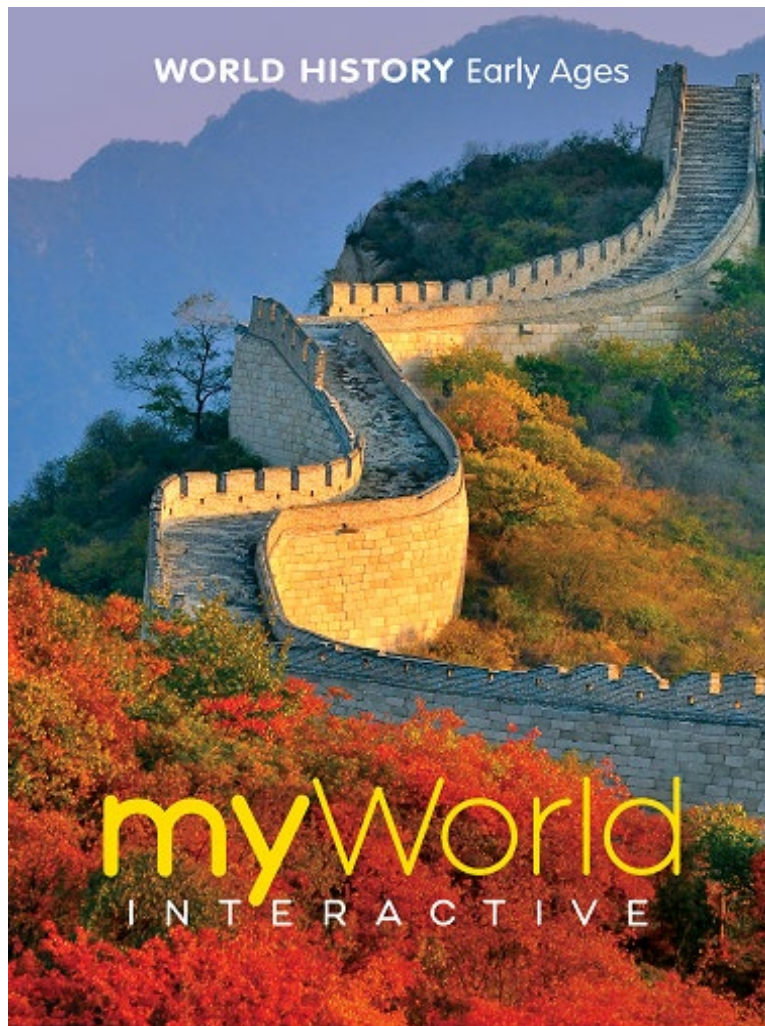


A Correlation of
myWorld Interactive World History
Early Ages ©2019



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

A Correlation of myWorld Interactive World History: Early Ages ©2019 to the Michigan Standards for Social Studies 2019, World History and Geography, Grade 7

Introduction

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

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

- **Interactive Student Worktext** encourages writing, drawing, and highlighting to support self-motivated learning.
- **Jumpstart Activities** spark interest and connect lesson content with students' knowledge and ideas.
- **Project-Based Quest** engage students in rich inquiry experiences throughout each chapter.
- **Biographies** model important citizenship skills and tie-in real world applications.
- **myWorld Interactive Activity Guide** provides extended activities, quick activities, and Readers Theater to vary the learning and teaching experience.

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

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Michigan Social Studies Standards 2019 World History and Geography, Grade 7	myWorld Interactive World History Early Ages
The Arc of Inquiry: Grades 6-8	
Dimension 1: Developing Questions and Planning Inquiries	
Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions.	
Individually and collaboratively, students construct compelling questions and:	
1.1 explain why compelling questions are important to others (e.g., peers, adults).	Digital Resources: 21st Century Skills Tutorials>Ask Questions
1.2 identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.	SE/TE: Evaluate Arguments, ELA 2 Write an Argument, ELA 9 Quest Discussion Inquiry, 308 Digital Resource: Topic 8>Quest Discussion>The Fall of Rome 21st Century Skills Tutorials>Ask Question, Compare Viewpoints
1.3 identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.	SE/TE: Evaluate Arguments, ELA 2 Write an Argument, ELA 9 Quest Discussion Inquiry, 308 Digital Resources: Topic 8>Quest Discussion>The Fall of Rome 21st Century Skills Tutorials>Ask Question, Compare Viewpoints
1.4 explain how supporting questions help answer compelling questions in an inquiry.	Digital Resources: 21st Century Skills Tutorials>Ask Questions
1.5 determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.	Digital Resources: 21st Century Skills Tutorials>Interpret Sources

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Dimension 2: Applying Disciplinary Concepts and Tools	
The four disciplines within social studies provide the intellectual context for studying how humans have interacted with each other and with the environment over time. Each of these disciplines — civics, economics, geography, and history — offers a unique way of thinking and organizing knowledge as well as systems for verifying knowledge. Dimension 2 focuses on the disciplinary concepts and tools students need to understand and apply as they study the specific content described in Michigan’s state standards.	
Dimension 3: Evaluating Sources and Using Evidence	
Dimension 3 includes the skills students need to analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support these claims.	
Individually and collaboratively, students:	
3.1 gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.	<p>SE/TE: Find and Use Credible Sources, ELA 12 - ELA 13 Quest Project-Based Learning Inquiry, 6 Quest Project-Based Learning Inquiry, 128 Quest Project-Based Learning Inquiry, 220 Quest Project-Based Learning Inquiry, 404 Quest Project-Based Learning Inquiry, 448 Quest Project-Based Learning Inquiry, 550 Quest Project-Based Learning Inquiry, 588</p> <p>Digital Resources: Topics 1, 4, 6, 10, 11, 13, 14>Quest Projects>Conduct Research, Quest Tracker, Quest Findings 21st Century Skills Tutorials>Analyze Data and Models; Analyze Images; Analyze Political Cartoons; Read Charts; Graphs; and Tables; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps; Evaluate Web Sites; Search for Information on the Internet; Interpret Sources</p>
3.2 use distinctions among fact and opinion to determine the credibility of multiple sources.	<p>SE/TE: Find and Use Credible Sources, ELA 12 - ELA 13</p> <p>Digital Resources: 21st Century Skills Tutorials>Distinguish Between Fact and Opinion</p>

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<p>3.3 identify evidence that draws information from multiple sources in response to compelling questions.</p>	<p>SE/TE: Support You Analyses with Evidence, ELA 6 Quest Discussion Inquiry, 44 Quest Discussion Inquiry, 308 Quest Discussion Inquiry, 362 Quest Discussion Inquiry, 670</p> <p>Digital Resources: Topics 2, 8, 9, 16>Quest Discussions>Quest Sources, Quest Findings, Quest Rubric Topics 3, 5, 7, 12, 15>Quest DBQs>Examine Primary Sources, Quest Sources; Quest Rubric 21st Century Skills Tutorials>Identify Evidence</p>
<p>3.4 use evidence to develop claims in response to compelling questions.</p>	<p>SE/TE: Support You Analyses with Evidence, ELA 6 Quest Discussion Inquiry, 44 Quest Discussion Inquiry, 308 Quest Discussion Inquiry, 362 Quest Discussion Inquiry, 670</p> <p>Digital Resources: Topics 2, 8, 9, 16>Quest Discussions>Quest Sources; Quest Findings; Quest Rubric Topics 3, 5, 7, 12, 15>Quest DBQs>Examine Primary Sources; Quest Sources; Quest Rubric 21st Century Skills Tutorials>Support Ideas with Evidence; Develop a Clear Thesis; Organize Your Ideas</p>

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Dimension 4: Communicating Conclusions and Taking Informed Action	
Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community.	
Individually and collaboratively, students:	
4.1 construct arguments using claims and evidence from multiple sources.	<p>SE/TE: Evaluate Arguments, ELA 2 Support You Analyses with Evidence, ELA 6 Write an Argument, ELA 9 Quest Discussion Inquiry, 44 Quest Discussion Inquiry, 308 Quest Discussion Inquiry, 362 Quest Discussion Inquiry, 670</p> <p>Digital Resources: Topics 2, 8, 9, 16>Quest Discussions>Quest Sources; Quest Findings; Quest Rubric 21st Century Skills Tutorials>Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Support Ideas with Evidence; Develop a Clear Thesis; Organize Your Ideas</p>
4.2 construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.	<p>SE/TE: Write an Argument, ELA 9 Quest Document-Based Writing Inquiry, 98 Quest Document-Based Writing Inquiry, 180 Quest Document-Based Writing Inquiry, 278 Quest Document-Based Writing Inquiry, 488 Quest Document-Based Writing Inquiry, 620</p> <p>Digital Resources: Topics 3, 5, 7, 12 ,15>Quest DBQs>Examine Primary Sources, Quest Sources, Quest Rubric 21st Century Skills Tutorials>Create Charts and Maps; Support Ideas with Evidence; Develop a Clear Thesis; Organize Your Ideas; Sequence</p>

