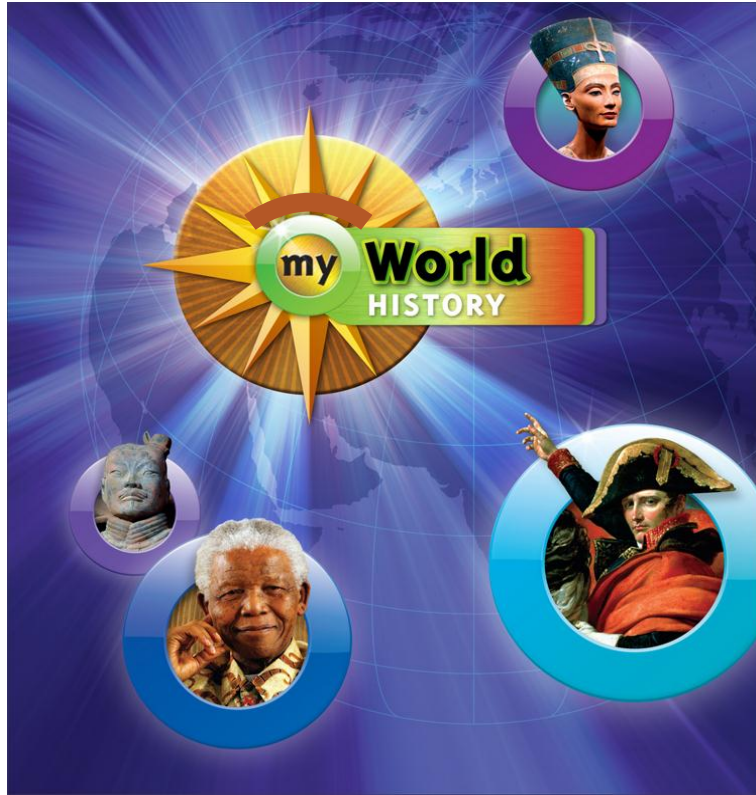


A Correlation of



To the

Washington State Social Studies Learning Standards Grades 6 and 7

A Correlation of myWorld History, Survey Edition to the Washington State Learning Standards Grades 6, 7

Introduction

This document demonstrates how *myWorld History, Survey Edition* meets the Washington State Social Studies Learning Standards, Grades 6, 7. Correlation page references are to the Student and Teacher Editions.

- Welcome to *myWorld History*™! Take your classroom on a virtual exploration through history with this exciting, new, digitally-robust social studies program from Savvas.
- *myWorld History* engages 21st century learners by integrating myWorldHistory.com and the Student Edition with the goal of connecting history to their lives today.
- **Connect** Watch your students connect to engaging stories from some of the most compelling and eventful times in the history of our world through *myStory*.
- **Experience** Students will journey through time without leaving the classroom with myWorldHistory.com where they will actively experience the history of the world in which they live.
- **Understand** Informal and formal assessment options, both in print and online, provide students with multiple ways to demonstrate mastery of important concepts.

Units found in myWorldHistory.com & *myWorld History*™ Survey Edition:

- Unit 1: Origins
- Unit 2: The Ancient Near East
- Unit 3: Ancient India and China
- Unit 4: Ancient Greece
- Unit 5: Ancient Rome
- Unit 6: The Byzantine Empire and Islamic Civilization
- Unit 7: African and Asian Civilizations
- Unit 8: Civilizations of the Americas
- Unit 9: Europe in the Middle Ages
- Unit 10: The Rise of Europe
- Unit 11: The Early Modern World
- Unit 12: The Modern World

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Social Studies –Grade 6	
<i>In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. The recommended context for social studies learning in sixth grade is world history and geography. Students begin their examination of the world by exploring the location, place, and spatial organization of the world’s major regions. This exploration is then followed by looking at world history from its beginnings. Students are given an opportunity to study a few ancient civilizations deeply. In this way, students develop higher levels of critical thinking by considering why civilizations developed where and when they did and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.</i>	
EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.	
Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.	
This component is addressed in grades K, 2 – 5, 7, 8, 11, and 12.	
Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.	
<p>1.2.3 Understands a variety of forms of government from the past or present. Examples:</p> <ul style="list-style-type: none"> – Compares monarchy and democracy in ancient Greece and ancient Egypt. – Explains the “Mandate of Heaven” as a principle in the creation of Chinese Dynasties. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: Core Concepts Handbook: Foundations of Government, 20-21; Political Systems, 22-23; Part 2 Assessment (3. Compare and Contrast), 38 The Ancient Near East: Ch. 3-5: Sumerian Government, 116-117; Persia’s Government and Religion, 128-129; The Kingdoms of Egypt, 147 Ancient India and China: Ch. 6-9: Ruling an Empire, 236-237; Rise and Fall of the Zhou, 258-260; Announcement of Power, T64-T65; Rule of the First Emperor, 276-277; Government of the Han, 278-280; Primary Source: The Right Way to Govern, 290-291 Ancient Greece: Ch. 10-11: Emergence of City-States, 304-305; Democracy in Athens, 312-317; Report from Athens, T22-T23; Enrichment: Origins of the Vocabulary of Government, T24; Oligarchy in Sparta, 318-321; Chapter 10 Assessment (2. Discuss; 5. Summarize; 6. Compare and Contrast; 7. Explain), 322; Primary Source: Comparing Athens and Sparta, 354-355 Ancient Rome: Ch. 12-13: From Monarchy to Republic, 366; The Government of the Republic, 370-375</p>

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<p align="center">Washington State Social Studies Learning Standards</p>	<p align="center">myWorld History Survey Edition</p>
<p>(Continued) 1.2.3 Understands a variety of forms of government from the past or present. Examples: <ul style="list-style-type: none"> - Compares monarchy and democracy in ancient Greece and ancient Egypt. - Explains the “Mandate of Heaven” as a principle in the creation of Chinese Dynasties. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>(Continued) African and Asian Civilizations: Ch. 16-18: The Ming Restore Chinese Power, 530-531; Guidelines for Government, T70-T71; Shifts in Power, 554-555 Civilizations of the Americas: Ch. 19-20: Aztec Government, 592 Europe in the Middle Ages: Ch. 21-23: Popes and Rulers, 652-657; Kings, Nobles, and the Magna Carta, 658-663 The Rise of Europe: Ch. 24-26: Impact of the Reformation, 754-755 The Early Modern World: Ch. 27-29: Expanding the Spanish Empire, 796-798; The English Colonies Grow, 811-813; Powerful Monarchs, 828-829; France's Absolute Monarchy, 832-837; Absolute Monarchy Across Europe, 838-843; Limited Monarchy in England, 844-849; Political Thoughts, 865; Setting Up the Government, 871-873; Enrichment: Declaring Rights, T90; Primary Source: Enlightenment and Government, 882-883 The Modern World: Ch. 30-33: Rise of Totalitarianism, 937-939; The Middle East, 968-969</p>

