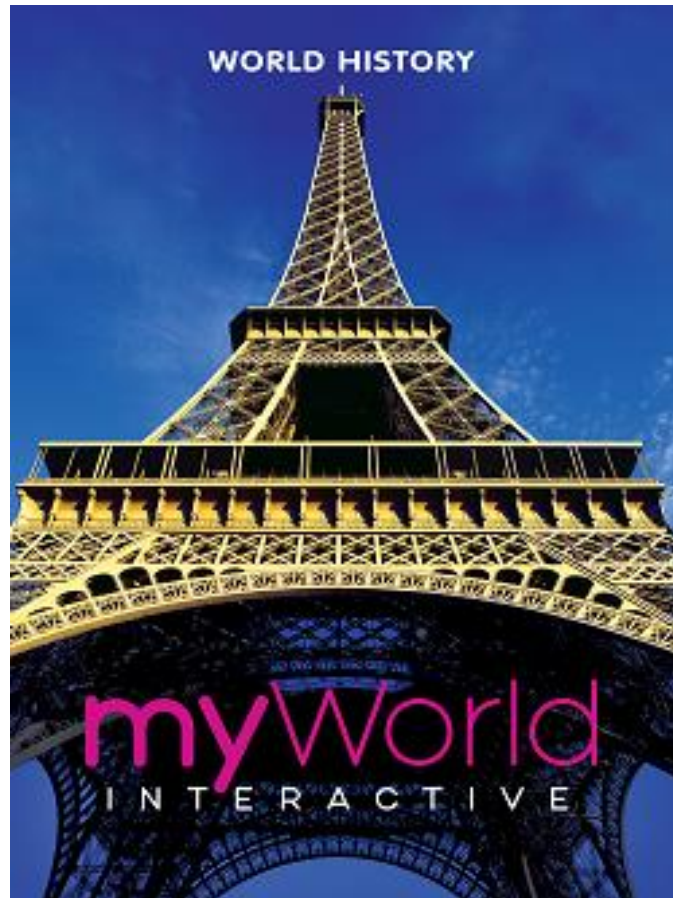


A Correlation of



Survey Edition, ©2019

To the
**Tennessee Social Studies Standards
For World History and Geography
Grade 7**

A Correlation of myWorld Interactive Social Studies, World History, Survey Edition, ©2019 to the Tennessee Social Studies Standards for World History and Geography

Introduction

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

The all new *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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Table of Contents

Social Studies Practices	4
East Asia	10
Byzantine Empire	13
Southwest Asia and North Africa	14
West Africa.....	16
Middle Ages in Western Europe	17
Early Modern Europe	21
The Protestant Reformation	22
The Scientific Revolution.....	24
Indigenous Civilizations of the Americas	25
The Age of Exploration.....	27

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Tennessee Social Studies Standards for World History and Geography	myWorld Interactive Social Studies World History, Survey Edition, ©2019
7 SEVENTH GRADE SOCIAL STUDIES	
World History and Geography: The Middle Ages to the Exploration of the Americas	
<p>Course Description: Seventh grade students will explore the cultural, economic, geographical, historical, and political changes of Western Civilization in Europe as well as the geographic regions of East Asia, West Africa, and Southwest Asia and Northern Africa. Students will compare and contrast the history and geography of civilizations that were developing concurrently throughout Africa, Europe, the Americas, and Asia during the 15th to 18th centuries. Students will examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students will describe the indigenous populations of the Americas and the long-term impact of European exploration in the New World. Finally, students will analyze the influence of geography on the development of civilizations as they continue their study of world history and geography. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.</p> <p><i>This course is a continuation of the 6th grade survey of world history and geography and is designed to help students think like historians, focusing on historical concepts in order to build a foundational understanding of the world. Appropriate primary sources have been embedded in the standards in order to deepen the understanding of world history and geography. Special emphasis will be placed on the development of government, including the beginning of democratic practices.</i></p>	
Grades 6-8	
Social Studies Practices	
<p>Overview: Students will apply these skills to create and address questions that will guide inquiry and critical thinking. These practices should be regularly applied throughout the year. Students will progress through the inquiry cycle (SSP.01-SSP.04) by analyzing primary and secondary sources to construct and communicate their conceptual understanding of the content standards and to develop historical and geographic awareness (SSP.05- SSP.06).</p>	
<p>SSP.01 Collect data and information from a variety of primary and secondary sources, including:</p> <ul style="list-style-type: none"> ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, photographs, artwork) ● Artifacts ● Media and technology sources 	<p>SE/TE: Primary Sources, 13, 52, 76, 107, 150, 158, 189, 196, 232, 257, 284, 316, 330, 368, 397, 419, 440, 458, 475, 558, 566, 601, 612, 636, 649, 679, 738, 758; Primary Quote Citations (examples), 30, 63, 80, 106, 118, 137, 145, 186, 215, 233, 250, 264, 310, 348, 388, 411, 432, 472, 506, 577, 598, 600; Charts, Graphs, Tables, and Infographics (examples), 18, 38, 50, 69, 89, 122, 155, 174, 240, 281, 313, 366, 387, 442, 544, 596, 614, 661, 683, 722; Timelines, 4, 20, 42, 96, 126, 136, 218, 276, 306, 360, 402, 423, 446, 467, 486, 548, 586, 618, 668, 681, 726, 764, 812;</p>

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<p align="center">Tennessee Social Studies Standards for World History and Geography</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition, ©2019</p>
	<p>(Continued)</p> <p>Maps (examples), 4, 17, 42, 67, 85, 97, 116, 126, 130, 160, 186, 215, 235, 276, 306, 342, 360, 402, 443, 470, 493, 517, 561, 586, 615, 669; Atlas; also see: English-Language Arts Handbook: Analyze Primary and Secondary Sources, ELA 4- ELA 5</p> <p>Analysis Skills: Distinguish Essential from Incidental Information, 14; Distinguish Verifiable from Unverifiable Information, 114, 602; Detect Historical Points of View, 141; Draw Sound Conclusions from Sources, 202; Distinguish Relevant from Irrelevant Information, 233, 663; Compare Different Points of View, 250, 411; Assess Credibility of a Source, 441; Relate Events in Time, 15, 376; Construct a Timeline, 15, 91, 467; Frame Questions, 121, 481; Interpret Thematic Maps, 173</p> <p>Activity Journal: Writing Workshop: Research Paper, 178-179; Research Paper, 254-255; Research Paper, 376-377</p> <p><u>Digital Sources</u> Interactive 21st Century Skills; Interactive Primary Sources; Social Studies Reference Center: Biographies; Interactive Maps, Charts, Timelines, Simulations, and 3D Models.</p>

