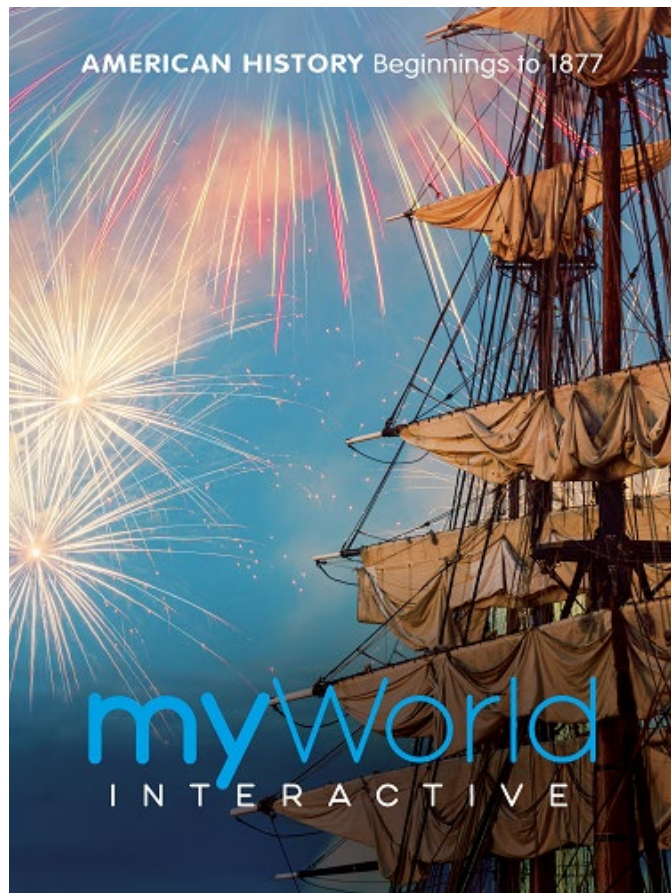


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**to the**  
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**Introduction**

This document demonstrates how *myWorld Interactive Social Studies, American History, Beginnings to 1877, ©2019* meets the New York State Social Studies Framework, Grade 7. 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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New York State Social Studies Framework 2017	myWorld Interactive American History Beginnings to 1877 ©2019
<b>Social Studies Practices</b>	
<b>A Gathering, Interpreting and Using Evidence</b>	
A.1 Define and frame questions about the United States that can be answered by gathering, interpreting, and using evidence.	<p><b>SE/TE:</b> The Easter Mutiny, 6; Interactive: Lesson Check, 449, 463, 519, 543, 597, 686; Identify Evidence, 382; Analyze Graphs, 524 Critical Thinking, 692; Get Ready to Read, 165, 247, 520, 899, 1001; Research: Generate Question to Focus Research, 13, 272, 557, 788, 1012; Quests: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper, 22–23, 128–129, 230–231; Quests: Ask Questions, 4, 26, 54, 78, 106, 132, 160, 186, 212</p> <p><b>Digital Resources</b> 21st Century Skills Tutorials&gt;Ask Questions; Generate New Ideas; Search for Information on the Internet; Evaluate Web Sites</p>
A.2 Identify, select, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).	<p><b>SE/TE:</b> Writing Workshop: Topic 1: Research Paper, 13, 24, 38, 46, 49; Topic 5: Research Paper, 272, 279, 290, 302, 315, 328, 331; Topic 9: Research Paper, 557, 563, 572, 579, 581</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper, 22–23, 128–129, 230–231</p> <p><b>Digital Sources</b> 21st Century Skills&gt;Analyze Images; Analyze Media Content; Analyze Political Cartoons; Analyze Primary and Secondary Sources; Lesson Videos (examples): Topic 4: Lesson 4: The Bill of Rights; Topic 7: Lesson 5: The Seneca Falls Convention</p>
A.3 Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.	<p><b>SE/TE:</b> Analysis Skills: Assess Credibility of a Source, 512; Distinguish Essential from Incidental Information, 565; Detect Historical Points of View, 291; Writing Workshop: Use Credible Sources, 38, 279, 563; Primary Source, 512; Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581; Analyze Primary and Secondary Sources, ELA4; Support Your Analyses with Evidence, ELA6</p>

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<p><b>Continued:</b> A.3 Analyze evidence in terms of historical context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and audience in presenting arguments or evidence.</p>	<p><b>Continued:</b> <b>Active Journal:</b> Writing Workshop: Research Paper, 22–23, 128–129, 230–231</p> <p><b>Digital Resources</b> 21<sup>st</sup> Century Skills Tutorials&gt;Analyze Primary and Secondary Sources</p>
<p>A.4 Describe and analyze arguments of others, with support.</p>	<p><b>SE/TE:</b> Lesson Check, 176, 471; Primary Sources: Harriet Beecher Stowe, Uncle Tom's Cabin, 488; Analyze Images, 499; Analysis Skills: Assess Credibility of a Source, 512; Compare Different Points of View, 164; Detect Historical Points of View, 291</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 102–103; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials&gt;Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p>
<p>A.5 Make inferences and draw general conclusions from evidence.</p>	<p><b>SE/TE:</b> Opportunities to address this standard appear in multiple locations in myWorld Interactive American History. For examples please see: Analyze Images, 34, 74, 355, 440; Lesson Check, 89, 358, 449; see also: Geography Skills, 16, 38, 68, 87, 134, 423, Analyze Charts, 594, 718; Quest Connections, 88; Analyzing Primary Sources, 90; Interpret Images, 625; Interactive: Draw Inferences, 450; Get Ready To Read, 422; Analyze Graphs, 485; Topic 4 Review and Assessment, 254–255</p> <p><b>Active Journal:</b> Take Notes: Draw Conclusions, 48, 126, 177, 227</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials&gt;Draw Conclusions; Draw Inferences</p>

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A.6 Recognize an argument and identify supporting evidence related to a specific social studies topic. Examine arguments related to a specific social studies topic from multiple perspectives. Recognize that the perspective of the argument's author shapes the selection of evidence used to support it.	<p><b>SE/TE:</b> Lesson Check, 176, 471 Primary Sources: Harriet Beecher Stowe, Uncle Tom's Cabin, 488; Analyze Images, 499</p> <p><b>Active Journal:</b> Writing Workshop: Argument, 102–103; Quick Activity: Debate with a Partner, 222; Newspaper Editorial, 229; Take Sides, 118</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials&gt;Consider and Counter Opposing Arguments; Distinguish Between Fact and Opinion; Evaluate Existing Arguments; Identify Bias; Participate in a Discussion or Debate</p>
<b>B Chronological Reasoning</b>	
B.1 Identify how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.	<p><b>SE/TE:</b> Analysis Skills: Relate Events in Time, 189; Construct a Timeline, 329; Detect Changing Patterns, 421; also see: Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548; Identify Cause and Effect (examples), 255, 268, 277, 284, 290, 300, 321, 325, 458, 505, 529, 543, 545, 560, 572; Identify Patterns, 364</p> <p><b>Active Journal:</b> Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206; Quick Activity: Make a Timeline, 66</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials&gt;Sequence</p>
B.2 Employ mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (B.C.E. and C.E.); and to interpret the data presented in time lines.	<p><b>SE/TE:</b> Opportunities to address this standard appear at the beginning of each Topic with the Topic Timeline: 4-5, 130-131, 194-195, 258-259, 334-335, 406-407, 476-477 See also: Analyze Timelines, 220, 351, 505; Analysis Skills: Construct a Timeline, 329</p> <p><b>Active Journal:</b> Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211; Quick Activity: Make a Timeline, 66</p>

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B.3 Identify causes and effects, using examples from current events, grade-level content, and historical events.	<p><b>SE/TE:</b> Lesson Check, 442; Analyze Images, 530; Analysis Skills: Distinguish Cause and Effect, 224; Reading Check &amp; Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487; Sequence (examples), 399, 576</p> <p><b>Active Journal:</b> Take Notes: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials&gt;Analyze Cause and Effect</p>
B.4 Identify and analyze the relationship between multiple causes and multiple effects.	<p><b>SE/TE:</b> Lesson Check, 442; Analyze Images, 530; Analysis Skills: Distinguish Cause and Effect, 224; Reading Check &amp; Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487; Sequence (examples), 399, 576</p> <p><b>Active Journal:</b> Take Notes: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials&gt;Analyze Cause and Effect</p>
B.5 Distinguish between long-term and immediate causes and effects of an event from current events or history.	<p><b>SE/TE:</b> Analysis Skills: Distinguish Cause and Effect, 224; Reading Check &amp; Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458; Compare and Contrast (examples), 113, 279, 302, 315, 325, 428, 487; Sequence (examples), 399, 576</p> <p><b>Active Journal:</b> Take Notes: Analyze/Identify Cause and Effect, 19, 64, 140, 153, 180, 196, 220</p> <p><b><u>Digital Resources</u></b> 21<sup>st</sup> Century Skills Tutorials&gt;Analyze Cause and Effect</p>

