
What Do We Know About Early Human Migration?: 17-18	<p><u>Content Expectations</u></p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments.</p> <p>7 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.</p>
Geography Skills: 17	<p><u>Content Expectations</u></p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments.</p> <p>7 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.</p>
Interactive: Migration of <i>Homo sapiens</i> : 17	<p><u>Content Expectations</u></p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments.</p> <p>7 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.</p>

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<p>How Did Humans Adapt to Varied Environments?: 18-19</p>	<p><u>Content Expectations</u></p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments.</p> <p>7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.</p> <p>7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied</p>
<p>Analyze Diagrams: 18</p>	<p><u>Content Expectations</u></p> <p>7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.</p>
<p>Lesson Check: 19</p>	<p><u>Content Expectations</u></p> <p>7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments.</p> <p>7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.</p> <p>7 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.</p> <p>7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied.</p>
<p>Lesson 3: Developing Complex Cultures</p>	
<p>Analyze Images: 22</p>	<p><u>Content Expectations</u></p> <p>7 – W1.1.2 Explain what archaeologist have learned about Paleolithic and Neolithic societies.</p>
<p>Interactive: Paleolithic Cave Art: 23</p>	<p><u>Content Expectations</u></p> <p>7 – W1.1.2 Explain what archaeologist have learned about Paleolithic and Neolithic societies.</p>

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When Did People Start to Farm?: 24-26	<p><u>Content Expectations</u></p> <p>7 – W1.1.2 Explain what archaeologist have learned about Paleolithic and Neolithic societies.</p> <p>7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations.</p>
How Did People First Modify the Environment?: 25	<p><u>Content Expectations</u></p> <p>7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.</p> <p>7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied.</p>
How Did Domesticated Plants and Animals Change People’s Lives?: 25-26	<p><u>Content Expectations</u></p> <p>7 – W1.2.1 Describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).</p> <p>7 – W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.</p>
Quest Connections: 24	<p><u>Content Expectations</u></p> <p>7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations.</p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
Lesson Check: 26	<p><u>Content Expectations</u></p> <p>7 – W1.1.2 Explain what archaeologist have learned about Paleolithic and Neolithic societies.</p> <p>7 – W1.2.1 Describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).</p> <p>7 – W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.</p> <p>7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.</p>

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Lesson 4: New Ways of Life	
Where Did Farming Begin and How Did it Spread?: 27-29	<p><u>Content Expectations</u></p> <p>7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies.</p> <p>7 – W1.2.1 Describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).</p> <p>7 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies).</p> <p>7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvest, specialized crops, cultivation, and development of villages and towns).</p> <p>7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.</p>
Where Were the First Centers of Agriculture?: 28	<p><u>Content Expectations</u></p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
Geography Skills: 29	<p><u>Content Expectations</u></p> <p>7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvest, specialized crops, cultivation, and development of villages and towns).</p> <p>7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.</p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>

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How Did Farming Change Human Culture: 29-31	<p><u>Content Expectations</u></p> <p>7 – W1.1.2 Explain what archaeologist have learned about Paleolithic and Neolithic societies.</p> <p>7 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies).</p> <p>7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvest, specialized crops, cultivation, and development of villages and towns).</p>
How Did Farming Change Social Organization?: 31	<p><u>Content Expectations</u></p> <p>7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups.</p>
Interactive: Otzi the Neolithic Ice Man: 29	<p><u>Content Expectations</u></p> <p>7 – W1.1.2 Explain what archaeologist have learned about Paleolithic and Neolithic societies.</p>
Quick Activity: 30	<p><u>Content Expectations</u></p> <p>7 – W1.2.1 Describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).</p>
Quest Connections: 30	<p><u>Content Expectations</u></p> <p>7 – W1.1.2 Explain what archaeologist have learned about Paleolithic and Neolithic societies.</p>
How Did the First Cities Begin?: 31-32	<p><u>Content Expectations</u></p> <p>7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvest, specialized crops, cultivation, and development of villages and towns).</p>

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Quest Connections: 32	<p><u>Content Expectations</u></p> <p>7 – W1.1.2 Explain what archaeologist have learned about Paleolithic and Neolithic societies.</p>
Lesson Check: 32	<p><u>Content Expectations</u></p> <p>7 – W1.1.2 Explain what archaeologist have learned about Paleolithic and Neolithic societies.</p> <p>7 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies).</p> <p>7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvest, specialized crops, cultivation, and development of villages and towns).</p>
Lesson 5: The Rise of Civilizations	
How Did Cities Lead to Civilizations?: 33-34	<p><u>Content Expectations</u></p> <p>7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations.</p> <p>7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvest, specialized crops, cultivation, and development of villages and towns).</p> <p>7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p>
What Are the Features of Civilizations?: 34-37	<p><u>Content Expectations</u></p> <p>7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p>
System of Writing: 37	<p><u>Content Expectations</u></p> <p>7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.</p>

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<p>Interactive: River Valley Civilizations: 34</p>	<p><u>Content Expectations</u> 7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations. 7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent.</p>
<p>Analyze Diagrams: 35</p>	<p><u>Content Expectations</u> 7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p>
<p>Lesson Check: 37</p>	<p><u>Content Expectations</u> 7– H1.4.2 Describe and use themes of history to study patterns of change and continuity. 7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p>
<p>Topic 1: Review and Assessment: 38-39</p>	<p><u>Content Expectations</u> 7 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies). 7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvest, specialized crops, cultivation, and development of villages and towns). 7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent. 7 – W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes. 7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>

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Topic 2: Civilizations and Peoples of the Fertile Crescent (3400BCE-70CE)	
<p>Quest: Discussion Inquiry: Debate Punishments for Crimes: 44</p>	<p><u>The Arc of Inquiry</u></p> <p>3.3 identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>3.4 use evidence to develop claims in response to compelling questions.</p> <p>4.1 construct arguments using claims and evidence from multiple sources.</p> <p>4.4 critique arguments.</p> <p>4.5 critique explanations.</p> <p>4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p>4.8 use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P1.4 Present an argument supported with evidence.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.</p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>