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Michigan Social Studies Standards 2019 World History and Geography, Grade 7	myWorld Interactive World History Early Ages
<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>SE/TE: Write an Argument, ELA 9 Speaking and Listening: Discuss Your Ideas, ELA 15 Give and Effective Presentation, ELA 16 Quest Project-Based Learning Inquiry, 6 Quest Project-Based Learning Inquiry, 128 Quest Project-Based Learning Inquiry, 220 Quest Project-Based Learning Inquiry, 404 Quest Project-Based Learning Inquiry, 448 Quest Project-Based Learning Inquiry, 550 Quest Project-Based Learning Inquiry, 588</p> <p>Digital Resources: Topics 1, 4, 6, 10, 11, 13, 14>Quest Projects>Quest Findings 21st Century Skills Tutorials>Summarize; Give an Effective Presentation</p>
<p>4.4 critique arguments.</p>	<p>SE/TE: Evaluate Arguments, ELA 2 Quest Discussion Inquiry, 44 Quest Discussion Inquiry, 308 Quest Discussion Inquiry, 362 Quest Discussion Inquiry, 670</p> <p>Digital Resources: Topics 2, 8, 9, 16>Quest Discussions>Quest Sources, Quest Findings, Quest Rubric 21st Century Skills Tutorials>Consider and Counter Opposing Arguments; Evaluate Existing Arguments</p>

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4.5 critique explanations.	<p>SE/TE: Evaluate Arguments, ELA 2 Quest Discussion Inquiry, 44 Quest Discussion Inquiry, 308 Quest Discussion Inquiry, 362 Quest Discussion Inquiry, 670</p> <p>Digital Resources: Topics 2, 8, 9, 16>Quest Discussions>Quest Sources, Quest Findings, Quest Rubric 21st Century Skills Tutorials>Identify Bias; Analyze Media Content</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>SE/TE: Quest Discussion Inquiry, 44 Quest Discussion Inquiry, 362 Protestantism Dominates Northern Europe: 651-653 The Reformation in England and Scotland: 652 Religious War in Germany: 653 Catholicism Dominates Southern Europe: 653-655 Religious Conflict in France: 653-654 Spain Defends Catholicism: 654 The Thirty Years' War: 655 Religious Divisions Spread: 655 What Was the Impact of the Reformation?: 655-656 Rulers Grow Stronger: 655 Experiments in Self-Government: 655-656 Economic and Social Effects: 656 Women and the Reformation: 656</p> <p>Digital Resources: Topic 2>Quest Discussion>Debate Punishments for Crimes Topic 9>Quest Discussion>Freedom vs Security?</p>

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<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>SE/TE: Write an Argument, ELA 9 Speaking and Listening: Discuss Your Ideas, ELA 15 Give and Effective Presentation, ELA 16</p> <p>Digital Resources: 21st Century Skills Tutorials>Make Predictions; Political Participation; Work in Teams; Make a Difference; Innovate; Generate New Ideas; Publish Your Work; Participate in a Discussion or Debate; Give an Effective Presentation</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>SE/TE: Write an Argument, ELA 9 Speaking and Listening: Discuss Your Ideas, ELA 15 Effective Listening, ELA 17 Quest Discussion Inquiry, 44</p> <p>Digital Resources: Topic 2>Quest Discussion>Debate Punishments for Crimes (Mandatory Minimum Sentences) Topic 9>Quest Discussion>Freedom vs Security? 21st Century Skills Tutorials>Make Decisions; Solve Problems; Participate in a Discussion or Debate; Share Responsibility; Compromise; Develop Cultural Awareness; Generate New Ideas; Innovate; Make a Difference; Work in Teams; Being an Informed Citizen; Political Participation</p>

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Michigan Social Studies Standards 2019 World History and Geography, Grade 7	myWorld Interactive World History Early Ages
Social Studies Process and Skills Standards: Grades 6-8	
P1 Reading and Communication – Read and Communicate Effectively	
<p>P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p>	<p>SE/TE:</p> <p>Reading : Analyze Informational Text, ELA 1 Analyze Visuals, ELA 3 Analyze Primary and Secondary Sources, ELA 4 – ELA 5 Find and Use Credible Sources, ELA 12 - ELA 13 Quest Project-Based Learning Inquiry, 6 Quest Project-Based Learning Inquiry, 128 Quest Project-Based Learning Inquiry, 220 Quest Project-Based Learning Inquiry, 404 Quest Project-Based Learning Inquiry, 448 Quest Project-Based Learning Inquiry, 550</p> <p>Digital Resources:</p> <p>Topic 1, 4, 10, 11. 13>Quest Project>Quest Kick-Off>Conduct Research (Active Journal or Online Notebook)</p> <p>21st Century Skills Tutorials>Identify Main Ideas and Details; Analyze Data and Models; Analyze Images; Analyze Political Cartoons; Create Charts and Maps; Create Databases; Read Charts; Graphs; and Tables; Read Physical. Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map; Interpret Sources</p>

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Michigan Social Studies Standards 2019 World History and Geography, Grade 7	myWorld Interactive World History Early Ages
<p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.</p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4 – ELA 5 Quest Document-Based Writing Inquiry, 98 Quest Document-Based Writing Inquiry, 180 Quest Document-Based Writing Inquiry, 278 Quest Document-Based Writing Inquiry, 488 Quest Document-Based Writing Inquiry, 620</p> <p>Digital Resources: Topics 3, 5, 7, 12, 15>Quest DBQs>Examine Primary Sources, Quest Sources Topics 2, 8, 9, 16>Quest Discussions>Quest Sources 21st Century Skills Tutorials>Set a Purpose for Reading; Context Clues; Analyze Primary and Secondary Sources; Compare Viewpoints; Distinguish Between Fact from Opinion; Identify Bias; Interpret Sources; Evaluate Existing Arguments</p>

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<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>SE/TE:</p> <p>Writing: Using the Writing Process, ELA 7 Revising, Editing, and Rewriting, ELA 8 Write an Argument, ELA 9 Write Informative or Explanatory Essays, ELA10 Write Research Papers, ELA 14 Speaking - Listening: Discuss Your Ideas, ELA 15 Give and Effective Presentation, ELA 16 Quest Project-Based Learning Inquiry, 6 Quest Discussion Inquiry, 44 Quest Document-Based Writing Inquiry, 98 Quest Project-Based Learning Inquiry, 128 Quest Document-Based Writing Inquiry, 180 Quest Project-Based Learning Inquiry, 220 Quest Document-Based Writing Inquiry, 278 Quest Discussion Inquiry, 308 Quest Discussion Inquiry, 362 Quest Project-Based Learning Inquiry, 404 Quest Project-Based Learning Inquiry, 448 Quest Document-Based Writing Inquiry, 488 Quest Project-Based Learning Inquiry, 550 Quest Project-Based Learning Inquiry, 588 Quest Document-Based Writing Inquiry, 620 Quest Discussion Inquiry, 670</p> <p>Digital Resources:</p> <p>Topics 3, 5, 7, 12, 15>Quest DBQs>Quest Findings Topics 2, 8, 9, 16>Quest Discussions>Quest Findings Topics 1, 4, 6, 10, 11, 13, 14>Quest Projects>Quest Findings 21st Century Skills Tutorials>Create Charts and Maps; Create Databases; Draw Conclusions; Create a Research Hypothesis; Identify Evidence; Identify Trends; Synthesize; Develop a Clear Thesis; Organize Your Ideas; Support Ideas with Evidence; Give an Effective Presentation; Publish Your Work; Write an Essay</p>