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B.6 Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.	<p><b>SE/TE:</b> Analysis Skills: Relate Events in Time, 189; Distinguish Cause and Effect, 224; Identify Sources of Continuity, 246; Detect Changing Patterns, 421; also see: Sequence (examples), 66, 217, 304, 383, 513, 533; Identify Patterns, 364</p> <p><b>Active Journal:</b> Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials&gt;Sequence</p>
B.7 Recognize that changing the periodization affects the historical narrative.	<p><b>SE/TE:</b> Analysis Skills: Relate Events in Time, 189; Identify Sources of Continuity, 246; Detect Changing Patterns, 421</p> <p><b>Active Journal:</b> Timeline Skills, 2–3, 24–25, 52–53, 76–77, 104–105, 130–131, 158–159, 184–185, 210–211</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials&gt;Sequence</p>
B.8 Identify patterns of continuity and change as they relate to larger historical process and themes.	<p><b>SE/TE:</b> Analysis Skills: Relate Events in Time, 189; Construct a Timeline, 329; Detect Changing Patterns, 421; also see: Timelines, 4, 52, 130, 194, 220, 348, 424, 351, 406, 476, 505, 548; also see: Revolution, 128–191; Constitution Era, 192–255; The Early Republic, 256–331; The Age of Jackson, 332–403; The Civil War, 474–545; Reconstruction, 546–581</p> <p><b>Active Journal:</b> Timeline Skills (examples), 2–3, 24–25, 52–53, 158–159, 184–185, 210–211, 312–313, 340–341; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206, 301, 331, 357, 378, 402</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials&gt;Sequence</p>

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B.9 Identify models of historical periodization that historians use to categorize events.	<p><b>SE/TE:</b> Analysis Skills: Analyze Sequence, Causation, and Correlation, 662; Construct a Timeline, 329; Detect Changing Patterns, 421; Relate Events in Time, 189; also see: Sequence (examples), 399, 576; Identify Patterns, 364</p> <p><b>Active Journal:</b> Timeline Skills (examples), 2–3, 24–25, 158–159, 184–185, 210–211, , 340–341; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 301, 357, 422</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials&gt;Sequence</p>
<b>C Comparison and Contextualization</b>	
C.1 Identify a region of colonial North America or the early United States by describing multiple characteristics common to places within it, and then identify other similar regions (inside or outside the continental United States) with similar characteristics.	<p><b>SE/TE:</b> The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; King Cotton and Life in the South, 431–442</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 34–49, 149–150</p> <p><b>Digital Sources</b> Lesson Videos: Topic 2&gt;Lesson 1&gt;Northern Borderlands of New Spain; Lesson 2&gt;The Fur Trade; Lesson 4&gt;The Middle Colonies; Lesson 5&gt;The Southern Colonies Topic 6&gt;Lesson 2&gt;North vs South&gt;Age of Jackson</p>

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<p>C.2 Identify and categorize multiple perspectives on a given historical experience.</p>	<p><b>SE/TE:</b> Research: Find and Use Credible Sources, 38, 279, 563; Pick an Organizing Strategy, 290; Support Your Thesis with Details, 302; Support Ideas with Evidence, 572; also see: Quests: Project-Based Learning Inquiry, 132, 260, 336, 478; Discussion Inquiry, 196, 550; Document-Based Writing Inquiry, 6, 54, 336, 408</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper, 22–23, 128–129, 230–231; Project-Based Learning, 26–33, 186–193; Civic Discussion Inquiry, 78–85, 132–139, 212–219; Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials&gt;Ask Questions; Generate New Ideas; Draw Inferences; Support Ideas with Evidence</p>
<p>C.3 Describe, compare, and evaluate multiple historical developments within the United States in various chronological and geographical contexts.</p>	<p><b>SE/TE:</b> Quests, 6, 54, 132, 196, 260, 336, 408, 478, 550; Compare Different Points of View, 164; Detect Changing Patterns, 421; Detect Historical Points of View, 291; Identify Sources of Continuity, 246</p> <p><b>Active Journal:</b> Quests, 4–11, 26–33, 54–61, 78–85, 106–113, 132–139, 160–167, 186–193, 212–219</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials: Compare and Contrast; Compare Viewpoints</p>
<p>C.4 Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the United States.</p>	<p><b>SE/TE:</b> Review and Assessment, 48–49, 126–127, 191, 254–255, 330–331, 402–403, 472–473, 544–545, 580–581; Lesson Check, 13, 24, 38, 46, 64, 77, 90, 99, 109, 120, 125, 140, 152, 163, 176, 188, 203, 209, 215, 222, 236, 245, 252, 272, 279, 290, 302, 315, 328, 347, 358, 367, 374, 381, 391, 401, 420, 430, 449, 463, 471, 487, 499, 511, 519, 530, 543, 557, 563, 572, 579</p> <p><b>Active Journal:</b> Document-Based Writing Inquiry, 4–11, 54–61, 106–113, 160–167, 260–267, 314–321,</p>

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<p><b>Continued:</b> C.4 Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the United States.</p>	<p><b>Continued:</b> <b>Digital Sources</b> 21st Century Skills Tutorials&gt;Compare and Contrast; Develop Cultural Awareness; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
<p>C.5 Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.</p>	<p><b>SE/TE:</b> Quests, 6, 54, 132, 196, 260, 336, 408, 478, 550; Analysis Skills: Relate Events in Time, 189; Detect Historical Points of View, 291; also see all Start Up activities (examples), 14, 91, 110, 178, 422</p> <p><b>Active Journal:</b> Quests, 4–11, 26–33, 54–61, 78–85, 106–113, 132–139, 160–167, 186–193, 212–219</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials&gt;Analyze Cause and Effect; Compare and Contrast; Compare Viewpoints</p>
<p>C.6 Understand the roles that periodization and region play in developing the comparison of colonial settlements in North America. Identify general characteristics that can be employed to conduct comparative analyses of case studies in the early history of the United States.</p>	<p><b>SE/TE:</b> Analysis Skills: Analyze Sequence, Causation, and Correlation, 662; Construct a Timeline, 329; Detect Changing Patterns, 421; Relate Events in Time, 189; also see: Sequence (examples), 399, 576; Identify Patterns, 364</p> <p><b>Active Journal:</b> Timeline Skills (examples), 2–3, 24–25, 52–53, 158–159, 184–185, 210–211, 312–313; Take Notes: Sequence, 36, 62, 72, 93, 124, 151, 201, 206</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials&gt;Sequence</p>

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<b>D Geographic Reasoning</b>	
D.1 Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections among places, and to evaluate effectively the benefits of particular places for purposeful activities.	<p><b>SE/TE:</b> Analysis Skills: Identifying Physical and Cultural Features, 141; Interpret Thematic Maps, 573; Maps (examples), 4, 8, 16, 30, 38, 42, 49, 58, 60, 68, 70, 73, 87, 92, 101, 123, 127, 130, 134, 140, 144, 146, 160, 175, 186, 187, 191, 194, 199, 233, 255, 258, 270, 295, 334, 343, 361, 365, 369, 370, 377, 379, 384, 390, 423, 435, 447, 473, 476, 480, 490, 502, 507, 515, , 581</p> <p><b>Active Journal:</b> Map Skills, 3, 25, 53, 77, 105, 131, 159, 185, 211</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials&gt;Use Parts of a Map; Read Physical Maps; Read Political Maps; Read Special Purpose Maps</p>
D.2 Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.	<p><b>SE/TE:</b> The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Technology Speeds Transportation, 371–372; Settling Oregon Country, 375–381; The Industrial Revolution, 409–420; Mining, Railroads, and the Economy, 587–597; New Technologies, 638–644; Primary Source, 645</p>
D.3 Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.	<p><b>SE/TE:</b> Document-Based Inquiry: Examining the Colonial Environment, 54; Rivers and Erie Canal, 370–371, 372; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442; Environment and Industry, 579</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129; Quick Activity: Explore, 123; The Importance of Water, 155</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials&gt;Read Political Maps; Develop Cultural Awareness; Social Studies Core Concepts: Geography</p>

