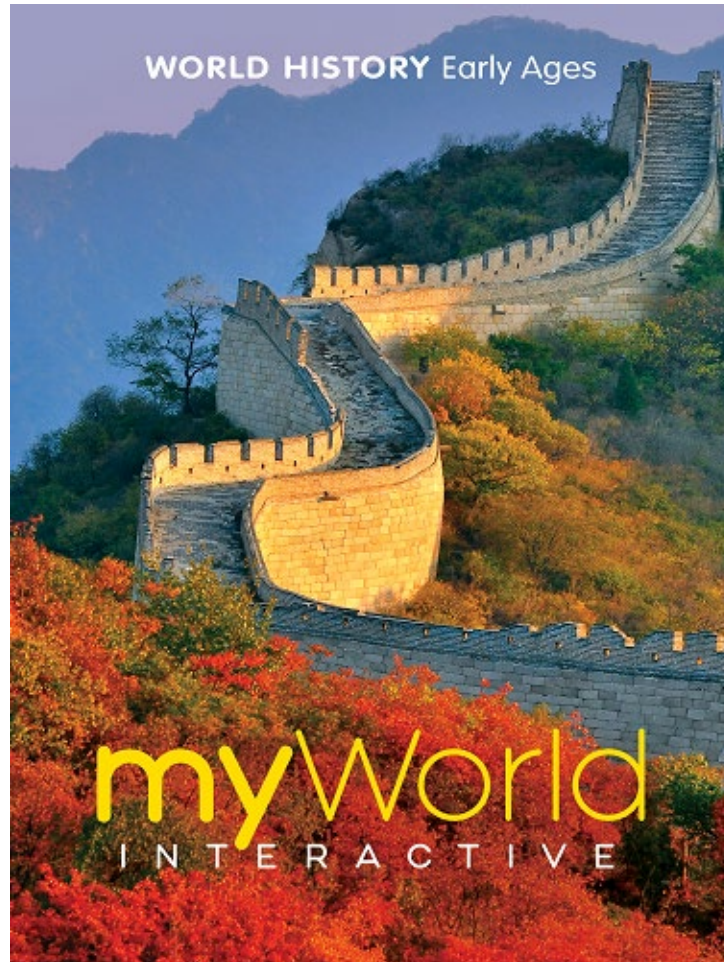


A Correlation of
myWorld Interactive World History
Early Ages, ©2019



to the
Ohio Learning Standards
in Social Studies 2018
Grade 7

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Introduction

This document demonstrates how *myWorld Interactive World History, Early Ages, ©2019* meets the Ohio Learning Standards in Social Studies, Grade 7.

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

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

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

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History Strand	
Topic: Historical Thinking and Skills	
<p>1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.</p>	<p>SE/TE: Analysis Skill: Recognize the Role of Chance, Error, and Oversight, 65, 530 Analysis Skill: Identify Physical and Cultural Features, 108, 389 Analysis Skills: Frame Questions, 121, 481 Analysis Skills: Detect Historical Points of View, 141 Analysis Skills: Compare Different Points of View, 250, 411 Analysis Skills: Update an Interpretation, 265, 559 Analysis Skills: Identify Central Issues and Problems, 317 Analysis Skills: Relate Events in Time, 20, 376 Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666 Primary Sources, 13, 52, 76, 107, 150, 158, 189, 196, 232, 257, 284, 316, 330, 368, 397, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 649, 679 <i>also see:</i> Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723</p>
Topic: Early Civilizations	
<p>2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</p>	<p>SE/TE: Ancient Greek Beliefs and Arts, 251–256 Primary Sources: Homer, the <i>Odyssey</i>, 257 Ancient Greek Learning, 258–264 Alexander and the Hellenistic World, 266–271 How Did the Romans Set an Example? 290 Roman Culture and Its Legacy, 331–338</p>

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Topic: Feudalism And Transitions	
<p>3. Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.</p>	<p>SE/TE: Quest: The Fall of Rome, 308 Decline of the Roman Empire, 339–343 The Shrinking Empire, 347 Review and Assessment, 356–357 Feudalism and the Manor Economy, 377–382 What Were the Mongol Conquests? 498–500 Lesson Check, 507</p> <p>TE only: Quest: The Fall of Rome, 304B</p>
<p>4. Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist.</p>	<p>SE/TE: The Mongol and Ming Empires 498–507 Chinese Thought and Achievements, 508–514 Emergence of Japan, 516–521 Japanese Feudalism, 522–52 Primary Sources: <i>The Tale of the Heike</i>, 529 Japanese Society and Culture, 531–536 Review and Assessment, 544–545</p>
<p>5. Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.</p>	<p>SE/TE: The Crusades, 420–427 The Reconquista, 428–433 Expansion of the Muslim World, 459–466 Analysis Skill: Construct a Timeline, 467 Achievements of Islamic Civilization, 468-474 Primary Sources: Ibn Khaldun, <i>The Maqaddimah</i>, 475 India After the Fall of the Gupta, 476–480</p>