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<p align="center">Tennessee Social Studies Standards for World History and Geography</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition, ©2019</p>
<p>SSP.02 Critically examine a primary or secondary source in order to:</p> <ul style="list-style-type: none"> • Extract and paraphrase significant ideas and relevant information • Distinguish the difference between fact and opinion • Draw inferences and conclusions • Recognize author’s purpose, point of view, and bias • Assess the strengths and limitations of arguments 	<p>SE/TE: Primary Sources, 13, 52, 76, 107, 150, 158, 189, 196, 232, 257, 284, 316, 330, 368, 397, 419, 440, 458, 475, 558, 566, 601, 612, 636, 649, 679, 738, 758; Primary Quote Citations (examples), 30, 63, 80, 106, 118, 137, 145, 186, 215, 233, 250, 264, 310, 348, 388, 411, 432, 472, 506, 577, 598, 600; Review and Assessment: Analyze Primary Sources, 39, 93, 123, 175, 215, 273, 357, 399, 443, 483, 545, 583, 615, 665, 723; also see: English-Language Arts Handbook: Analyze Primary and Secondary Sources, Analyze Visuals, ELA 3; ELA 4–ELA 5</p> <p>Analysis Skills: Distinguish Essential from Incidental Information, 14; Distinguish Verifiable from Unverifiable Information, 114, 602; Detect Historical Points of View, 141; Draw Sound Conclusions from Sources, 202; Distinguish Relevant from Irrelevant Information, 233, 663; Compare Different Points of View, 250, 411; Assess Credibility of a Source, 441; Distinguish Fact and Opinion, 497</p> <p>Activity Journal: Writing Workshop: Research Paper, 178–179; Research Paper, 254–255; Research Paper, 376–377</p> <p>Digital Sources Interactive 21st Century Skills; Interactive Primary Sources; Social Studies Reference Center: Biographies</p>

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<p align="center">Tennessee Social Studies Standards for World History and Geography</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition, ©2019</p>
<p>SSP.03 Synthesize data from multiple sources in order to:</p> <ul style="list-style-type: none"> • Recognize differences among multiple accounts • Establish validity by comparing and contrasting multiple sources • Frame appropriate questions for further investigation 	<p>SE/TE: Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670; Writing Workshop: Find and Use Credible Source, 149, 418; Support Ideas with Evidence, 157, 427; Use Credible Sources, 151; Cite Sources, 433; Analysis Skills: Identify Sources of Continuity, 213; Distinguish Verifiable from Unverifiable Information, 114, 602; Distinguish Relevant from Irrelevant Information, 233; Assess Credibility of a Source, 163, 441; Distinguish Essential from Incidental Information, 14; English-Language Arts Handbook: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Reports, ELA 14</p> <p>TE only: Differentiate Instruction: Advanced, 60, 84, 138, 194, 206, 406, 438, 504, 511, 525, 533, 570, 610</p> <p>Activity Journal: Quests, 210–217, 234–241, 258–265, 282–289, 310–317, 332–339, 354–361, 380–387</p> <p><u>Digital Sources</u> Quests; 21st Century Skills Tutorials: Distinguish Between Fact and Opinion; Write an Essay; Search for Information on the Internet; Identify Evidence; Interpret Sources</p>

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<p align="center">Tennessee Social Studies Standards for World History and Geography</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition, ©2019</p>
<p>SSP.04 Construct and communicate arguments citing supporting evidence to:</p> <ul style="list-style-type: none"> ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions 	<p>SE/TE: Cause and Effect (examples), 12, 19, 48, 56, 300; Predict Consequences, 47; Compare Viewpoints, 215, 237, 249, 294, 573; Analysis Skills: Distinguish Cause and Effect, 53, 537; Compare Different Points of View, 250, 411; Detect Historical Points of View, 141; Analyze Sequence, Causation, and Correlation, 301, 650; Identify Central Issues and Problems, 317</p> <p>TE only: Make Predictions (examples), 129, 181, 191, 281, 285, 291, 311, 400; Identify Cause and Effect (examples), 16, 18, 29, 31, 48, 55, 66, 86, 166, 167, 297</p> <p>Activity Journal: Writing Workshop: Argument, 126–127, 206–207, 404–405, 426–427</p> <p><u>Digital Sources</u> 21st Century Skills: Analyze Cause and Effect; Compare Viewpoints; Make Predictions</p>
<p>SSP.05 Develop historical awareness by:</p> <ul style="list-style-type: none"> ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present 	<p>SE/TE: Timelines, 4, 20, 42, 96, 126, 136, 218, 276, 306, 360, 402, 423, 446, 467, 486, 548, 586, 618, 668, 681, 726, 764, 812</p> <p>Go back in time & Explore the Essential Question, 2, 40, 94, 124, 176, 216, 274, 304, 358, 400, 444, 484, 546, 584, 616, 666</p> <p>Quest, 6, 44, 98, 128, 180, 220, 278, 308, 362, 404, 448, 488, 550, 588, 620, 670;</p> <p>Writing Workshop: Introduce Characters, 12, 26, 51, 58; Establish Setting, 19, 64; Organize Sequence of Events, 32, 70, 75; Use Descriptive Details and Sensory Language, 37, 90; Write a Narrative, 39, 93</p> <p>Analysis Skills: Relate Events in Time, 15; Identify Sources of Continuity, 213; Detect Changing Patterns, 324; Update an Interpretation, 265; Analyze Sequence, Causation, and Correlation, 301, 650; English-Language Arts Handbook: Write Narrative Essays, ELA 11</p>

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	<p>(Continued)</p> <p>TE only: Differentiate Instruction: Below Level, 306; Recognize Cultural and Experiential Backgrounds, 3, 41, 95, 125, 177, 217, 275, 305, 359, 401, 445, 485, 547, 585, 617</p> <p>Activity Journal: Sequence, 16, 50, 89, 96, 154, 193, 218, 246, 271, 292, 297, 318, 343, 372, 391, 440, 469, 472; Quest: Science/Technology Timeline, 456–463</p> <p>Digital Sources Quests; 21st Century Skills: Sequence; Interactive Timelines: Topic 2: Lesson 4; Topic 4: Lesson 6; Topic 8: Lesson 1; Topic 10: Lesson 2; Topic 15: Lesson 4; Topic 16: Lesson 2; Topic 19: Lesson 8</p>
<p>SSP.06 Develop a geographic awareness by:</p> <ul style="list-style-type: none"> ● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). ● Determining the use of diverse types of maps based on their origin, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of regions are fluid across time and space 	<p>SE/TE: Maps (examples), 4, 17, 42, 67, 85, 97, 116, 126, 130, 160, 186, 215, 235, 276, 306, 321, 342, 360, 360, 385, 399, 402, 443, 470, 493, 502, 506, 512, 517, 561, 586, 599, 604, 615, 615, 669; Atlas</p> <p>Analysis Skills: Identifying Physical and Cultural Features, 389; Interpret Thematic Maps, 173, 574</p> <p>Activity Journal: Map Skills, 3, 27, 55, 75, 103, 129, 159, 181, 233, 257, 281, 309, 331, 353, 379, 407, 429, 455</p> <p>Digital Sources Interactive 21st Century Skills; Interactive Maps, Charts, Timelines, Simulations, and 3D Models.</p>