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<p>P1.4 Present an argument supported with evidence.</p>	<p>SE/TE: Evaluate Arguments, ELA 2 Support You Analyses with Evidence, ELA 6 Write an Argument, ELA 9 Give and Effective Presentation, ELA 16 Quest Discussion Inquiry, 44 Quest Discussion Inquiry, 308 Quest Discussion Inquiry, 362 Quest Discussion Inquiry, 670</p> <p>Digital Resources: Topics 2, 8, 9, 16>Quest Discussions>Quest Findings 21st Century Skills Tutorials>Create a Research Hypothesis; Identify Evidence; Develop a Clear Thesis; Support Ideas with Evidence; Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Give an Effective Presentation; Participate in Discussions</p>
<p>P2 Inquiry, Research, and Analysis</p>	
<p>P2.1 Use compelling and supporting questions to investigate social scientific problems.</p>	<p>SE/TE: Write Research Papers, ELA 14 Quest Project-Based Learning Inquiry, 6 Quest Discussion Inquiry, 44 Quest Document-Based Writing Inquiry, 98 Quest Project-Based Learning Inquiry, 128 Quest Document-Based Writing Inquiry, 180 Quest Project-Based Learning Inquiry, 220 Quest Document-Based Writing Inquiry, 278 Quest Discussion Inquiry, 308 Quest Discussion Inquiry, 362 Quest Project-Based Learning Inquiry, 404 Quest Project-Based Learning Inquiry, 448 Quest Document-Based Writing Inquiry, 488 Quest Project-Based Learning Inquiry, 550 Quest Project-Based Learning Inquiry, 588 Quest Document-Based Writing Inquiry, 620</p>

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<p>Continued: P2.1 Use compelling and supporting questions to investigate social scientific problems.</p>	<p>Continued: Quest Discussion Inquiry, 670</p> <p>Digital Resources: Topics 2, 8, 9, 16>Quest Discussions>Examine the Question Topics 3, 5, 7, 12, 15>Quest DBQs>>Ask Questions Topics 1, 4, 6, 10, 11, 13, 14>Quest Projects>Ask Questions 21st Century Skills Tutorials>Ask Questions</p>
<p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p>	<p>SE/TE: Reading : Analyze Informational Text, ELA 1 Analyze Visuals, ELA 3 Analyze Primary and Secondary Sources, ELA 4 – ELA 5 Find and Use Credible Sources, ELA 12 - ELA 13 Quest Document-Based Writing Inquiry, 488</p> <p>Digital Resources: Topic 12>Quest DBQ>Examine Primary Sources>Quest Sources 21st Century Skills Tutorials>Identify Main Ideas and Details; Analyze Data and Models; Analyze Images; Analyze Political Cartoons; Create Charts and Maps; Create Databases; Read Charts; Graphs; and Tables; Read Physical. Maps; Read Political Maps; Read Special-Purpose Maps; Use Parts of a Map; Interpret Sources</p>

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<p>P2.3 Know how to find, organize, and interpret information from a variety of sources.</p>	<p>SE/TE:</p> <p>Writing: Using the Writing Process, ELA 7 Revising, Editing, and Rewriting, ELA 8 Find and Use Credible Sources, ELA 12 - ELA 13 Write Research Papers, ELA 14 Quest Project-Based Learning Inquiry, 6 Quest Project-Based Learning Inquiry, 128 Quest Project-Based Learning Inquiry, 220 Quest Project-Based Learning Inquiry, 404 Quest Project-Based Learning Inquiry, 448 Quest Project-Based Learning Inquiry, 550 Quest Project-Based Learning Inquiry, 588</p> <p>Digital Resources:</p> <p>Topics 1, 4, 6, 10, 11, 13, 14>Quest Projects>Conduct Research (Active Journal and Online Notebook), Quest Tracker, Project Team Tracker, Quest Findings</p> <p>21st Century Skills Tutorials>Set a Purpose for Reading; Categorize; Analyze Media Content; Read Charts; Graphs; and Tables; Evaluate Web Sites; Interpret Sources; Search for Information on the Internet; Synthesize; Take Effective Notes; Organize Your Ideas</p>

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<p>P2.4 Use resources in multiple forms and from multiple perspectives to analyze issues.</p>	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4 – ELA 5 Writing: Using the Writing Process, ELA 7 Revising, Editing, and Rewriting, ELA 8 Find and Use Credible Sources, ELA 12 - ELA 13 Quest Project-Based Learning Inquiry, 6 Quest Discussion Inquiry, 44 Quest Document-Based Writing Inquiry, 98 Quest Project-Based Learning Inquiry, 128 Quest Document-Based Writing Inquiry, 180 Quest Project-Based Learning Inquiry, 220 Quest Document-Based Writing Inquiry, 278 Quest Discussion Inquiry, 308 Quest Discussion Inquiry, 362 Quest Project-Based Learning Inquiry, 404 Quest Project-Based Learning Inquiry, 448 Quest Document-Based Writing Inquiry, 488 Quest Project-Based Learning Inquiry, 550 Quest Project-Based Learning Inquiry, 588 Quest Document-Based Writing Inquiry, 620 Quest Discussion Inquiry, 670</p> <p>Digital Resources: Topics 2, 8, 9, 16>Quest Discussions>Quest Sources Topics 3, ,5, 7, 12, 15>Quest DBQs>Examine Primary Sources, Quest Sources Topics 1, 4, 6, 10, 11, 13, 14>Quest Projects>Conduct Research, Quest Tracker, Quest Findings 21st Century Skills Tutorials>Search for Information on the Internet; Compare Viewpoints; Analyze Media Content; Read Charts; Graphs; and Tables; Evaluate Web Sites</p>

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P3 Public Discourse and Decision Making	
<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>SE/TE: Evaluate Arguments, ELA 2 Write an Argument, ELA 9 Write Research Papers, ELA 14 Quest Discussion Inquiry, 44 Quest Discussion Inquiry, 362 Quest Discussion Inquiry, 670</p> <p>Digital Resources: Topic 2>Quest Discussion>Debate Punishments for Crimes (Mandatory Minimum Sentences) Topic 9>Quest Discussion>Freedom vs Security Topic 16>Quest Discussion>Colonizing Planets 21st Century Skills Tutorials>Ask Questions; Solve Problems; Analyze Data and Models; Read Charts; Graphs; and Tables; Evaluate Web Sites; Interpret Sources; Search for Information on the Internet; Synthesize; Take Effective Notes; Organize Your Ideas; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>

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<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>SE/TE: Support You Analyses with Evidence, ELA 6 Write an Argument, ELA 9 Speaking and Listening: Discuss Your Ideas, ELA 15 Quest Discussion Inquiry, 44 Quest Discussion Inquiry, 362 Quest Discussion Inquiry, 670</p> <p>Digital Resources: Topic 2>Quest Discussion>Debate Punishments for Crimes (Mandatory Minimum Sentences) Topic 9>Quest Discussion>Freedom vs Security Topic 16>Quest Discussion>Colonizing Planets 21st Century Skills Tutorials>Participate in a Discussion or Debate; Compromise; Being an Informed Citizen; Organize Your Ideas; Evaluate Existing Arguments; Consider and Counter Opposing Arguments; Generate New Ideas; Develop Cultural Awareness; Share Responsibility</p>
<p>P3.3 Construct arguments expressing and justifying decisions on public policy issues supported with evidence.</p>	<p>SE/TE: Evaluate Arguments, ELA 2 Support You Analyses with Evidence, ELA 6 Write an Argument, ELA 9 Quest Discussion Inquiry, 44 Quest Discussion Inquiry, 362 Quest Discussion Inquiry, 670</p> <p>Digital Resources: Topic 2>Quest Discussion>Debate Punishments for Crimes (Mandatory Minimum Sentences) Topic 9>Quest Discussion>Freedom vs Security Topic 16>Quest Discussion>Colonizing Planets 21st Century Skills Tutorials>Make Decisions; Draw Conclusions; Identify Evidence; Support Ideas with Evidence; Evaluate Existing Arguments; Consider and Counter Opposing Arguments</p>

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<p>P3.4 Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p>	<p>SE/TE: Quest Discussion Inquiry, 44 Quest Discussion Inquiry, 362 Protestantism Dominates Northern Europe: 651-653 The Reformation in England and Scotland: 652 Religious War in Germany: 653 Catholicism Dominates Southern Europe: 653-655 Religious Conflict in France: 653-654 Spain Defends Catholicism: 654 The Thirty Years' War: 655 Religious Divisions Spread: 655 What Was the Impact of the Reformation?: 655-656 Rulers Grow Stronger: 655 Experiments in Self-Government: 655-656 Economic and Social Effects: 656 Women and the Reformation: 656</p> <p>Digital Resources: Topic 2>Quest Discussion>Debate Punishments for Crimes (Mandatory Minimum Sentences) Topic 9>Quest Discussion>Freedom vs Security</p>
<p>P4 Civic Participation</p>	
<p>P4.1 Act out of the rule of law and hold others to the same standard.</p>	<p>SE/TE: Speaking and Listening: Discuss Your Ideas, ELA 15 Effective Listening, ELA 17</p> <p>Digital Resources: 21st Century Skills Tutorials>Share Responsibility; Compromise; Make a Difference; Work in Teams; Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting</p>

