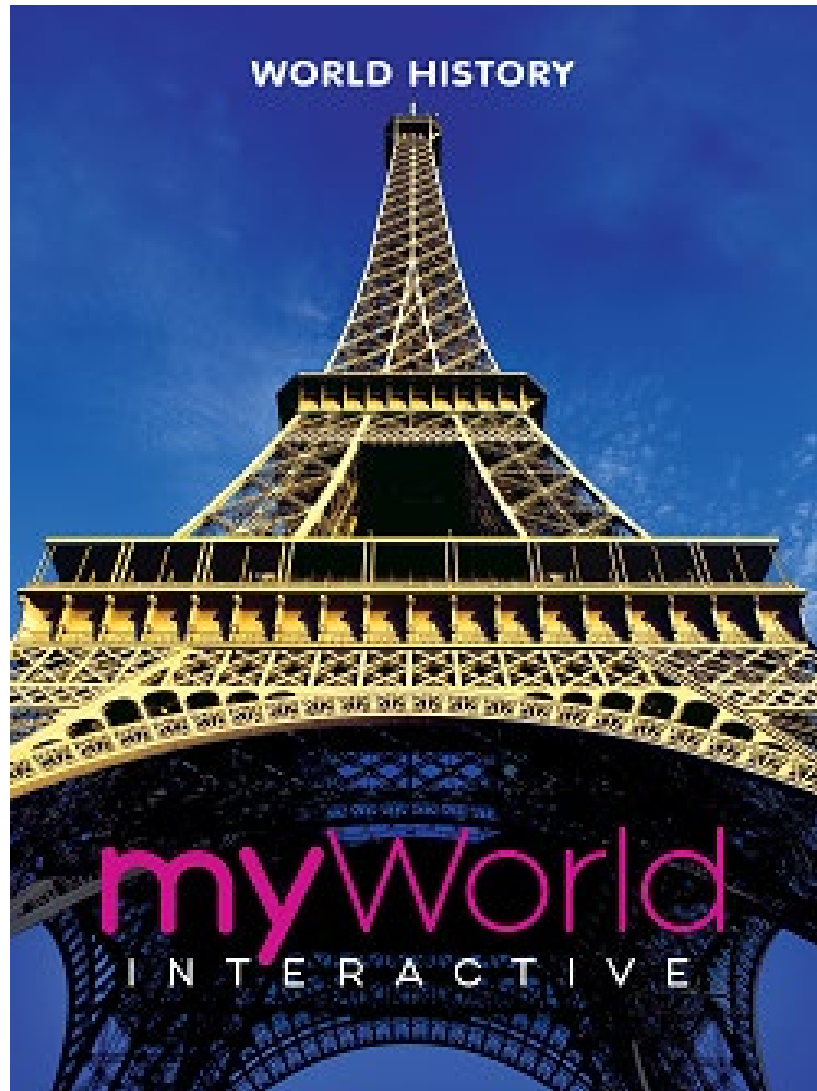


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A Correlation of myWorld Interactive World History, Survey Edition to the Nebraska Social Studies Standards 2019, Grade 7

Introduction

This document demonstrates how *myWorld Interactive World History*, meets the Nebraska Social Studies Standards for grade 7 Social Studies. Correlation page references are to the Student Edition, Teacher Edition, and Realize digital resources.

The *myWorld Interactive World History* program invites students to truly experience the scope and impact of history through engaging stories from some of the most compelling and eventful times in the history of our world. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while bringing world history to life. The program is available in print, digital, and blended options.