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<p>D.4 Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.</p>	<p><b>SE/TE:</b> King Cotton and Life in the South, 431–442; Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Settling Oregon Country, 375–381; Mormons Settle the Mexican Cession, 397</p> <p><b>Active Journal:</b> Quest: Examining the Colonial Environment, 26–33; Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials&gt;Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>
<p>D.5 Characterize and analyze changing interconnections between places and regions.</p>	<p><b>SE/TE:</b> Spanish Colonization and New Spain, 55–64; Africans Arrive in Virginia, 76; Slavery in the Colonies, 69, 76, 77, 96, 103, 104, 107–109; The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; also see: Why Did Americans Move West? 368–370; Heading into the West, 370–372; Movement Changes the West and the Nation, 373–374; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; Industrialization and Immigration, 422–430</p> <p><b>Active Journal:</b> Writing Workshop: Research Paper (Research Physical Landscape and Territorial Expansion), 128–129; Quick Activity: Explore, 123; The Importance of Water, 155</p> <p><b>Digital Sources</b> 21st Century Skills Tutorials&gt;Read Physical Maps; Read Political Maps; Read Special Purpose Maps; Develop Cultural Awareness</p>

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D.6 Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Describe how boundaries and definition of location are historically constructed.	<p><b>SE/TE:</b> Analysis Skills: Identifying Physical and Cultural Features, 141; also see: The First French, Dutch, and English Colonies, 66–77; The New England Colonies, 78–90; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Settling Oregon Country, 375–381; New Mexico Territory and California, 383–384; Mormons Settle the Mexican Cession, 397; The Industrial Revolution, 409–420; King Cotton and Life in the South, 431–442</p> <p><b>Active Journal:</b> Quest: Document-Based Writing Inquiry: Examining the Colonial Environment, 54</p> <p><b>Digital Sources</b> Social Studies Core Concepts&gt;Economics 21st Century Skills Tutorials&gt;Develop Cultural Awareness</p>
<b>E Economic and Economic Systems</b>	
E.1 Explain how economic decisions affect the well-being of individuals, businesses, and society; evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups of people.	<p><b>SE/TE:</b> Analysis Skills: Interpret Economic Performance, 359 also see: Mercantilism, 121; Triangular Trade, 123; Economic Policy: of Hamilton, 274; of Jefferson, 274–275, 287–288; laissez faire, 287, 357; American System, 321, 371; of Quincy Adams, 341; The Industrial Revolution, 409–420; Analysis Skill Detect Changing Patterns, 421; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442</p> <p><b>Digital Sources</b> Social Studies Core Concepts&gt;Economics; Personal Finance</p>
E.2 Identify examples of buyers and sellers in product, labor, and financial markets.	<p><b>SE/TE:</b> Promoting a Free Market Economy, 287; Stock market, 413; Credit, 413; also see: Analysis Skill: Interpret Economic Performance, 359</p> <p><b>Digital Sources</b> Social Studies Core Concepts&gt;Economics</p>

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E.3 Describe the role that competition has in the determination of prices and wages; identify other factors that help to determine prices.	<b>SE/TE:</b> Free-Market System/Capitalism, 287, 412–413; Consumer Price Index (CPI), 359; Wages, 426; also see: Analysis Skill: Interpret Economic Performance, 359; Trade: Tariffs, 263, 266, 320, 342, 350–351, 371; Embargo, 301  <b>Digital Sources</b> Social Studies Core Concepts>Economics
E.4 Examine the roles of institutions, such as joint stock companies, banks, and the government in the development of the United States economy before the Civil War.	<b>SE/TE:</b> Primary Source: Hamilton and Madison Disagree, 253; First Bank of the United States, 266, 275–276; Second Bank of the United States, 319, 322, 352–355; Interpret Economic Performance, 359  <b>Active Journal:</b> Quests: The Role of Government in the Economy, 314–321  <b>Digital Sources</b> Social Studies Core Concepts>Economics
E.5 Examine data on the state of employment, unemployment, inflation, total production, income, and economic growth in the economy.	<b>SE/TE:</b> Current Employment Statistics (CES), 359; Inflation, 528, 529  <b>Digital Sources</b> Social Studies Core Concepts>Economics
E.6 Explain how government policies affected the economies in colonial and early United States history.	<b>SE/TE:</b> Mercantilism, 121; Triangular Trade, 123; How Did Mercantilism Affect Taxation and Cause Resentment?, 144-145; Mercantilist System, 154-156; Primary Source: Hamilton and Madison Disagree, 253; First Bank of the United States, 266, 274–276; Second Bank of the United States, 319, 322, 352–355; American System, 321, 371; Economic Policy of John Quincy Adams, 341  <b>Active Journal:</b> Quests: The Role of Government in the Economy, 314–321  <b>Digital Sources</b> Social Studies Core Concepts>Economics;

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<b>F Civic Participation</b>	
F.1 Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements, with teacher support.	<p><b>SE/TE:</b> Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550</p> <p><b>Active Journal:</b> Quest: Civic Discussion Inquiry, 78–85, 132–139, 212–219</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials&gt;Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate</p>
F.2 Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	<p><b>SE/TE:</b> Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550; Quest: Project-Based Learning Inquiry: Choosing Sides, 132; Stay Out? Or Get Involved?, 260; also see: Analysis Skills: Being an Informed Citizen, 26</p> <p><b>Active Journal:</b> Discussion Inquiry, 78–85, 132–139, 212–219</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials&gt;Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>
F.3 Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.	<p><b>SE/TE:</b> The Iroquois League, 23–24; Colonial Trade and Government, 121–125; Lack of Representation in Parliament, 146; A Weak Confederation, 197–203; Drafting a Constitution, 204–209; Ideas That Influenced the Constitution, 210–215; Primary Source: Thomas Jefferson, Virginia Statute for Religious Freedom, 216; Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 93–96; Quick Activity: Focus on a Framers, 90</p>

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<p><b>Continued:</b> F.3 Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.</p>	<p><b>Continued:</b> <b>Digital Sources</b> Interactive Primary Sources&gt;Democracy in America, Alexis de Tocqueville Lesson Videos: Topic 2&gt;Lesson 7&gt;Colonial Government Topic 4&gt;Lesson 1&gt;The Articles of Confederation Topic 4&gt;Lesson 2&gt;The Constitutional Convention; Lesson 3&gt;Roman and Enlightenment Influences on the Constitution; Lesson 4&gt;The Bill of Rights; Lesson 5&gt;The Three Branches of Government</p>
<p>F.4 Identify, describe, and compare the role of the individual in social and political participation in, and as an agent of, historical change at various times and in various locations in colonial North America and in the early history of the United States.</p>	<p><b>SE/TE:</b> Federalism and Amendments, 237–245; Citizens’ Rights and Responsibilities, 247–252; Abolitionism, 443–449; Reform and Women’s Rights, 452–463; also see: Quest: Civic Discussion Inquiry: Senate Representation, 196; Analysis Skills: Being an Informed Citizen, 26; Voting Rights, 213, 241, 338–339, 561, 563, 570, 576–577</p> <p><b>Active Journal:</b> Quest: Senate Representation, 78–85</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4&gt;Lesson 4&gt;The Bill of Rights; Lesson 7&gt;Responsibilities of Citizenship Topic 5&gt;Lesson 2&gt;The Origin of Political Parties Topic 7&gt;Lesson 4&gt;Abolitionism; Lesson 5&gt;The Seneca Falls Convention 21<sup>st</sup> Century Skills Tutorials&gt;Being an Informed Citizen; Participate in a Discussion or Debate; Political Participation; Serving on a Jury; Solve Problems; Voting; Work in Teams</p>