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<p>Continued: Quest: Discussion Inquiry: Debate Punishments for Crimes: 44</p>	<p>Continued: <u>Public Discourse, Decision Making, and Citizen Involvement</u> 7 – P3.1.1 Clearly state an issue as a question or public policy in contemporary or historical context, or as a contemporary/historical comparison.... • identify public-policy issues related to global topics and issues studied. • clearly state the issue as a question of public policy orally or in written form. • use inquiry methods to acquire content knowledge and appropriate data about the issue. • identify the causes and consequences and analyze the impact, both positive and negative. • share and discuss findings of research and issue analysis in group discussions and debates.</p>
<p>Lesson 1: Civilization Emerges In Mesopotamia</p>	
<p>How Was Agriculture Important in Mesopotamia?: 45-47</p>	<p><u>Content Expectations</u> 7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations. 7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.</p>
<p>Farming the Land: 46-47</p>	<p><u>Content Expectations</u> 7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.</p>
<p>Interactive: Sumer and the Fertile Crescent: 46</p>	<p><u>Content Expectations</u> 7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent.</p>
<p>Geography Skills: 46</p>	<p><u>Content Expectations</u> 7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent.</p>

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City-States of Sumer: 47-48	<p><u>Content Expectations</u></p> <p>7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.</p> <p>7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p>
Trade: 47	<p><u>Content Expectations</u></p> <p>7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.</p>
Analyze Diagrams: 48	<p><u>Content Expectations</u></p> <p>7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.</p>
What Was the Sumerian Writing System Like?: 49	<p><u>Content Expectations</u></p> <p>7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.</p>
Cuneiform: 49	<p><u>Content Expectations</u></p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p>
Development of Kingship: 50	<p><u>Content Expectations</u></p> <p>7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups.</p>
Analyze Information: 50	<p><u>Content Expectations</u></p> <p>7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.</p>

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Sumerian Achievements: 51	<u>Content Expectations</u> 7 – G5.1.2 Explain how different technologies were used in the era being studied.
Lesson Check: 51	<u>Content Expectations</u> 7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans. 7 – G5.1.2 Explain how different technologies were used in the era being studied.
Analysis Skills: Distinguish Cause and Effect: 53	<u>Content Expectations</u> 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.
Interactive: Analyze Cause and Effect: 53	<u>Content Expectations</u> 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.
Lesson 2: The First Empires	
The Conquest of Sumer: 54-56	<u>Content Expectations</u> 7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.
How Did the Akkadian Empire End?: 55-56	<u>Content Expectations</u> 7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups.
Interactive: Akkadian and Babylonian Empires: 55	<u>Content Expectations</u> 7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.

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<p>The Significance of Hammurabi’s Code: 56-57</p>	<p><u>Content Expectations</u> 7– H1.4.2 Describe and use themes of history to study patterns of change and continuity. 7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture. 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p>
<p>Quick Activity: 57</p>	<p><u>Content Expectations</u> 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p>
<p>Analyze Diagrams: 57</p>	<p><u>Content Expectations</u> 7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture. 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p>

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Lesson 3: The Assyrian and Persian Empires	
Geography Skills: 61	<p><u>Content Expectations</u></p> <p>7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent.</p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p>7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.</p> <p>7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p>
New Roads: 63	<p><u>Content Expectations</u></p> <p>7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.</p>
Lesson 4: The Phoenicians	
Farming and Manufacturing: 67	<p><u>Content Expectations</u></p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
Phoenician Traders: 67	<p><u>Content Expectations</u></p> <p>7 – G5.1.3 Explain how people defined and used natural resources in the era being studied.</p>

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Geography Skills: 67	<p><u>Content Expectations</u></p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
Colonies and City-States: 69	<p><u>Content Expectations</u></p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
What is the Cultural Legacy of the Phoenicians?: 69-70	<p><u>Content Expectations</u></p> <p>7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.</p>
The Alphabet: 70	<p><u>Content Expectations</u></p> <p>7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.</p>
Analyze Charts: 69	<p><u>Content Expectations</u></p> <p>7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.</p>
Lesson Check: 70	<p><u>Content Expectations</u></p> <p>7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.</p> <p>7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.</p>
Lesson 5: Origins of Judaism	

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Geography Skills: 73	<p><u>Content Expectations</u></p> <p>7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent.</p>
The Writings: 78-79	<p><u>Content Expectations</u></p> <p>7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.</p>
What Are the Basic Teachings of Judaism?: 80-82	<p><u>Content Expectations</u></p> <p>7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.</p>
Analyze Charts: 80	<p><u>Content Expectations</u></p> <p>7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.</p>
Lesson Check: 82	<p><u>Content Expectations</u></p> <p>7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.</p>
Lesson 7: Early History of the Jewish People	
Geography Skills: 85	<p><u>Content Expectations</u></p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p>

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Judaism’s Support for Society: 88-89	<p><u>Content Expectations</u></p> <p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p>
Topic 2: Review and Assessment: 92-93	<p><u>Content Expectations</u></p> <p>7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent.</p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p>
Topic 3: Ancient Egypt and Kush (300 BCE-600 BCE)	
Quest: Document-Based Writing Inquiry: Become a Pharaoh-in-Training: 98	<p><u>The Arc of Inquiry</u></p> <p>4.2 construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>
Lesson 1: Egypt Under the Pharaohs	
The Nile River Valley: 99-100	<p><u>Content Expectations</u></p> <p>7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent.</p>

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Geography Skills: 100	<p><u>Content Expectations</u></p> <p>7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent.</p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
How Did Egyptian Civilization Develop?: 101	<p><u>Content Expectations</u></p> <p>7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.</p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
Agricultural Techniques Create a Surplus: 101	<p><u>Content Expectations</u></p> <p>7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied.</p>
The Old and Middle Kingdoms: 102	<p><u>Content Expectations</u></p> <p>7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied.</p>
How was Egyptian Society Organized?: 103	<p><u>Content Expectations</u></p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region.</p> <p>7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.</p>
Analysis Skills: Identify Physical and Cultural Features: 108	<p><u>Content Expectations</u></p> <p>7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p>
Interactive: Read Special Purpose Maps: 108	<p><u>Content Expectations</u></p> <p>7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p>

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Lesson 2: Achievements of Egyptian Civilization	
What was Hieroglyphic Writing?: 109-110	<p><u>Content Expectations</u></p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region.</p> <p>7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p>
Analyze Images: 110	<p><u>Content Expectations</u></p> <p>7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p>
The Egyptian Calendar: 112	<p><u>Content Expectations</u></p> <p>7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance.</p>
Science, Technology, and Medicine: 113	<p><u>Content Expectations</u></p> <p>7 – G5.1.2 Explain how different technologies were used in the era being studied.</p>
Analyze Images: 113	<p><u>Content Expectations</u></p> <p>7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.</p> <p>7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.</p>
Lesson Check: 113	<p><u>Content Expectations</u></p> <p>7 – G5.1.2 Explain how different technologies were used in the era being studied.</p>

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Analysis Skills: Distinguish Verifiable from Unverifiable Information: 114	<u>Content Expectations</u> 7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence.
Interactive: Distinguish Between Fact and Opinion: 114	<u>Content Expectations</u> 7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence.
Lesson 3: Egypt and Kush	
Why was Trade Important for Egypt and Kush?: 115-117	<u>Content Expectations</u> 7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.
Geography Skills: 116	<u>Content Expectations</u> 7 – W3.1.6 Use historic and modern maps to locate and describe trade networks linking empires in the classical era. Examples may include but are not limited to: the early Silk Road.
Independent Kush: 119	<u>Content Expectations</u> 7 – G5.1.2 Explain how different technologies were used in the era being studied.
Kush's Links to Africa and the World: 120	<u>Content Expectations</u> 7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.
Analyze Images: 119	<u>Content Expectations</u> 7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.
Analyze Images: 120	<u>Content Expectations</u> 7 – G5.1.2 Explain how different technologies were used in the era being studied.

