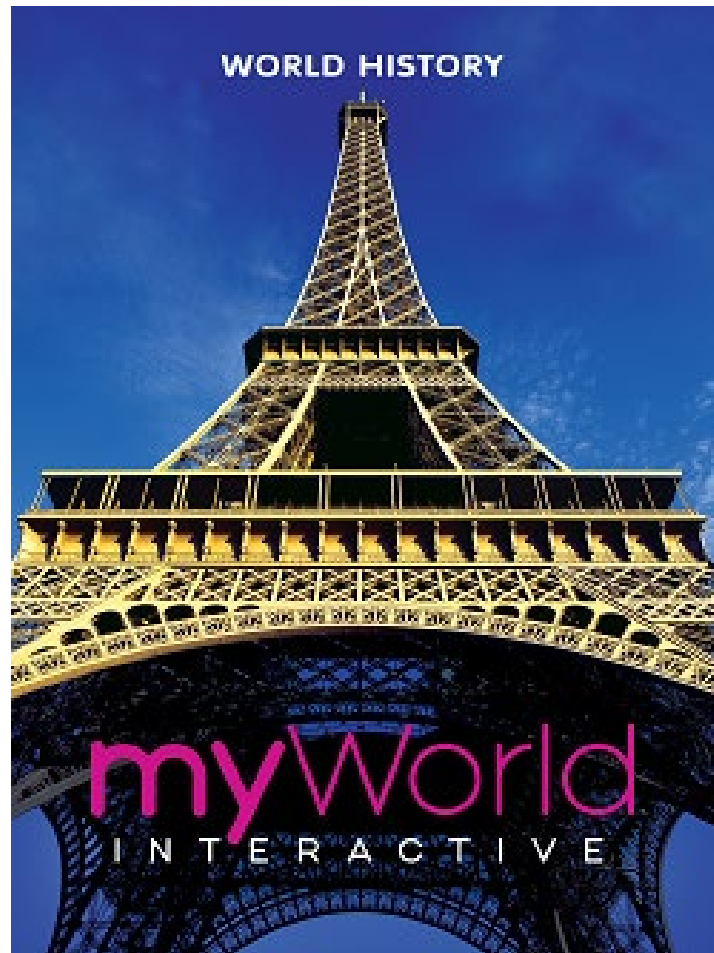


A Correlation of
myWorld Interactive World History
Survey Edition ©2019



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

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Introduction

This document demonstrates how *myWorld Interactive World History* ©2019 meets the Michigan Social Studies World Geography Grade 7 standards. Correlation page references are to the Student Edition and Teacher Edition.

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

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

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

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| 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. | |
| <p>7 – H1.1.1 Compare and contrast several different calendar systems used in the past and present and their cultural significance.</p> <p>Examples may include but are not limited to: sundial; lunar solar; Gregorian calendar: BC/AD; contemporary secular: BCE/CE; Chinese; Hebrew; Islamic/Hijri.</p> | <p>SE/TE: The Egyptian Calendar, 112; Han Achievements, 211; Astronomy, 556-557; Reading Check, 557</p> <p>TE Only: History Background, 422</p> <p><u>Digital Resources</u></p> <p>Topic 13> Lesson 1> Interactive Gallery: Mayan Learning</p> <p>MyWorld Interactive Early Ages Middle Grades>Table of Contents>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. | |
| <p>7 – H1.2.1 Explain how historians use a variety of sources to explore the past.</p> <p>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> | <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></p> <p>Social Studies Core Concepts> History Core Concepts: How Do Historians Study History?</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> <p>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>This objective is addressed throughout. See, for example:</p> <p>SE/TE: Primary Sources, 13, 150, 257, 284, 330, 419, 529, 566, 679, 758, 841</p> <p><u>Digital Resources</u></p> <p>Interactive Primary Sources: The Republic, Plato</p> |