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Tennessee Social Studies Standards for World History and Geography	myWorld Interactive Social Studies World History, Survey Edition, ©2019
East Asia: 400-1500s CE	
Overview: Students will analyze the geographic, political, economic, and cultural structures of China and Japan.	
<p>7.01 Identify and locate the geographical features of East Asia, including:</p> <p>G</p> <ul style="list-style-type: none"> • China • Gobi Desert • Himalayan Mountains • Japan • Korean Peninsula • Pacific Ocean • Plateau of Tibet • Sea of Japan (East Sea) • Yangtze River • Yellow River 	<p>SE/TE: Map: China (Pacific Ocean, 179; Geography of China, 181; China: Physical Geography, 182; Shang and Zhou Civilizations, 186; The Silk Road, 205; Analyze Maps, 215, 545; How Did Geography Set Japan Apart? 516; Japan’s Physical Features, 517; Korea’s Geography, 538</p> <p>TE Only: Interactive Map 179; Where Were East and Southeast Asia? 487; Korea’s Geography, 539</p> <p>Activity Journal: Map Skills, 103, 281</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 1: The Influence of Geography on China</p>
<p>7.02 Describe how the reunification of China prior to the Tang Dynasty helped spread Buddhist beliefs.</p> <p>C, G, H, P</p>	<p>SE/TE: Analyze Diagrams, 206; Exchanges of Ideas, 207</p> <p>TE Only: Describe, 206</p> <p>Activity Journal: Take Notes & Practice Vocabulary, 122–123</p> <p>Digital Sources Lesson Videos: Topic 5: Lesson 6: The Economy of China Under the Han</p>
<p>7.03 Summarize agricultural, commercial, and technological developments during the Song Dynasties, and describe the role of Confucianism during the Song.</p> <p>C, E, G, H, P</p>	<p>SE/TE: The Song Dynasty, 491; The Merit System, 492; An Economic Revolution, 493–494; How Did Trade Fuel Prosperity? 494–495; China’s Golden Age, 496; Distinguish Fact and Opinion, 497; Confucianism, 513</p> <p>Activity Journal: Take Notes & Practice Vocabulary, 290–291</p> <p>Digital Sources Interactive Primary Sources: Topic 5: Lesson 3: Confucius, Analects; Lesson Videos: Topic 12: Lesson 1: China’s Economic Revolution; 21st Century Skills Tutorials: Distinguish Between Fact and Opinion</p>

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<p>7.04 Examine the rise of the Mongol Empire, including the conquests of Genghis Khan. C, G, H, P</p>	<p>SE/TE: What Were the Mongol Conquests? 498–500 Activity Journal: Take Notes & Practice Vocabulary, 292–293</p> <p><u>Digital Sources</u> Lesson Videos: Topic 12: Lesson 2: The Growth and Importance of the Mongol Empire</p>
<p>7.05 Describe Kublai Khan’s conquest of China, and explain how he was able to maintain control of the Yuan Empire. C, G, H, P</p>	<p>SE/TE: The Mongol Empire, 499; The Yuan Dynasty, 501–502; Life in Yuan China, 502–504; Analysis Skills: Recognize the Role of Chance, Error, and Oversight, 530 Activity Journal: Take Notes & Practice Vocabulary, 292–293</p> <p><u>Digital Sources</u> Lesson Videos: Topic 12: Lesson 2: The Growth and Importance of the Mongol Empire</p>
<p>7.06 Summarize the effects of the Mongolian empires on the Silk Roads, including the importance of Marco Polo’s travels on the spread of Chinese technology and Eurasian trade. C, E, G, H</p>	<p>SE/TE: The Silk Road, 205–207; Revival of Trade, 503; Foreign Visitors, 503–504; Primary Source, 509 Activity Journal: Take Notes & Practice Vocabulary, 292–293</p> <p><u>Digital Sources</u> Lesson Videos: Topic 12: Lesson 2: The Growth and Importance of the Mongol Empire; Social Studies Reference Center: Biographies: Topic 12: Lesson 2: Ghengis Khan</p>
<p>7.07 Analyze the achievements of the Ming Dynasty and reasons for its isolationism, including building projects (e.g., the Forbidden City and reconstruction of the Great Wall) and Zheng He’s sea voyages. C, E, G, H, P</p>	<p>SE/TE: The Ming Restore Chinese Power, 504–505; What Was the Ming Foreign Policy? 505–507; also see: Great Wall of China, 197, 198, 499 Activity Journal: Take Notes & Practice Vocabulary, 292–293</p> <p><u>Digital Sources</u> Lesson Videos: Topic 12: Lesson 2: The Growth and Importance of the Mongol Empire</p>

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<p>7.08 Describe the origins and central features of Shintoism:</p> <ul style="list-style-type: none"> • Key Person(s): None • Sacred Texts: No sacred text • Basic Beliefs: localized tradition that focuses on ritual practices that are carried out with discipline to maintain connections with ancient past; animism and Kami <p>C, G, H, P</p>	<p>SE/TE: Shinto Religion, 534–535; also see: Comparing European and Japanese Feudalism, 526; Family Loyalty and Harmony, 533 Activity Journal: Take Notes & Practice Vocabulary, 302–303</p> <p><u>Digital Sources</u> Social Studies Core Concepts: Culture; Lesson Videos: Topic 12: Lesson 6: Religion and Thought in Japan</p>
<p>7.09 Explain how Japanese culture changed through Chinese and Korean influences (including Buddhism and Confucianism) as shown in the Constitution of Prince Shotoku and the adoption of the Chinese writing system. C, G, H</p>	<p>SE/TE: Borrowing From Neighbors, 521–522; Japanese Society and Culture, 531–536; Analysis Skills: Distinguish Cause and Effect, 537; Visual Review, 544; Critical Thinking and Writing, 545 Activity Journal: Take Notes & Practice Vocabulary, 302–303; Quick Activity: Guiding Principles (Principles that make government better in Japan), 299</p> <p><u>Digital Sources</u> Lesson Videos: Topic 12: Lesson 6: Religion and Thought in Japan; 21st Century Skills Tutorials: Analyze Cause and Effect; Social Studies Reference Center: Biographies: Topic 12: Lesson 4: Prince Shotoku</p>
<p>7.10 Describe how the Heian aristocracy contributed to the development of a Japanese national culture. C, H, P</p>	<p>SE/TE: Power Shifts in Japan, 522–523 Activity Journal: Take Notes & Practice Vocabulary, 300–301</p> <p><u>Digital Sources</u> Lesson Videos: Topic 12: Lesson 5: Structure and Values of Feudal Japan</p>