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Lesson Check: 120	<p><u>Content Expectations</u></p> <p>7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.</p>
Topic 4: Early Civilizations of India (3100 BCE-540 CE)	
Topic 4: Interactive: Topic Map: 126-127	<p><u>Content Expectations</u></p> <p>7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.</p>
Quest: Project-Based Learning Inquiry: A Trip Through India: 128	<p><u>The Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>4.3 present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p><u>Content Expectations</u></p> <p>7 – G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.</p>

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Lesson 1: The Indus Valley Civilization	
River Systems: 130	<p><u>Content Expectations</u></p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
Geography Skills: 130	<p><u>Content Expectations</u></p> <p>7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent.</p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
Interactive: Technology of the Indus Valley: 130	
Indus Valley Civilization: 131-132	<p><u>Content Expectations</u></p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region.</p> <p><u>Content Expectations</u></p> <p>7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent.</p> <p>7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied.</p>
Technology: 131	<p><u>Content Expectations</u></p> <p>7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – G4.3.1 Explain how people in the past have modified the environment and used technology to make places more suitable for humans.</p> <p>7 – G5.1.2 Explain how different technologies were used in the era being studied.</p>

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Trade: 132	<p><u>Content Expectations</u></p> <p>7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.</p> <p>7 – G5.1.3 Explain how people defined and used natural resources in the era being studied.</p>
Geography Skills: 132	<p><u>Content Expectations</u></p> <p>7 – W2.1.3 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent.</p> <p>7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p>
Lesson Check: 134	<p><u>Content Expectations</u></p> <p>7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied.</p>
Lesson 2: India's Vedic Age	
What are the Vedas?: 136-137	<p><u>Content Expectations</u></p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p>
Geography Skills: 136	<p><u>Content Expectations</u></p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>

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Analysis Skills: Detect Historical Points of View: 141	<p><u>Content Expectations</u></p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence.</p>
Interactive: Compare Viewpoints: 141	<p><u>Content Expectations</u></p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence.</p>
Lesson 3: Origins and Beliefs of Hinduism	
What Are the Roots of Hinduism?: 142-143	<p><u>Content Expectations</u></p> <p>7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.</p>
New Teachings: 144	<p><u>Content Expectations</u></p> <p>7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.</p>
What Are Indus' Beliefs About God?: 145	<p><u>Content Expectations</u></p> <p>7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.</p>
What Do Hindus Believe About Life?: 146-147	<p><u>Content Expectations</u></p> <p>7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.</p>

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Geography Skills: 148	<p><u>Content Expectations</u></p> <p>7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century CE/AD.</p>
Primary Source: The Ramayana: 150	<p><u>Content Expectations</u></p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p>
Lesson 4: Origins and Beliefs of Buddhism	
What Are Buddhist Beliefs?: 154-155	<p><u>Content Expectations</u></p> <p>7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.</p>
Lesson Check: 157	<p><u>Content Expectations</u></p> <p>7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.</p>
Lesson 5: The Maurya Empire Begins	
Geography Skills: 160	<p><u>Content Expectations</u></p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p>
How Did Chandragupta Rule and Empire?: 161-162	<p><u>Content Expectations</u></p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.</p>

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Lesson 7: The Gupta Empire	
Geography Skills: 169	<p><u>Content Expectations</u></p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p>
Mathematics and Science: 171-172	<p><u>Content Expectations</u></p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.</p>
Analyze Charts: 171	<p><u>Content Expectations</u></p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p>
Analysis Skills: Interpret Thematic Maps: 173	<p><u>Content Expectations</u></p> <p>7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century CE/AD.</p>
Topic 4: Review and Assessment: 174-175	<p><u>Content Expectations</u></p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p>

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Topic 5: Early Civilizations of China (1700 BCE-220 CE)	
Quest Document-Based Writing Inquiry: Evaluating a Leader's Legacy: 180	<p><u>The Arc of Inquiry</u></p> <p>4.2 construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>
Lesson 1: The Huang Valley	
How Did Isolation Affect China's Development?: 182	<p><u>Content Expectations</u></p> <p>7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.</p>
The Shang Dynasty: 183-184	<p><u>Content Expectations</u></p> <p>7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.</p>
Interactive: Chinese Writing: 183	<p><u>Content Expectations</u></p> <p>7 – W2.1.1 Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.</p>

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Lesson 2: The Zhou Dynasty	
Zhou Society: 187-188	<p><u>Content Expectations</u></p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region.</p>
Economy and Technology: 188	<p><u>Content Expectations</u></p> <p>7 – G5.1.2 Explain how different technologies were used in the era being studied.</p>
Lesson Check: 188	<p><u>Content Expectations</u></p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region.</p> <p>7 – G5.1.2 Explain how different technologies were used in the era being studied.</p>
Lesson 3: Chinese Belief Systems	
Life and Teachings of Confucius: 192-194	<p><u>Content Expectations</u></p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p>
Interactive: Confucianism and Daoism: 194	<p><u>Content Expectations</u></p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p>
Beliefs of Daoism: 194-195	<p><u>Content Expectations</u></p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p>

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Primary Source: Confucius, The Analects: 196	<p><u>Content Expectations</u></p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p> <p><u>Public Discourse, Decision Making, and Citizen Involvement</u></p> <p>7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>
Uniform Standards: 198	<p><u>Content Expectations</u></p> <p>7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.</p>
Analyze Charts: 199	<p><u>Content Expectations</u></p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region.</p>
A Legalist Government: 199-200	<p><u>Content Expectations</u></p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p>
Lesson Check: 201	<p><u>Content Expectations</u></p> <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.</p> <p><u>Public Discourse, Decision Making, and Citizen Involvement</u></p> <p>7 – P3.1.1 Clearly state an issue as a question or public policy in contemporary or historical context, or as a contemporary/historical comparison....:</p> <ul style="list-style-type: none"> • compose a persuasive essay justifying the position with a reasoned argument.