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F.5 Participate in negotiating and compromising in the resolution of differences and conflict; introduce and examine the role of conflict resolution.	<p><b>SE/TE:</b> Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550</p> <p><b>Active Journal:</b> Discussion Inquiry, 78–85, 132–139, 212–219</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials&gt;Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>
F.6 Identify situations in which social actions are required and determine an appropriate course of action.	<p><b>SE/TE:</b> Citizens’ Rights and Responsibilities, 247–252; Quest: Project Inquiry: Choosing Sides, 132; Civic Discussion Inquiry: Senate Representation, 196; also see: Analysis Skills: Being an Informed Citizen, 26</p> <p><b>Active Journal:</b> Quests: Choosing Sides, 54–61; Senate Representation, 78–85; Stay Out? Or Get Involved? 106–113</p> <p><b>Digital Sources</b> Social Studies Core Concepts&gt;Government and Civics; 21<sup>st</sup> Century Skills Tutorials&gt;Being an Informed Citizen; Paying Taxes; Political Participation; Serving on a Jury; Voting Lesson Videos: Topic 4&gt;Lesson 7&gt;Responsibilities of Citizenship</p>
F.7 Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.	<p><b>SE/TE:</b> Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Primary Source: Hamilton and Madison Disagree, 253; Abolitionism, 443–449; Reform and Women’s Rights, 452–463</p> <p><b>Active Journal:</b> Quick Activity: Explore Free Speech, 99; Write about Equality in America, 142</p>

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<p><b>Continued:</b> F.7 Identify how people in power have acted to extend the concept of freedom, the practice of social justice, and the protection of human rights in United States history.</p>	<p><b>Continued:</b> <b>Digital Sources</b> Social Studies Core Concepts&gt;Government and Civics Lesson Videos&gt;Topic 4&gt;Lesson 4&gt;The Bill of Rights Topic 7&gt;Lesson 4&gt;Abolitionism; Lesson 5&gt;The Seneca Falls Convention</p>
<p>F.8 Identify how social and political responsibilities developed in American society.</p>	<p><b>SE/TE:</b> Voting Rights, 213, 241, 338–339, 561, 563, 570, 576–577; Citizens’ Rights and Responsibilities, 247–252; Abolitionism, 443–449; Reform and Women’s Rights, 452–463</p> <p><b>Active Journal:</b> Quick Activity: Explore Free Speech, 99; Write about Equality in America, 142</p> <p><b>Digital Sources</b> Lesson Videos: Topic 7&gt;Lesson 4&gt;Abolitionism; Lesson 5&gt;The Seneca Falls Convention</p>
<p>F.9 Develop the connections of an interdependent community by engaging in the political process as it relates to a local context.</p>	<p><b>SE/TE:</b> Quest: Civic Discussion Inquiry: Senate Representation, 196; The End of Reconstruction, 550</p> <p><b>Active Journal:</b> Discussion Inquiry, 78–85, 132–139, 212–219</p> <p><b>Digital Sources</b> 21<sup>st</sup> Century Skills Tutorials&gt;Compromise; Make Decisions; Share Responsibility; Participate in a Discussion or Debate; Solve Problems; Being an Informed Citizen; Political Participation; Work in Teams; Serving on a Jury; Voting</p>

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<b>History of the United States and New York State I</b>	
<b>7.1 Native Americans</b>	
<b>The physical environment and natural resources of North America influenced the development of the first human settlements and the culture of Native Americans. Native American societies varied across North America.</b>	
7.1a Geography and climate influenced the migration and cultural development of Native Americans. Native Americans in North America settled into different regions and developed distinct cultures.	
7.1a.1 Students will examine theories of human settlement of the Americas.	<p><b>SE/TE:</b> Topic Timeline, 4-5; Early Peoples Spread Across a Continent, 7-8; Lesson Check, 13</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 12–13</p>
7.1a.2 Students will compare and contrast different Native American culture groups of North America, with a focus on the influence geographic factors had on their development.	<p><b>SE/TE:</b> Cultures of North America, 14–24; Primary Sources: Constitution of the Iroquois Nations: The Great Binding Law, 25</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 14–15</p> <p><b>Digital Sources</b> Lesson Videos: Topic 1&gt;Lesson 2&gt;Native American Culture Regions of North America</p>
7.1a.3 Students will examine various groups of Native Americans located within what became New York State and the influence geographic factors had on their development.	<p><b>SE/TE:</b> The Iroquois League, 23–24; Primary Source, 70</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 14–15</p> <p><b>Digital Sources</b> Lesson Videos: Topic 1&gt;Lesson 2&gt;Native American Culture Regions of North America</p>

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<b>7.2 Colonial Developments</b>	
<b>European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.</b>	
7.2a Social, economic, and scientific improvements helped European nations launch an Age of Exploration.	
7.2a.1 Students will explain the significance of the technological developments and scientific understandings that improved European exploration such as the caravel, magnetic compass, astrolabe, and Mercator projection.	<p><b>SE/TE:</b> Technological Innovations in Navigation, 29; Navigating the Seas, 31; China Uses Technology to Increase Trade, 35–36; Lesson Check, 38</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 17–18</p> <p><b>Digital Sources</b> Lesson Videos&gt;Topic 1&gt;Lesson 3&gt;New Technologies and Exploration</p>
7.2a.2 Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.	<p><b>SE/TE:</b> The Voyages of Columbus, 40–42; Spanish Exploration Continues, 43; How Did the Columbian Exchange Affect the Rest of the World? 44–46; Primary Sources: Christopher Columbus, Diary, 47; The First French, Dutch, and English Colonies, 66–77</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 19–20</p> <p><b>Digital Sources</b> Lesson Videos: Topic 1&gt;Lesson 4&gt;The Columbian Exchange</p>
7.2b Different European groups had varied interactions and relationships with the Native American societies they encountered. Native American societies suffered from loss of life due to disease and conflict and loss of land due to encroachment of European settlers and differing conceptions of property and land ownership.	
7.2b.1 Students will compare and contrast British interactions with southern New England Algonquians, Dutch and French interactions with the Algonquians and Iroquoians, and Spanish interactions with Muscogee.	<p><b>SE/TE:</b> Harsh Treatment of American Indians, 622; Missionary Work Continues, 69; Interactions with American Indians and the Environment, 71–72; American Indians Offers Assistance, 82; War Erupts Between Settlers and American Indians, 86–87</p> <p><b>Digital Sources</b> Lesson Videos: Topic 2&gt;Lesson 1&gt;Northern Borderlands of New Spain</p>

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7.2b.2 Students will investigate other Native American societies found in their locality and their interactions with European groups.	<p><b>SE/TE:</b> Cultures of North America, 14–24; also see: Interactions with American Indians and the Environment, 71–72; American Indians Offers Assistance, 82; War Erupts Between Settlers and American Indians, 86–87</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 36–37; Quick Activity: Matching Game, 16</p> <p><b>Digital Sources</b> Lesson Videos: Topic 1&gt;Lesson 2&gt;Native American Culture Regions of North America</p>
7.2b.3 Students will examine the major reasons Native American societies declined in population and lost land to the Europeans.	<p><b>SE/TE:</b> The Impact of Columbus’s Voyages, 42; American Indian Influences on Europe, Africa, and Asia, 45–46; King Phillip’s War, 87; Conflict Develops, 87; Expanding Beyond Philadelphia, 98–99</p> <p><b>Digital Sources</b> Lesson Videos: Topic 1&gt;Lesson 4&gt;The Columbian Exchange</p>
7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.	
7.2c.1 Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.	<p><b>SE/TE:</b> The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 38–44</p> <p><b>Digital Sources</b> Lesson Videos: Topic 2&gt;Lesson 3&gt;Religious Freedom in New England; Lesson 4&gt;The Middle Colonies; Lesson 5&gt;The Southern Colonies</p>

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7.2c.2 Students will examine the economic, social, and political characteristics of each colonial region.	<p><b>SE/TE:</b> The New England Colonies, 78–89; The Middle Colonies, 91–99; The Southern Colonies, 100–109; Colonial Society, 110–120; Colonial Trade and Government, 121–125; Review and Assessment, 126-127</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 38–49</p> <p><b>Digital Sources</b> Lesson Videos: Topic 2&gt;Lesson 3&gt;Religious Freedom in New England; Lesson 4&gt;The Middle Colonies; Lesson 5&gt;The Southern Colonies; Lesson 6&gt;Colonial Cultural Achievements; Lesson 7&gt;Colonial Government</p>
7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley. Dutch contributions to American society were long-lasting.	
7.2d.1 Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony of New York in terms of political, economic, and social characteristics, including an examination of the patroon system.	<p><b>SE/TE:</b> Topic Timeline, 52–53; The French, Dutch, and English Colonies, 66–77; Why Did the Dutch Colony Become English? 91–93; England Gains Control, 92-93</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 36–37</p> <p><b>Digital Sources</b> Lesson Videos: Topic 2&gt;Lesson 2&gt;France, the Netherlands and the Fur Trade</p>
7.2d.2 Students will examine the changing status and role of African Americans under the Dutch and English colonial systems.	<p><b>SE/TE:</b> Africans Arrive in Virginia, 76; The Slave Trade Expands, 107–109; Slavery in the Colonies, 63–64, 69, 76, 77, 96, 103, 104</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 43–44</p> <p><b>Digital Sources</b> Lesson Videos: Topic 2&gt;Lesson 5&gt;The Southern Colonies</p>
7.2d.3 Student will examine Dutch contributions to American society, including acceptance of a diverse population, a degree of religious toleration and right to petition. Students will examine Dutch relations with Native Americans.	<p><b>SE/TE:</b> Where Did the Dutch Establish New Netherland? 70–72; Lesson Check, 77; Why Did the Dutch Colony Become English? 91–93</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 36–37</p> <p><b>Digital Sources</b> Lesson Videos&gt;Topic 2&gt;Lesson 2&gt;France, the Netherlands and the Fur Trade</p>