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<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>SE/TE: Write an Argument, ELA 9 Speaking and Listening: Discuss Your Ideas, ELA 15 Give and Effective Presentation, ELA 16 Effective Listening, ELA 17</p> <p>Digital Resources: 21st Century Skills Tutorials>Political Participation; Work in Teams; Make a Difference; Innovate; Generate New Ideas; Publish Your Work; Participate in a Discussion or Debate; Give an Effective Presentation</p>
<p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.</p>	<p>SE/TE: Give and Effective Presentation, ELA 16 Effective Listening, ELA 17</p> <p>Digital Resources: Topic 2>Quest Discussion>Debate Punishments for Crimes (Mandatory Minimum Sentences) Topic 9>Quest Discussion>Freedom vs Security Topic 16>Quest Discussion>Colonizing Planets 21st Century Skills Tutorials>Give an Effective Presentation; Make a Difference</p>

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Michigan Social Studies Standards 2019 World History and Geography, Grade 7	myWorld Interactive World History Early Ages
Social Studies Content Expectations	
HISTORY	
H1 THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.	
H1.1 Temporal Thinking Use historical conceptual devices to organize and study the past.	
7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance. Examples may include but are not limited to: sundial; lunar solar; Gregorian calendar: BC/AD; contemporary secular: BCE/CE; Chinese; Hebrew; Islamic/Hijri.	<p>SE/TE: The Egyptian Calendar, 112 Han Achievements, 211 Astronomy, 556-557</p> <p>TE Only: History Background, 422</p> <p><u>Digital Resources</u> Topic 13>Lesson 1>Interactive Gallery: Mayan Learning Celebrating Your State>Michigan>MI Activity 7.1: Calendar Systems Around the World</p>
H1.2 Historical Inquiry and Analysis Use historical inquiry and analysis to study the past.	
7 – H1.2.1 Explain how historians use a variety of sources to explore the past. Examples may include but are not limited to: artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, and DNA analysis.	<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4-ELA 5 Studying Early Humans, 7-9 Interactive, 8 Lesson Check, 12</p> <p><u>Digital Resources</u> Social Studies Core Concepts>History Core Concepts: How Do Historians Study History?</p>

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<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. Examples may include but are not limited to: a wide range of Document-Based Questions (DBQs) are available to develop case studies appropriate to the era in both AfroEurasia and the Americas.</p>	<p><i>This objective is addressed throughout. See, for example:</i></p> <p>SE/TE: Primary Sources, 13, 150, 257, 284, 330, 419, 529, 566, 679</p> <p><u>Digital Resources</u> Topic 7>Lesson 6>Interactive Primary Sources: The Republic, Plato</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>SE/TE: Analyze Primary and Secondary Sources, ELA 4-ELA 5 Analysis Skills, 141 Primary Sources, 196 Analysis Skills, 250 Analysis Skills, 411 Analysis Skills, 441</p> <p><u>Digital Resources</u> Topic 4>Lesson 2> Analysis Skill: Detect Historical Points of View Topic 6>Lesson 5> Analysis Skill: Compare Different Points of View Topic 10>Lesson 1> Analysis Skill: Compare Different Points of View Topic 10:Lesson 5>Primary Source: Giovanni Boccaccio, The Decameron Topic 10>Lesson 5> Analysis Skill: Identify Bias</p>

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7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence.	<p>SE/TE: Analysis Skills, 114 Analysis Skills, 141</p> <p><u>Digital Resources</u> Topic 3>Lesson 2>Analysis Skill: Distinguish Verifiable from Unverifiable Information Topic 4>Lesson 2>Analysis Skill: Detect Historical Points of View 21st Century Skills Tutorials>Compare Viewpoints: Assessment</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>SE/TE: Distinguish Cause and Effect, 53 Analyze Sequence, Causation, and Correlation, 301 Distinguish Cause and Effect, 537</p> <p><u>Digital Resources</u> Topic 2>Lesson 1> Analysis Skill: Distinguish Cause and Effect Social Studies Core Concepts>History Core Concepts: How Do Historians Study History? Celebrating Your State>Michigan>MI Activity 7.2: How Historians Use Cause and Effect</p>
7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas.	<p>SE/TE: Life and Teachings of Confucius, 192-194 The Rise of Islam, 451-452 How Did Martin Luther Challenge the Church?, 641-644 How Did the Reformation Grow?, 644-646</p>

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H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past.	
<p>7 – H1.4.1 Describe and use cultural institutions to study an era and a region. Examples may include but are not limited to: political and economic institutions, religion and beliefs, science and technology, written language, education, and family structure.</p>	<p><i>This objective is addressed throughout. See, for example:</i></p> <p>SE/TE:</p> <p>How Was Egyptian Society Organized?, 103 Writing and Literature, 109-110 Indus Valley Civilization, 131-132 Zhou Society, 187-188 Lesson Check, 188 Analyze Charts, 199 Practicing Christianity, 328-329 Analyze Diagrams, 328, 608 How Manors Were Managed, 382 Lesson Check, 382 What Was Society Like in the Arab Muslim Empire?, 461-462 Society in West African Empires, 607-609</p>

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<p>7– H1.4.2 Describe and use themes of history to study patterns of change and continuity. Examples may include but are not limited to: several list of history themes are available, including: SPEC (social, political, economic, and cultural) and the History for Us All themes (Patterns of Population; Economic Networks and Exchange; Uses and Abuses of Power; Haves and Have-Nots; Expressing Identity; Science, Technology, and the Environment; and Spiritual Life and Moral Codes).</p>	<p><i>This objective is addressed throughout. See, for example:</i></p> <p>SE/TE: Lesson Check, 37 The Significance of Hammurabi’s Code, 56-57 Technology, 131 The Silk Road, 205-207 Analysis Skills: Detect Changing Patterns: 324 A Unique Culture, 354-355 Interactive: Europe Before and After the Fall of Rome: 366 Analysis Skills: Detect Changing Patterns: 369 Towns Grow and Spread, 386-388 Continuing Conflicts, 409 Islamic Law, 457 Guidelines for Government, 519 Rival Clans Battle for Power, 523-524 Who Were the Olmecs and Zapotecs?, 553 Lesson Check, 600 Analysis Skills: Identify Sources of Continuity: 613 What Was the Columbian Exchange?, 700-702</p> <p>Digital Resources: Topic 9>Lesson 1> Interactive Map: Europe Before and After the Fall of Rome Topic 9>Lesson 1> Analysis Skill: Detect Changing Patterns</p>
<p>7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p>	<p>SE/TE: How Did Humans Adapt to Varied Environments?, 18-19 Judaism’s Support for Society, 88-89</p>

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<p>W1 WHG ERA 1 – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 BCE/BC Explain the basic features of and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.</p>	
<p>W1.1 Peopling of Earth Describe the spread of people during Era 1.</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>SE/TE: What Were Later Stone Age Peoples Like?, 15-16 What Do We Know About Early Human Migration?, 17-18 Geography Skills, 17 Interactive: Migration of <i>Homo sapiens</i>: 17 How Did Humans Adapt to Varied Environments?, 18-19 Lesson Check, 19</p> <p><u>Digital Resources</u> Topic 1>Lesson 2>Video: How Hunter-Gatherers Lived; Interactive Map: Interactive Map: Migrations of <i>Homo sapiens</i></p>

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7 – W1.1.2 Explain what archaeologist have learned about Paleolithic and Neolithic societies.	<p>SE/TE:</p> <p>How Were the First Tools Made?, 11 Analyze Images, 11 When Did People Start to Create Art?, 21-23 Analyze Images, 22 Interactive, 23 When Did People Start to Farm?, 24-26 Lesson Check, 26 Interactive, 29 Where Did Farming Begin and How Did It Spread?, 27-29 How Did Farming Change Human Culture?, 29-31 Quest Connections, 30 Quest Connections, 32 Lesson Check, 32 How Did the First Cities Begin?, 31-32 Review and Assessment, 38-39</p> <p><u>Digital Resources</u></p> <p>Topic 1>Lesson 3> Interactive Gallery: Paleolithic Cave Art Topic 1>Lesson 4>Quick Activity: Explore Ancient Innovations; Interactive Gallery: Interactive Gallery: Otzi—the Neolithic Ice Man</p>
W1.2 Agricultural Revolution Describe the Agricultural Revolution and explain why it was a turning point in history.	
7 – W1.2.1 Describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).	<p>SE/TE:</p> <p>How Did Hunter-Gatherers Live?, 11-12 How Did Domesticated Plants and Animals Change People’s Lives?, 25-26 Lesson Check, 26 Where Did Farming Begin and How Did It Spread?, 27-29 Analyze Diagrams, 28 Quick Activity, 30</p>