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Lesson 5: The Han Dynasty Expands	
How Did the Han Govern China?: 203-205	<p><u>Content Expectations</u></p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.</p>
The Silk Road: 205-207	<p><u>Content Expectations</u></p> <p>7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.</p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.</p>
Geography Skills: 205	<p><u>Content Expectations</u></p> <p>7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.</p> <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks linking empires in the classical era. Examples may include but are not limited to: the early Silk Road.</p> <p>7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.</p> <p>7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p>

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Analyze Diagrams: 206	<p><u>Content Expectations</u></p> <p>7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.</p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.</p> <p>7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.</p>
Lesson Check: 207	<p><u>Content Expectations</u></p> <p>7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.</p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.</p>
Lesson 6: Han Society and Achievements	
Economic Life: 210-211	<p><u>Content Expectations</u></p> <p>7 – G5.1.2 Explain how different technologies were used in the era being studied.</p>
Interactive: Silkmaking in Ancient China: 210	<p><u>Content Expectations</u></p> <p>7 – G5.1.2 Explain how different technologies were used in the era being studied.</p>
Han Achievements: 211-212	<p><u>Content Expectations</u></p> <p>7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance.</p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.</p>
Chinese Inventions: 212	<p><u>Content Expectations</u></p> <p>7 – G5.1.2 Explain how different technologies were used in the era being studied.</p>

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<p>Lesson Check: 212</p>	<p>Content Expectations</p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.</p>
<p>Topic 6: Ancient Greece (2000 BCE-300 BCE)</p>	
<p>Quest: Project-Based Learning Inquiry: The Influence of Ancient Greece: 220</p>	<p><u>The Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>4.3 present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p><u>Content Expectations</u></p> <p>7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.</p> <p>7 – G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.</p>

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Lesson 1: The Early Years of Greek Civilization	
Where is Greece?: 222	<p><u>Content Expectations</u></p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
Geography Skills: 222	<p><u>Content Expectations</u></p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
Who Influenced the Early Greeks?: 223-224	<p><u>Content Expectations</u></p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.</p>
The Dark Age: 223-224	<p><u>Content Expectations</u></p> <p>7 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.</p>
Emergence of City-States: 225-226	<p><u>Content Expectations</u></p> <p>7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p> <p>7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.</p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
Lesson 2: Democracy in Athens	
Experimenting with Forms of Government: 227-228	<p><u>Content Expectations</u></p> <p>7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.</p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.</p> <p>7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.</p>

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The World's First Democracy: 229	<u>Content Expectations</u> 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
How Did Athenian Democracy Work?: 230-231	<u>Content Expectations</u> 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
Interactive: Athenian Democracy: 230	<u>Content Expectations</u> 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
Quest Connections: 230	<u>Content Expectations</u> 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
Lesson Check: 231	<u>Content Expectations</u> 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
Lesson 3: Oligarchy in Sparta	
The Spartan State: A Contrast to Athens: 234-235	<u>Content Expectations</u> 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires. 7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.
Geography Skills: 235	<u>Content Expectations</u> 7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.

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Comparing Sparta and Athens: 236-237	<p><u>Content Expectations</u></p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.</p>
Analyze Charts: 237	<p><u>Content Expectations</u></p> <p>7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.</p>
Lesson 4: Ancient Greek Society and Economic Expansion	
Slavery in Ancient Greece: 240-241	<p><u>Content Expectations</u></p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.</p>
The Greek Economy: 241-243	<p><u>Content Expectations</u></p> <p>7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires.</p>
Trade in Athens: 243	<p><u>Content Expectations</u></p> <p>7 – G5.1.3 Explain how people defined and used natural resources in the era being studied.</p>
Geography Skills: 242	<p><u>Content Expectations</u></p> <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks linking empires in the classical era. Examples may include but are not limited to: the early Silk Road.</p> <p>7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires.</p> <p>7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.</p>

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Interactive: Expansion and Trade in the Greek World: 243	<p><u>Content Expectations</u></p> <p>7 – W3.1.6 Use historic and modern maps to locate and describe trade networks linking empires in the classical era. Examples may include but are not limited to: the early Silk Road.</p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.</p> <p>7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires.</p>
Lesson Check: 243	<p><u>Content Expectations</u></p> <p>7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires.</p>
Lesson 5: Warfare in Ancient Greece	
The Persian Wars: 244-246	<p><u>Content Expectations</u></p> <p>7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.</p>
Geography Skills: 246	<p><u>Content Expectations</u></p> <p>7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.</p> <p>7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.</p>
Why Were Athens and Sparta Rivals?: 247-248	<p><u>Content Expectations</u></p> <p>7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.</p>
The Peloponnesian War: 248-249	<p><u>Content Expectations</u></p> <p>7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.</p>

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Geography Skills: 248	<u>Content Expectations</u> 7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.
Lesson Check: 249	<u>Content Expectations</u> 7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.
Analysis Skills: Compare Different Points of View: 250	<u>Content Expectations</u> 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
Lesson 6: Ancient Greek Beliefs and Arts	
Arts in Ancient Greece: 254	<u>Content Expectations</u> 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.
Interactive: Art and Architecture in Ancient Greece: 254	<u>Content Expectations</u> 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.
Greek Literature: 254-256	<u>Content Expectations</u> 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.
Lesson Check: 256	<u>Content Expectations</u> 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilization

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Primary Source: Homer, the Odyssey: 257	<p><u>Content Expectations</u></p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p>
Lesson 7: Ancient Greek Learning	
Interactive: Greek Philosophers: 260	<p><u>Content Expectations</u></p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p>
How Did the Greeks Improve of Technology?: 262	<p><u>Content Expectations</u></p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.</p>
A Golden Age for Mathematics and Medicine: 263-264	<p><u>Content Expectations</u></p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.</p>
Lesson 8: Alexander and the Hellenistic World	
What was the Impact of Hellenistic Learning?: 270-271	<p><u>Content Expectations</u></p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations share.</p>
Exchange Between Continents: 271	<p><u>Content Expectations</u></p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.</p>
Topic 6: Review and Assessment: 272-273	<p><u>Content Expectations</u></p> <p>7 – W3.1.1 Describe the characteristics that classical civilizations share.</p>

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Topic 7: The Roman Republic 800 BCE-30 BCE	
<p>Quest: Document-Based Writing Inquiry: The Roman Influence: 278</p>	<p><u>The Arc of Inquiry</u></p> <p>4.2 construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p><u>Content Expectations</u></p> <p>7 – G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.</p>
Lesson 1: The Roman Republic Rises	
<p>Interactive: Growth of the Roman Republic: 280</p>	<p><u>Content Expectations</u></p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p>
<p>Rome’s Friends and Allies: 283</p>	<p><u>Content Expectations</u></p> <p>7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.</p>