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| 7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources. | SE/TE: Analyze Primary and Secondary Sources, ELA 4-ELA 5; Analysis Skills, 141, 250, 411, 441, 750, 758; Primary Sources, 196 |
| 7 – H1.2.4 Compare and evaluate differing historical perspectives based on evidence. | SE/TE: Analysis Skills, 114, 141, 750 <u>Digital Resources</u> 21 st Century Skills Tutorials> Compare Viewpoints: Assessment |
| 7 – H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes. | SE/TE: Distinguish Cause and Effect, 53, 537; Analyze Sequence, Causation, and Correlation, 301 <u>Digital Resources</u> Social Studies Core Concepts> History Core Concepts: How Do Historians Study History? MyWorld Interactive Early Ages Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 7.2: How Historians Use Cause and Effect |
| 7 – H1.2.6 Identify the role of the individual in history and the significance of one person’s ideas. | 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; The Spread of Ideas, 752; What New Political Ideas Developed?, 753-754; What New Social and Economic Thought Developed?, 754-756; Interactive, 755 |
| H1.4 Historical Understanding Use historical concepts, patterns, and themes to study the past. | |
| 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. | This objective is addressed throughout. See, for example: SE/TE: How Was Egyptian Society Organized?, 103; Writing and Literature, 109-110; Indus Valley Civilization, 131-132; Reading Check, 132; Zhou Society, 187-188; Lesson Check, 188, 382; Analyze Charts, 199; Practicing Christianity, 328-329; Analyze Diagrams, 328, 608; How Manors Were Managed, 382; What Was Society Like in the Arab Muslim Empire?, 461-462; Society in West African Empires, 607-609 |

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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 lists 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>This objective is addressed throughout. See, for example: SE/TE: Lesson Check, 37, 600; The Significance of Hammurabi’s Code, 56-57; Technology, 131; The Silk Road, 205-207; Analysis Skills, 324, 369, 613; A Unique Culture, 354-355; Interactive, 366; 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; What Was the Columbian Exchange?, 700-702; How Did Louis XIV Use His Absolute Power?, 733-735; Analyze Charts, 734</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; Reading Check, 89; Competition for Resources, 869-871; The Issue of Climate Change, 872-873; Review and Assessment, 874-875</p> |
| <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, 17; How Did Humans Adapt to Varied Environments?, 18-19; Reading Check, 19; Lesson Check, 19</p> <p><u>Digital Resources</u> Topic 1> Lesson 2> Video: How Hunter-Gatherers Lived</p> |

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| 7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies. | SE/TE: How Were the First Tools Made?, 11; Analyze Images, 11, 22; Reading Check, 12, 23; When Did People Start to Create Art?, 21-23; Interactive, 23, 29; When Did People Start to Farm?, 24-26; Lesson Check, 26, 32; Where Did Farming Begin and How Did It Spread?, 27-29; How Did Farming Change Human Culture?, 29-31; Quest Connections, 30, 32; How Did the First Cities Begin?, 31-32; Review and Assessment, 38-39 |
| 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). | SE/TE: 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; Reading Check, 29; Quick Activity, 30 |
| 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. | SE/TE: When Did People Start to Farm?, 24-26; Quest Connections, 24; How Did Cities Lead to Civilizations?, 33-34; Reading Check, 34; Interactive, 34; How Was Agriculture Important in Mesopotamia?, 45-47 |
| 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). | SE/TE: Where Did Farming Begin and How Did It Spread?, 27-29; Reading Check, 29, 31; How Did Farming Change Human Culture?, 29-31; Lesson Check, 32; Review and Assessment, 38-39 <u>Digital Resources</u> Topic 1> Lesson 4> Video: The Birth of Farming |

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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; Reading Check, 49, 79, 110; Analyze Information, 50; The Significance of Hammurabi’s Code, 56-57; Analyze Diagrams, 57; Interactive, 69, 183; Analyze Charts, 69; The Alphabet, 70; Lesson Check, 70; The Writings, 78-79; What Was Hieroglyphic Writing?, 109-110; Analyze Images, 110, 119; Writing, 183-184</p> <p><u>Digital Resources</u> Topic 2> Lesson 4> Video: The Alphabet</p> |
| <p>7 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, 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, 46; Review and Assessment, 39, 92-93; The Nile River Valley, 99-100; The Indus Valley Civilization, 129-132; Geography Skills, 46, 61, 73, 100, 130, 132</p> <p>TE Only: Interactive: Interactive Map, 35</p> <p><u>Digital Resources</u> 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, 103; How Did Egyptian Civilization Develop?, 101; How Was Egyptian Society Organized?, 103; Reading Check, 103, 132, 552; Quest Connections, 103, 553; 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; How Did the Geography of the Andes Shape Life?, 567-568</p> <p>Digital Resources: MyWorld Interactive Early Ages Middle Grades>Table of Contents>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, 120, 207; Kush’s Links to Africa and the World, 120; Trade, 132; Geography Skills, 132, 205; The Silk Road, 205-207; Analyze Diagrams, 206</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>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 MyWorld Interactive Early Ages Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 7.4: Pastoral Nomadism on the Steppes of Asia</p> |