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Component 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.	
<p>1.3.1 Analyzes how societies have interacted with one another in the past or present. Examples:</p> <ul style="list-style-type: none"> – Examines how goods were exchanged along the Silk Road between China and the Middle East. – Examines trade between Minoan and Egyptian societies. – Examines alliances between the Assyrians and the Egyptians. – Examines how Alexander the Great expanded the Macedonian empire through military conquest and cultural assimilation of neighboring societies. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: The Ancient Near East: Ch. 3-5: City-States of Sumer, 112-113; Trade in Ancient Egypt, 158-159 Ancient India and China: Ch. 6-9: The Silk Road, 280-281 Ancient Greece: Ch. 10-11: Early Greek History, 302-303; Greek Economic Expansion, 309-311; Chapter 10 Assessment (9. Draw Conclusions; 10. Analyze Cause and Effect), 322; Alexander's Empire, 334-337 The Byzantine Empire and Islamic Civilizations, Ch. 14-15: Arabia Before Islam, 450-451; Growth of Cities and Trade, 468-470 African and Asian Civilization, Ch. 16-18: A Trading Empire, 488-493; Life in Yuan China, 528-529; Chinese Influence Spreads, 541; Chapter 17 Assessment (5. Recall), 542; Borrowing From Neighbors, 553; Primary Source: Trade in Asia and Africa, 572-573 Civilizations of the Americas: Ch. 19-20: Maya Civilization, 584-586 Europe in the Middle Ages: Ch. 21-23: Trade and Industry Grow, 684-685 The Rise of Europe: Ch. 24-26: Florence: Renaissance Center, 715; The Spread of New Ideas, 722-727; The Voyages of Discovery, 762-769; The Growth of Trade, 776-783 The Early Modern World: Ch. 27-29: A Trade Empire in Asia, 805-806 The Modern World: Ch. 30-33: Carving Up the World, 909; Southeast and East Asia, 910-911; Nationalism Spreads, 912-913; Cooperation and Trade, 984-989</p>

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Component 1.4: Understands civic involvement.	
<p>1.4.1 Understands the historical origins of civic involvement. Examples:</p> <ul style="list-style-type: none"> - Explains how the male, property-owning citizens of ancient Athens practiced direct democracy. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: Core Concepts Handbook: Citizenship, 26-27; Rank Responsibilities, T25 Ancient Greece, Ch. 10-11: Emergence of City-States, 304-305; Women in Ancient Greece, 306-307; Greek Society, 307-308; Power of the People, 314-315; Report from Athens, T22-T23; Athenian Democracy at Work, 315-317 Ancient Rome, Ch. 12-13: From Monarchy to Republic, 366; Principles of Roman Government, 370-371; Roman Citizens, 371-372; The Roman Example, 375; Chapter 12 Assessment (8. Analyze Primary Sources), 38 The Rise of Europe: Ch. 24-26: Impact of the Reformation, 754-755 The Early Modern World, Ch. 27-29: Restoration and Revolution, 848-849; Political Thought, 865</p>
EALR 2: ECONOMICS The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.	
Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.	
<p>2.1.1 Analyzes the costs and benefits of economic choices made by groups and individuals in the past or present. Examples:</p> <ul style="list-style-type: none"> - Examines how the Phoenicians' use of finite natural resources forced them to relocate. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: People on the Move</p>	<p>SE/PG: Core Concepts Handbook: Economic Basics, 28-29; Economic Process, 30-31; Economic Systems, 32-33; Trade, 34-35 Origins, Ch. 1-2: The Spread of Farming, 85-86 Ancient India and China, Ch. 6-9: Economic Life, 285 Ancient Greece, Ch. 10-11: Greek Economic Expansion, 309-311 Ancient Rome, Ch. 12-13: The Roman Economy, 394-395; The Imperial Crisis, 415-416 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Growth of Cities and Trade, 468-470 African and Asian Civilizations, Ch. 16-18: Society in West African Empires, 504-506; Trade Fuels Prosperity, 522-523 Civilizations of the Americas, Ch. 19-20: Aztec Society, 593-594; Incan Society, 606-607</p>

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<p>(Continued) 2.1.1 Analyzes the costs and benefits of economic choices made by groups and individuals in the past or present. Examples: – Examines how the Phoenicians’ use of finite natural resources forced them to relocate. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: People on the Move</p>	<p>(Continued) Europe in the Middle Ages, Ch. 21-23: Effects of the Crusades, 670-671; Effects of the Black Death, 698-699 The Rise of Europe, Ch. 24-26: The Breakdown of the Feudal Order, 712-713; Impact of the Reformation, 754-755; Mercantilism, 779-780; A Commercial Revolution, 780-783 The Early Modern World, Ch. 27-29: Spain's Golden Age, 830-831 The Modern World, Ch. 30-33: Prosperity to Depression, 935-937; Changing Economies, 986-987; The New Global Economy, 987-989</p>
<p align="center">Component 2.2: Understands how economic systems function.</p>	
<p>2.2.1 Understands the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present. Examples: – Compares the production and distribution of agricultural goods in Egypt and Mesopotamia. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Meeting Needs and Wants</p>	<p>SE/PG: Core Concepts Handbook: Economic Basics, 28-29; Economic Process, 30-31; Economic Systems, 32-33; Trade, 34-35 Origins, Ch. 1-2: The Birth of Farming, 82-84; The Spread of Farming, 85-86 The Ancient Near East, Ch. 3-5: Agriculture in Mesopotamia, 111-112; The Phoenician People, 132-133; Trade in Ancient Egypt, 158-159; The Land of Nubia, 160; Nubian Civilization, 162-163 Ancient India and China, Ch. 6-9: An Advanced Civilization, 202; The Silk Road, 280-281; Economic Life, 285 Ancient Greece, Ch. 10-11: Geography of the Greek World, 300-301; Greek Economic Expansion, 309-311 Ancient Rome, Ch. 12-13: The Roman Economy, 394-395 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Growth of Cities and Trade, 468-470 African and Asian Civilizations, Ch. 16-18: Rise of Ghana, 490-491; East African City States, 502-503; Society in West African Empires, 504-506; Chapter 16 Assessment (2. Summarize; 8. Draw Inferences; 11. Core Concepts: Trade), 510; Tang and Song Prosperity, 520-521; Trade Fuels Prosperity, 522-523; Technological Advances, 534-536; Chapter 17 Assessment (5. Recall), 542; Japanese Society, 565; Primary Source: Trade in Asia and Africa, 572-573</p>

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<p>2.2.2 Understands how the forces of supply and demand have affected international trade in the past or present. Examples: – Compares how ancient Chinese and Egyptian civilizations used trade to meet their needs and wants. – Explains how demand for spices increased the trade along the Silk Road. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: Core Concepts Handbook: Trade, 34-35 The Ancient Near East, Ch. 3-5: Mesopotamian Trade and Transport, T5-T7; The Phoenician People, 132-133; Trade in Ancient Egypt, 158-159; The Land of Nubia, 160; Nubian Civilization, 162-163 Ancient India and China, Ch. 6-9: An Advanced Civilization, 202; The Silk Road, 280-281; Economic Life, 285 Ancient Greece, Ch. 10-11: Surrounded by the Sea, 301; Early Greek History, 302-303; Greek Economic Expansion, 309-311 Ancient Rome, Ch. 12-13: The Roman Economy, 394-395 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Growth of Cities and Trade, 468-470</p>