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Primary Source: Livy, History of Rome: 284	<u>Content Expectations</u> 7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
Lesson 3: Society in the Republic	
Roman Slavery: 293	<u>Content Expectations</u> 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.
Lesson 4: The Republic Struggles	
Conflict with Carthage: 296-297	<u>Content Expectations</u> 7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups.
Analysis Skills: Analyze Sequence, Causation, and Correlation: 301	<u>Content Expectations</u> 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.
Interactive: Analyze Cause and Effect: 301	<u>Content Expectations</u> 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.
Topic 8: The Roman and Byzantine Empires (30 BCE-1453 CE)	
Interactive Topic 8 Timeline: 306-307	<u>Content Expectations</u> 7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

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<p>Quest: Discussion Inquiry: The Fall of Rome: 308</p>	<p><u>The Arc of Inquiry</u></p> <p>1.2 identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.</p> <p>1.3 identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.</p> <p>3.3 identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>3.4 use evidence to develop claims in response to compelling questions.</p> <p>4.1 construct arguments using claims and evidence from multiple sources.</p> <p>4.4 critique arguments.</p> <p>4.5 critique explanations.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P1.4 Present an argument supported with evidence.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p><u>Content Expectations</u></p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p> <p><u>Content Expectations</u></p> <p>7 – G3.1.1 Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action.</p>
<p>The Rise of the Roman Empire: 309-312</p>	<p><u>Content Expectations</u></p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p>

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<p>Geography Skills: 311</p>	<p><u>Content Expectations</u> 7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p>
<p>Quick Activity: 311</p>	<p><u>Content Expectations</u> 7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p>
<p>What Were Rome's Practical Achievements?: 312-314</p>	<p><u>Content Expectations</u> 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations. 7 – W3.1.6 Use historic and modern maps to locate and describe trade networks linking empires in the classical era. Examples may include but are not limited to: the early Silk Road. 7 – G5.1.2 Explain how different technologies were used in the era being studied.</p>
<p>Roman Roads Link the Empire: 312</p>	<p><u>Content Expectations</u> 7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.</p>

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Trade and the Roman Economy: 314-315	<p><u>Content Expectations</u></p> <p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.</p> <p>7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires.</p> <p>7 – G5.1.3 Explain how people defined and used natural resources in the era being studied.</p>
Geography Skills: 314	<p><u>Content Expectations</u></p> <p>7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.</p> <p>7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p>
Lesson Check: 315	<p><u>Content Expectations</u></p> <p>7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p> <p>7 – G5.1.2 Explain how different technologies were used in the era being studied.</p>
Analysis Skill: Identify Central Issues and Problems 317	<p><u>Public Discourse, Decision Making, and Citizen Involvement</u></p> <p>7 – P3.1.1 Clearly state an issue as a question or public policy in contemporary or historical context, or as a contemporary/historical comparison...:</p> <ul style="list-style-type: none"> • identify public-policy issues related to global topics and issues studied. • use inquiry methods to acquire content knowledge and appropriate data about the issue. • identify the causes and consequences and analyze the impact, both positive and negative. <p>7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>

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Lesson 2: Origins of Christianity	
Geography Skills: 321	<u>Content Expectations</u> 7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century CE/AD.
Analysis Skills: Detect Changing Patterns: 324	<u>Content Expectations</u> 7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.
Interactive: Identify Trends: 324	<u>Content Expectations</u> 7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.
Lesson 3: Beliefs of Christianity	
Practicing Christianity: 328-329	<u>Content Expectations</u> 7 – H1.4.1 Describe and use cultural institutions to study an era and a region. 7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.
Lesson Check: 329	<u>Content Expectations</u> 7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.
Primary Source: The Gospel of Matthew, The Sermon on the Mount: 330	<u>Content Expectations</u> 7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

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Lesson 4: Roman Culture and Its Legacy	
International Influences: 332	<u>Content Expectations</u> 7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires.
What was Greco-Roman Culture?: 332-333	<u>Content Expectations</u> 7 – W3.1.1 Describe the characteristics that classical civilizations share.
Roman Art and Language: 333-334	<u>Content Expectations</u> 7 – W3.1.1 Describe the characteristics that classical civilizations share.
Literature and Science in Ancient Rome: 334-336	<u>Content Expectations</u> 7 – W3.1.1 Describe the characteristics that classical civilizations share.
Roman Government and Law: 337-338	<u>Content Expectations</u> 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.
Lesson 5: The Decline of the Roman Empire	
What Did the Pax Romana End?: 339-340	<u>Content Expectations</u> 7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.
What Was the Imperial Crisis?: 340-341	<u>Content Expectations</u> 7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.
Foreign Invaders Threaten the Empire: 340-341	<u>Content Expectations</u> 7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.

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<p>Quest Connections: 340</p>	<p><u>Content Expectations</u> 7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p>
<p>The Late Empire: 341-342</p>	<p><u>Content Expectations</u> 7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p>
<p>Constantine Builds a “New Rome”: 341-342</p>	<p><u>Content Expectations</u> 7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p>
<p>The West Collapses: 342-343</p>	<p><u>Content Expectations</u> 7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.</p>
<p>The Fall of Rome: 343</p>	<p><u>Content Expectations</u> 7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p>
<p>Geography Skills: 342</p>	<p><u>Content Expectations</u> 7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied. 7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.</p>

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Lesson Check: 343	<p><u>Content Expectations</u></p> <p>7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p> <p>7 – G3.1.1 Investigations Designed for World History Eras 1-3 – conduct research on topics and issues, compose persuasive essays, and develop a plan for action.</p> <p><u>Public Discourse, Decision Making, and Citizen Involvement</u></p> <p>7 – P3.1.1 Clearly state an issue as a question or public policy in contemporary or historical context, or as a contemporary/historical comparison...:</p> <ul style="list-style-type: none"> • compose a persuasive essay justifying the position with a reasoned argument.
Lesson 6: The Byzantine Empire Rises	
What Was the New Rome?: 344-345	<p><u>Content Expectations</u></p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p> <p>7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p>
Who Were Justinian and Theodora?: 345-346	<p><u>Content Expectations</u></p> <p>7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p>
Geography Skills: 345	<p><u>Content Expectations</u></p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p>

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The Shrinking Empire: 347	<p><u>Content Expectations</u></p> <p>7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.</p> <p>7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p>
Interactive: Interactive Map: The Byzantine Empire: 347	<p><u>Content Expectations</u></p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p>7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p>
Lesson 7: Byzantine Religion and Culture	
A Unique Culture: 354-355	<p><u>Content Expectations</u></p> <p>7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p>
Topic 8: Review and Assessment: 356-357	<p><u>Content Expectations</u></p> <p>7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.</p> <p><u>Public Discourse, Decision Making, and Citizen Involvement</u></p> <p>7 – P3.1.1 Clearly state an issue as a question or public policy in contemporary or historical context, or as a contemporary/historical comparison....:</p> <ul style="list-style-type: none"> • compose a persuasive essay justifying the position with a reasoned argument.