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7.2e Over the course of the 17th and 18th centuries, slavery grew in the colonies. Enslaved Africans utilized a variety of strategies to both survive and resist their conditions.	
7.2e.1 Students will describe the conditions of the Middle Passage.	<b>SE/TE:</b> Sailing Across the Middle Passage, 108; Human Rights Are Often Ignored, 108–109  <b>Digital Sources</b> Lesson Videos: Topic 2>Lesson 5>The Southern Colonies
7.2e.2 Students will explain why and where slavery grew over time in the United States and students will examine the living conditions of slaves, including those in New York State.	<b>SE/TE:</b> Africans Arrive in Virginia, 76; The Slave Trade Expands, 107–109; Slavery in the Colonies, 63–64, 69, 76, 77, 96, 103, 104  <b>Digital Sources</b> Lesson Videos: Topic 2>Lesson 5>The Southern Colonies
7.2e.3 Students will investigate different methods enslaved Africans used to survive and resist their conditions, including slave revolts in New York State.	<b>SE/TE:</b> Slavery in the Colonies, 63–64, 69, 76, 77, 96, 103, 104, 107–109; African Influences in the Colonies, 112–113; also see: Analyze Images, 440; Religion Offers Hope, 441; How Did Enslaved African Americans Resist Their Enslavement?, 441–442  <b>Digital Sources</b> Topic 9>Introduction>Video>Born into Slavery
7.2e.4 Within the context of New York State history, students will distinguish between indentured servitude and slavery.	<b>SE/TE:</b> For supporting content please see: The Slave Trade Expands, 107–109; Indentured Servitude, 76, 77, 98, 110  <b>Digital Sources</b> Topic 9>Introduction>Video>Born into Slavery Lesson Videos>Topic 2>Lesson 5>The Southern Colonies

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<b>7.3 American Independence</b>	
<b>Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.</b>	
7.3a Conflicts between France and Great Britain in the 17th and 18th centuries in North America altered the relationship between the colonies and Great Britain.	
7.3a.1 Students will locate battles fought between France and Great Britain during the 17th and 18th centuries, and how this led to the importance of British troops in the area of New York.	<p><b>SE/TE:</b> Explore the Essential Question, 128; Topic Timeline, 130–131; The French and Indian War, 133–140</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 62–63</p> <p><b>Digital Sources</b> Lesson Videos: Topic 3&gt;Lesson 1&gt;Causes and Results of the French and Indian War</p>
7.3a.2 Students will examine how Native Americans attempted to maintain a diplomatic balance between themselves and the French and the English settlers.	<p><b>SE/TE:</b> Ohio Valley American Indians Choose Sides, 134–135</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 62–63</p> <p><b>Digital Sources</b> Lesson Videos: Topic 3&gt;Lesson 1&gt;Causes and Results of the French and Indian War</p>
7.3a.3 Students will examine the changing economic relationship between the colonies and Great Britain, including mercantilism and the practice of salutary neglect.	<p><b>SE/TE:</b> Mercantilism and the English Colonies, 121–122; Trading Across the Atlantic, 122–123; Lesson Check, 125; Mercantilist System, 154–155</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 48–49</p>
7.3a.4 Students will identify the issues stemming from the Zenger Trial that affected the development of individual rights in colonial America.	<p><b>SE/TE:</b> John Peter Zenger’s Libel Trial, 120; Lesson Check, 120</p>
7.3b Stemming from the French and Indian War, the British government enacted and attempted to enforce new political and economic policies in the colonies. These policies triggered varied colonial responses, including protests and dissent.	
7.3b.1 Students will investigate the Albany Congress and the Albany Plan of Union as a plan for colonial unification.	<p><b>SE/TE:</b> The Colonies Meet in Albany, 136–137; Lesson Check, 140</p> <p><b>Digital Sources</b> Lesson Videos: Topic 3&gt;Lesson 1&gt;Causes and Results of the French and Indian War</p>

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7.3b.2 Students will examine actions taken by the British, including the Proclamation of 1763, the Quartering Act, the Stamp Act, the Tea Act, and the Coercive Acts, and colonial responses to those actions.	<b>SE/TE:</b> Topic Timeline, 130-131; Growing Resentment Against Britain, 142–152; Taking Up Arms, 154–163  <b>Digital Sources</b> Lesson Videos: Topic 3>Lesson 1>Causes and Results of the French and Indian War
7.3b.3 Students will compare British and colonial patriot portrayals of the Boston Massacre, using historical evidence.	<b>SE/TE:</b> The Boston Massacre, 150–152  <b>Active Journal:</b> Quick Activity: Make a Timeline, 66  <b>Digital Sources:</b> Topic 3>Lesson 2>Biography: Crispus Attucks
7.3b.4 Students will compare the proportions of loyalists and patriots in different regions of the New York colony.	<b>SE/TE:</b> For supporting content please see: Americans in Conflict, 162; Loyalists Favor the King, 163
7.3b.5 Students will examine the events at Lexington and Concord as the triggering events for the Revolutionary War.	<b>SE/TE:</b> Topic Timeline, 130–131; The Battles of Lexington and Concord, 159–161; Lesson Check, 163  <b>Active Journal:</b> Quick Activity: Make a Timeline, 66
7.3c Influenced by Enlightenment ideas and their rights as Englishmen, American colonial leaders outlined their grievances against British policies and actions in the Declaration of Independence.	
7.3c.1 Students will examine the influence Enlightenment ideas such as natural rights and social contract and ideas expressed in Thomas Paine’s <i>Common Sense</i> had on colonial leaders in their debates on independence.	<b>SE/TE:</b> Primary Source, 167; What Did Thomas Paine Say in <i>Common Sense</i> ? 167–168; Lesson Check, 176; Primary Sources: Thomas Paine, <i>Common Sense</i> , 177  <b>Digital Sources</b> Lesson Videos: Topic 3>Lesson 4>The Declaration of Independence
7.3c.2 Students will examine the Declaration of Independence and the arguments for independence stated within it.	<b>SE/TE:</b> Declaration of Independence, 168, 169, 170, 171; Lesson Check, 176; Review and Assessment, 190–191  <b>Active Journal:</b> Take Notes & Practice Vocabulary, 69–70  <b>Digital Sources</b> Lesson Videos: Topic 3>Lesson 4>The Declaration of Independence

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7.3d The outcome of the American Revolution was influenced by military strategies, geographic considerations, the involvement of the Haudenosaunee (Iroquois) and other Native American groups in the war, and aid from other nations. The Treaty of Paris (1783) established the terms of peace.	
7.3d.1 Students will explore the different military strategies used by the Americans and their allies, including various Native American groups, during the American Revolution.	<p><b>SE/TE:</b> Primary Source, 141; Taking Up Arms, 154–163; The Move Toward Independence, 165–176; Winning Independence, 178–188; Analyze Maps, 191</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 67–73</p> <p><b>Digital Sources</b> Lesson Videos: Topic 3&gt;Lesson 3&gt;The Boston Tea Party; Lesson 4&gt;The Declaration of Independence; Lesson 5&gt;Winning Independence</p>
7.3d.2 Students will examine the strategic importance of the New York colony. Students will examine the American victory at the Battle of Saratoga in terms of its effects on American and British morale and on European views on American prospects for victory in the Revolution.	<p><b>SE/TE:</b> American Troops Prevail at Saratoga, 175–176; Analyze Maps, 191</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 69–70</p>
7.3d.3 Students will examine the terms of the Treaty of Paris, determine what boundary was set for the United States, and illustrate this on a map.	<p><b>SE/TE:</b> The War Is Won, 186–187; Explaining the American Victory, 187–188</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 72–73</p> <p><b>Digital Sources</b> Lesson Videos: Topic 3&gt;Lesson 5&gt;Winning Independence</p>
<b>7.4 Historical Development of the Constitution</b>	
<b>The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.</b>	
7.4a Throughout the American Revolution, the colonies struggled to address their differing social, political, and economic interests and to establish unity. The Articles of Confederation created a form of government that loosely united the states, but allowed states to maintain a large degree of sovereignty.	<p><b>SE/TE:</b> A Weak Confederation, 197–203; Topic 4 Review and Assessment, 254–255</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 86–87</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4&gt;Lesson 1&gt;The Articles of Confederation</p>