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<p>Component 2.3: Understands the government’s role in the economy.</p>	
<p>2.3.1 Understands the role of government in the world’s economies through the creation of money, taxation, and spending in the past or present. Examples: <ul style="list-style-type: none"> – Explains how Sumerian priest kings’ need for monetary record keeping advanced the development of cuneiform. – Explains why people in ancient Greece established the use of coins as money to make trade easier. – Explains the establishment of salt as a currency in Tikal and other Yucatan Nation States. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: Core Concepts Handbook: Political Systems, 22-23; Political Structures, 24-25; Economic Systems, 32-33 The Ancient Near East, Ch. 3-5: The Behistun Cuneiform Discovery, T12; Sumerian Writing, 115-116; Persia's Government and Religion, 128-129; Civilization Develops, 146; The Kingdoms of Egypt, 147 Ancient India and China, Ch. 6-9: Government of the Han, 278-280; Economic Life, 285 Ancient Greece, Ch. 10-11: Greek Economic Expansion, 309-311 Ancient Rome, Ch. 12-13: The Roman Economy, 394-395 African and Asian Civilizations, Ch. 16-18: Gold-Salt Trade, 491-492; Currency, 522</p>

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Component 2.4: Understands the economic issues and problems that all societies face.	
<p>2.4.1 Understands the distribution of wealth and sustainability of resources in the world in the past or present. Examples:</p> <ul style="list-style-type: none"> - Compares the deforestation of Easter Island with the current deforestation of the Amazon rain forest. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: The Ancient Near East, Ch. 3-5: The Phoenicians, 132-137 Ancient India and China, Ch. 6-9: The Caste System, 209-211 Ancient Rome, Ch. 12-13: Rich and Poor, 377; The Urban Poor, 381-382 The Modern World, Ch. 30-33: Deforestation and Desertification, 994-995</p>
EALR 3: GEOGRAPHY The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.	
Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.	
<p>3.1.1 Constructs and analyzes maps using scale, direction, symbols, legends and projections to gather information. Examples:</p> <ul style="list-style-type: none"> - Compares past and present satellite images of the Amazon rain forest to illustrate deforestation. - Constructs a population map of Canada, including annual temperature, and draws conclusions about how the environment affects human settlement. <p>Suggested Unit: World Geography</p>	<p>SE/PG: Core Concepts Handbook: Understanding Maps, 12-13; Historical Maps, 14-15 Maps: Early River Valley Civilizations, 92; The Fertile Crescent, 112; Phoenician Trade Routes, 133; The Nile River Valley, 145; Egypt’s Trade Routes, 159; Jewish Migrations, 185; The Indian Subcontinent, 201; Trade Routes from the Indus Valley, 204; Indo-Aryan Migrations, 207; The Spread of Hinduism, 218; The Spread of Buddhism, 226; The Maurya Empire, 236; The Gupta Empire, 243; Empires of Ancient India, 248; China: Physical Geography, 255; Shang and Zhou China, 259; Qin and Han China, 279; Geography of Ancient Greece, 301; Peloponnesian War, 332; Italy: Physical, 365; The Growth of Roman Power, 381; Spread of Christianity, 406; Spread of the Arab Muslim Empire, 461; Trade Routes in Muslim Lands, 469; Africa: Climates, 489; West African Trade: 800-1500, 492; China Under the Tang and Song Dynasties, 518; Population Shifts, 520; The Voyages of Zheng He, 532; The Grand Canal, 543; Cultural Diffusion, 570; Early Migrations to the Americas, 583; The Olmec and Maya Civilizations, 584; The Aztec Empire, 591; The Incan Empire, 603; Europe: Physical, 629; Migrating Tribes, 300s-500s, 630</p>

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<p align="center">Washington State Social Studies Learning Standards</p>	<p align="center">myWorld History Survey Edition</p>
<p>3.1.2 Identifies the location of places and regions in the world and understands their physical and cultural characteristics. Examples:</p> <ul style="list-style-type: none"> - Identifies the location of the seven continents of the world. - Explains the unique characteristics of the physical and cultural landscape between North Africa and Sub-Saharan Africa. <p>Suggested Unit: World Geography OSPI-developed Assessment: People on the Move</p>	<p>SE/PG: Core Concepts Handbook: Understanding Maps, 12-13; Historical Maps, 14-15 Maps: The Nile River Valley, 145; Jewish Migrations, 185; The Indian Subcontinent, 201; The Spread of Hinduism, 218; The Spread of Buddhism, 226; China: Physical Geography, 255; Italy: Physical, 365; Spread of Christianity, 406; Arabia: Physical, 451; Spread of the Arab Muslim Empire, 461; Africa: Climates, 489; Cultural Diffusion, 570; Europe: Physical, 629; Migrating Tribes, 300s-500s, 630</p>
<p align="center">Component 3.2: Understands human interaction with the environment.</p>	
<p>3.2.1 Understands and analyzes how the environment has affected people and how people have affected the environment in the past or present. Examples:</p> <ul style="list-style-type: none"> - Examines how people in Mesopotamia shaped agriculture through the building of canals. - Examines how Incas modified their environment to maximize crop production. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: The Ancient Near East, Ch. 3-5: Agriculture in Mesopotamia, 111-112; The Hanging Gardens of Babylon, 130; Water in the Desert, T35-T37; The Aswan High Dam, T42; The Nile River Valley, 144-145; The Land of Nubia, 160; Solve a Water Shortage, 192-193 Ancient India and China, Ch. 6-9: The India Subcontinent, 200-201; Geography of China, 254-255 Ancient Greece, Ch. 10-11: Geography of the Greek World, 300-301; The Natural Sciences, 347 Ancient Rome, Ch. 12-13: The Geography of Italy, 364 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Arabia Before Islam, 450-451 African and Asian Civilizations, Ch. 16-18: The African Landscape, 488-490; Geography of Japan, 548-549 Civilizations of the Americas, Ch. 19-20: Geography of Mesoamerica, 583; The Olmecs and Zapotecs, 583-584; Aztec Achievements, 594; Geography Shapes Life, 602-603; North American Cultures, 608-615 Europe in the Middle Ages, Ch. 21-23: The Geography of Europe, 628-629</p>