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Topic 9: Life in Medieval Christendom (486-1300)	
<p>Quest: Discussion Inquiry: Freedom vs. Security?: 362</p>	<p><u>The Arc of Inquiry</u></p> <p>3.3 identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>3.4 use evidence to develop claims in response to compelling questions.</p> <p>4.1 construct arguments using claims and evidence from multiple sources.</p> <p>4.4 critique arguments.</p> <p>4.5 critique explanations.</p> <p>4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P1.4 Present an argument supported with evidence.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.</p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>

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<p>Continued: Quest: Discussion Inquiry: Freedom vs. Security?: 362</p>	<p>Continued: <u>Public Discourse, Decision Making, and Citizen Involvement</u> 7 – P3.1.1 Clearly state an issue as a question or public policy in contemporary or historical context, or as a contemporary/historical comparison...:7 – • identify public-policy issues related to global topics and issues studied. • identify public-policy issues related to global topics and issues studied. • use inquiry methods to acquire content knowledge and appropriate data about the issue. • identify the causes and consequences and analyze the impact, both positive and negative. • share and discuss findings of research and issue analysis in group discussions and debates.</p>
<p>Lesson 1: The Early Middles Ages in Europe</p>	
<p>Interactive: Europe Before and After the Fall of Rome: 366</p>	<p><u>Content Expectations</u> 7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p>
<p>Analysis Skills: Detect Changing Patterns: 369</p>	<p><u>Content Expectations</u> 7– H1.4.2 Describe and use themes of history to study patterns of change and continuity. 7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.</p>
<p>Interactive: Read Charts, Graphs, and Tables: 369</p>	<p><u>Content Expectations</u> 7– H1.4.2 Describe and use themes of history to study patterns of change and continuity. 7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.</p>

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<p>Lesson 2: Christianity Spreads</p>	
<p>Geography Skills: 372</p>	<p><u>Content Expectations</u></p> <p>7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century CE/AD.</p> <p>7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.</p>
<p>Lesson 4: Revival of Towns and Trade</p>	
<p>Geography Skills: 385</p>	<p><u>Content Expectations</u></p> <p>7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.</p>
<p>Towns Grow and Spread: 386-388</p>	<p><u>Content Expectations</u></p> <p>7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p>

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Topic 10: Struggle in Medieval Europe (962-1492)	
<p>Quest: Project-Based Learning Inquiry: Medieval Monarchs Face Conflicts: 404</p>	<p><u>The Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>4.3 present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>
Lesson 1: Conflicts Between Popes and Monarchs	
<p>Why Did Pope Gregory and Henry IV Come Into Conflict: 407-409</p>	<p><u>Content Expectations</u></p> <p>7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups.</p>
<p>Continuing Conflicts: 409</p>	<p><u>Content Expectations</u></p> <p>7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p>
<p>Analysis Skills: Compare Different Points of View: 411</p>	<p><u>Content Expectations</u></p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p>

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Interactive: Compare Viewpoints: 411	<p><u>Content Expectations</u></p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p>
Lesson 2: England Takes Shape	
Primary Source: The Magna Carta: 419	<p><u>Content Expectations</u></p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p>
Lesson 2: the Crusades	
Geography Skills: 422	<p><u>Content Expectations</u></p> <p>7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.</p> <p>7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p>
Lesson 5: Decline of Medieval Society	
Analysis Skills: Access Credibility of a Source 441	<p><u>Content Expectations</u></p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p>
Interactive: Identify Bias: 441	<p><u>Content Expectations</u></p> <p>7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p>

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Topic 11: The Islamic World and South Asia (610-1550)	
<p>Quest: Project-Based Learning Inquiry: Growth of Muslim Empires: 448</p>	<p><u>The Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>4.3 present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p><u>Content Expectations</u></p> <p>7 – G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.</p>
Lesson 1: Origins of Islam	
The Arabian Setting: 449-450	<p><u>Content Expectations</u></p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
The Rise of Islam: 451-452	<p><u>Content Expectations</u></p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.</p>

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Lesson 2: Beliefs of Islam	
Interactive: The Five Pillars of Islam: 455	<u>Content Expectations</u> 7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.
What Are the Five Pillars of Islam?: 455-456	<u>Content Expectations</u> 7 – W3.2.1 Identify and describe the core beliefs of the major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam.
Islamic Law: 457	<u>Content Expectations</u> 7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.
Lesson 3: Expansion of the Muslim World	
What Was Society Like in the Arab Muslim Empire?: 461-462	<u>Content Expectations</u> 7 – H1.4.1 Describe and use cultural institutions to study an era and a region.
Lesson 4: Achievements of Islamic Civilization	
Geography Skills: 470	<u>Content Expectations</u> 7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations. 7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.
Achievements in Philosophy and Medicine: 471	<u>Content Expectations</u> 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.

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Lesson 5: India After the Fall of the Gupta	
Spread of Ideas and Practices: 477	<p><u>Content Expectations</u></p> <p>7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.</p>
Sharing Knowledge and Culture: 479	<p><u>Content Expectations</u></p> <p>7 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.</p>
Topic 11 Review and Assessment: 482-483	<p><u>Content Expectations</u></p> <p>7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.</p> <p>7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p>
Topic 12: Civilizations of East Asia and Southeast Asia (250 BCE-1644CE)	
Quest: Document-Based Writing Inquiry: A Strong Influence: 488	<p><u>The Arc of Inquiry</u></p> <p>4.2 construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p><u>Content Expectations</u></p> <p>7 – G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.</p>

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Lesson 1: Tang and Song China	
Geography Skills: 493	<u>Content Expectations</u> 7 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.
Lesson 2: The Mongol and Ming Empires	
Geography Skills: 499	<u>Content Expectations</u> 7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.
Lesson 3: Chinese Thought and Achievements	
Get Ready to Read: 508	
Technological Advances: 508-510	<u>Content Expectations</u> 7 – G5.1.2 Explain how different technologies were used in the era being studied.
Analyze Images: 510	<u>Content Expectations</u> 7 – G5.1.2 Explain how different technologies were used in the era being studied.
Geography Skills: 512	<u>Content Expectations</u> 7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century CE/AD. 7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.
Lesson 4: Emergence of Japan	
Guidelines for Government: 519	<u>Content Expectations</u> 7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.
Lesson 5: Japanese Feudalism	
Rival Clans Battle for Power: 523-524	<u>Content Expectations</u> 7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.