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7.4b The lack of a strong central government under the Articles of Confederation presented numerous challenges. A convention was held to revise the Articles, the result of which was the Constitution. The Constitution established a democratic republic with a stronger central government.	
7.4b.1 Students will investigate the successes and failures of the Articles of Confederation, determine why many felt a new plan of government was needed, and explain how the United States Constitution attempted to address the weaknesses of the Articles.	<p><b>SE/TE:</b> A Weak Confederation, 197–203; Topic 4 Review and Assessment, 254–255; A Call For Revision, 203; A Remarkable Group, 204–205; Quick Activity, 207; Lesson Check, 209; Topic 4 Review and Assessment, 254–255</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 86–87</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4&gt;Lesson 1&gt;The Articles of Confederation</p>
7.4b.2 Students will examine the New York State Constitution, its main ideas and provisions, and its influence on the formation of the United States Constitution.	<b>SE/TE:</b> For supporting content please see: How Were State Constitutions Similar?, 197-198; State Government, 242–245
7.4c Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.	
7.4c.1 Students will examine from multiple perspectives arguments regarding the balance of power between the federal and state governments, the power of government, and the rights of individuals.	<p><b>SE/TE:</b> Federalists, Antifederalists, and the Bill of Rights, 217–222; Primary Source: Federalist and Antifederalist Writings, 223; Understanding the Constitution, 225–236; Federalism and Amendments, 237–245; Primary Source: Hamilton and Madison Disagree, 253</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 93–98</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4&gt;Lesson 4&gt;The Bill of Rights; Lesson 5&gt;The Three Branches of Government; Lesson 6&gt;Amending the Constitution</p>

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7.4c.2 Students will examine how key issues were resolved during the Constitutional Convention, including:	
7.4c.2.a state representation in Congress (Great Compromise or bicameral legislature)	<p><b>SE/TE:</b> A Call for Revision, 203; The Great Compromise, 206–207; The Convention Comes to a Conclusion, 208–209</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 88–89</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4&gt;Lesson 2&gt;The Constitutional Convention</p>
7.4c.2.b the balance of power between the federal and state governments (establishment of the system of federalism)	<p><b>SE/TE:</b> Federalism, 228-229; Federalism and Amendments, 237–245; Federalism, 275</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 97–98</p> <p><b>Digital Sources</b> Core Concepts&gt;Government and Civics</p>
7.4c.2.c the prevention of parts of government becoming too powerful (the establishment of the three branches)	<p><b>SE/TE:</b> Separation of Powers, 228; The Legislative Branch-Congress, 229–231; The Executive Branch-The President, 232–233; The Judicial Branch-The Supreme Court, 233–235; Lesson Check, 236 Topic 4 Review and Assessment, 254–255; Explore the Essential Question, 256</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 95–96</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4&gt;Lesson 5&gt;The Three Branches of Government</p>
7.4c.2.d the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise)	<p><b>SE/TE:</b> The Three-Fifths Compromise, 207–208; Lesson Check, 209</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 88–89</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4&gt;Lesson 2&gt;The Constitutional Convention</p>

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7.4c.3 Students will examine the role of New York residents Alexander Hamilton and John Jay as leading advocates for the new Constitution.	<b>SE/TE:</b> Critical Thinking, 218; For Ratification: The Arguments of the Federalists, 217–218; Analyzing Primary Sources, 223, 253; Analyze Images, 262; Reaching a Compromise, 265  <b>Active Journal:</b> Take Notes & Practice Vocabulary, 93–94
<b>7.5 The Constitution in Practice</b>	
<b>The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York State Constitution also has been changed over time.</b>	
7.5a The Constitution outlined a federalist system of government that shares powers among the federal, state, and local governments.	
7.5a.1 Students will identify powers granted to the federal government and examine the language used to grant powers to the states.	<b>SE/TE:</b> Federalism, 228–229; Federalism and Amendments, 237–245  <b>Active Journal:</b> Take Notes & Practice Vocabulary, 97–98  <b>Digital Sources</b> Lesson Videos: Topic 4>Lesson 6>Amending the Constitution
7.5b The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.	
7.5b.1 Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.	<b>SE/TE:</b> The Legislative Branch-Congress, 229–231; The Executive Branch-The President, 232–233; The Judicial Branch-The Supreme Court, 233–235; Lesson Check, 236  <b>Active Journal:</b> Take Notes & Practice Vocabulary, 95–96  <b>Digital Sources</b> Lesson Videos: Topic 4>Lesson 5>The Three Branches of Government
7.5b.2 Students will examine how checks and balances work by tracing how a bill becomes a law.	<b>SE/TE:</b> Checks and Balances, 228  <b>Active Journal:</b> Take Notes & Practice Vocabulary, 95–96  <b>Digital Sources</b> Lesson Videos: Topic 4>Lesson 5>The Three Branches of Government

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7.5b.3 Students will identify the individual rights of citizens that are protected by the Bill of Rights.	<p><b>SE/TE:</b> Federalists, Antifederalists, and the Bill of Rights, 217–222; Lesson Check, 245</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 93–94</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4&gt;Lesson 4&gt;The Bill of Rights</p>
7.5c While the Constitution provides a formal process for change through amendments, the Constitution can respond to change in other ways. The New York State Constitution changed over time, with changes in the early 19th century that made it more democratic.	
7.5c.1 Students will examine the process for amending the constitution.	<p><b>SE/TE:</b> Constitutional Amendment, 237–238</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 97–98</p> <p><b>Digital Sources</b> Lesson Videos: Topic 4&gt;Lesson 6&gt;Amending the Constitution</p>
7.5c.2 Students will examine the evolution of the unwritten constitution, such as Washington’s creation of the presidential cabinet and the development of political parties.	<p><b>SE/TE:</b> Washington’s Presidency, 261–272</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 114–115</p> <p><b>Digital Sources</b> Lesson Videos: Topic 5&gt;Lesson 1&gt;Securing the New Government</p>
7.5c.3 Students will examine the changes to the New York State Constitution and how they were made during the 19th century.	<p><b>SE/TE:</b> For supporting content please see: State Government, 242–245</p>
7.5d Foreign and domestic disputes tested the strength of the Constitution, particularly the separation of powers, the system of checks and balances, and the issue of States rights. The United States sought to implement isolationism while protecting the Western Hemisphere from European interference.	
7.5d.1 Students will examine events of the early nation including Hamilton’s economic plan, the Louisiana Purchase, the Supreme Court decision in <i>Marbury v. Madison</i> , and the War of 1812 in terms of testing the strength of the Constitution.	<p><b>SE/TE:</b> Washington’s Presidency, 261–272; A Two-Party System Develops, 273–279; Presidents Adams and Jefferson, 281–290; A changing Nation, 292–302; Madison and the War of 1812, 304–315; Review and Assessment, 331</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 114–125</p>