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<p align="center">Washington State Social Studies Learning Standards</p>	<p align="center">myWorld History Survey Edition</p>
<p>3.2.2 Understands the characteristics of cultures in the world from the past or in the present. Examples:</p> <ul style="list-style-type: none"> - Explains the Mayans' ways of life, including their technology, traditions, language, social roles, beliefs, and values. - Explains how the Sumerians developed a unique culture based on the domestication of grain. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: Core Concepts Handbook: What Is Culture?, 42-43; Religion, 44-45; Cultural Diffusion and Change, 46-47; Science and Technology, 48-49 The Ancient Near East, Ch. 3-5: The Civilization of Sumer, 110-117; Akkadian Culture, 119; The Babylonian Empire, 120-123; The Assyrian and Persian Empires, 124-131; The Phoenicians, 132-137; Art, Architecture, and Learning in Egypt, 152-157; Egypt and Nubia, 158-163 Ancient India and China, Ch. 6-9: India's Vedic Age, 206-211; The Maurya Empire, 234-241; The Gupta Empire, 242-247; Settling Along the Huang River, 254-257; China Under the Zhou Dynasty, 258-261; Shi Huangdi Unites China, 274-277; Han Society and Achievements, 282-287; Plan a Cultural Web Site, 292-293 Ancient Greece, Ch. 10-11: Greek Society and Economy, 306-311; Ancient Greek Beliefs and Arts, 338-343; Ancient Greek Learning, 344-351; Develop Cultural Awareness, 356-357 Ancient Rome, Ch. 12-13: Roman Society, 376-379; Roman Culture and Its Legacy, 396-401 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Muslim Empires, 460-467; Muslim Achievements, 468-475 African and Asian Civilizations, Ch. 16-18: The Swahili Culture, 503; Blending of Cultures, 503; Society and Culture, 504-509; Chinese Society, 534-541; Japanese Culture and Society, 562-569; Chart Cultural Change, 574-575 Civilizations of the Americas, Ch. 19-20: The Maya, 582-589; The Aztecs, 590-595; The Incas, 602-607; North American Cultures, 608-615</p>

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<p>3.2.3 Understands the geographic factors that influence the movement of groups of people in the past or present. Examples:</p> <ul style="list-style-type: none"> - Compares the factors that led to migration of the Han and the Goths into Europe. - Compares how the physical environments of island culture influenced Maori and Polynesian migration. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: People on the Move</p>	<p>SE/PG: Origins, Ch. 1-2: Map and Timeline, 52-53; The Human Migration, 68-70; Adapting to Varied Environments, 70-72 Ancient India and China, Ch. 6-9: The Origins of the Indo-Aryans, 206-208 Ancient Greece, Ch. 10-11: Colonization, 309-310 Ancient Rome, Ch. 12-13: Persians, Goths, and Huns, 415; Collapse of the West, 417-419; Map of Foreign Invasions, 418 Civilizations of the Americas, Ch. 19-20: Migration to the Americas, 582 The Early Modern World, Ch. 27-29: The Struggle for North America, 808-815 The Modern World, Ch. 30-33: Changes in World Population, 996-997</p>
<p align="center">Component 3.3: Understands the geographic context of global issues.</p>	
<p>3.3.1 Understands that learning about the geography of the world helps us understand the global issue of sustainability. Examples:</p> <ul style="list-style-type: none"> - Explains how studying the deforestation of Easter Island helps us understand the importance of environmental conservation. - Explains how irrigation difficulties in Mesopotamia are similar to the challenges currently facing California’s agricultural industry. - Compares the Anasazis’ struggle to find an adequate water supply in the 13th century with that of many societies today. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: The Ancient Near East, Ch. 3-5: Agriculture in Mesopotamia, 111-112; Water in the Desert, T35-T37; The Aswan High Dam, T42; The Nile River Valley, 144-145; The Land of Nubia, 160; Solve a Water Shortage, 192-193 Ancient India and China, Ch. 6-9: The India Subcontinent, 200-201; Geography of China, 254-255 Ancient Greece, Ch. 10-11: Geography of the Greek World, 300-301 Ancient Rome, Ch. 12-13: The Geography of Italy, 364 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Arabia Before Islam, 450-451 African and Asian Civilizations, Ch. 16-18: The African Landscape, 488-490; Geography of Japan, 548-549 Civilizations of the Americas, Ch. 19-20: Geography of Mesoamerica, 583; Geography Shapes Life, 602-603; The Ancestral Pueblo, 608-609 Europe in the Middle Ages, Ch. 21-23: The Geography of Europe, 628-629 The Modern World, Ch. 30-33: Deforestation and Desertification, 994-995</p>

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<p>EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.</p>	
<p>Component 4.1: Understands historical chronology.</p>	
<p>4.1.1 Analyzes different cultural measurements of time. Examples:</p> <ul style="list-style-type: none"> - Compares the different ways calendars were used in ancient Egypt and the Mayan civilization to plan agriculture. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: Core Concepts Handbook: Measuring Time, 4-5 The Ancient Near East, Ch. 3-5: The Egyptian Calendar, 156 African and Asian Civilizations, Ch. 16-18: Borrowing from Neighbors, 553 Civilizations of the Americas, Ch. 19-20: Maya Achievements, 587-589; The Aztec Great Calendar Stone, 594-595; Incan Achievements, 605-606</p>
<p>4.1.2 Understands how the rise of civilizations defines eras in ancient history by:</p> <ul style="list-style-type: none"> ▪ Explaining and comparing the rise of civilizations from 8000 BCE to 200 CE on two or more continents. ▪ Explaining and comparing the rise of civilizations from 200 CE to 600 CE on two or more continents. <p>Examples:</p> <ul style="list-style-type: none"> - Explains and compares the basic cultural elements of early civilization in Mesopotamia and Egypt (8000 BCE to 200 CE). - Explains and compares the basic cultural elements of later civilization in Rome and Han China (200 CE to 600 CE). 	<p>SE/PG: Origins, Ch. 1-2: Cities and Civilizations, 90-97; Digging for Clues, 100-101 The Ancient Near East, Ch. 3-5: The Civilization of Sumer, 110-117; The First Empires, 118-123; The Assyrian and Persian Empires, 124-131; The Phoenicians, 132-137; Egypt Under the Pharaohs, 144-151; Art, Architecture, and Learning in Egypt, 152-157; Egypt and Nubia, 158-163 Ancient India and China, Ch. 6-9: Indus Valley Civilization, 200-205; India's Vedic Age, 206-211; The Maurya Empire, 234-241; The Gupta Empire, 242-247; Clues to Ancient China, T53-T55; Settling Along the Huang River, 254-257; Shi Huangdi Unites China, 274-277; Join the Han, T89; Wudi, T90; Expansion Under the Han Dynasty, 278-281; Han Society and Achievements, 282-287 Ancient Greece, Ch. 10-11: The Rise of City-States, 300-305; Greek Society and Economy, 306-311; Democracy in Athens, 312-317 Ancient Rome, Ch. 12-13: The Rise of the Roman Republic, 364-369; Roman Society, 376-379; The Roman Empire, 390-395; Roman Culture and Its Legacy, 396-401; Decline of the Roman Empire, 414-419 Civilizations of the Americas, Ch. 19-20: The Maya, 582-589; The Aztecs, 590-595; The Incas, 602-607; North American Cultures, 608-615</p>