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<p>7.11 Analyze the rise of a military society in the late 12th century and the role of the shogun and samurai in Japanese society. C, E, H, P</p>	<p>SE/TE: Rival Clans Battle for Power, 523–524; Feudalism in Japan, 525–526; Mongols Threaten Japan, 526–527; Japan’s Reunification, 527–528; Primary Sources: <i>The Tale of the Heike</i>, 529; Visual Review, 544; Critical Thinking and Writing, 545 Activity Journal: Take Notes & Practice Vocabulary, 300–301, 302–303</p> <p>Digital Sources Interactive Primary Sources: Topic 12: Lesson 6: Murasaki Shikibu, <i>The Tale of Genji</i>; Lesson Videos: Topic 12: Lesson 5: Structure and Values of Feudal Japan; Lesson 6: Religion and Thought in Japan</p>
<p>Byzantine Empire: 400-1500s CE</p>	
<p>Overview: Students will analyze the geographic, political, economic, and cultural structures of the Byzantine Empire.</p>	
<p>7.12 Identify the continuation of the Eastern Roman Empire as the Byzantine Empire, and describe the diffusion of Christianity and the Latin language. C, G, H, P</p>	<p>SE/TE: The Byzantine Empire Rises, 344-349; Byzantine Religion and Culture, 351-355 Activity Journal: Take Notes & Practice Vocabulary, 204–205</p> <p>Digital Sources Topic 8: Lesson 6: The Byzantine Empire’s Place in History</p>
<p>7.13 Explain the importance of Justinian’s political, social, and architectural achievements. C, G, H, P</p>	<p>SE/TE: Who Were Justinian and Theodora? 345–346; A Unique Culture, 354–355 Activity Journal: Take Notes & Practice Vocabulary, 204–205</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 8: Lesson 6: Justinian I; Topic 8: Lesson 6: The Byzantine Empire’s Place in History; Lesson 7: Byzantine Culture</p>

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<p>7.14 Analyze the importance of regional geography and the location of Constantinople in maintaining European culture. C, G, H</p>	<p>SE/TE: The City's Location, 345; The Empire's Influence, 348; Relate Physical and Cultural Features, 389 Activity Journal: Take Notes & Practice Vocabulary, 204–205</p> <p><u>Digital Sources</u> Topic 8: Lesson 6: The Byzantine Empire's Place in History; Lesson 7: Byzantine Culture</p>
<p>Southwest Asia and North Africa: 400-1500s CE</p>	
<p>Overview: Students will analyze the geographic, political, economic, and cultural structures of Southwest Asia and North Africa.</p>	
<p>7.15 Identify and locate the geographical features of Southwest Asia and North Africa, including: G</p> <ul style="list-style-type: none"> • Arabian Peninsula • Arabian Sea • Black Sea • Caspian Sea • Euphrates River • Mecca • Mediterranean Sea • Persian Gulf • Red Sea • Tigris River 	<p>SE/TE: Map, 46, 447, 450, 460 Activity Journal: Map Skills, 27, 257; Quick Activity: Caption This! 268</p> <p><u>Digital Sources</u> Interactive Maps: River Valley Civilizations, Topic Lesson 5; Early Civilizations of the Fertile Crescent, Topic 2: Topic Map</p>
<p>7.16 Describe the origins and central features of Islam:</p> <ul style="list-style-type: none"> • Key Person(s): Mohammad • Sacred Texts: The Quran and The Sunnah • Basic Beliefs: monotheism, Five Pillars <p>C, G, H, P</p>	<p>SE/TE: Origins of Islam, 449–452; Beliefs of Islam, 453–457; Primary Source: <i>The Sunnah</i>, 458 Activity Journal: Take Notes & Practice Vocabulary, 266–267</p> <p><u>Digital Sources</u> Lesson Videos: Topic 11: Lesson 1: The Life of Muhammad; Lesson 2: The Five Pillars of Islam</p>

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<p>7.17 Describe the diffusion of Islam, its culture, and the Arabic language. C, G</p>	<p>SE/TE: The Quran, 453–454; Expansion of the Muslim World, 459–466; Analysis Skills: Construct a Timeline, 467 Activity Journal: Take Notes & Practice Vocabulary, 269–270</p> <p><u>Digital Sources</u> Lesson Videos: Topic 11: Lesson 2: The Five Pillars of Islam</p>
<p>7.18 Summarize the contributions of the region’s scholars in the areas of: C, G, H</p> <ul style="list-style-type: none"> • Art • Geography • Literature • Mathematics • Medicine • Philosophy • Science 	<p>SE/TE: Achievements of Islamic Civilization, 468–474; Primary Source: Ibn Khaldun, <i>The Muqaddimah</i>, 475 Activity Journal: Quick Activity: Fun with Words, 275</p> <p><u>Digital Sources</u> Lesson Videos: Topic 11: Lesson 4: Importance and Preservation of Learning in the Muslim World</p>
<p>7.19 Explain the importance of Mehmed II the Conqueror, the fall of Constantinople, and the establishment of the Ottoman Empire. C, E, G, H, P</p>	<p>SE/TE: Timeline, 403, 447; The Ottoman Empire Begins, 465–466 Activity Journal: Writing Workshop: Argument, 278–279 (Islamic empires)</p> <p><u>Digital Sources</u> Lesson Videos: Topic 11: Lesson 3: Rise and Fall of the Abbasid Dynasty</p>
<p>7.20 Analyze the development of trade routes throughout Asia, Africa, and Europe and the expanding role of merchants. C, E, G, H</p>	<p>SE/TE: Trade Expands, 469; Trade Routes in Muslim Lands, 470; Merchants Bring Economic Growth, 470; Gold-Salt Trade, 593; Mali and Songhai, 595–600; Trading States of East Africa, 603–606 Activity Journal: Explanatory Essay, 350–351 (How did the environment affect the development of trade networks)</p> <p><u>Digital Sources</u> Lesson Videos: Topic 14: Lesson 1: How Ghana Became a Wealthy Empire</p>