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<p>7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations. Examples may include but are not limited to: the importance of available water for irrigation, adequate precipitation, fertile soil, locally available plants and animals, and adequate growing seasons.</p>	<p>SE/TE: When Did People Start to Farm?, 24-26 Quest Connections, 24 How Did Cities Lead to Civilizations?, 33-34 Interactive, 34 How Was Agriculture Important in Mesopotamia?, 45-47</p> <p><u>Digital Resources</u> Topic 1>Lesson 5> Interactive Map: River Valley Civilizations</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>SE/TE: Where Did Farming Begin and How Did It Spread?, 27-29 How Did Farming Change Human Culture?, 29-31 Lesson Check, 32 Review and Assessment, 38-39</p> <p><u>Digital Resources</u> Topic 1>Lesson 4>Video: The Birth of Farming</p>

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<p>WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 BCE/BC AND WESTERN HEMISPHERE 4000 BCE/BC to 1500 CE/AD Describe and compare defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread. This era includes civilizations in AfroEurasia from 4000 to 1000 BCE/BC as well as cultures in developing the Western Hemisphere from 4000 BCE/BC into Eras 3 and 4 so teachers can compare early civilizations around the globe.</p>	
<p>W2.1 Early Civilizations and Major Empires Analyze early civilizations and pastoral societies.</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. Examples may include but are not limited to: standardization of physical (rock, bird) and abstract (love, fear) words. In addition, examples may include forms of non-verbal communication from pictographs to abstract writing (governmental administration, laws, codes, history, and artistic expressions).</p>	<p>SE/TE: System of Writing, 37 What Was the Sumerian Writing System Like?, 49 Analyze Information, 50 The Significance of Hammurabi’s Code, 56-57 Analyze Diagrams, 57 Interactive, 69 Analyze Charts, 69 The Alphabet, 70 Lesson Check, 70 The Writings, 78-79 What Was Hieroglyphic Writing?, 109-110 Analyze Images, 110 Analyze Images, 119 Writing, 183-184 Interactive: Chinese Writing: 183</p> <p><u>Digital Resources</u> Topic 2>Lesson 4>Video: The Alphabet; Interactive Gallery: Development of the Modern Latin Alphabet Topic 5>Lesson 1>Interactive Gallery: Chinese Writing</p>

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<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>SE/TE: Where Did Farming Begin and How Did It Spread?, 27-29 Geography Skills, 29 How Did Farming Change Human Culture?, 29-31 How Did the First Cities Begin?, 31-32 Lesson Check, 32 How Did Cities Lead to Civilizations?, 33-34 Review and Assessment, 38-39</p> <p><u>Digital Resources</u> Topic 1>Lesson 4>Video: The Birth of Farming</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 settlements and development of early civilizations. Examples may include but are not limited to: the Tigris and Euphrates, Huang He, Nile, Indus, and Mississippi rivers.</p>	<p>SE/TE: Interactive: River Valley Civilizations, 34, Review and Assessment, 39 Geography Skills, 46 Interactive: Sumer and the Fertile Crescent, 46 Geography Skills, 61 Geography Skills, 73 Review and Assessment, 92-93 The Nile River Valley, 99-100 Geography Skills, 100 Geography Skills, 130, The Indus Valley Civilization, 131-132 Geography Skills, 132</p> <p><u>Digital Resources</u> Topic 1>Lesson 5>Interactive Map: River Valley Civilizations Topic 2>Lesson 1>Interactive Map: Sumer and the Fertile Crescent</p>

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<p>7 – W2.1.4 Examine early civilizations to describe their common features, including environment, economies, and social institutions. Examples may include but are not limited to: the Nile, Tigris/Euphrates, and Indus river civilizations in deserts, and Huang He and Mississippi river valley civilizations, and Mesoamerican and Andean civilizations. Topics might include ways of governing, stable food supplies, economic and social structures, use of resources and technology, division of labor, and forms of communication.</p>	<p>SE/TE: How Was Agriculture Important in Mesopotamia?, 45-47 City-States of Sumer, 47-48 Analyze Diagrams, 48 How Did Egyptian Civilization Develop?, 101 How Was Egyptian Society Organized?, 103 Analyze Diagrams, 103 Quest Connections, 103 Why was Trade Important for Egypt and Kush?, 115-117 Indus Valley Civilization, 131-132 Interactive, 568 Settlement and Geography of the Americas, 551-552 Who Were the Olmecs and Zapotecs?, 553 Quest Connections, 553 How Did the Geography of the Andes Shape Life?, 567-568</p> <p>Digital Resources: Celebrating Your State>Michigan>MI Activity 7.3: The Nile River and the Development of Early Civilizations</p>
<p>7 – W2.1.5 Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another. Examples may include but are not limited to: the spread of iron; agriculture; and cultural changes associated with permanent settlements. Cultural diffusion involves identifying the innovation, how it is being spread, who the adopters are, and the intended or unintended consequences of the innovation.</p>	<p>SE/TE: Where Did Farming Begin and How Did It Spread?, 27-29 What Is the Cultural Legacy of the Phoenicians?, 69-70 Lesson Check, 70 Kush’s Links to Africa and the World, 120 Lesson Check, 120 Trade, 132 Geography Skills, 132 The Silk Road, 205-207 Geography Skills, 205 Analyze Diagrams, 206 Lesson Check, 207</p>

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<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>SE/TE: How Did Domesticated Plants and Animals Change People’s Lives?, 25-26 Lesson Check, 26 Review and Assessment, 38-39</p> <p>Digital Resources: Celebrating Your State>Michigan>MI Activity 7.4: Pastoral Nomadism on the Steppes of Asia</p>
<p>W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 BCE TO 300 CE</p> <p>Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires. During this era, innovations and social, political, and economic changes occurred through the emergence of classical civilizations in Africa, Eurasia, and the Americas. Africa and Eurasia moved in the direction of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Similar interactions occurred in the Americas. Six of the world’s major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.</p>	
<p>W3.1 Classical Traditions Analyze classical civilizations and empires and their lasting impact.</p>	
<p>7 – W3.1.1 Describe the characteristics that classical civilizations share. Examples may include but are not limited to: institutions, cultural styles, and systems of thought that influenced neighboring peoples and have endured for several centuries.</p>	<p>SE/TE: What was the Impact of Hellenistic Learning?, 270-271 Review and Assessment, 272-273 What Was Greco-Roman Culture?, 332-333 Roman Art and Language, 333-334 Literature and Science in Ancient Rome, 334-336</p>

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<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>SE/TE: Geography Skills, 61 Geography Skills, 67 Geography Skills, 85 Review and Assessment, 92-93 Geography Skills, 130 Geography Skills, 136 Geography Skills, 160 Geography Skills, 169 Review and Assessment, 174-175 Interactive: Growth of the Roman Republic: 280 Quick Activity: 311 Geography Skills, 311 Geography Skills, 345 Review and Assessment, 356-357</p> <p><u>Digital Resources</u> Topic 8>Lesson 1>Quick Activity: Where Do They Go Next? Topic 8>Lesson 6>Interactive Map: The Byzantine Empire Celebrating Your State>Michigan>MI Activity 7.5: Geographic Characteristics of the Assyrian, Persian, and Egyptian Empires</p>
<p>7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p>	<p>SE/TE: How Did Cities Lead to Civilizations?, 33-34 Interactive, 34 What Are the Features of Civilizations?, 34-37 Analyze Diagrams, 35 Lesson Check, 37 City-States of Sumer, 47-48 The Conquest of Sumer, 54-56 Interactive: Akkadian and Babylonian Empires, 55 Emergence of City-States, 225-226 Lesson Check, 315</p>

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<p>Continued: 7 – W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.</p>	<p>Continued: Digital Resources: Topic 2>Lesson2>Interactive Chart: Akkadian and Babylonian Empires Celebrating Your State>Michigan>MI Activity 7.6: Civilizations, Empires, and City-States</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>SE/TE: Quest Project-Based Learning Inquiry: The Influence of Ancient Greece, 220 Emergence of City-States, 225-226 Lesson Check, 226 Experimenting with Forms of Government, 227-228 The World’s First Democracy, 229 Interactive: Athenian Democracy, 230 How Did Athenian Democracy Work?, 230-231 Quest Connections, 230 Lesson Check, 231 Analyze Charts, 237</p> <p><u>Digital Resources</u> Topic 6>Lesson 2>Interactive Gallery: Athenian Democracy</p>