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Component 4.2: Understands and analyzes causal factors that have shaped major events in history.	
<p>4.2.1 Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Explains the impact of Confucius and Buddha on Eastern belief systems. - Explains the impact of Aristotle on scientific investigation with human reasoning. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG:</p> <p>The Ancient Near East, Ch. 3-5: Wall of Fame, T67-T69; Interviewing Moses, T73; Traveling Through the Wilderness, T74; The Origins of Judaism, 170-175; Voices from the Bible, T79; Dead Sea Scrolls, T80; The Teachings of Judaism, 176-181</p> <p>Ancient India and China, Ch. 6-9: Hindu Wall of Words, T23; Hindu Holidays and Festivals, T24; Hinduism, 212-219; What's My Step?, T29; Two Schools of Buddhism, T30; Buddhism, 220-227; Outline a Documentary, T35-T37; Ideas Shape Lives, T71; Ancestor Worship, T72; Religions and Beliefs of Ancient China, 262-267</p> <p>Ancient Greece, Ch. 10-11: Alexander's Empire, 334-337; Ancient Greek Learning, 344-351</p> <p>Ancient Rome, Ch. 12-13: Comparing Religions, T53; I Corinthians 13, T54; Origins of Christianity, 402-407; Do the Right Thing, T59; The Prodigal Son, T60; Beliefs of Christianity, 408-413</p> <p>The Byzantine Empire and Islamic Civilization, Ch. 14-15: Origins of Islam, 450-453; Pillars of Islam, T41; Eid al-Fitr, T42; Beliefs of Islam, 454-459</p>

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<p>4.2.2 Understands and analyzes how cultures and cultural groups in ancient civilizations contributed to world history.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Explains how Mesopotamia and Egypt responded to environmental challenges. - Compares the experiences of Jewish slaves in Egypt with those of Greek slaves in the Roman Empire. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Enduring Cultures</p>	<p>SE/PG:</p> <p>The Ancient Near East, Ch. 3-5: The Civilization of Sumer, 110-117; The First Empires, 118-123; The Assyrian and Persian Empires, 124-131; The Phoenicians, 132-137; Egypt Under the Pharaohs, 144-151; Art, Architecture, and Learning in Egypt, 152-157; Egypt and Nubia, 158-163; The Exodus, 172-173</p> <p>Ancient India and China, Ch. 6-9: Indus Valley Civilization, 200-205; India's Vedic Age, 206-211; The Maurya Empire, 234-241; The Gupta Empire, 242-247; Clues to Ancient China, T53-T55; Settling Along the Huang River, 254-257; China Under the Zhou Dynasty, 258-261; Shi Huangdi Unites China, 274-277; Expansion Under the Han Dynasty, 278-281; Han Society and Achievements, 282-287; Plan a Cultural Web Site, 292-293</p> <p>Ancient Greece, Ch. 10-11: The Rise of City-States, 300-305; Greek Society and Economy, 306-311; Democracy in Athens, 312-317</p> <p>Ancient Rome, Ch. 12-13: The Rise of the Roman Republic, 364-369; Roman Society, 376-379; The Roman Empire, 390-395; Roman Culture and Its Legacy, 396-401; Decline of the Roman Empire, 414-419</p> <p>African and Asian Civilizations, Ch. 16-18: The Swahili Culture, 503; Blending of Cultures, 503; Society and Culture, 504-509; Chinese Society, 534-541; Japanese Culture and Society, 562-569; Chart Cultural Change, 574-575</p> <p>Civilizations of the Americas, Ch. 19-20: The Maya, 582-589; The Aztecs, 590-595; The Incas, 602-607; North American Cultures, 608-615</p>

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<p align="center">Washington State Social Studies Learning Standards</p>	<p align="center">myWorld History Survey Edition</p>
<p>4.2.3 Understands and analyzes how technology and ideas from ancient civilizations have impacted world history. Examples: <ul style="list-style-type: none"> - Examines the impact of the Phoenician alphabet on improved communication among societies. - Examines the impact of irrigation on the establishment of river societies. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: Origins, Ch. 1-2: Digging for Clues, 100-101 The Ancient Near East, Ch. 3-5: Agriculture in Mesopotamia, 111-112; Achievements, 117; Civilization Develops, 146; A Sound Alphabet, T29; Legacy of the Phoenicians, 136-137; Art, Architecture, and Learning in Egypt, 152-157 Ancient India and China, Ch. 6-9: The Gupta Empire, 242-247; Han Society and Achievements, 282-287 Ancient Greece, Ch. 10-11: Greek Society and Economy, 306-311; Democracy in Athens, 312-317; Ancient Greek Beliefs and Arts, 338-343; Ancient Greek Learning, 344-351 Ancient Rome, Ch. 12-13: The Rise of the Roman Republic, 364-369; Roman Culture and Its Legacy, 396-401 Civilizations of the Americas, Ch. 19-20: The Maya, 582-589; The Aztecs, 590-595; The Incas, 602-607; North American Cultures, 608-615</p>
<p align="center">Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.</p>	
<p>4.3.1 Analyzes and interprets historical materials from a variety of perspectives in ancient history. Examples: <ul style="list-style-type: none"> - Describes the impact of the Code of Hammurabi on ancient Mesopotamia. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: Core Concepts Handbook: Historical Sources, 6-7; Archaeology and Other Sources, 8-9; Foundations of Government, 20-21 Origins, Ch. 1-2: Primary Source: Digging for Clues, 100-101 The Ancient Near East, Ch. 3-5: An Eye for an Eye, T16-T18; The Babylonian Empire, 120-123; The City of Babylon, T24; Primary Source: Polytheism and Monotheism, 190-191 Ancient India and China, Ch. 6-9: Primary Source: The Right Way to Govern, 290-291 Ancient Greece, Ch. 10-11: Primary Source: Comparing Athens and Sparta, 354-355 Ancient Rome, Ch. 12-13: Primary Source: The Spread of Christianity, 422-423</p>

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<p>(Continued) 4.3.1 Analyzes and interprets historical materials from a variety of perspectives in ancient history. Examples: <ul style="list-style-type: none"> - Describes the impact of the Code of Hammurabi on ancient Mesopotamia. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>(Continued) The Byzantine Empire and Islamic Civilization, Ch. 14-15: Primary Source: The Spread of Islam, 478-479 African and Asian Civilizations, Ch. 16-18: Primary Source: Trade in Asia and Africa, 572-573 Civilizations of the Americas, Ch. 19-20: Primary Source: The Aztecs and the Incas, 618-619</p>
<p>4.3.2 Analyzes multiple causal factors that shape major events in ancient history. Examples: <ul style="list-style-type: none"> - Presents a position on the causes and outcomes of the Peloponnesian wars, demonstrating understanding of varying viewpoints of the conflict. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)</p>	<p>SE/PG: The Ancient Near East, Ch. 3-5: The Civilization of Sumer, 110-117; The First Empires, 118-123; The Assyrian and Persian Empires, 124-131; The Phoenicians, 132-137; Egypt Under the Pharaohs, 144-151; Egypt and Nubia, 158-163 Ancient India and China, Ch. 6-9: India's Vedic Age, 206-211; The Maurya Empire, 234-241; The Gupta Empire, 242-247; Rise and Fall of the Zhou, 258-260; The Fall of the Qin Dynasty, 277 Ancient Greece, Ch. 10-11: War in Ancient Greece, 328-333; Alexander's Conquests, 336-337; Ancient Rome, Ch. 12-13: The Republic's Growth and Crisis, 380-383; Decline of the Roman Empire, 414-419</p>
<p>Component 4.4: Uses history to understand the present and plan for the future.</p>	
<p>4.4.1 Analyzes how an event in ancient history helps us to understand a current issue. Examples: <ul style="list-style-type: none"> - Examines how studying the effects of lead on people living in ancient Rome helps us to understand the dangers of lead today. - Examines how the history of "Tse-whit-zen," an ancient burial ground and native village in Port Angeles, helps us understand the current conflict over use of the land. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Why History?</p>	<p>SE/PG: The Ancient Near East, Ch. 3-5: Agriculture in Mesopotamia, 111-112; Water in the Desert, T35-T37; The Aswan High Dam, T42; The Nile River Valley, 144-145; Solve a Water Shortage, 192-193 Ancient Rome, Ch. 12-13: Decline of the Roman Empire, 414-419 The Early Modern World, Ch. 27-29: Connect Past and Current Events, 884-885</p>