The *myWorld Interactive World History* program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Technology Reimagined with the Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBC Learn™ MyStory Videos that engage students in every chapter
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| SS 7.1 Civics | |
| Forms and Functions of Government | |
| SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. | |
| SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens. | <p>SE/TE: Lesson Check, 162 How Did the Shang Government Rule?, 183 How Was the Empire Organized?, 199 Politics in the Polis, 226 Oligarchies, 228 The World’s First Democracy, 229 The Business of Government, 230 Government in Sparta, 234-235 Founding the Republic, 282 The Senate, 287-288 Analyze Charts, 288 Parliament and an Independent Judiciary, 417-418 The Umayyad Dynasty Begins, 463 How Was the Aztec Empire Ruled?, 562 Calvin’s “City of God”, 645 How Did Totalitarianism Rise?, 825</p> <p>Digital Resources: Social Studies Reference Center>Constitution Day Resources>Celebrate Freedom: Declaration of Independence and Constitution Day Social Studies Core Concepts>Government and Civics Core Concepts>Government and Civics Core Concepts: Political Systems</p> |
| SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function. | <p>SE/TE: The Significance of Hammurabi’s Code, 56-57 When Did Democracy in Athens Begin?, 229 Reading Check, 338 Signing the Magna Carta, 416-417 Lesson Check, 418 Guidelines for Government, 519 The Pilgrims Arrive, 709 The English Bill of Rights, 749 Lesson Check, 749 Founding Documents for a New Nation, 757</p> |
| Continued: SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function. | Continued: TE only: Differentiated Instruction, 520 |

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| | Differentiated Instruction, 709 Digital Resources: Social Studies Reference Center>Constitution Day Resources>Primary Source: Declaration of Independence and Bill of Rights; The Constitution of the United States Interactive Primary Sources>Interactive Primary Source: Code of Hammurabi; Interactive Primary Source: The Magna Carta; Interactive Primary Source: The Mayflower Compact Topic 2>Introduction>Topic Video: The Code of Hammurabi Topic 17>Lesson 3>Interactive Gallery: Protections of the English Bill of Rights |
| SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world. | SE/TE: The Significance of Hammurabi’s Code, 56-57 Topic 5 Review and Assessment, 214-215 Lesson Check, 231 Analysis Skills: Compare Different Points of View, 250 Signing the Magna Carta, 416-417 Analyze Charts, 748 Analyze Charts, 771 Digital Resources: Topic 18>Quest: Document-Based Writing: Dateline: Revolution>Quest Connection: Connect to the French Revolution |
| Civic Participation | |
| SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. | |
| SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe. | SE/TE: Local Self-Government, 62 A New Empire in India, 168-169 |

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| <p>SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.</p> | <p>SE/TE: Lesson Check, 249 Quest Discussion Inquiry, 308 In Africa, 858-860</p> <p>TE only: English Language Learners, 287-288 English Language Learners, 378-379 English Language Learners, 828-829 English Language Learners, 838-839</p> <p>Digital Resources: Topic 19>Introduction>Interactive Topic Map</p> |
| <p>SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.</p> | <p>SE/TE: A New Economic Crisis Strikes, 867</p> <p>Digital Resources: 21st Century Skills Tutorials>Political Participation>21st Century Skill: Political Participation: Video Topic 19>Lesson 8>Video: Globalization</p> |

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| SS 7.2 Economics | |
| Economic Decision Making: SS 7.2.1 Not addressed at this level | |
| Financial Literacy: SS 7.2.2 Not addressed at this level | |
| Exchange and Markets: SS 7.2.3 Not addressed at this level | |
| National Economy | |
| SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. | <p>SE/TE: Lords and Vassals Make Promises, 379 Lesson Check, 382 Guilds Protect Crafts, 387-388 Daimyo, Samurai, and Peasants, 525 Impact of Mercantilism, 703 Differing Ideologies, 834-835 Moving Toward Free Markets, 864</p> <p>Digital Resources: Social Studies Reference Center>Hip Hop Songs>World History>Hip Hop History: Early Medieval Europe Social Studies Core Concepts>Economics Core Concepts>Economics Core Concepts: Economic Systems Topic 9>Quest: Discussion: Freedom vs. Security>Quest Connection: Connect to Feudalism</p> |
| SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems. | <p>SE/TE: Lesson Check, 58 Lesson Check, 106 How Was Caste Determined?, 139 Lesson Check, 140 The Social Order, 208-209 Patricians and Plebeians, 287 Analyze Diagrams, 293 Analyze Charts, 379 Daimyo, Samurai, and Peasants, 525 Lesson Check, 692 The Three Estates, 773</p> |