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<p>7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.</p>	<p>SE/TE: Mathematics and Science, 171-172 Han Achievements, 211-212 Lesson Check, 212 Arts in Ancient Greece, 254 Greek Literature, 254-256 Interactive: Art and Architecture in Ancient Greece: 254 Lesson Check, 256 How Did the Greeks Improve Technology?, 262 A Golden Age for Mathematics and Medicine, 263-264 What Were Rome’s Practical Achievements?, 312-314 Achievements in Philosophy and Medicine, 471 What were Some Mayan Achievements?, 556-557 Aztec Achievements, 564-565 Andean Agriculture, 568 Incan Achievements, 571-572 Lesson Check, 573 What Led to the Rise of Ghana?, 591-592</p> <p><u>Digital Resources</u> Topic 6>Lesson 6> Interactive Gallery: Art and Architecture of Ancient Greece</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>SE/TE: Geography Skills, 116, 205, 242, 314 Analyze Diagrams, 206</p> <p><u>Digital Resources</u> Topic 6>Lesson 4>Interactive Map: Expansion and Trade in the Greek World</p>

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<p>7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires. Examples may include but are not limited to: Assyrian and Persian Empires, Egypt and Nubia/Kush, Phoenician and Greek networks, early Silk Road, Mesoamerican and Andean Empires.</p>	<p>SE/TE: The Silk Road, 205-207 Analyze Diagrams, 206 Lesson Check, 207 Who Influenced the Early Greeks?, 223-224 Trade in Athens, 243 Interactive: Expansion and Trade in the Greek World: 243 Exchange Between Continents, 271 Trade and the Roman Economy, 314-315</p> <p><u>Digital Resources</u> Topic 6>Lesson 4>Interactive Map: Expansion and Trade in the Greek World Celebrating Your State>Michigan>MI Activity 7.7: Case Study of Trade and the Roman Empire</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. Examples may include but are not limited to: the Chin and Han Dynasties, the Mauryan Empire, Egypt, Greek city-states, the Roman Empire, as well as the Aztec, Mayan, and Incan Empires.</p>	<p>SE/TE: How Did Chandragupta Rule an Empire?, 161-162 How Did the Han Govern China?, 203-205 Experimenting with Forms of Government, 227-228 The Spartan State: A Contrast to Athens, 234-235 Military Training in Sparta, 236-237 Slavery in Ancient Greece, 240-241 Roman Slavery, 293 Analyze Diagrams, 293 Roman Government and Law, 337-338 How Was the Aztec Empire Ruled?, 562 Analyze Visual Information, 563 How Did the Incan Empire Expand?, 569-571</p>

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<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>Examples may include but are not limited to: Mesopotamian Empires: cuneiform, Code of Hammurabi; Indian Empires: Sanskrit; Nile River Empires: hieroglyphs; Chinese Empire: character writing, belief system of Confucianism, Daoism, Legalism; American Empires: Incan knot language, Mayan codices.</p>	<p>SE/TE:</p> <p>Cuneiform, 49</p> <p>The Significance of Hammurabi’s Code, 56-57</p> <p>Quick Activity, 57</p> <p>Analyze Diagrams, 57</p> <p>What Was Hieroglyphic Writing?, 109-110</p> <p>Analyze Images, 110</p> <p>What are the Vedas?, 136-137</p> <p>Analyze Charts, 171</p> <p>Life and Teachings of Confucius, 192-194</p> <p>Beliefs of Daoism, 194-195</p> <p>Interactive: Confucianism and Daoism: 194</p> <p>Primary Sources, 196</p> <p>A Legalist Government, 199-200</p> <p>Lesson Check, 201</p> <p>Writing, 556</p> <p>Primary Sources, 558</p> <p><u>Digital Resources</u></p> <p>Topic 2>Lesson 2> Quick Activity: An Eye for an Eye?; Interactive Primary Source: Code of Hammurabi</p> <p>Topic 5>Lesson 3> Interactive Chart: Confucianism and Daoism</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>SE/TE:</p> <p>Interactive: Topic Timeline, 306-307</p> <p>Quest Discussion Inquiry: The Fall of Rome, 308</p> <p>The Rise of The Roman Empire, 309-312</p> <p>The Fall of Rome, 343</p> <p>What Was the New Rome?, 344-345</p> <p>The Shrinking Empire, 347</p> <p><u>Digital Resources</u></p> <p>Celebrating Your State>Michigan>MI Activity 7.8: The Rise and Fall of Classical Empires</p>

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<p>7 – W3.1.11 Explain the role of economics in shaping the development of classical civilizations and empires. Examples may include but are not limited to: trade routes and their significance, and supply and demand for products.</p>	<p>SE/TE: The Greek Economy, 241-243 Geography Skills, 242, 314 Interactive, 243 Lesson Check, 243 Trade and the Roman Economy, 314-315 International Influences, 332</p> <p><u>Digital Resources</u> Topic 6>Lesson 4>Interactive Map: Expansion and Trade in the Greek World Topic 8>Lesson 1>Video: Trade in the Roman Empire</p>
<p>W3.2 Growth and Development of World Religions Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism, and Islam grew and their significance (Islam is included here even though it came after 300 CE/AD). The world’s major faiths and ethical systems emerged, establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.</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>	<p>SE/TE: Analyze Charts, 80 What Are the Basic Teachings of Judaism?, 80-82 Lesson Check, 82 What Are the Roots of Hinduism?, 142-143 New Teachings, 144 What Are Hindus’ Beliefs About God?, 145 What Do Hindus Believe About Life?, 146-147 What Are Buddhist Beliefs?, 154-155 Lesson Check, 157 What Do Christians Believe About God?, 327 Practicing Christianity, 328-329 Lesson Check, 329 Islamic Beliefs About God, 455 Interactive, 455 What Are the Five Pillars of Islam?, 455-456 Analyze Charts, 456</p>

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<p>Continued: 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>	<p>Continued: <u>Digital Resources</u> Topic 4>Lesson 3>Video: Hindu Traditions and Practices Topic 11>Lesson 2>Interactive Gallery: The Five Pillars of Islam</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>SE/TE: Geography Skills, 148, Analysis Skills, 173 Geography Skills, 321, 372, 512</p>
<p>W4 WHG ERA 4 – BRIDGE TO ERA 4 – CASE STUDIES FROM THREE CONTINENTS Case studies from Europe, Africa, and the Americas are intended to set the stage for Integrated U.S. History in Grade 8.</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. Examples may include but are not limited to: the fall of Rome, collapse of the Mayans, demise of the Incan Empire.</p>	<p>SE/TE: Why Did the Pax Romana End?, 339-340 Quest Connections, 340 What Was the Imperial Crisis?, 340-341 The Late Empire, 341-342 The West Collapses, 342-343 Lesson Check, 343 What Was the New Rome?, 344-345 Who Were Justinian and Theodora?, 345-346 The Shrinking Empire, 347 Interactive: Interactive Map: The Byzantine Empire, 347 The Fall of the Maya, 556 How Did the Spanish Conquer Two Empires?, 680-682 Interactive: Spanish Exploration and Conquest of the Americas: 683 What Was the Impact of the Conquest?, 682-684</p> <p>Digital Resources: Topic 8>Lesson >Interactive Map: The Byzantine Empire Topic 16>Lesson 2> Interactive Timeline: Spanish Exploration and Conquest of the Americas</p>

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<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>Examples may include but are not limited to: comparing characteristics of Aksum, Ghana, Mali, or Songhai civilizations</p> <p>interpreting maps of the Trans-Saharan trade in gold and salt.</p>	<p>SE/TE:</p> <p>What Led to the Rise of Ghana?, 591-592 The Growth of the Ghana Empire, 592-594 Lesson Check, 594 Rise of Mali, 595-596 Analyze Diagrams, 596 How Did the Songhai Empire Overtake Mali?, 598-600 Lesson Check, 600</p> <p><u>Digital Resources</u></p> <p>Celebrating Your State>Michigan>MI Activity 7.9: Case Study: Trade and Early African 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. 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>SE/TE:</p> <p>Who Were the Olmecs and Zapotecs?, 553 Quest Connections, 553 The Civilization of the Maya, 554-556 Lesson Check, 557 Aztec Society, 563-564 Analyze Visual Information, 563 Lesson Check, 565 Lesson Check, 565 Who Were the People of the Eastern Woodlands?, 576-577 People of the Great Plains, 578 Which Cultures Lived in the North and Northwest?, 579-580 Western and Southwestern Cultures, 580-581 Lesson Check, 581</p> <p><u>Digital Resources</u></p> <p>>Celebrating Your State>Michigan>MI Activity 7.10: Case Study of the Aztec</p>