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<p>EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.</p>	
<p>Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.</p>	
<p>5.1.1 Understands positions on an issue or event. Examples:</p> <ul style="list-style-type: none"> - Explains positions historians take on Mesopotamia’s and Egypt’s responses to challenges. - Explains one’s own position on how history helps us understand current events. - Explains one’s own position on the factors that caused the Punic Wars. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Enduring Cultures</p>	<p>SE/PG: The Ancient Near East, Ch. 3-5: The Civilization of Sumer, 110-117; The First Empires, 118-123; The Assyrian and Persian Empires, 124-131; The Phoenicians, 132-137; Egypt Under the Pharaohs, 144-151; Egypt and Nubia, 158-163; Solve a Water Shortage, 192-193 Ancient India and China, Ch. 6-9: Plan a Cultural Web Site, 292-293 Ancient Greece, Ch. 10-11: Plan a Museum Exhibit, 356-357 Ancient Rome, Ch. 12-13: The Struggle with Carthage, 380-381; Produce a Roman Newscast, 424-425 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Design a Children's Book, 480-481 African and Asian Civilizations, Ch. 16-18: Chart Cultural Change, 574-575 Civilizations of the Americas, Ch. 19-20: Script a Documentary, 620-62 The Early Modern World, Ch. 27-29: Connect Past and Current Events, 884-885</p>
<p>5.1.2 Evaluates the significance of information used to support positions on an issue or event. Examples:</p> <ul style="list-style-type: none"> - Selects the most significant information to support positions on Mesopotamia’s and Egypt’s responses to challenges. - Selects the most significant information to support positions on how history helps us understand current events. - Selects the most significant information to support positions on what caused the Punic Wars. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Enduring Cultures</p>	<p>SE/PG: The Ancient Near East, Ch. 3-5: The Civilization of Sumer, 110-117; The First Empires, 118-123; The Assyrian and Persian Empires, 124-131; The Phoenicians, 132-137; Egypt Under the Pharaohs, 144-151; Egypt and Nubia, 158-163; Solve a Water Shortage, 192-193 Ancient India and China, Ch. 6-9: Plan a Cultural Web Site, 292-293 Ancient Greece, Ch. 10-11: Plan a Museum Exhibit, 356-357 Ancient Rome, Ch. 12-13: The Struggle with Carthage, 380-381; Produce a Roman Newscast, 424-425 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Design a Children's Book, 480-481</p>

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<p align="center">Washington State Social Studies Learning Standards</p>	<p align="center">myWorld History Survey Edition</p>
<p>(Continued) 5.1.2 Evaluates the significance of information used to support positions on an issue or event. Examples: – Selects the most significant information to support positions on Mesopotamia’s and Egypt’s responses to challenges. – Selects the most significant information to support positions on how history helps us understand current events. – Selects the most significant information to support positions on what caused the Punic Wars. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Enduring Cultures</p>	<p>(Continued) African and Asian Civilizations, Ch. 16-18: Chart Cultural Change, 574-575; Civilizations of the Americas, Ch. 19-20: Script a Documentary, 620-621 The Early Modern World, Ch. 27-29: Connect Past and Current Events, 884-885</p>
<p align="center">Component 5.2: Uses inquiry-based research.</p>	
<p>5.2.1 Creates and uses research questions to guide inquiry on an historical event. Examples: – Develops a research question to guide inquiry on the challenges that early civilizations faced. – Develops a research question to guide inquiry to determine how physical geography contributed to the political, economic, and cultural development of a particular civilization. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Enduring Cultures</p>	<p>SE/PG: Origins, Ch. 1-2: Hold an Agricultural Fair, 102-103 The Ancient Near East, Ch. 3-5: Agriculture in Mesopotamia, 111-112; Water in the Desert, T35-T37; The Aswan High Dam, T42; The Nile River Valley, 144-145; The Land of Nubia, 160; Solve a Water Shortage, 192-193 Ancient India and China, Ch. 6-9: The India Subcontinent, 200-201; Geography of China, 254-255; Plan a Cultural Web Site, 292-293 Ancient Greece, Ch. 10-11: Geography of the Greek World, 300-301; Plan a Museum Exhibit, 356-357 Ancient Rome, Ch. 12-13: The Geography of Italy, 364 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Arabia Before Islam, 450-451 African and Asian Civilizations, Ch. 16-18: The African Landscape, 488-490; Geography of Japan, 548-549; Chart Cultural Change, 574-575</p>

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Washington State Social Studies Learning Standards	myWorld History Survey Edition
<p>(Continued) 5.2.1 Creates and uses research questions to guide inquiry on an historical event. Examples:</p> <ul style="list-style-type: none"> - Develops a research question to guide inquiry on the challenges that early civilizations faced. - Develops a research question to guide inquiry to determine how physical geography contributed to the political, economic, and cultural development of a particular civilization. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessment: Enduring Cultures</p>	<p>(Continued) Civilizations of the Americas, Ch. 19-20: Geography of Mesoamerica, 583; Geography Shapes Life, 602-603; The Ancestral Pueblo, 608-609 Europe in the Middle Ages, Ch. 21-23: The Geography of Europe, 628-629</p>
<p>5.2.2 Analyzes the validity, reliability, and credibility of information from a variety of primary and secondary sources while researching an issue or event. Examples:</p> <ul style="list-style-type: none"> - Uses Cornell Notes to examine the validity, reliability, and credibility of secondary sources on ancient Egypt and Mesopotamia while researching why people relocated to the Middle East during ancient times. - Uses a Venn diagram to examine the validity, reliability, and credibility of primary sources on the causes of the Peloponnesian Wars. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessments: People on the Move; Why History; Enduring Cultures; Meeting Needs and Wants</p>	<p>SE/PG: Core Concepts Handbook: Historical Sources, 6-7; Archaeology and Other Sources, 8-9 Origins, Ch. 1-2: Digging for Clues, 100-101 The Ancient Near East, Ch. 3-5: The Civilization of Sumer, 110-117; The First Empires, 118-123; The Assyrian and Persian Empires, 124-131; Egypt Under the Pharaohs, 144-151; Egypt and Nubia, 158-163; Primary Source: Polytheism and Monotheism, 190-191 Ancient India and China, Ch. 6-9: Primary Source: The Right Way to Govern, 290-291 Ancient Greece, Ch. 10-11: War in Ancient Greece, 328-333; Primary Source: Comparing Athens and Sparta, 354-355; Ancient Rome, Ch. 12-13: Primary Source: The Spread of Christianity, 422-423 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Primary Source: The Spread of Islam, 478-479 African and Asian Civilizations, Ch. 16-18: Primary Source: Trade in Asia and Africa, 572-573</p>