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| <p>SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p> | <p>SE/TE: How Did the Caste System Develop?, 140 The Middle Class Grows, 705 What Are the Challenges of Globalization?, 866</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Core Concepts: Economic Systems</p> |
| <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.</p> | |
| <p>SS 7.2.5.a Define the government's role in various economic systems.</p> | <p>SE/TE: Controlling Production and Prices, 210-211 Currency, 495 Adam Smith and the Free Markets, 755-756 Laissez-Faire Economics, 789-790 Karl Marx and Communism, 790-791 How Did Governments Respond?, 824 Differing Ideologies, 834-835</p> <p>Digital Resources: 21st Century Skills Tutorials>Paying Taxes>21st Century Skill: Paying Taxes: Video</p> |

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| | Social Studies Core Concepts>Economics Core Concepts>Economics Core Concepts: Economic Systems |
| SS 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures. | <p>SE/TE: Analysis Skills: Interpret Economic Performance, 295 Mansa Musa’s Hajj, 597 What Was the Price Revolution?, 703-704 Topic 16 Review and Assessment, 723 Worldwide Depression, 1929-1939, 823</p> <p>TE only: Differentiated Instruction, 707</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Core Concepts: Economic Process; Economics Core Concepts: Economic Development</p> |
| SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production. | <p>For opportunities to address this standard please see:</p> <p>SE/TE: How Did Cities Become Centers of Wealth?, 32 Natural Resources, 591 Land, Crops, and Prices Under Capitalism, 704</p> <p>Digital Resources: Social Studies Core Concepts>Economics Core Concepts>Economics Core Concepts: Economics Basics</p> |
| Global Economy | |
| SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. | |
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| Location and Place: SS 7.3.1 Not addressed at this level | |
| Regions | |
| SS 7.3.2 Evaluate how regions form and change over time. | |
| SS 7.3.2.a Classify physical and human characteristics of places and regions. | <p>SE/TE: Analysis Skills: Identify Physical and Cultural Features, 108 Analysis Skills: Identify Physical and Cultural Features, 389</p> <p>TE only: Differentiated Instruction, 108 English Language Learners, 108 Differentiated Instruction, 385 Differentiated Instruction, 389</p> <p>Digital Resources: 21st Century Skills Tutorials>Categorize>21st Century Skill: Categorize: Video</p> |

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| | Social Studies Core Concepts>Geography Core Concepts>Geography Core Concepts: Environment and Resources |
| SS 7.3.2.b Interpret the impact of land and water features on human decisions. | <p>SE/TE: Geography Skills, 100 River Systems, 181-182 Where is Greece?, 222 Reading Check, 450 Lesson Check, 452 Reading Check, 542 Topic 12 Review and Assessment, 545 Reading Check, 591 Geography Skills, 697</p> <p>Digital Resources: Topic 13>Quest: Project: Be a Map-Maker>Quest Connection: Connect to Early American Migration Topic 2>Lesson 1>Video: Adapting to Life in Mesopotamia</p> |
| SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies. | <p>SE/TE: Hoping for World Conquest, 269 Geography Skills, 269 Reasons for Success, 460-461 Lesson Check, 480 Mongols Build an Empire, 500 Expansion Under Peter, 740-741 People on the Move, 804</p> <p>Digital Resources: Topic 7>Introduction>Interactive Topic Map: The Developing Roman Republic Topic 11>Quest: Project: Growth of the Muslim Empire>Quest Connection: Connect to the Spread of Islam</p> |
| Human Environment Interaction | |
| SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. | |
| SS 7.3.3.a Explain the impact of natural processes on human and physical environments. | <p>SE/TE: How Did the Climate Change?, 18-19 Climate, 130 Why Did the Indus Civilization Disappear?, 134 River Systems, 181-182</p> |