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6. The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.	SE/TE: The Renaissance and Reformation, 616–619 Quest: Learning Through the Ages, 620 What Was the Renaissance? 621–628 Arts and Literature of the Renaissance, 629–635 Primary Sources: William Shakespeare, <i>As You Like It</i> , 636 Impact of the Renaissance, 637–640 The Scientific Revolution, 657–662 Review and Assessment, 664–665
7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.	SE/TE: Reformation and Reaction, 641–648 Primary Sources: Martin Luther, Preface, 649 Analysis Skill: Analyze Sequence, Causation, and Correlation, 650 Legacy of the Protestant Reformation, 651–656 Review and Assessment, 665
Topic: First Global Age	
8. Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.	SE/TE: India After the Fall of the Gupta, 476–480 Tang and Song China, 489–496 The Mongol and Ming Empires, 498–507 The Rise of Ghana in West Africa, 589–594 Mali and Songhai, 595-600 Primary Sources: Ibn Battuta, <i>Travels in Asia and Africa</i> , 601 Trading States of East Africa, 603–606 African Traditions, 607–611 Primary Sources: Djibril Tamsir Niane, <i>Sundiata: An Epic of Old Mali</i> , 612 Review and Assessment, 614–615
9. The advent of the trans- Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.	SE/TE: Slave Trade in Africa: 592, 608, 685 The Trans-Saharan Trade, 593 Atlantic Slave Trade, 715–721 Review and Assessment, 722–723

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10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.	SE/TE: Global Convergence, 666–669 Voyages of Discovery, 671–678 Primary Sources: Vasco da Gama, Journal, 679 The Conquest of the Aztec and Incan Empires, 680–685 The Spanish Empire, 687–692 The Portuguese Empire, 693–699 Impact of Global Trade, 700–706 Analysis Skill: Interpret Economic Performance, 707 Colonial Rivalries in North America, 708–714 Atlantic Slave Trade, 715–721 Review and Assessment, 722–723
11. The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.	SE/TE: What Was the Columbian Exchange? 700–702 What Was Mercantilism? 702–703 Lesson Check, 706 Review and Assessment, 723
Geography Strand	
Topic: Spatial Thinking and Skills	
12. Maps and other geographic representations can be used to trace the development of human settlement over time.	SE/TE: Analysis Skills: Identify Physical and Cultural Features, 108, 389 Analysis Skills: Interpret Thematic Maps, 173, 574 Introduction: 4, 5, 42, 96, 97, 126, 127, 178, 179, 218, 219, 76, 277, 306, 307, 360, 361, 402, 403, 446, 447, 486, 487, 547, 548, 586, 587, 618, 622, 668, 669, Topic Review and Assessment:: 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, , 544, 583, 615, 665, 723 Geography Skills: 8, 17, 29, 43, 46, 61, 67, 73, 85, 100, 116, 130, 132, 136, 148, 160, 169, 182, 186, 205, 222, 235, 242, 246, 248, 269, 280, 297, 311, 314, 321, 342, 345, 364, 372, 378, 385, 395, 406, 413, 422, 430, 437, 450, 460, 470, 491, 493, 499, 502, 506, 512, 517, 541, 553, 561, 568, 577, 590, 599, 604, 652, 675, 684, 694, 697, 713, 716, 717,

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Topic: Human Systems	
<p>13. Geographic factors promote or impede the movement of people, products and ideas.</p>	<p>SE/TE: <i>This standard is met throughout the program. Representative references include the following:</i> Hunter-Gatherer Societies, 11–12 Humans Spread Out, 15–19 New Ways of Life, 27–32 Geography of Mesopotamia, 45–46 The Nile River Valley, 99–100 Kush, 117 What Is the Indian Subcontinent? 129–130 Geography of China, 181–182 How Did Geography Shape the Greek World? 221–223 Italy's Varied Geography, 279–280 The Geography of Europe, 363–364 How Did Geography Set Japan Apart? 516–517 Settlement and Geography of the Americas, 551–552 The African Landscape, 589–590</p>