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<p><b>Continued:</b> 7.5d.1 Students will examine events of the early nation including Hamilton’s economic plan, the Louisiana Purchase, the Supreme Court decision in <i>Marbury v. Madison</i>, and the War of 1812 in terms of testing the strength of the Constitution.</p>	<p><b>Continued:</b> <b>Digital Sources</b> Lesson Videos: Topic 5&gt;Lesson 1&gt;Securing the New Government; Lesson 2&gt;The Origin of Political Parties; Lesson 3&gt;John Adams’s Presidency; Lesson 4&gt;Jefferson’s Presidency; Lesson 5&gt;The War of 1812</p>
<p>7.5d.2 Students will examine the Monroe Doctrine and its effects on foreign policy.</p>	<p><b>SE/TE:</b> Get Ready to Read, 317; What Did the Monroe Doctrine State? 325–326; Lesson Check, 328; Review and Assessment, 331</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 126–127</p> <p><b>Digital Sources</b> Lesson Videos: Topic 5&gt;Lesson 6&gt;Strength After the War</p>
<p><b>7.6 Westward Expansion</b></p>	
<p><b>Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.</b></p>	
<p>7.6a Some Native Americans who aligned with the British during the American Revolution lost land and were forced to move.</p>	<p><b>SE/TE:</b> American Indians Choose Sides, 183</p> <p><b>Digital Sources</b> Lesson Videos: Topic 3: Lesson 5: Winning Independence</p>
<p>7.6b Conflict and compromise with foreign nations occurred regarding the physical expansion of the United States during the 19th century. American values and beliefs, such as Manifest Destiny and the need for resources, increased westward expansion and settlement.</p>	
<p>7.6b.1 Students will compare and evaluate the ways by which Florida, Texas, and territories from the Mexican Cession were acquired by the United States.</p>	<p><b>SE/TE:</b> How Did the United States Gain Florida? 325; Westward Movement, 368–374; Settling Oregon Country, 375–381; New Spain and Independence for Texas, 383–391; Manifest Destiny in California and the Southwest, 392–401; Review and Assessment, 403; Party Opposes Slavery in the West, 481-482</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 147–154</p> <p><b>Digital Sources</b> Lesson Videos: Topic 6&gt;Lesson 4&gt;The Journey West; Lesson 5&gt;Why Oregon Country?; Lesson 6&gt;The Mexican-American War; Lesson 7&gt;Manifest Destiny</p>

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7.6c Westward expansion provided opportunities for some groups while harming others.	<p><b>SE/TE:</b> Westward Movement, 368–374</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 147–148</p> <p><b>Digital Sources</b> Lesson Videos: Topic 6&gt;Lesson 4&gt;The Journey West</p>
7.6c.1 Students will examine the Erie Canal as a gateway to westward expansion that resulted in economic growth for New York State, economic opportunities for Irish immigrants working on its construction, and its use by religious groups, such as the Mormons, to move westward.	<p><b>SE/TE:</b> The Erie Canal, 372; Lesson Check, 374</p> <p><b>TE only:</b> Interactive Map: The Erie Canal, 372</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 147–148</p> <p><b>Digital Sources</b> Lesson Videos: Topic 6: Lesson 4: The Journey West</p>
7.6c.2 Students will examine the growth of suffrage for white men during Andrew Jackson’s administration.	<p><b>SE/TE:</b> Democracy Expands, 337–339; Effects of Jacksonian Democracy, 344–346; Lesson Check, 347; Review and Assessment, 402-403; Political Ideals Lead to Reform, 452-453</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 140–141</p> <p><b>Digital Sources</b> Lesson Videos: Topic 6&gt;Lesson 1&gt;Jackson as President</p>
7.6c.3 Students will examine the conditions faced on the Trail of Tears by the Cherokee and the effect that the removal had on their people and culture.	<p><b>SE/TE:</b> Southern American Indians on the Trail of Tears, 365–367</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 145–146</p> <p><b>Digital Sources</b> Lesson Videos: Topic 6&gt;Lesson 3&gt;The Trail of Tears</p>
7.6c.4 Students will examine examples of Native American resistance to western encroachment, including the Seminole Wars and Cherokee judicial efforts.	<p><b>SE/TE:</b> Conflict with American Indians, 360–367</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 145–146</p> <p><b>Digital Sources</b> Lesson Videos: Topic 6&gt;Lesson 3&gt;The Trail of Tears</p>

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7.6c.5 Students will examine the ways westward movement affected the lives of women and African Americans.	<p><b>SE/TE:</b> Westward Movement, 368–374; Spanish Influences, 599; Tending Cattle in the West, 599; The Life of a Cowhand, 600</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 147–148</p> <p><b>Digital Sources</b> Lesson Videos: Topic 6&gt;Lesson 4&gt;The Journey West</p>
7.6c.6 Students will examine the policies of New York State toward Native Americans at this time, and its efforts to take tribal lands, particularly those of the Oneidas, and exercise jurisdiction over those communities.	<p><b>SE/TE:</b> For supporting content please see: American Indian Removal, 362–365</p> <p><b>Digital Sources</b> Lesson Videos: Topic 6&gt;Lesson 3&gt;The Trail of Tears</p>
<b>7.7 Reform Movements</b>	
<b>Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York State played a key role in major reform efforts.</b>	
7.7a The Second Great Awakening, which had a strong showing in New York State, inspired reform movements.	<p><b>SE/TE:</b> The Second Great Awakening and Its Causes, 453–454; Lesson Check, 463</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 177–178</p> <p><b>Digital Sources</b> Lesson Videos: Topic 7&gt;Lesson 3&gt;The Second Great Revival</p>
7.7a.1 Students will investigate examples of early 19th-century reform movements, such as education, prisons, temperance, and mental health care, and examine the circumstances that led to the need for reform.	<p><b>SE/TE:</b> Topic Timeline, 406-407; Primary Sources: McGuffey Readers, 451; The Era of Reform, 452–453; Social Reform Movements, 454–455; What Impact Did Reformers Have on Education? 456–457; Lesson Check, 563</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 177–178</p> <p><b>Digital Sources</b> Lesson Videos: Topic 7&gt;Lesson 3&gt;The Second Great Revival</p>

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7.7b Enslaved African Americans resisted slavery in various ways in the 19th century. The abolitionist movement also worked to raise awareness of and generate resistance to the institution of slavery.	
7.7b.1 Students will examine ways in which enslaved Africans organized and resisted their conditions.	<p><b>SE/TE:</b> Analyze Images, 440; How Did Enslaved African Americans Resist Their Enslavement?, 441–442; Civil Disobedience and the Underground Railroad, 447</p> <p><b>Active Journal:</b> Quick Activity: Formerly a Slave, 198</p> <p><b>Digital Sources</b> Lesson Videos: Topic 7&gt;Lesson 4&gt;Abolitionism</p>
7.7b.2 Students will explore efforts of William Lloyd Garrison, Frederick Douglass, and Harriet Tubman to abolish slavery.	<p><b>SE/TE:</b> Abolitionism, 443–449; Analyze Images, 494; Reactions to <i>Dred Scott v. Sandford</i>, 494; Primary Sources: Frederick Douglass, “What the Black Man Wants,” 564</p> <p><b>Active Journal:</b> Quick Activity: Formerly a Slave, 198</p> <p><b>Digital Sources</b> Social Studies Reference Center&gt;Biographies: Frederick Douglass, William Garrison Lesson Videos: Topic 7&gt;Lesson 4&gt;Abolitionism</p>
7.7b.3 Students will examine the effects of Uncle Tom’s Cabin on the public perception of slavery.	<p><b>SE/TE:</b> A Novel Promotes Abolitionism, 448; A Book Sways the North Against Slavery, 486-487; Primary Sources: Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i>, 488</p> <p><b>Active Journal:</b> Quick Activity: Formerly a Slave, 198</p> <p><b>Digital Sources</b> Social Studies Reference Center&gt;Biographies&gt;Harriet Beecher Stowe Lesson Videos: Topic 7&gt;Lesson 4&gt;Abolitionism</p>
7.7b.4 Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.	<p><b>SE/TE:</b> Abolitionism, 443–449; Geography Skills, Map of Underground Railroad, 447</p> <p><b>Active Journal:</b> Quick Activity: Formerly a Slave, 198</p>