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| <p>W3 WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 BCE TO 300 CE 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; Reading Check, 333, 334; Roman Art and Language, 333-334; Literature and Science in Ancient Rome, 334-336</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>SE/TE: Geography Skills, 46, 61, 67, 85, 130, 136, 160, 169, 311, 345; Review and Assessment, 92-93, 174-175, 356-357</p> <p><u>Digital Resources</u> Topic 8> Lesson 6> Interactive Map: The Byzantine Empire MyWorld Interactive Early Ages Middle Grades>Table of Contents>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; Reading Check, 34; Interactive, 34; What Are the Features of Civilizations?, 34-37; Analyze Diagrams, 35; Lesson Check, 37, 315; City-States of Sumer, 47-48; The Conquest of Sumer, 54-56; Interactive, 55; Emergence of City-States, 225-226</p> <p><u>Digital Resources</u> MyWorld Interactive Early Ages Middle Grades>Table of Contents>Celebrating Your</p> |

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| | State>Michigan>MI Activity 7.6: Civilizations, Empires, and City-States |
| 7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions. | <p>SE/TE: Quest Project-Based Learning Inquiry: The Influence of Ancient Greece, 220; Emergence of City-States, 225-226; Reading Check, 226, 228, 229, 231; Lesson Check, 226, 231; Experimenting with Forms of Government, 227-228; The World’s First Democracy, 229; Interactive, 230; How Did Athenian Democracy Work?, 230-231; Quest Connections, 230; Analyze Charts, 237</p> <p><u>Digital Resources</u> Topic 6> Lesson 2> Interactive Gallery: Athenian Democracy</p> |
| 7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations. | <p>SE/TE: Mathematics and Science, 171-172; Reading Check, 172, 314; Han Achievements, 211-212; Lesson Check, 212, 256, 573; Arts in Ancient Greece, 254; Interactive, 254; Greek Literature, 254-256; 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; What Led to the Rise of Ghana?, 591-592</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>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, 243; Exchange Between Continents, 271; Trade and the Roman Economy, 314-315</p> <p><u>Digital Resources</u> MyWorld Interactive Early Ages Middle Grades>Table of Contents>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; Reading Check, 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> |
| <p>7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires. 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: Cuneiform, 49; The Significance of Hammurabi's Code, 56-57; Quick Activity, 57; Reading Check, 58; Analyze Diagrams, 57; What Was Hieroglyphic Writing?, 109-110; Analyze Images, 110; What are the Vedas?, 136-137; Analyze Charts, 171; Life and Teachings of Confucius, 192-194; Beliefs of Daoism, 194-195; Interactive, 194; Primary Sources, 196, 558; A Legalist Government, 199-200; Lesson Check, 201; Writing, 556</p> <p><u>Digital Resources</u> Topic 2> Lesson 2> Interactive Primary Source: Code of Hammurabi</p> |

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| <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: Interactive: Topic Timeline, 306-307; Quest Discussion Inquiry: The Fall of Rome, 308; The Rise of The Roman Empire, 309-312; The Fall of Rome, 343; What Was the New Rome?, 344-345; The Shrinking Empire, 347; Reading Check, 347</p> <p><u>Digital Resources</u> MyWorld Interactive Early Ages Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 7.8: The Rise and Fall of Classical Empires</p> |
| <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; Reading Check, 243; Interactive, 243; Lesson Check, 243; Trade and the Roman Economy, 314-315; International Influences, 332</p> <p><u>Digital Resources</u> 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, 456; What Are the Basic Teachings of Judaism?, 80-82; Lesson Check, 82, 157, 329; 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; Reading Check, 155, 327; What Do Christians Believe About God?, 327; Practicing Christianity, 328-329; Islamic Beliefs About God, 455; Interactive, 455; What Are the Five Pillars of Islam?, 455-456</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, 321, 372, 512; Analysis Skills, 173</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, 347, 683; Reading Check, 347; The Fall of the Maya, 556; How Did the Spanish Conquer Two Empires?, 680-682; What Was the Impact of the Conquest?, 682-684</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. Examples may include but are not limited to: comparing characteristics of Aksum, Ghana, Mali, or Songhai civilizations; interpreting maps of the Trans-Saharan trade in gold and salt.</p> | <p>SE/TE: What Led to the Rise of Ghana?, 591-592; The Growth of the Ghana Empire, 592-594; Reading Check, 594; Lesson Check, 594, 600; Rise of Mali, 595-596; Analyze Diagrams, 596; How Did the Songhai Empire Overtake Mali?, 598-600</p> <p><u>Digital Resources</u> MyWorld Interactive Early Ages Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 7.9: Case Study: Trade and Early African Empires</p> |