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West Africa: 400-1500s CE	
Overview: Students will analyze the geographic, political, economic, and cultural structures of West Africa.	
<p>7.21 Identify and locate the geographical features of West Africa, including:</p> <p>G</p> <ul style="list-style-type: none"> • Atlantic Ocean • Djenne • Gulf of Guinea • Niger River • The Sahara • Timbuktu 	<p>SE/TE: The African Landscape, 589–591; Maps, 587, 590</p> <p>Activity Journal: Maps, 331</p> <p>Digital Sources Interactive Maps: Trans-Saharan Trade, Topic 14: Topic Map; Africa’s Vegetation Regions, Topic 14: Lesson 1</p>
<p>7.22 Explain indigenous African spiritual traditions, including: ancestor worship, animism, and the relationship between humans and deities.</p> <p>C, H</p>	<p>SE/TE: African Traditions, 607–611</p> <p>Activity Journal: Take Notes & Practice Vocabulary, 348–349</p> <p>Digital Sources Lesson Videos: Topic 14: Lesson 4: Family Life and Social Structure in Africa</p>
<p>7.23 Analyze the growth of the kingdoms of Ghana, Mali, and Songhai, including cities such as Djenne and Timbuktu as centers of trade, culture, and learning.</p> <p>C, E, G, H, P</p>	<p>SE/TE: The Rise of Ghana in West Africa, 589–594; Mali and Songhai, 595–600; Distinguish Verifiable from Unverifiable Information, 602; Trading States of East Africa, 603–606; Assessment, 615</p> <p>Activity Journal: Take Notes & Practice Vocabulary, 340–341, 343–344, 346–346</p> <p>Digital Sources Lesson Videos: Topic 14: Lesson 1: How Ghana Became a Wealthy Empire</p>
<p>7.24 Describe the role of the Trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and in the exchange of salt, gold, and slaves.</p> <p>C, E, G, H, P</p>	<p>SE/TE: Gold-Salt Trade, 593; Mali and Songhai, 595–600; Trading States of East Africa, 603–606</p> <p>Activity Journal: Quick Activity: Packing for the Caravan (West African Trade), 342</p> <p>Digital Sources Lesson Videos: Topic 14: Lesson 1: How Ghana Became a Wealthy Empire; Interactive Maps: Trans-Saharan Trade, Topic 14</p>

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<p>7.25 Explain the importance of griots in the transmission of West African history and culture. C, G, H</p>	<p>SE/TE: Quest, 588; Griot, 585, 600, 610, 611; Primary Sources: Djibril Tamsir Niane, <i>Sundiata: An Epic of Old Mali</i>, 612 TE only: Explain Historical Continuity, 596; Curriculum Connection, 599 Activity Journal: Quests: Create an Oral History, 332–339</p> <p><u>Digital Sources</u> Lesson Videos: Topic 14: Lesson 4: Family Life and Social Structure in Africa</p>
<p>7.26 Explain the importance of the Malian king Mansa Musa and his pilgrimage to Mecca in 1324. C, E, G, H, P</p>	<p>SE/TE: What Was Mali Like at Its Peak? 596–598; Lesson Check, 600; Analysis Skills: Distinguish Verifiable from Unverifiable Information, 602; Assessment, 615 Activity Journal: Take Notes & Practice Vocabulary, 344–345</p> <p><u>Digital Sources</u> Lesson Videos: Topic 14: Lesson 2: The Influence of Islam in West Africa</p>
<p>Middle Ages in Western Europe: 400-1500s CE</p>	
<p>Overview: Students will analyze the geographic, political, economic, and cultural structures of Europe during the Middle Ages.</p>	
<p>7.27 Identify and locate geographical features of Europe, including: G</p> <ul style="list-style-type: none"> • Alps • Atlantic Ocean • English Channel • Mediterranean Sea • Influence of the North Atlantic Drift • North European Plain • Ural Mountains 	<p>SE/TE: Maps, 361, 443; The Geography of Europe, 363–364 Activity Journal: Map Skill, 208, 233; Quick Activity: Travelling the Rhine (placement of cities), 220</p> <p><u>Digital Sources</u> Interactive Maps: Medieval Christendom, Topic 9: Topic Map; Cities of Medieval Christendom, Topic 10: Topic Map</p>

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<p>7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps. C, G, H, P</p>	<p>SE/TE: Christianity Spreads, 370–375; Analysis Skills: Relate Events in Time, 376; The Church and Medieval Culture, 390–396; Primary Source: Thomas Aquinas, <i>Summa Theologica</i>, 397 Activity Journal: Take Notes & Practice Vocabulary, 221–222</p> <p><u>Digital Sources</u> Lesson Videos: Topic 9: Lesson 2: The Spread of Christianity to Northern Europe</p>
<p>7.29 Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire. C, E, G, H, P</p>	<p>SE/TE: What New Kingdoms Formed in Europe? 365; What Was the Age of Charlemagne? 366–367; Primary Source: Einhard. <i>The Life of Charlemagne</i>, 368 Activity Journal: Take Notes & Practice Vocabulary, 218–219</p> <p><u>Digital Sources</u> Social Studies Reference Center: Biographies: Topic 9: Lesson 1: Charlemagne; Lesson Videos: Topic 9: Lesson 1: The Impact of Charlemagne</p>
<p>7.30 Describe the development of feudalism and manorialism, their role in the medieval European economy, and the way in which they were influenced by physical geography (i.e., the role of the manor and the growth of towns). C, E, G, H, P</p>	<p>SE/TE: Feudalism and the Manor Economy, 377–382 Activity Journal: Take Notes & Practice Vocabulary, 223–224</p> <p><u>Digital Sources</u> Lesson Videos: Topic 9: Lesson 3: Knighthood and Chivalry</p>
<p>7.31 Analyze the Battle of Hastings and the long-term historical impact of William the Conqueror on England and Northern France. C, E, G, H, P</p>	<p>SE/TE: England Before the Conquest, 412; What Was the Norman Conquest? 413–414; Lesson Check, 418 Activity Journal: Take Notes & Practice Vocabulary, 244–245</p> <p><u>Digital Sources</u> 21st Century Skills Tutorials: Summarize</p>