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Michigan Social Studies Standards 2019 World History and Geography, Grade 7	myWorld Interactive World History Early Ages
Geography	
G1 THE WORLD IN SPATIAL TERMS	
G1.2 Geographical Inquiry and Analysis Use geographical inquiry and analysis to answer questions about relationships between peoples, cultures, and their environments, and interaction among places and cultures within the era under study.	
<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>Examples may include but are not limited to: using maps to explain the Bantu migration patterns and describe their contributions to agriculture, technology, and language environments, or investigating how goods and services flowed in the Roman Empire.</p>	<p>SE/TE: Geography Skills, 29, 205, 242, 246, 314, 372, 385, 422, 470, 622</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials>Read Special-Purpose Maps: Assessment Celebrating Your State>Michigan>MI Activity 7.11: Using Geographic Tools; MI Activity 7.12: Tools of Geography</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>Examples may include but are not limited to: analyzing the natural and human factors that limited the extent of the Roman Empire.</p>	<p>SE/TE: Quest Project-Based Learning Inquiry: Design a Village, 6 Quest Project-Based Learning Inquiry: A Trip Through India, 128 Quest Project Based-Learning Inquiry: The Influence of Ancient Greece, 220 Quest Document-Based Writing Inquiry: The Roman Influence, 278 Quest Project-Based Learning Inquiry: Growth of Muslim Empires, 448 Quest Document-Based Writing Inquiry: A Strong Influence, 488 Quest Project-Based Learning Inquiry: Be a Map-Maker, 550 Quest Discussion Inquiry: Colonizing Planets, 670</p>

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<p>7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied.</p> <p>Examples include but are not limited to: using and interpreting maps in historical atlases, creating hand-drawn maps, and using basic GIS.</p>	<p><i>This objective is addressed throughout. See, for example:</i></p> <p>SE/TE:</p> <p>Analyze Visuals, ELA 3 Geography Skills, 61 Interactive: Topic Map, 126 Analyze Diagrams, 206 Geography Skills, 342 Interactive: Europe Before and After the Fall of Rome: 366 Analysis Skills: Detect Changing Patterns: 369 Quest Findings, 482 Geography Skills, 499 Quest Project-Based Learning Inquiry: Be a Map-Maker, 550 Analyze Graphs, 683</p> <p><u>Digital Resources</u></p> <p>Topic 9>Lesson 1> Interactive Map: Europe Before and After the Fall of Rome Topic 9>Lesson 1> Analysis Skill: Detect Changing Patterns 21st Century Skills Tutorials>Create Charts and Maps; Read Physical Maps; Read Political Maps; Read Special-Purpose Maps</p>

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<p>7 – G1.2.4 Locate and use information from maps and GIS to answer geographic questions on the era and region being studied. Examples may include but are not limited to: Google Earth and ArcGIS on-line have multiple teacher applications. Clickable PDFs provide overlay strategies for students without technology skills.</p>	<p>SE/TE: Geography Skills, 8 Geography Skills, 61 Analysis Skills: Identify Physical and Cultural Features: 108 Geography Skills, 132 Geography Skills, 205 Geography Skills, 314 Geography Skills, 422 Review and Assessment, 483 Geography Skills, 512 Geography Skills, 622 Geography Skills, 713</p> <p><u>Digital Resources</u> Topic 3>Lesson 1> Analysis Skill: Identify Physical and Cultural Features 21st Century Skills Tutorials>Read Physical Maps; Read Political Maps; Read Special-Purpose Maps Celebrating Your State>Michigan>MI Activity 7.11: Using Geographic Tools; MI Activity 7.12: Tools of Geography</p>

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<p>G3 INVESTIGATION AND ANALYSIS Throughout the school year, the students are introduced to topics that address issues that integrate time and place. Included are capstone projects that entail the investigation of historical issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as possible capstone projects within units and at the end of the course.</p>	
<p>G3 Investigation and Analysis (P1, P2)</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>Era 1 Examples may include but are not limited to: population growth and resources (investigate how population growth affects resource availability) migration (the significance of migrations of peoples and the resulting benefits and challenges).</p> <p>Era 2 Examples may include but are not limited to: agriculture (investigate the development of different forms of early or contemporary agriculture and its role in helping societies produce enough food for people, and the consequences of agriculture).</p> <p>Era 3 Examples may include but are not limited to: trade (investigate the impact of trade and trade routes on civilizations) or power (analyze common factors that influence the rise and fall of empires).</p>	<p>SE/TE: Write an Argument, ELA 9 Write Informative or Explanatory Essays, ELA 10 Find and Use Credible Sources, ELA 12-ELA 13 Write Research Papers, ELA 14 Quest Discussion Inquiry: The Fall of Rome, 308 Lesson Check, 343</p> <p>TE Only: Bridging, 31</p>

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G4 HUMAN SYSTEMS In each era, the language and perspective of geography can help students understand the past and make comparisons with the present.	
G4.2 Technology Patterns and Networks Describe how technology creates patterns and networks that connect people, products, and ideas.	
<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> <p>Examples may include but are not limited to: the development of the wheel different sail, boat, and navigation technologies road-building technologies in the Incan and Roman Empires the use of horses in different cultures.</p>	<p>SE/TE:</p> <p>Trade, 47</p> <p>New Roads, 63</p> <p>How Did Isolation Affect China’s Development?, 182</p> <p>Uniform Standards, 198</p> <p>Roman Roads Link the Empire, 312</p> <p>Aqueducts Transport Water, 312</p> <p>Engineering and Architecture, 564</p> <p>Lesson Check, 565</p> <p>What New Tools Aided Exploration?, 677-678</p> <p>Analyze Diagrams, 677</p> <p>Lesson Check, 678</p>
G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.	
<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>Examples may include but are not limited to: agricultural technologies including irrigation.</p>	<p>SE/TE:</p> <p>How Did Humans Adapt to Varied Environments?, 18-19</p> <p>Analyze Diagrams, 18</p> <p>Lesson Check, 19</p> <p>How Did People First Modify the Environment?, 25</p> <p>What New Tools Did People Make?, 26</p> <p>Lesson Check, 26</p> <p>Farming the Land, 46-47</p> <p>Lesson Check, 51</p> <p>Science, Technology, and Medicine, 113</p> <p>Analyze Images, 113</p> <p>Technology, 131</p> <p><u>Digital Resources</u></p> <p>Topic 1>Lesson 4>Video: The Birth of Farming</p>

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<p>7 – G4.3.2 Describe patterns of settlement and explain why people settled where they did. Examples may include but are not limited to: areas appropriate for hunter-gatherers or farmers, coastal and/or river towns located for trade, or mountain towns for defense.</p>	<p>SE/TE: Quest Connections, 24 Where Were the First Centers of Agriculture?, 28 Geography Skills, 29 Review and Assessment, 38-39 Farming and Manufacturing, 67 Geography Skills, 67 Colonies and City-States, 69 Geography Skills, 100 How Did Egyptian Civilization Develop?, 101 River Systems, 130 Geography Skills, 130 Geography Skills, 136 Where is Greece?, 222 Geography Skills, 222 Emergence of City-States, 225-226 The Arabian Setting, 449-450 Among the Sea and Mountains, 538-539 Settlement - Geography of the Americas, 551-552 Andean Agriculture, 568 The Niger and Senegal Rivers, 591</p> <p>TE Only: Interactive Topic Map, 361</p>
<p>7 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations. Examples may include but are not limited to: early human migration around the world, seasonal migration of pastoral people, and forced migration as a result of war or environmental problems.</p>	<p>SE/TE: What Do We Know About Early Human Migration?, 17-18 Interactive: Migration of <i>Homo sapiens</i>: 17 Geography Skills, 17 Lesson Check, 19 The Dark Age, 223-224 Sharing Knowledge and Culture, 479 Founding of the Mughal Empire, 479-480 Geography Skills, 493</p> <p><u>Digital Resources</u> Topic 1>Lesson 2>Interactive Map: Migrations of Homo sapiens</p>