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| <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: Who Were the Olmecs and Zapotecs?, 553; Quest Connections, 553; The Civilization of the Maya, 554-556; Reading Check, 556, 564, 578; Lesson Check, 557, 563, 581; Aztec Society, 563-564; Analyze Visual Information, 563; 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</p> <p><u>Digital Resources</u> MyWorld Interactive Early Ages Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 7.10: Case Study of the Aztec</p> |
| <p>G1 THE WORLD IN SPATIAL TERMS</p> | |
| <p>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> | |
| <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. 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, 780</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials> Read Special-Purpose Maps: Assessment MyWorld Interactive Early Ages Middle Grades>Table of Contents>Celebrating Your State>Michigan>MI Activity 7.11: Using Geographic Tools; MI Activity 7.12: Tools of Geography</p> |

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| <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. 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> |
| <p>7 – G1.2.3 Use, interpret, and create maps and graphs representing places and regions in the era being studied. Examples include but are not limited to: using and interpreting maps in historical atlases, creating hand-drawn maps, and using basic GIS.</p> | <p>This objective is addressed throughout. See, for example: SE/TE: Analyze Visuals, ELA 3; Geography Skills, 61, 342, 499; Interactive: Topic Map, 126; Analyze Diagrams, 206; Interactive, 366; Analysis Skills, 369; Quest Findings, 482; Quest Project-Based Learning Inquiry: Be a Map-Maker, 550; Analyze Graphs, 683</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials> Create Charts and Maps, Read Physical Maps, Read Political Maps, Read Special-Purpose Maps</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. 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, 61, 132, 205, 314, 422, 512, 622, 713, 816; Analysis Skills, 108; Review and Assessment, 483</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials> Read Physical Maps, Read Political Maps, Read Special-Purpose Maps MyWorld Interactive Early Ages Middle Grades>Table of Contents>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; Quest Document-Based Writing Inquiry: The Right to Rule, 728</p> <p>TE Only: Bridging, 31</p> |
| <p>G4 HUMAN SYSTEMS In each era, the language and perspective of geography can help students understand the past and make comparisons with the present.</p> | |
| <p>G4.2 Technology Patterns and Networks Describe how technology creates patterns and networks that connect people, products, and ideas.</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> <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: Trade, 47; New Roads, 63; How Did Isolation Affect China’s Development?, 182; Uniform Standards, 198; Roman Roads Link the Empire, 312; Aqueducts Transport Water, 312; Engineering and Architecture, 564; Lesson Check, 565, 678; What New Tools Aided Exploration?, 677-678; Analyze Diagrams, 677; Reading Check, 678; The Power of Steam, 786</p> |