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<p>14. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions.</p>	<p>SE/TE: Africa, 207 Arabian Peninsula, 450 Byzantine Empire, 345 China, 188, 198, 205–207, 208, 209, 494–495, 503, 510, 514 City-State as Center of Trade, 47 City-States and Sea, 622 Coconut Oil, 606 Crusades Effect, 426–427 Economy Based on Trade, 32 Egypt and Kush, 115–117, 118, 120 Europe, Medieval, 385–386 French Monarchy, 409 Ghana Empire, 593–594 Greece, 222, 223, 237, 238, 242, 243 India, 207 Ivory, 606 Maya Civilization, 555–556 Mercantilism and Wealth, 702–703 Muslim World, 469–470 Phoenician, 67 Rome, 281, 314–315, 332, 340, 342 Russia, 349 Spice, 672 Tortoiseshell, 606 Wool, 704</p>

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15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.	SE/TE: Transportation, 47, 198 Communication, 63, 374, 651 Writing Systems, 69, 70, 109–110, 119, 211, 243, 349, 509, 521, 540 City-State as Center of Trade, 47 City-States and Sea, 622 Crusades Effect, 426–427 Greece, 222, 223, 237, 238, 242, 243 Economy Based on Trade, 32; Egypt and Kush, 115–120 The Silk Road, 205–207 Alexander and the Hellenistic World, 266–271 Trade and the Roman Economy, 314–315
Government Strand	
Topic: Civic Participation and Skills	
16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.	SE/TE: Analysis Skills: Compare Different Points of View, 250, 411 Analysis Skills: Detect Historical Points of View, 141 Analysis Skills: Frame Questions, 121, 481 Analysis Skills: Identify Central Issues and Problems, 317 Analysis Skills: Identify Physical and Cultural Features, 108, 389 Analysis Skills: Recognize the Role of Chance, Error, and Oversight, 65, 530 Analysis Skills: Relate Events in Time, 20, 376 Analysis Skills: Update an Interpretation, 265, 559 Explore the Essential Question, 2, 40, 94, 124, 176, 216, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666 Primary Sources, 13, 52, 76, 107, 150, 158, 189, 196, 232, 257, 284, 316, 330, 368, 397, 419, 440, 458, 475, 515, 529, 558, 566, 601, 612, 636, 649, 679 <i>also see:</i> Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 303, 357, 399, 443, 483, 545, 583, 615, 665, 723

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Ohio's Learning Standards in Social Studies	myWorld Interactive Social Studies World History, Early Ages, ©2019
Topic: Roles and Systems of Government	
17. Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.	SE/TE: Democracy in Athens, 227–231 Roman Government and Law, 337–338 Organizing Roman Law, 355 Magna Carta, 416–417
18. With the decline of feudalism, consolidation of power resulted in the emergence of nation states.	SE/TE: Conflicts Between Popes and Monarchs, 405–410 England Takes Shape, 412–418 The Crusades, 420–427 Decline of Medieval Society, 434–439
Economics Strand	
Topic: Economic Decision Making and Skills	
19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost- benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.	SE/TE: Analysis Skills: Conduct a Cost-Benefit Analysis, 350 Interpret Economic Performance, 295, 707 <i>also see:</i> Free Market, 703, 705 Mercantilism and Wealth, 702–703

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Topic: Scarcity	
<p>20. The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p>	<p>SE/TE:</p> <p>Trade in the Nile Valley, 116–117 Kush's Links to Africa and the World, 120 Indus Valley: Trade, 132 Economy and Technology, 188 A Major Trade Route, 206–207 Revival of Towns and Trade, 383 Analysis Skill: Identify Physical and Cultural Features, 389 How Did Cities and Trade Grow? 468–470 How Did Trade Fuel Prosperity? 494–495 Revival of Trade, 503 Voyages of Discovery, 671–678 The Spanish Empire, 687–692 The Portuguese Empire, 693–699 Impact of Global Trade, 700–706 Analysis Skill: Interpret Economic Performance, 707 An Atlantic Trade Network, 718</p>

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Topic: Markets	
<p>21. The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p>	<p>SE/TE: Job Specialization, 36 Feudalism and the Manor Economy, 377–382 Guilds Practice Crafts, 387 Mercantilism and Wealth, 702–703 Mercantilism and Wealth, 702–703 Free Market, 703, 705 <i>also see:</i> City States of Sumer: Trade, 47 Phoenician Traders, 67 How Did Phoenicians Use the Sea? 68–69 Agricultural Techniques Create a Surplus, 101 Trade in the Nile Valley, 116–117 Indus Valley: Trade, 132 Economy and Technology, 188 A Major Trade Route, 206–207 The Greek Economy, 241–242 Trade and the Roman Economy, 314–315 Revival of Towns and Trade, 383 How Did Cities and Trade Grow? 468–470 How Did Trade Fuel Prosperity? 494–495 Revival of Trade, 503 Impact of Global Trade, 700–706 Analysis Skill: Interpret Economic Performance, 707</p>

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