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<p>G4.4 Forces of Cooperation and Conflict Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.</p>	
<p>7 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups. Examples may include but are not limited to: conflict over natural resources, trade routes, or wealth.</p>	<p>SE/TE: How Did Farming Change Social Organization?, 31 Development of Kingship, 50 How Did the Akkadian Empire End?, 55-56 Conflict with Carthage, 296-297 Why Did Pope Gregory and Henry IV Come Into Conflict?, 407-409 Religious Conflict in France, 653-654</p> <p><u>Digital Resources</u> Social Studies Core Concepts>Government and Civics Core Concepts: Conflict and Cooperation</p>
<p>7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied. Examples may include but are not limited to: conflict among Greek states and the Persian Empire or the expansion of the Roman Empire and the later invasions into the Roman Empire examples of cooperation through trade/peaceful co-existence include the development of early exchange routes between Europe and Asia and Africa.</p>	<p>SE/TE: Experimenting with Forms of Government, 227-228 The Spartan State: A Contrast to Athens, 234-235 Geography Skills, 235 The Persian Wars, 244-246 Geography Skills, 246 Why Were Athens and Sparta Rivals?, 247-248 Geography Skills, 248 The Peloponnesian War, 248-249 Lesson Check, 249 Rome's Friends and Allies, 283 What Was the Imperial Crisis?, 340-341 Geography Skills, 342 The West Collapses, 342-343 Geography Skills, 470 Spread of Ideas and Practices, 477 Exchanges at Mali, 596 Analyze Diagrams, 596 East African City-States, 605-606</p>

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<p>Continued: 7 – G4.4.2 Describe examples of cooperation and conflict in the era being studied.</p>	<p>Continued: <u>Digital Resources</u> Social Studies Core Concepts>Government and Civics Core Concepts: Conflict and Cooperation</p>
<p>G5 ENVIRONMENT AND SOCIETY Explain how humans used, adapted to, and modified the environment in the era studied.</p>	
<p>7 – G5.1.1 Describe examples of how humans modified the environment in the era being studied. Examples may include but are not limited to: how hunter-gatherers, farmers, and pastoral nomads may have used and adapted to different environments in different ways.</p>	<p>SE/TE: How Did Humans Adapt to Varied Environments?, 18-19 Lesson Check, 19 How Did People First Modify the Environment?, 25 Agricultural Techniques Create a Surplus, 101 The Old and Middle Kingdoms, 102 Indus Valley Civilization, 131-132 Lesson Check, 134 How Did the Geography of the Andes Shape Life?, 567-568</p> <p><u>Digital Resources</u> Topic 1>Lesson 3>Video: Migrating and Adapting to New Environments</p>

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<p>7 – G5.1.2 Explain how different technologies were used in the era being studied. Examples may include but are not limited to: irrigation in major river valley civilizations, island creation among the Aztecs, iron technology in Africa, silk and pottery technology in China.</p>	<p>SE/TE:</p> <p>Sumerian Achievements, 51 Lesson Check, 51 Science, Technology, and Medicine, 113 Lesson Check, 113 Independent Kush, 119 Analyze Images, 120 Technology, 131 Economy and Technology, 188 Lesson Check, 188 Economic Life, 210-211 Interactive: Silk making in Ancient China: 210 Chinese Inventions, 212 Analyze Images, 212 What Were Rome’s Practical Achievements?, 312-314 Lesson Check, 315 Technological Advances, 508-510 Analyze Images, 510</p> <p><u>Digital Resources</u></p> <p>Topic 5>Lesson 6> Interactive Gallery: Silk Making in Ancient China Topic 12>Lesson 3>Video: Technology of China</p>
<p>7 – G5.1.3 Explain how people defined and used natural resources in the era being studied.</p>	<p>SE/TE:</p> <p>Phoenician Traders, 67 Trade, 132 Trade in Athens, 243 Trade Grows, 314-315 Natural Resources, 591 Analyze Diagrams, 596</p> <p><u>Digital Resources</u></p> <p>Social Studies Core Concepts>Geography Core Concepts: Environment and Resources</p>

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PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)	
P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication about a Public Issue, and Citizen Involvement	
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. Trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public-policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.	
<ul style="list-style-type: none"> • identify public-policy issues related to global topics and issues studied. 	<p>SE/TE: Quest Discussion Inquiry, 44 Analysis Skills, 317 Quest Discussion Inquiry, 362 Quest Discussion Inquiry, 670</p> <p><u>Digital Resources</u> Topic 2:>Quest: Discussion: Debate Punishments for Crimes Topic 9:>Quest: Discussion: Freedom vs. Security Topic 16:>Quest: Discussion: Colonizing Planets Social Studies Core Concepts>Geography Core Concepts>People’s Impact on the Environment</p>

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<ul style="list-style-type: none"> clearly state the issue as a question of public policy orally or in written form. 	<p>SE/TE:</p> <p>Write an Argument, ELA 9 Write Informative or Explanatory Essays, ELA 10 Discuss Your Ideas, ELA 15 Quest Discussion Inquiry: Debate Punishments for Crimes, 44 Analysis Skill: Identify Central Issues and Problems 317 Quest Discussion Inquiry: Freedom vs. Security?, 362 Quest Discussion Inquiry: Colonizing Planets, 670</p> <p>TE Only: English Language Learners, 288</p> <p><u>Digital Resources</u></p> <p>Topic 2:>Quest: Discussion: Debate Punishments for Crimes Topic 9:>Quest: Discussion: Freedom vs. Security Topic 16:>Quest: Discussion: Colonizing Planets 21st Century Skills Tutorials>Being an Informed Citizen: Assessment</p>
<ul style="list-style-type: none"> use inquiry methods to acquire content knowledge and appropriate data about the issue. 	<p>SE/TE:</p> <p>Quest Discussion Inquiry: Debate Punishments for Crimes, 44 Analysis Skills, 317 Quest Discussion Inquiry: Freedom vs. Security?, 362 Quest Discussion Inquiry: Colonizing Planets, 670</p> <p><u>Digital Resources</u></p> <p>Topic 2:>Quest: Discussion: Debate Punishments for Crimes Topic 9:>Quest: Discussion: Freedom vs. Security Topic 16:>Quest: Discussion: Colonizing Planets 21st Century Skills Tutorials>Being an Informed Citizen: Assessment</p>

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<ul style="list-style-type: none"> • identify the causes and consequences and analyze the impact, both positive and negative 	<p>SE/TE: Quest Discussion Inquiry: Debate Punishments for Crimes, 44 Analysis Skill: Identify Central Issues and Problems 317 Quest Discussion Inquiry: Freedom vs. Security?, 362 Quest Discussion Inquiry: Colonizing Planets, 670</p> <p><u>Digital Resources</u> Topic 2:>Quest: Discussion: Debate Punishments for Crimes Topic 9:>Quest: Discussion: Freedom vs. Security Topic 16:>Quest: Discussion: Colonizing Planets 21st Century Skills Tutorials>Being an Informed Citizen: Assessment Celebrating Your State>Michigan>MI Activity 7.2: How Historians Use Cause and Effect</p>
<ul style="list-style-type: none"> • share and discuss findings of research and issue analysis in group discussions and debates. 	<p>SE/TE: Discuss Your Ideas, ELA 15 Quest Discussion Inquiry: Debate Punishments for Crimes, 44 Quest Discussion Inquiry: Freedom vs. Security?, 362 Quest Discussion Inquiry: Colonizing Planets, 670</p> <p>TE Only: Differentiated Instruction, 36, 200 Expanding, 117 English Language Learners, 288</p> <p><u>Digital Resources</u> Topic 2:>Quest: Discussion: Debate Punishments for Crimes Topic 9:>Quest: Discussion: Freedom vs. Security Topic 16:>Quest: Discussion: Colonizing Planets 21st Century Skills Tutorials>Participate in a Discussion or Debate: Assessment</p>

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<ul style="list-style-type: none"> • compose a persuasive essay justifying the position with a reasoned argument. 	<p>SE/TE: Write an Argument, ELA 9 Lesson Check, 201 Lesson Check, 343 Review and Assessment, 356-357</p> <p>TE Only: Bridging, 31</p>
<ul style="list-style-type: none"> • develop an action plan to address or inform others about the issue at the different scales. 	<p><u>Digital Resources</u> 21st Century Skills Tutorials>Being an Informed Citizen: Assessment</p>
<p>P4.2 Civic Participation Act constructively to further the public good.</p>	
<p>7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p>	<p><u>Digital Resources</u> 21st Century Skills Tutorials>Being an Informed Citizen: Assessment</p>
<p>7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied. Examples may include but are not limited to: service learning projects.</p>	<p>SE/TE: Lesson Check, 195 Analysis Skill: Identify Central Issues and Problems 317</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials>Solve Problems: Assessment</p>
<p>7 – P4.2.3 Participate in projects to help or inform others.</p>	<p><u>Digital Resources</u> 21st Century Skills Tutorials>Share Responsibility: Assessment</p>

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