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<p>7.32 Describe how political relationships both fostered cooperation and led to conflict between the Papacy and European monarchs. C, G, H, P</p>	<p>SE/TE: Quest, 404; Conflicts Between Popes and Monarchs, 405–410; Analysis Skills: Compare Different Points of View, 411 Activity Journal: Quests: Medieval Monarchs Face Conflicts, 234–241</p> <p><u>Digital Sources</u> Lesson Videos: Topic 10: Lesson 1: The Investiture Controversy; 21st Century Skills Tutorials: Compare Viewpoints</p>
<p>7.33 Analyze the impact of the Magna Carta, including: limiting the power of the monarch, the rule of law, and the right to trial by jury. G, H, P</p>	<p>SE/TE: How Was Royal Power Limited in England? 416–418; Primary Source: The Magna Carta, 419 Activity Journal: Take Notes & Practice Vocabulary, 244–245</p> <p><u>Digital Sources</u> Lesson Videos: Topic 10: Lesson 2: The Impact of Magna Carta on the Modern World; Topic 10: Interactive Primary Sources: Lesson 2: Magna Carta</p>
<p>7.34 Analyze the causes, effects, and key people of the 1st, 2nd, and 3rd Crusades, including: Pope Urban II, Saladin, and Richard I. C, G, H, P</p>	<p>SE/TE: The Crusades, 420–427 Activity Journal: Quick Activity: Crusade Diary, 248</p> <p><u>Digital Sources</u> Lesson Videos: Topic 10: Lesson 3: Causes of the First Crusade</p>
<p>7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe. C, G, H</p>	<p>SE/TE: The Muslim View, 424; How Did Religious Persecutions Arise? 425–426; What Were the Effects of the Crusades? 426–427 Activity Journal: Quick Activity: Crusade Diary, 248</p> <p><u>Digital Sources</u> Lesson Videos: Topic 10: Lesson 3: Causes of the First Crusade; Lesson 4: Interaction of Christians, Muslims, and Jews in Muslim Spain</p>

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<p>7.36 Describe the economic and social effects of the spread of the Black Death (i.e., Bubonic Plague) from Central Asia to China, the Middle East, and Europe, and its impact on the global population. C, E, G,</p>	<p>SE/TE: What Was the Black Death? 436–438; What Were the Effects of the Black Death? 438–439 Activity Journal: Quick Activity: Dark Times Skit, 253 <u>Digital Sources</u> Interactive Maps: The Black Death, Topic 10: Lesson 5</p>
<p>7.37 Analyze the importance of the Black Death on the emergence of a modern economy, including: C, E, H</p> <ul style="list-style-type: none"> • Agricultural improvements • Commerce • Growth of banking • A merchant class • Technological improvements • Towns 	<p>SE/TE: Revival of Trade and Towns, 383–388; What Were the Effects of the Black Death? 438–439 Activity Journal: Quick Activity: Dark Times Skit, 253 <u>Digital Sources</u> Interactive Maps: The Black Death, Topic 10: Lesson 5; Lesson Videos: Topic 9: Lesson 4: The Growth of Medieval Towns</p>
<p>7.38 Describe the significance of the Hundred Years War, including the roles of Henry V in shaping English culture and language and Joan of Arc in promoting a peaceful end to the war. C, G, H, P</p>	<p>SE/TE: The Hundred Years’ War, 435; Deadly New Weapons, 435; Joan of Arc Inspires the French, 436 Activity Journal: Take Notes & Practice Vocabulary, 251–252 <u>Digital Sources</u> Lesson Videos: Topic 10: Lesson 5: The Hundred Years’ War</p>
<p>7.39 Explain the significance of the Reconquista, Inquisition, and the rise of Spanish and Portuguese kingdoms in the Iberian Peninsula. C, G, H, P</p>	<p>SE/TE: The Inquisition Begins, 426; The Reconquista, 428–433 Activity Journal: Take Notes & Practice Vocabulary, 249–250 <u>Digital Sources</u> Lesson Videos: Topic 11: Lesson 4: Importance and Preservation of Learning in the Muslim World</p>

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Early Modern Europe: 1400-1700s CE	
Overview: Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.	
The Renaissance	
<p>7.40 Explain how the location of the Italian Peninsula impacted the movement of resources, knowledge, and culture throughout Italy’s independent trade cities. C, E, G, H, P</p>	<p>SE/TE: The Feudal Order Breaks Down, 621–622; Why Did the Renaissance Begin? 623 Activity Journal: Take Notes & Practice Vocabulary, 362–363; Writing Workshop: Research Paper, 376–377</p> <p>Digital Sources Lesson Videos: Topic 15: Lesson 1: The Roots of the Italian Renaissance</p>
<p>7.41 Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance. C, E, G, H, P</p>	<p>SE/TE: Florence: Heart of the Renaissance, 624 Activity Journal: Take Notes & Practice Vocabulary, 362–363; Writing Workshop: Research Paper, 376–377</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 15: Lesson 2: Leonardo da Vinci Lesson; Lesson 2 Michelangelo; Lesson Videos: Topic 15: Lesson 1: The Roots of the Italian Renaissance; Lesson 2: New Artistic Themes and Techniques</p>
<p>7.42 Explain humanism, and describe how Thomas Aquinas’s writings influenced humanistic thought and fostered a balance between reason and faith. C, H</p>	<p>SE/TE: New Viewpoints, 624–626; Thomas Aquinas, 395; Primary Sources: Thomas Aquinas, <i>Summa Theologica</i>, 397 Activity Journal: Take Notes & Practice Vocabulary, 362–363; Writing Workshop: Research Paper, 376–377</p> <p>Digital Sources 21st Century Skills Tutorials: Analyze Primary and Secondary Sources</p>

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<p>7.43 Explain the development of Renaissance art, including the significance of: Leonardo da Vinci; Michelangelo; William Shakespeare; Systems of patronage C, E, G, H</p>	<p>SE/TE: Renaissance Ideas Spread, 267–628; Arts and Literature of the Renaissance, 629–635; Primary Source: William Shakespeare, <i>As You Like It</i>, 636 Activity Journal: Take Notes & Practice Vocabulary, 362–363, 364–365; Writing Workshop: Research Paper, 376–377</p> <p><u>Digital Sources</u> Social Studies Reference Center: Biographies: Topic 15: Lesson 2: Leonardo da Vinci Lesson; Lesson 2 Michelangelo; Lesson 2: William Shakespeare; Lesson Videos: Topic 15: Lesson 1: The Roots of the Italian Renaissance; Lesson 2: New Artistic Themes and Techniques</p>
<p align="center">The Protestant Reformation</p>	
<p>7.44 Analyze Johannes Gutenberg’s printing press and William Tyndale’s translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge. C, G, H</p>	<p>SE/TE: How Did the Printing Press Revolutionize Society? 638–639; Literacy and Censorship, 639–640; Translating the Bible, 646; Analysis Skills: Analyze Sequence, Causation, and Correlation (role of printing press), 650; Quest: Learning Through the Ages, 620 Activity Journal: Quest: Learning Through the Ages, 354–361; Writing Workshop: Research Paper, 376–377</p> <p><u>Digital Sources</u> Lesson Videos: Topic 15: Lesson 3: The Printing Revolution</p>
<p>7.45 Explain the significant causes of the Protestant Reformation, including: the Catholic Church’s taxation policies, the selling of indulgences, and Martin Luther’s <i>95 Theses</i>. C, H, P</p>	<p>SE/TE: How Did Martin Luther Challenge the Church? 641–644; Lesson Check, 648; Primary Source: Martin Luther, Preface, 649 Activity Journal: Quick Activity: Who Wrote What? (Reformation), 371; Writing Workshop: Research Paper, 376–377</p> <p><u>Digital Sources</u> Lesson Videos: Topic 15: Lesson 4: Luther and the 95 Theses; Social Studies Reference Center: Biographies: Topic 15: Lesson 4: Martin Luther</p>