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<p align="center">Washington State Social Studies Learning Standards</p>	<p align="center">myWorld History Survey Edition</p>
<p>(Continued) 5.2.2 Analyzes the validity, reliability, and credibility of information from a variety of primary and secondary sources while researching an issue or event. Examples: – Uses Cornell Notes to examine the validity, reliability, and credibility of secondary sources on ancient Egypt and Mesopotamia while researching why people relocated to the Middle East during ancient times. – Uses a Venn diagram to examine the validity, reliability, and credibility of primary sources on the causes of the Peloponnesian Wars. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessments: People on the Move; Why History; Enduring Cultures; Meeting Needs and Wants</p>	<p>(Continued) Civilizations of the Americas, Ch. 19-20: Primary Source: The Aztecs and the Incas, 618-619 The Early Modern World, Ch. 27-29: Connect Past and Current Events, 884-885</p>
<p>Component 5.3: Deliberates public issues.</p>	
<p>5.3.1 Engages in discussions that clarify and address multiple viewpoints on public issues. Examples: – Engages in a debate to clarify multiple viewpoints on how the Phoenicians could have conserved resources. – Engages in a discussion to address multiple viewpoints on how studying the history of Mesopotamia helps one understand current issues in the Middle East region. Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessments: Enduring Cultures; Why History?</p>	<p>SE/PG: The Ancient Near East, Ch. 3-5: The Civilization of Sumer, 110-117; The First Empires, 118-123; The Assyrian and Persian Empires, 124-131; Ancient Phoenician Facts, T30; The Phoenician People, 132-133; Water in the Desert, T35-T37; The Nile River Valley, 144-145; Egypt and Nubia, 158-163; Primary Source: Polytheism and Monotheism, 190-191; Solve a Water Shortage, 192-193 Ancient India and China, Ch. 6-9: Primary Source: The Right Way to Govern, 290-291 Ancient Greece, Ch. 10-11: Primary Source: Comparing Athens and Sparta, 354-355 African and Asian Civilizations, Ch. 16-18: Primary Source: Trade in Asia and Africa, 572-573; Chart Cultural Change, 574-575 Civilizations of the Americas, Ch. 19-20: Primary Source: The Aztecs and the Incas, 618-619 The Early Modern World, Ch. 27-29: Connect Past and Current Events, 884-885</p>

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Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.	
<p>5.4.1 Analyzes multiple factors, compares two groups, generalizes, and connects past to present to formulate a thesis in a paper or presentation. Examples:</p> <ul style="list-style-type: none"> - Examines multiple factors, generalizes, and connects the past to the present to formulate a thesis on the significance of the fall of Rome in a paper. - Examines multiple factors, generalizes, and connects past to present to formulate a thesis on the significance of the Peloponnesian War in a presentation. <p>Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE) OSPI-developed Assessments: People on the Move; Why History; Enduring Cultures; Meeting Needs and Wants</p>	<p>SE/PG: The Ancient Near East, Ch. 3-5: Primary Source: Polytheism and Monotheism, 190-191 Ancient India and China, Ch. 6-9: Primary Source: The Right Way to Govern, 290-291 Ancient Greece, Ch. 10-11: War in Ancient Greece, 328-333; Primary Source: Comparing Athens and Sparta, 354-355 Ancient Rome, Ch. 12-13: Decline of the Roman Empire, 414-419 African and Asian Civilizations, Ch. 16-18: Primary Source: Trade in Asia and Africa, 572-573 Civilizations of the Americas, Ch. 19-20: Primary Source: The Aztecs and the Incas, 618-619 The Early Modern World, Ch. 27-29: Connect Past and Current Events, 884-885</p>
<p>5.4.2 Understands and demonstrates the ethical responsibility one has in using and citing sources and the rules related to plagiarism and copyright. Examples:</p> <ul style="list-style-type: none"> - Demonstrates ethical responsibility while writing a paper by using one’s own words and giving credit to ideas from others. - Explains the legal and ethical consequences of plagiarism. 	<p>SE/PG: Core Concepts Handbook: Historical Sources, 6-7; Archaeology and Other Sources, 8-9 Origins, Ch. 1-2: Search for Information on the Internet, 102-103 Ancient Rome, Ch. 12-13: Give an Effective Presentation, 424-425</p>

**A Correlation of myWorld History, Survey Edition to the
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Washington State Social Studies Learning Standards	myWorld History Survey Edition
Social Studies –Grade 7	
<i>In seventh grade, students become more proficient with the core concepts in social studies. There are two recommended contexts in which students can demonstrate this proficiency in the seventh grade. The first part of the year is focused on a continuation of world history from sixth grade as students look at the geography, civics, and economics of major societies up through 1450 C.E. The second part of the year asks students to bring their understanding to their world today as they examine Washington State from 1889 to the present. The study of Washington State includes an examination of the state constitution and key treaties. While these two contexts may be very different, the purpose of studying these different regions and eras is the same: to develop enduring understandings of the core concepts and ideas in civics, economics, geography, and history.</i>	
EALR 1: CIVICS The student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.	
Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.	
<p>1.1.1 Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Explains how liberty is defined in the Washington State Constitution. – Explains how justice is defined in the Washington State Constitution. – Explains how sovereignty is defined in and limited by tribal treaties. – Explains how the Washington State Constitution defines equality when declaring that it is “the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.” <p>Suggested Unit: WA—Railroads, Reform, Immigration, and Labor (1889—1930)</p>	<p>SE/PG: For related materials, please see: Core Concepts Handbook: Foundations of Government, 20-21; Political Systems, 22-23; Political Structures, 24-25 The Early Modern World, Ch. 27-29: Setting Up the Government, 871-873; Primary Source: Enlightenment and Government, 882-883</p>