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| <p>SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> <p>Continued: SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> | <p>SE/TE: What Is the Cultural Legacy of the Phoenicians?, 69-70 Exchange of Ideas, 207 Greek Culture Spreads, 271 International Influences, 332 Cultural Exchange Grows, 427 Lesson Check, 474 How Did Chinese Culture Spread?, 514</p> <p>Digital Resources: Topic 6>Lesson 8>Video: Cultural Exchange in the Hellenistic Age Topic 11>Quest: Project: Growth of the Muslim Empire>Quest Connection: Connect to the Arrival of Islam in India Continued: Topic 12>Quest: Document-Based Writing: A Strong Influence>Examine Primary Sources: A Strong Influence Social Studies Core Concepts>Culture Core Concepts>Culture Core Concepts: Cultural Diffusion and Change</p> |
| Geospatial Skills and Geo-literacy | |
| SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions. | |
| SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events. | <p>SE/TE: Identify Sources of Continuity, 213</p> |
| SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement. | <p>SE/TE: Geography Skills, 8 Quest Project-Based Learning Inquiry, 550</p> <p>TE only: English Language Learners, 6 Differentiated Instruction, 131 Differentiated Instruction, 735 Differentiated Instruction, 797</p> <p>Digital Resources: Topic 13>Quest: Project: Be a Map-Maker>Quest Findings: Create Your Atlas</p> |

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| | 21 st Century Skills Tutorials>Create Charts and Maps>21 st Century Skill: Create Charts and Maps: Video |
| SS 7.4 History | |
| Continuity, Change, and Context | |
| SS 7.4.1 Compare patterns of continuity and change over time in world history. | |
| SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. | <p>Digital Resources: Topic 7>Quest: Document-Based Writing: The Roman Influence>Quest Findings: Write Your Explanatory Essay Topic 12>Quest: Document-Based Writing: A Strong Influence>Examine Primary Sources: A Strong Influence</p> |
| SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts. | <p>SE/TE: Analyze Visuals, ELA 3 Primary Sources: The Ramayana, 150 Analysis Skills: Detect Changing Patterns, 369 Quest Connections, 381 Signing the Magna Carta, 416-417 Analysis Skills: Interpret Thematic Maps, 574 Primary Sources: Martin Luther, Preface, 649 Analyze Images, 831</p> <p>TE only: Analyze Visuals, 2 Active Classroom, 845 Differentiated Instruction, 853</p> <p>Digital Resources: Topic 16>Introduction: Global Convergence>Interactive Topic Map: European Powers and Their Colonial Claims, 1500s-1700</p> |

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| | <p>Topic 18>Quest: Document-Based Writing: Dateline: Revolution>Examine Primary Sources: Dateline: Revolution</p> <p>Topic 18>Lesson 6: The Second Industrial Revolution>Interactive 3-D Model: Living in a Tenement</p> <p>21st Century Skills Tutorials>Analyze Images>21st Century Skill: Analyze Images: Video</p> |
| Multiple Perspectives | |
| SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. | |
| SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history. | <p>SE/TE: Contracts in Ancient Mesopotamia, 52 Comparing Writing Systems, 119 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Compare Different Points of View, 411 Analysis Skills: Assess Credibility of a Source, 441 Primary Sources: Life in the Trenches, 820</p> <p>Digital Resources: Topic 15>Quest: Document-Based Writing: Learning Through the Ages>Quest Findings: Write Your Explanatory Essay</p> |
| SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. | <p>SE/TE: Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Compare Different Points of View, 411 Analysis Skills: Assess Credibility of a Source, 441 Analyze Images, 689 Analysis Skills: Detect Historical Points of View, 750 Analysis Skills: Compare Different Points of View, 807</p> <p>Digital Resources:</p> |