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<p>7.46 Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination. C, H, P</p>	<p>SE/TE: How Did the Reformation Grow? 644–646; Lesson Check, 648 Activity Journal: Quick Activity: Who Wrote What? (Reformation), 371; Writing Workshop: Research Paper, 376–377</p> <p><u>Digital Sources</u> Lesson Videos: Topic 15: Lesson 4: Luther and the 95 Theses; Interactive Primary Sources: Topic 15: Lesson 5: John Calvin, Institutes of the Christian Religion</p>
<p>7.47 Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism. C, G, H, P</p>	<p>SE/TE: The Reformation in England and Scotland, 652 Activity Journal: Take Notes & Practice Vocabulary, 372–373; Writing Workshop: Research Paper, 376–377</p> <p><u>Digital Sources</u> Lesson Videos: Topic 15: Lesson 5: Compare Protestant England and Catholic Spain</p>
<p>7.48 Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent. C, H</p>	<p>SE/TE: The Counter-Reformation, 646–647; The Council of Trent and the Inquisition, 647–648 Activity Journal: Take Notes & Practice Vocabulary, 369–370; Writing Workshop: Research Paper, 376–377</p> <p><u>Digital Sources</u> Social Studies Reference Center: Biographies: Topic 15: Lesson 4: St. Ignatius of Loyola</p>
<p>7.49 Examine the Golden Age of the Tudor dynasty (i.e., Queen Elizabeth I), including the defeat of the Spanish Armada and the rise of English power in Europe. C, H, P</p>	<p>SE/TE: Spain Defends Catholicism, 654; The Tudors and the Monarchy, 744–745 Activity Journal: Take Notes & Practice Vocabulary, 421–422; Writing Workshop: Research Paper, 376–377</p> <p><u>Digital Sources</u> Lesson Videos: Topic 17: Lesson 3: English Monarchs and Parliament Clash</p>

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The Scientific Revolution	
<p>7.50 Compare and contrast heliocentric and geocentric theories of the Greeks (geocentric), Copernicus (heliocentric), and Kepler (elliptical orbits). C, G</p>	<p>SE/TE: New Views of the Universe, 659; Lesson Check, 662 Activity Journal: Take Notes & Practice Vocabulary, 374–375; Writing Workshop: Research Paper, 376–377</p> <p>Digital Sources Lesson Videos: Topic 15: Lesson 6: New Directions in Astronomy; Topic 15: Social Studies Reference Center: Biographies: Lesson 6: Nicholas Copernicus</p>
<p>7.51 Examine Galileo Galilei’s theories and improvement of scientific tools, including the telescope and microscope. C, G, H</p>	<p>SE/TE: Kepler and Galileo, 659; Lesson Check, 662 Activity Journal: Take Notes & Practice Vocabulary, 374–375; Writing Workshop: Research Paper, 376–377</p> <p>Digital Sources Social Studies Reference Center: Biographies: Topic 15: Lesson 6: Galileo; Lesson Videos: Topic 15: Lesson 6: New Directions in Astronomy</p>
<p>7.52 Explain the significance of the following in regards to the Scientific Revolution: Sir Francis Bacon in establishing the scientific method and Sir Isaac Newton’s three Laws of Motion. C, G, H</p>	<p>SE/TE: Newton, 659–660; How Did Bacon and Descartes Support Inductive Reasoning? 660–661; Lesson Check, 662 Activity Journal: Take Notes & Practice Vocabulary, 374–375; Writing Workshop: Research Paper, 376–377</p> <p>Digital Sources Interactive Primary Sources: Topic 15: Lesson 6: Francis Bacon, The New Method; Social Studies Reference Center: Biographies: Topic 15: Lesson 6: Isaac Newton; Lesson Videos: Topic 15: Lesson 6: New Directions in Astronomy</p>

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Indigenous Civilizations of the Americas: 400-1500s CE	
Overview: Students will analyze the geographic, political, economic, and cultural structures of indigenous civilizations of the Americas.	
<p>7.53 Identify and locate the geographical features of the Americas, including: G, T</p> <ul style="list-style-type: none"> • Andes Mountains • Appalachian Mountains • Atlantic Ocean • Caribbean Sea • Central Mexican Plateau • Great Plains • Gulf of Mexico • Mississippi River • North America • Pacific Ocean • Rocky Mountains • South America • Yucatan Peninsula 	<p>SE/TE: Maps, 549, 553, 561, 568, 577; Settlement and Geography of the Americas, 551–553; Quest: Be a Map-Maker, 550 Activity Journal: Map Skills, 309; Quests: Be a Map Maker, 310–317</p> <p>Digital Sources Interactive Maps: Map, Mesoamerican and South American Geography, Topic 13: Topic; Growth of the Incan Empire, Topic 13: Lesson 3</p>
<p>7.54 Explain the impact of geographic features on North American Indian cultures (i.e., Northeast, Southeast, and Plains), including: clothing, housing, and agriculture. C, G, H, T</p>	<p>SE/TE: North American Indian Cultures, 575–581; Quest: Be a Map-Maker, 550 Activity Journal: Quests: Be a Map Maker, 310–317</p> <p>Digital Sources Lesson Videos: Topic 13: Lesson 4: Contrasting Two North American Cultures</p>
<p>7.55 Describe the existence of diverse networks of North American Indian cultures (within present-day United States) including: varied languages, customs, and economic and political structures. C, E, G, H, P, T</p>	<p>SE/TE: North American Indian Cultures, 575–581; Quest: Be a Map-Maker, 550 Activity Journal: Quests: Be a Map Maker, 310–317</p> <p>Digital Sources Interactive Maps: Topic 13: Native American Architecture, Topic 13: Lesson 4; Lesson Videos: Topic 13: Lesson 4: Contrasting Two North American Cultures</p>