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<p><b>Continued:</b> 7.7b.4 Students will investigate New York State and its role in the abolition movement, including the locations of Underground Railroad stations.</p>	<p><b>Continued:</b> <b>Digital Sources</b> Lesson Videos: Topic 7&gt;Lesson 4&gt;Abolitionism</p>
<p>7.7b.5 Students will examine the seizure of the ship, La Amistad, carrying enslaved Africans, off the coast of Long Island and the resulting Supreme Court decision in <i>United States v. The Amistad</i> (1841).</p>	<p><b>SE/TE:</b> For supporting content please see: Abolitionism, 443–449</p> <p><b>Active Journal:</b> Quick Activity: Formerly a Slave, 198</p> <p><b>Digital Sources</b> Lesson Videos: Topic 7&gt;Lesson 4&gt;Abolitionism</p>
<p>7.7c Women joined the movements for abolition and temperance and organized to advocate for women’s property rights, fair wages, education, and political equality.</p>	
<p>7.7c.1 Students will examine the efforts of women to acquire more rights. These women include Sojourner Truth, Elizabeth Cady Stanton, Matilda Joslyn Gage, and Susan B. Anthony.</p>	<p><b>SE/TE:</b> Topic Timeline, 406-407; Early Calls for Women’s Rights, 458–459; How Did the Women’s Movement Start? 460–463; Review and Assessment, 473; Helping the Wounded, 530</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 177–178</p> <p><b>Digital Sources</b> Lesson Videos: Topic 7&gt;Lesson 5&gt;The Seneca Falls Convention</p>
<p>7.7c.2 Students will explain the significance of the Seneca Falls Convention and the Declaration of Sentiments.</p>	<p><b>SE/TE:</b> How Did the Women’s Movement Start? 460–463; Review and Assessment, 473</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 177–178</p> <p><b>Digital Sources</b> Lesson Videos: Topic 7&gt;Lesson 5&gt;The Seneca Falls Convention</p>
<p>7.7d The Anti-Rent movement in New York State was an attempt by tenant farmers to the protest the landownership system.</p>	
<p>7.7d.1 Students will trace the Anti-Rent movement in New York State.</p>	<p><b>SE/TE:</b> For supporting content please see: Reform and Women’s Rights, 452–463</p>

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<b>7.8 A Nation Divided</b>	
<b>Westward expansion, the industrialization of the North, and the increase of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states' rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.</b>	
7.8a Early United States industrialization affected different parts of the country in different ways. Regional economic differences and values, as well as different conceptions of the Constitution, laid the basis for tensions between states' rights advocates and supporters of a strong federal government.	
7.8a.1 Students will examine regional economic differences as they related to industrialization.	<p><b>SE/TE:</b> The Industrial Revolution, 409–420; Industrialization and Immigration, 422–430; King Cotton and Life in the South, 431–442  <b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 168–173</p> <p><b>Digital Sources</b>  Lesson Videos:  Topic 7&gt;Lesson 1&gt;The Spread of Industrialization; Lesson 2&gt;Cotton Shapes the South; Lesson 3&gt;The Second Great Revival</p>
7.8b As the nation expanded geographically, the question of slavery in new territories and states led to increased sectional tensions. Attempts at compromise ended in failure.	
7.8b.1 Students will examine attempts at resolving conflicts over whether new territories would permit slavery, including the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.	<p><b>SE/TE:</b> The Missouri Compromise, 479–480; A Compromise Holds the Union Together, 484–486; Slavery in Kansas and Nebraska, 489–490; Violent Clashes in Kansas, 491–492  <b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 194–197</p> <p><b>Digital Sources</b>  Lesson Videos:  Topic 8&gt;Lesson 1&gt;Compromise; Lesson 2&gt;Bleeding Kansas</p>
7.8b.2 Students will examine growing sectional tensions, including the decision in <i>Dred Scott v. Sanford</i> (1857) and the founding of the Republican Party.	<p><b>SE/TE:</b> Who Supported the Whigs and Democrats?, 342–343; The Supreme Court Rules on <i>Dred Scott v. Sandford</i>, 493–494; Reactions to <i>Dred Scott v. Sandford</i>, 494; Birth of the Republican Party, 495  <b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 196–197</p> <p><b>Digital Sources</b>  Landmark Supreme Court Cases&gt;<i>Dred Scott v. Sandford</i></p>

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7.8c Perspectives on the causes of the Civil War varied based on geographic region, but the election of a Republican president was one of the immediate causes for the secession of the Southern states.	
7.8c.1 Students will examine both long- and short-term causes of the Civil War.	<p><b>SE/TE:</b> Conflicts and Compromises, 479–487; Growing Tensions, 489–499; Division and the Outbreak of War, 501–511</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 194–197</p> <p><b>Digital Sources</b> Lesson Videos: Topic 8&gt;Lesson 1&gt;Compromise; Lesson 2&gt;Bleeding Kansas</p>
7.8c.2 Students will identify which states seceded to form the Confederate States of America and will explore the reasons presented for secession. Students will also identify the states that remained in the Union.	<p><b>SE/TE:</b> The Nation Splits, 503; How Did Americans Take Sides? 506–507; Map: choosing Sides, 507</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 199–200</p> <p><b>Digital Sources</b> Lesson Videos: Topic 8&gt;Lesson 3&gt;Southern States React</p>
7.8c.3 Students will examine the role of New York State in the Civil War, including its contributions to the war effort and the controversy over the draft.	<p><b>SE/TE:</b> The Draft Leads to Riots, 526–527; Analyze Images, 526</p>
7.8d The course and outcome of the Civil War were influenced by strategic leaders from both the North and South, decisive battles, and military strategy and technology that utilized the region's geography.	
7.8d.1 Students will compare the advantages and disadvantages of the North and the South at the outset of the Civil War.	<p><b>SE/TE:</b> Strengths and Weaknesses of the North and the South, 507–509; Lesson Check, 511</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 199–200</p> <p><b>Digital Sources</b> Lesson Videos: Topic 8&gt;Lesson 3&gt;Southern States React</p>

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7.8d.2 Students will examine the goals and content of Lincoln’s Emancipation Proclamation.	<p><b>SE/TE:</b> Lincoln’s Emancipation Proclamation, 520–522; Lesson Check, 530; Primary Sources: Abraham Lincoln, The Emancipation Proclamation, 531; Review and Assessment, 545</p> <p><b>Active Journal:</b> Quick Activity: Formerly a Slave, 198</p> <p><b>Digital Sources</b> Lesson Videos: Topic 8&gt;Lesson 5&gt;The Emancipation Proclamation</p>
7.8d.3 Students will examine how the use of various technologies affected the conduct and outcome of the Civil War.	<p><b>SE/TE:</b> The Blockade and the Ironclads, 516; The Horrors of War, 524–525</p> <p><b>Digital Sources</b> 21st Century Skills&gt;Identify Main Ideas and Details</p>
7.8d.4 Students will examine the enlistment of freed slaves and how this helped to change the course of the Civil War.	<p><b>SE/TE:</b> Get Ready to Read, 520; Why Did African Americans Fight for the Union? 523–524</p> <p><b>Active Journal:</b> Quick Activity: Formerly a Slave, 198</p> <p><b>Digital Sources</b> Lesson Videos: Topic 8&gt;Lesson 5&gt;The Emancipation Proclamation</p>
7.8d.5 Students will examine the topography and geographic conditions at Gettysburg and Antietam, and analyze the military strategies employed by the North and the South at Gettysburg or Antietam.	<p><b>SE/TE:</b> The Battle of Antietam, 517; A Union Victory at Gettysburg, 534–536; also see: Geography Skills, 515</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 206–207</p> <p><b>Digital Sources</b> Lesson Videos: Topic 8&gt;Lesson 4&gt;Strategies for War; Lesson 6&gt;The Civil War Ends</p>

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7.8e The Civil War impacted human lives, physical infrastructure, economic capacity, and governance of the United States.	
7.8e.1 Students will examine the roles of women, civilians, and free African Americans during the Civil War.	<p><b>SE/TE:</b> Emancipation and Life in Wartime, 520–530</p> <p><b>Active Journal:</b> Quick Activity: Formerly a Slave, 198</p> <p><b>Digital Sources</b> Lesson Videos: Topic 8&gt;Lesson 5&gt;The Emancipation Proclamation</p>
7.8e.2 Students will examine the aftermath of the war in terms of destruction, effect on population, and economic capacity by comparing effects of the war on New York State and Georgia.	<p><b>SE/TE:</b> A Weak Wartime Economy, 528; Economic Benefits of the War, 529; Analyze Graphs: Costs of the Civil War, 542; Writing Workshop, 545; The Effects of the Civil War, 551–553; Economic Problems in the South, 570–572</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 203–204, 220–221</p> <p><b>Digital Sources</b> Lesson Videos: Topic 8&gt;Lesson 6&gt;The Civil War Ends</p>
7.8e.3 Students will explain how events of the Civil War led to the establishment of federal supremacy.	<p><b>SE/TE:</b> A New Chapter for the United States, 542–543</p> <p><b>Active Journal:</b> Take Notes &amp; Practice Vocabulary, 206–207</p> <p><b>Digital Sources</b> Lesson Videos: Topic 8&gt;Lesson 6&gt;The Civil War Ends</p>

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