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| | <p>Topic 2>Quest: Discussion: Debate Punishments for Crimes>Examine Primary Sources: Debate Punishments for Crimes</p> <p>Topic 8>Quest: Discussion: The Fall of Rome>Examine Primary Sources: The Fall of Rome</p> |
| <p>SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.</p> | |
| <p>SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> | <p>SE/TE: Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Compare Different Points of View, 411 Analysis Skills: Detect Historical Points of View, 750 Lesson Check, 873</p> <p>TE only: Differentiated Instruction, 750</p> <p>Digital Resources: Topic 5>Lesson 3>Video: How Confucius’s Life Shaped his View of Government 21st Century Skills Tutorials>Compare Viewpoints>21st Century Skill: Compare Viewpoints: Video</p> |
| <p>SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> | <p>SE/TE: Compare Different Points of View, 250 Primary Sources: Ibn Khaldun, The Muqaddimah, 475 Primary Sources: The Popol Vuh, 558 Primary Sources: The Florentine Codex, 566 Primary Sources: Djibril Tamsir Niane, Sundiata: An Epic of Old Mali, 612</p> <p>Digital Resources: Topic 14>Quest: Project: Create an Oral History>Quest Connection: Connect to the Story About Ananse Interactive Primary Sources>Interactive Primary Source: The Interesting Narrative of the Life of Olaudah Equiano; Interactive Primary Source: “Glory and Hope”, Nelson Mandela</p> |

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| | 21 st Century Skills Tutorials>Develop Cultural Awareness>21 st Century Skill: Develop Cultural Awareness: Video |
| Historical Analysis and Interpretation | |
| SS 7.4.4 Analyze and interpret sources for perspective and historical context. | |
| SS 7.4.4.a Compare and contrast primary and secondary sources of history. | <p>SE/TE: Analysis Skills: Frame Questions, 121 Analysis Skills: Identify Sources of Continuity, 213 Analysis Skills: Compare Different Points of View, 250 Analysis Skills: Assess Credibility of a Source, 441</p> <p>TE only: Differentiated Instruction, ELA 4</p> <p>Digital Resources: Social Studies Core Concepts>History Core Concepts>History Core Concepts: Historical Sources</p> |
| SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues. | <p>SE/TE: Quest Connections, 158 Analyze Sequence, Causation, and Correlation, 301 Relate Events in Time, 376 Analyze Images, 510 Analysis Skills: Distinguish Cause and Effect, 537 Quest Document-Based Writing Inquiry, 620 Analyze Images, 639 Analyze Sequence, Causation, and Correlation, 650 Analyze Charts, 654 Reading Check, 656 Lesson Check, 656</p> <p>TE only: Differentiated Instruction, 511 English Language Learners, 650</p> <p>Continued:</p> |

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| Continued: Identify the cause and effect relationships among historical events in the world and relevant contemporary issues. | Digital Resources: Topic 7>Quest: Document-Based Writing: The Roman Influence>Examine Primary Sources: The Roman Influence Topic 15>Quest: Document-Based Writing: Learning Through the Ages>Examine Primary Sources: Learning Through the Ages |
| Historical Inquiry and Research Skills | |
| SS 7.4.5 Apply the inquiry process to construct and answer historical questions. | |
| SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources. | SE/TE: Write Research Papers, ELA 14 Quest Discussion Inquiry, 44 Analysis Skills: Frame Questions, 121 Quest Document-Based Writing Inquiry, 180 Quest Document-Based Writing Inquiry, 278 Quest Discussion Inquiry, 308 Quest Discussion Inquiry, 362 Quest Project-Based Learning Inquiry, 404 Analysis Skills: Frame Questions, 481 Quest Project-Based Learning Inquiry, 588 Quest Document-Based Writing Inquiry, 620 Quest Document-Based Inquiry, 728 Digital Resources: 21 st Century Skills Tutorials>Ask Questions>21 st Century Skill: Ask Questions: Video |
| SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. | SE/TE: Support Your Analysis with Evidence, ELA 6 Find and Use Credible Sources, ELA 12-13 Analysis Skills: Assess Credibility of a Source, 163 Quest Project-Based Learning Inquiry, 814 Digital Resources: Social Studies Core Concepts>History Core Concepts>History Core Concepts: Historical Sources |
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