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<p>7.56 Explain the impact of geographic features and climate on the agricultural practices and settlement of the Maya, Aztec, and Incan civilizations. C, E, G, H, P</p>	<p>SE/TE: Settlement and Geography of the Americas, 551–553; The Maya: Mayan Cities, 554; Trade, 555; Where Did the Aztecs Live? 560–562; Aztec Achievements, 564–565; How Did the Geography of the Andes Shape Life? 567–569; Economy, 573; Analysis Skills: Interpret Thematic Maps, 574; Review and Assessment, 582–583</p> <p>Activity Journal: Quests: Be a Map Maker, 310–317; Quick Activity: Human Monument Game, 320 (Mayan)</p> <p>Digital Sources Lesson Videos: Topic 13: Lesson 1: Development of Cities in Mesoamerica; Lesson 2: The Growth of the Aztec Empire; Lesson 3: How Inca Rulers Governed Their Empire</p>
<p>7.57 Describe the social, economic, and political characteristics of the Maya, Aztec, and Incan civilizations, including: oral traditions, class structures, religious beliefs, slavery, and advancements (e.g., astronomy, mathematics, and calendar). C, E, G, H, P</p>	<p>SE/TE: The Maya, 551–557; Primary Source: <i>The Popol Vuh</i>, 558; Analysis Skills: Update and Interpretation (Maya), 559; The Aztecs, 560–565; Primary Source: <i>The Florentine Codex</i>, 566; The Incas, 567–573; Analysis Skills: Interpret Thematic Maps, 574; Review and Assessment, 582–583</p> <p>Activity Journal: Quick Activity: Human Monument Game, 320 (Mayan)</p> <p>Digital Sources 21st Century Skills Tutorials: Read Special Purpose Maps; Lesson Videos: Topic 13: Lesson 1: Development of Cities in Mesoamerica; Lesson 2: The Growth of the Aztec Empire; Lesson 3: How Inca Rulers Governed Their Empire</p>

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The Age of Exploration: 1400-1700s CE	
Overview: Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans.	
<p>7.58 Analyze why European countries were motivated to explore the world, including: religion, political rivalry, and economic gain (i.e., mercantilism). C, E, G, H, P</p>	<p>SE/TE: What Motivated Europeans to Explore the Seas? 671–672; What Was Mercantilism? 702–703; Analysis Skills: Interpret Economic Performance, 707 Activity Journal: Take Notes & Practice Vocabulary, 388–389</p> <p>Digital Sources Lesson Videos: Topic 16: Lesson 1: Technology of Exploration</p>
<p>7.59 Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country:</p> <ul style="list-style-type: none"> • England: Henry Hudson • France: Jacques Cartier • Portugal: Vasco da Gama, Bartolomeu Dias • Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Amerigo Vespucci <p>C, E, G, H, P, T</p>	<p>SE/TE: Voyages of Discovery, 671–678; Primary Source: Vasco da Gama, Journal, 679; Hernando de Soto, 687–688; What Was New France? 709; The Settlement of New Netherland, 710–711 Activity Journal: Take Notes & Practice Vocabulary, 388–389</p> <p>Digital Sources Interactive Maps: European Powers and Their Colonial Claims, Topic 16: Topic Map</p>
<p>7.60 Describe Prince Henry the Navigator’s influence on exploration, voyages, cartographic improvements, and tools related to exploration (i.e., compass, caravel, astrolabe, and Harrison’s chronometer) during the Age of Discovery. C, E, G, H, P</p>	<p>SE/TE: How Did Prince Henry the Navigator Encourage Exploration? 672–673; What New Tools Aided Exploration? 677–678 Activity Journal: Take Notes & Practice Vocabulary, 388–389</p> <p>Digital Sources Lesson Videos: Topic 16: Lesson 1: Technology of Exploration</p>

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<p>7.61 Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country. C, E, G, H, P</p>	<p>SE/TE: The Conquest of the Aztec and Incan Empires, 680–685; The Spanish Empire, 687–692; The Portuguese Empire, 693–699; Colonial Rivalries in North America, 708–714 Activity Journal: Take Notes & Practice Vocabulary, 291–292, 393–396</p> <p><u>Digital Sources</u> Interactive Maps: European Powers and Their Colonial Claims, Topic 16: Topic Map</p>
<p>7.62 Describe how the Aztec and Inca empires were eventually defeated by Spanish Conquistadors (i.e., Hernan Cortes and Francisco Pizarro). C, E, G, H, P</p>	<p>SE/TE: The Conquest of the Aztec and Incan Empires, 680–685; Analysis Skills: Determine Relevant from Irrelevant Information, 686 Activity Journal: Take Notes & Practice Vocabulary, 291–292</p> <p><u>Digital Sources</u> Lesson Videos: Topic 16: Lesson 2: The Conquest of the Incas</p>
<p>7.63 Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World. C, E, G, H, P</p>	<p>SE/TE: Christianity in the Americas, 688–689; What Was Life on the Missions Like? 691; Dividing the Globe in Half, 693–694; Colonial Rivalries in North America, 708–714 Activity Journal: Take Notes & Practice Vocabulary, 393–394, 399–400</p> <p><u>Digital Sources</u> Lesson Videos: Topic 16: Lesson 3: Mission Life; Lesson 5: The Commercial Revolution in Europe; Lesson 6: The Rivalry Between France and England</p>

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<p align="center">Tennessee Social Studies Standards for World History and Geography</p>	<p align="center">myWorld Interactive Social Studies World History, Survey Edition, ©2019</p>
<p>7.64 Explain the impact of the Columbian Exchange on people, plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries, and examine the major economic and social effects on each continent. C, E, G, H, P</p>	<p>SE/TE: Impact of Global Trade, 700–706; Analysis Skills: Interpret Economic Performance, 707 Activity Journal: Take Notes & Practice Vocabulary, 397–398</p> <p><u>Digital Sources</u> Interactive Maps: Trade Among Europe, Africa, and Asia, Topic 16: Lesson 5; Lesson Videos: Topic 16: Lesson 4: Struggle to Control the Spice Trade</p>
<p>7.65 Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolome de la Casa’s role in the transition to African slavery. C, E, G, H, P</p>	<p>SE/TE: The Spanish Empire, 687–692 Activity Journal: Take Notes & Practice Vocabulary, 393–394; Quick Activity: The Middle Passage (Letter to End Slave Trade), 403</p> <p><u>Digital Sources</u> Interactive Primary Sources: Topic 16: Lesson 2: las Casas, Destruction of the Indies; Lesson Videos: Topic 16: Lesson 3: Mission Life; Lesson 7: Causes of the Atlantic Slave Trade</p>