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Primary Source: The Tale of the Heike: 529	<p><u>Content Expectations</u></p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p>
Lesson 6: Japanese Society and Culture	
Analysis Skills: Distinguish Cause and Effect: 537	<p><u>Content Expectations</u></p> <p>7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.</p>
Interactive: Analyze Cause and Effect: 537	<p><u>Content Expectations</u></p> <p>7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.</p>
Lesson 7: Korea and Southeast Asia	
Among the Sea and Mountains: 538-539	<p><u>Content Expectations</u></p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>

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<p>Topic 13: Civilizations of the Americas (Prehistory-1533 CE)</p>	
<p>Quest: Project-based Learning Inquiry: Be a Map-Maker: 550</p>	<p><u>The Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources while using the origin, structure, and context to guide the selection</p> <p>4.3 present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p><u>Content Expectations</u></p> <p>7 – G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.</p> <p>7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.</p>

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Lesson 1: The Maya	
Settlement and Geography of the Americas: 551-552	<p><u>Content Expectations</u></p> <p>7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.</p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
Who Were the Olmecs and Zapotecs?: 553	<p><u>Content Expectations</u></p> <p>7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.</p> <p>7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.</p>
Quest Connections: 553	<p><u>Content Expectations</u></p> <p>7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.</p>
The Civilization of the Maya: 554-556	<p><u>Content Expectations</u></p> <p>7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.</p>
The Fall of the Maya: 556	<p><u>Content Expectations</u></p> <p>7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p>
Interactive: Image Gallery: Mayan Learning: 556	<p><u>Content Expectations</u></p> <p>7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance.</p>

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What were Some Mayan Achievements?: 556-557	Content Expectations 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.
Writing: 556	Content Expectations 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.
Astronomy: 556-557	Content Expectations 7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance.
Lesson Check: 557	Content Expectations 7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.
Primary Sources: The Popol Vuh: 558	Content Expectations 7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.
Lesson 2: The Aztecs	
How Was the Aztec Empire Ruled?: 562	Content Expectations 7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.
Aztec Society: 563-564	Content Expectations 7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.

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Analyze Visual Information: 563	<p><u>Content Expectations</u></p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.</p> <p>7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.</p>
Aztec Achievements: 564-565	<p><u>Content Expectations</u></p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.</p>
Engineering and Architecture: 564	<p><u>Content Expectations</u></p> <p>7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.</p>
Analyze Visual Information: 565	<p><u>Content Expectations</u></p> <p>7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.</p>
Lesson Check: 565	<p><u>Content Expectations</u></p> <p>7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.</p> <p>7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.</p>
Primary Sources: The Florentine Codex: 566	<p><u>Content Expectations</u></p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p>

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Lesson 3: The Incas	
How Did the Geography of the Andes Shape Life?: 567-568	<p><u>Content Expectations</u></p> <p>7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.</p> <p>7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied.</p>
Andean Agriculture: 568	<p><u>Content Expectations</u></p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.</p> <p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.</p>
How Did the Incan Empire Expand?: 569-571	<p><u>Content Expectations</u></p> <p>7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.</p>
Incan Achievements: 571-572	<p><u>Content Expectations</u></p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.</p>
Lesson Check: 573	<p><u>Content Expectations</u></p> <p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.</p>
Lesson 4: North American Cultures	
Who Were the People of the Eastern Woodlands?: 576-577	<p><u>Content Expectations</u></p> <p>7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.</p>

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People of the Great Plains: 578	<p><u>Content Expectations</u></p> <p>7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.</p>
Which Cultures Lived in the North and Northwest?: 579-580	<p><u>Content Expectations</u></p> <p>7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.</p>
Western and Southwestern Cultures: 580-581	<p><u>Content Expectations</u></p> <p>7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.</p>
Lesson Check: 581	<p><u>Content Expectations</u></p> <p>7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500.</p>
Topic 14: African Civilizations (300-1591)	
Quest: Project-Based Learning Inquiry: Create and Oral History: 588	<p><u>The Arc of Inquiry</u></p> <p>3.1 gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p> <p>4.3 present a summary of arguments and explanations to others outside the classroom using print and oral technologies (posters, essays, letters, debates, speeches, and reports) and digital technologies (Internet, social media, digital documentary).</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>

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Lesson 1: The Rise of Ghana in West Africa	
The Niger and Senegal Rivers: 591	<u>Content Expectations</u> 7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did.
Natural Resources: 591	<u>Content Expectations</u> 7 – G5.1.3 Explain how people defined and used natural resources in the era being studied.
What Led to the Rise of Ghana?: 591-592	<u>Content Expectations</u> 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations. 7 – W4.1.2 Africa to 1500 – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.
The Growth of the Ghana Empire: 592-594	<u>Content Expectations</u> 7 – W4.1.2 Africa to 1500 – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.
Lesson Check: 594	<u>Content Expectations</u> 7 – W4.1.2 Africa to 1500 – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.
Lesson 2: Mali and Songhai	
Rise of Mali: 595-596	<u>Content Expectations</u> 7 – W4.1.2 Africa to 1500 – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.
Exchanges at Mali: 596	<u>Content Expectations</u> 7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.

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Analyze Diagrams: 596	<p>Content Expectations</p> <p>7 – W4.1.2 Africa to 1500 – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.</p> <p>7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.</p> <p>7 – G5.1.3 Explain how people defined and used natural resources in the era being studied.</p>
How Did the Songhai Empire Overtake Mali?: 598-600	<p>Content Expectations</p> <p>7 – W4.1.2 Africa to 1500 – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.</p>
Lesson Check: 600	<p>Content Expectations</p> <p>7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>7 – W4.1.2 Africa to 1500 – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.</p>
Lesson 3: Trading States of East Africa	
East African City-States: 605-606	<p>Content Expectations</p> <p>7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.</p>
Lesson 4: African Traditions	
Society in West African Empires: 607-609	<p>Content Expectations</p> <p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region.</p>
Analysis Skills: Identify Sources of Continuity: 613	<p>Content Expectations</p> <p>7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p>
Interactive: Identify Trends: 613	<p>Content Expectations</p> <p>7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p>

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Topic 15: The Renaissance and Reformation (1300-1648)	
Quest: Document-Based Writing Inquiry: Learning Through the Ages: 620	<p><u>The Arc of Inquiry</u></p> <p>4.2 construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>
Lesson 1: What Was the Renaissance? Bounce	
Geography Skills: 622	<p><u>Content Expectations</u></p> <p>7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.</p> <p>7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p>
Lesson 4: Reformation and Reaction: Bound	
How Did Martin Luther Challenge the Church?: 641-644	<p><u>Content Expectations</u></p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.</p>
How Did the Reformation Grow?: 644-646	<p><u>Content Expectations</u></p> <p>7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.</p>