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| <p>G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.</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. Examples may include but are not limited to: agricultural technologies including irrigation.</p> | <p>SE/TE: How Did Humans Adapt to Varied Environments?, 18-19; Analyze Diagrams, 18; Lesson Check, 19, 26, 51; How Did People First Modify the Environment?, 25; What New Tools Did People Make?, 26; Reading Check, 26, 47; Farming the Land, 46-47; Science, Technology, and Medicine, 113; Analyze Images, 113; Technology, 131</p> <p><u>Digital Resources</u> Topic 1> Lesson 4> Video: The Birth of Farming</p> |
| <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, 67, 100, 130, 136, 222; Review and Assessment, 38-39; Farming and Manufacturing, 67; Colonies and City-States, 69; How Did Egyptian Civilization Develop?, 101; River Systems, 130; Where is Greece?, 222; Emergence of City-States, 225; The Arabian Setting, 449-450; Reading Check, 450; Among the Sea and Mountains, 538-539; Settlement and Geography of the Americas, 551-552; Andean Agriculture, 568; The Niger and Senegal Rivers, 591</p> <p>TE Only: Interactive 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; Geography Skills, 17, 493; Lesson Check, 19; The Dark Age, 223-224; Sharing Knowledge and Culture, 479; Founding of the Mughal Empire, 479-480; European Migration, 797; People on the Move, 804; Reading Check, 804</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; Reading Check, 409; Religious Conflict in France, 653-654; An Allied Victory, 832-833; Analyze Images, 850; Conflict in the Middle East, 851-854; What Are Free Trade Agreements?, 865-866</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, 246, 248, 342, 470; The Persian Wars, 244-246; Why Were Athens and Sparta Rivals?, 247-248; The Peloponnesian War, 248-249; Lesson Check, 249; Rome’s Friends and Allies, 283; What Was the Imperial Crisis?, 340-341; The West Collapses, 342-343; Reading Check, 343; Spread of Ideas and Practices, 477; Exchanges at Mali, 596; Analyze Diagrams, 596; East African City-States, 605-606</p> <p><u>Digital Resources</u> Social Studies Core Concepts> Government and Civics Core Concepts: Conflict and Cooperation</p> |

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| <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; Reading Check, 19, 568; Lesson Check, 19, 134; 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; 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> |
| <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: Sumerian Achievements, 51; Lesson Check, 51, 113, 188, 315; Science, Technology, and Medicine, 113; Independent Kush, 119; Analyze Images, 120, 212, 510; Technology, 131; Economy and Technology, 188; Economic Life, 210-211; Interactive, 210; Chinese Inventions, 212; What Were Rome’s Practical Achievements?, 312-314; Technological Advances, 508-510; Reading Check, 510</p> <p><u>Digital Resources</u> 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: Phoenician Traders, 67; Reading Check, 67; Trade, 132; Trade in Athens, 243; Trade Grows, 314-315; Natural Resources, 591; Analyze Diagrams, 596; The Power of Steam, 786; Competition for Resources, 869-871; Analyze Images, 870; Analyze Charts, 871</p> <p><u>Digital Resources</u> 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: Analysis Skills, 317; The Struggle for Human Rights, 860-862; Lesson Check, 862, 873; Protecting the Environment, 871-873; Analyze Images, 872; Review and Assessment, 874-875</p> <p><u>Digital Resources</u> Social Studies Core Concepts> Geography Core Concepts> People’s Impact on the Environment</p> |
| <ul style="list-style-type: none"> • clearly state the issue as a question of public policy orally or in written form | <p>SE/TE: 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 Skills, 317; Quest Discussion Inquiry: Freedom vs. Security?, 362; Quest Discussion Inquiry: Colonizing Planets, 670</p> <p>TE Only: English Language Learners, 288; Differentiated Instruction, 748</p> <p><u>Digital Resources</u> 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: Analysis Skills, 317; Quest Discussion Inquiry: Freedom vs. Security?, 362; Quest Discussion Inquiry: Colonizing Planets, 670</p> <p><u>Digital Resources</u></p> |

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| | 21 st Century Skills Tutorials> Being an Informed Citizen: Assessment |
| <ul style="list-style-type: none"> • identify the causes and consequences and analyze the impact, both positive and negative | <p>SE/TE: Analyze Charts, 871; Analyze Images, 872, 873; Lesson Check, 873; Review and Assessment, 874-875</p> <p><u>Digital Resource</u> MyWorld Interactive Early Ages Middle Grades>Table of Contents>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> 21st Century Skills Tutorials> Participate in a Discussion or Debate: Assessment</p> |
| <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; Quest Document-Based Writing Inquiry: The Right to Rule, 728; Lesson Check, 201, 343, 743, 757; Review and Assessment, 356-357, 760-761</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</p> | <p><u>Digital Resources</u></p> |

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| public policy, report the results, and evaluate effectiveness. | 21 st Century Skills Tutorials> Being an Informed Citizen: Assessment |
| 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. | SE/TE: Lesson Check, 195; Analysis Skills, 317 <u>Digital Resources</u> 21 st Century Skills Tutorials> Solve Problems: Assessment |
| 7 – P4.2.3 Participate in projects to help or inform others. | <u>Digital Resources</u> 21 st Century Skills Tutorials> Share Responsibility: Assessment |

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