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Lesson 5: Legacy of the Protestant Reformation	
Protestantism Dominates Northern Europe: 651-653	<p><u>The Arc of Inquiry</u></p> <p>4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u></p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
The Reformation in England and Scotland: 652	<p><u>The Arc of Inquiry</u></p> <p>4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u></p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
Religious War in Germany: 653	<p><u>The Arc of Inquiry</u></p> <p>4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u></p> <p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>

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<p>Catholicism Dominates Southern Europe: 653-655</p>	<p><u>The Arc of Inquiry</u> 4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
<p>Religious Conflict in France: 653-654</p>	<p><u>The Arc of Inquiry</u> 4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p> <p><u>Content Expectations</u> 7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups.</p>
<p>Spain Defends Catholicism: 654</p>	<p><u>The Arc of Inquiry</u> 4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>

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<p>The Thirty Years' War: 655</p>	<p><u>The Arc of Inquiry</u> 4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
<p>Religious Divisions Spread: 655</p>	<p><u>The Arc of Inquiry</u> 4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places .</p> <p><u>Social Studies Process and Skills</u> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
<p>What Was the Impact of the Reformation?: 655-656</p>	<p><u>The Arc of Inquiry</u> 4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
<p>Rulers Grow Stronger: 655</p>	<p><u>The Arc of Inquiry</u> 4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>

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<p>Experiments in Self-Government: 655-656</p>	<p><u>The Arc of Inquiry</u> 4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
<p>Economic and Social Effects: 656</p>	<p><u>The Arc of Inquiry</u> 4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>
<p>Women and the Reformation: 656</p>	<p><u>The Arc of Inquiry</u> 4.6 draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p> <p><u>Social Studies Process and Skills</u> P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>

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Topic 16: Global Convergence (1415-1763)	
<p>Quest: Discussion Inquiry: Colonizing Planets: 670</p>	<p><u>The Arc of Inquiry</u></p> <p>3.3 identify evidence that draws information from multiple sources in response to compelling questions.</p> <p>3.4 use evidence to develop claims in response to compelling questions.</p> <p>4.1 construct arguments using claims and evidence from multiple sources.</p> <p>4.4 critique arguments.</p> <p>4.5 critique explanations.</p> <p><u>Social Studies Process and Skills</u></p> <p>P1.3 Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.</p> <p>P1.4 Present an argument supported with evidence.</p> <p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p> <p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.</p> <p>P3.2 Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.</p> <p><u>Content Expectations</u></p> <p>7 – G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.</p>

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<p>Continued: Quest: Discussion Inquiry: Colonizing Planets: 670</p>	<p>Continued: <u>Public Discourse, Decision Making, and Citizen Involvement</u> 7 – P3.1.1 Clearly state an issue as a question or public policy in contemporary or historical context, or as a contemporary/historical comparison....: • identify public-policy issues related to global topics and issues studied. • identify public-policy issues related to global topics and issues studied. • use inquiry methods to acquire content knowledge and appropriate data about the issue. 7 – P3.1.1 • identify the causes and consequences and analyze the impact, both positive and negative. • share and discuss findings of research and issue analysis in group discussions and debates.</p>
Lesson 1: Voyages of Discovery	
What New Tools Aided Exploration?: 677-678	<p><u>Content Expectations</u> 7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.</p>
Analyze Diagrams: 677	<p><u>Content Expectations</u> 7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.</p>
Lesson Check: 678	<p><u>Content Expectations</u> 7 – G4.2.1 Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport products and ideas in the era being studied.</p>

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Primary Source: Vasco da Gama, Journal: 679	<p><u>Content Expectations</u></p> <p>7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p>
Lesson 2: The Conquest of the Aztec and Incan Empires	
How Did the Spanish Conquer Two Empires?: 680-682	<p><u>Content Expectations</u></p> <p>7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p>
What Was the Impact of the Conquest?: 682-684	<p><u>Content Expectations</u></p> <p>7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p>
Interactive: Spanish Exploration and Conquest of the Americas: 683	<p><u>Content Expectations</u></p> <p>7 – W4.1.1 Crisis in the Classical World – analyze the environmental, economic, and political crises in the classical world that led to the collapse of classical empires and the consolidation of Byzantium.</p>
Analyze Graphs: 683	<p><u>Content Expectations</u></p> <p>7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.</p>
Lesson 5: Impact of Global Trade	
What Was the Columbian Exchange?: 700-702	<p><u>Content Expectations</u></p> <p>7– H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p>

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Celebrating Your State Digital Resources	
Celebrating Your State>Michigan>MI Activity 7.1: Calendar Systems Around the World	7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance.
Celebrating Your State>Michigan>MI Activity 7.2: How Historians Use Cause and Effect	7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes. 7 – P3.1.1 Clearly state an issue as a question or public policy in contemporary or historical context, or as a contemporary/historical comparison. • identify the causes and consequences and analyze the impact, both positive and negative
Celebrating Your State>Michigan>MI Activity 7.3: The Nile River and the Development of Early Civilizations	7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions.
Celebrating Your State>Michigan>MI Activity 7.4: Pastoral Nomadism on the Steppes of Asia	7 – W2.1.6 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.
Celebrating Your State>Michigan>MI Activity 7.5: Geographic Characteristics of the Assyrian, Persian, and Egyptian Empires	7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.
Celebrating Your State>Michigan>MI Activity 7.6: Civilizations, Empires, and City-States	7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.
Celebrating Your State>Michigan>MI Activity 7.7: Case Study of Trade and the Roman Empire	7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires.
Celebrating Your State>Michigan>MI Activity 7.8: The Rise and Fall of Classical Empires	7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

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<p>Celebrating Your State>Michigan>MI Activity 7.9: Case Study: Trade and Early African Empires</p>	<p>7 – W4.1.2 Africa to 1500 – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.</p>
<p>Celebrating Your State>Michigan>MI Activity 7.10: Case Study of the Aztec</p>	<p>7 – W4.1.3 North America to 1500 – use a case study to describe the culture and economy of an indigenous people in North America prior to 1500. Examples may include but are not limited to: Iroquois and Anishinaabek in the northeast and midwest, the Cherokee in the southeast, the Lakota in the Great Plains, the Navaho in the southwest, and the Aztec in Mexico.</p>
<p>Celebrating Your State>Michigan>MI Activity 7.11: Using Geographic Tools</p>	<p>7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.</p> <p>7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p>
<p>Celebrating Your State>Michigan> MI Activity 7.12: Tools of Geography</p>	<p>7 – G1.2.1 Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.</p> <p>7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p>

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