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<p>1.1.2 Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution. Examples:</p> <ul style="list-style-type: none"> – Examines the relationship between Washington State citizens’ support for Gordon Hirabayashi’s resistance to incarceration and the right to “due process” outlined in Article 1, Section 3 of the State Constitution. – Examines the relationship between Washington State women’s contribution to the war effort during World War II and the equality of rights and responsibility outlined in Article 31, Section 1 of the State Constitution. – Examines the relationship between the implementation of the Bracero Program and the personal rights outlined in Article 1, Section 3 of the State Constitution. <p>Suggested Unit: WA—The Great Depression and World War II (1930—1945)</p>	<p>SE/PG: For related materials, please see: Core Concepts Handbook: Foundations of Government, 20-21; Political Systems, 22-23; Political Structures, 24-25 The Early Modern World, Ch. 27-29: Setting Up the Government, 871-873; Primary Source: Enlightenment and Government, 882-883 The Modern World, Ch. 30-33: The Home Front, 942</p>
<p>Component 1.2: Understands the purposes, organization, and function of governments, laws, and political systems.</p>	
<p>1.2.1 Understands and analyzes the structure, organization, and powers of government at the local, state, and tribal levels, including the concept of tribal sovereignty. Examples:</p> <ul style="list-style-type: none"> – Explains the organization and powers of city and county government. – Explains the organization and powers of the three branches of Washington State government. – Explains the organization and powers of a local tribal government. – Explains the populist features of the Washington State Constitution, including initiative and referendum. <p>Suggested Unit: WA—Contemporary Washington State (1980—present)</p>	<p>SE/PG: For related materials, please see: Core Concepts Handbook: Foundations of Government, 20-21; Political Systems, 22-23; Political Structures, 24-25 The Early Modern World, Ch. 27-29: Setting Up the Government, 871-873; Primary Source: Enlightenment and Government, 882-883</p>

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Washington State Social Studies Learning Standards	myWorld History Survey Edition
<p>1.2.3 Understands various forms of government and their effects on the lives of people in the past or present. Examples:</p> <ul style="list-style-type: none"> – Compares the effects of theocracy on the lives of people in the Islamic Caliphate and the Mayan Kingdom. – Compares and contrasts the effects of feudalism on the lives of people in medieval Europe and Japan. <p>Suggested Unit: World—Major Societies (600—1450)</p>	<p>SE/PG: Core Concepts Handbook: Foundations of Government, 20-21; Political Systems, 22-23; Political Structures, 24-25 The Byzantine Empire and Islamic Civilizations, Ch. 14-15: Muslim Empires, 460-467 African and Asian Civilization, Ch. 16-18: Feudalism in Japan, 557 Civilizations of the Americas: Ch. 19-20: Maya Civilization, 584-586 Europe in the Middle Ages: Ch. 21-23: The Development of European Feudalism, 640-645</p>
<p>Component 1.3: Understands the purposes and organization of international relationships and U.S. foreign policy.</p>	
<p>1.3.1 Analyzes how international agreements have affected Washington State in the past or present. Examples:</p> <ul style="list-style-type: none"> – Examines how the World Trade Organization has affected environmental regulations and employment opportunities in Washington State. – Examines how treaties have affected fishing in Washington State. <p>Suggested Unit: WA—Contemporary Washington State (1980—present) OSPI-developed Assessment: International Relations</p>	<p>SE/PG: For related materials, please see: Core Concepts Handbook: Trade, 34-35; The Modern World, Ch. 30-33: Fair Trade, T90; International Organizations, 984-985; The New Global Economy, 987-989</p>
<p>Component 1.4: Understands civic involvement.</p>	
<p>1.4.1 Understands the effectiveness of different forms of civic involvement. Examples:</p> <ul style="list-style-type: none"> – Explains the influence of letters to the editor of the local paper on school funding and instructional resources. – Explains the influence of testimony at public hearings on laws regulating the use of private property. – Explains how lobbying the legislature contributed to the passage of the "Becca Bill." <p>Suggested Unit: WA—Contemporary Washington State (1980—present)</p>	<p>SE/PG: Core Concepts Handbook: Rank Responsibilities, T25; Citizenship, 26-27 The Early Modern World, Ch. 27-29: Setting Up the Government, 871-873; Enlightenment and Government, 882-883 The Modern World, Ch. 30-33: Youth Conference for Change, T77-T79; The Impact of Industry and Technology, 1000-1001; Be a Media Watchdog, 1002-1003</p>

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<p>EALR 2: ECONOMICS The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.</p>	
<p>Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.</p>	
<p>2.1.1 Analyzes the importance of financial literacy in making economic choices related to spending, saving, and investing. Examples:</p> <ul style="list-style-type: none"> – Examines the costs and benefits of getting a credit card and accumulating debt. – Examines the pros and cons of buying a Washington State lottery ticket. – Examines how people in Washington State make choices about where to invest their money for the highest return and lowest risk. – Examines how people evaluate advertising when choosing where to spend their money. <p>Suggested Unit: WA—Contemporary Washington State (1980—present)</p>	<p>SE/PG: Core Concepts Handbook: Economic Basics, 28-29; Economic Process, 30-31; Bank Here!, T35; Money Management, 36-37 The Modern World, Ch. 30-33: Be a Media Watchdog, 1002-1003</p>
<p>Component 2.2: Understands how economic systems function.</p>	
<p>2.2.1 Analyzes the production, distribution, and consumption of goods, services, and resources in societies from the past or in the present. Examples:</p> <ul style="list-style-type: none"> – Examines the types of services offered under feudalism in medieval Europe and Japan in helping people meet their needs and wants. – Examines the role women played in the Washington State economy before, during, and after World War II. <p>Suggested Unit: World—Major Societies (600—1450)</p>	<p>SE/PG: Core Concepts Handbook: Economic Basics, 28-29; Economic Process, 30-31; Economic Systems, 32-33 African and Asian Civilization, Ch. 16-18: Feudalism in Japan, 557 Europe in the Middle Ages: Ch. 21-23: The Development of European Feudalism, 640-645 The Modern World, Ch. 30-33: Industry and Business, 914-916; Industrial Society, 916-917; The Home Front, 942; Fair Trade, T90; Changing Economies, 986-987; The New Global Economy, 987-989</p>

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<p align="center">Washington State Social Studies Learning Standards</p>	<p align="center">myWorld History Survey Edition</p>
<p>2.2.2 Understands and analyzes how the forces of supply and demand have affected international trade in Washington State in the past or present. Examples:</p> <ul style="list-style-type: none"> – Examines how the demand for lumber in Japan and supply of lumber in Washington State has led to a trade relationship. – Examines how the impact of Japan’s demand for raw lumber affects Washington State’s lumber Industry. – Examines how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon. <p>Suggested Unit: WA—Contemporary Washington State (1980—present) OSPI-developed Assessment: International Relations</p>	<p>SE/PG: For related materials, please see: Core Concepts Handbook: Economic Basics, 28-29; Economic Process, 30-31; Economic Systems, 32-33; International Traders, T33; Trade, 34-35 The Modern World, Ch. 30-33: Fair Trade, T90; Changing Economies, 986-987; The New Global Economy, 987-989</p>
<p align="center">Component 2.3: Understands the government’s role in the economy.</p>	
<p>2.3.1 Understands and analyzes the role of government in the economy of Washington State through taxation, spending, and policy setting in the past or present. Examples:</p> <ul style="list-style-type: none"> – Examines how the Legislature levies taxes to create public schools, state parks, and sporting arenas. – Examines how state laws have improved the economic and living conditions of migrant farm workers through the establishment of a higher minimum wage. – Examines how tribal councils invest monies from enterprises, such as gaming, into their communities. – Examines what authority tribal governments have to impose taxes. <p>Suggested Unit: WA—Contemporary Washington State (1980—present)</p>	<p>SE/PG: For related materials, please see: Core Concepts Handbook: Economic Systems, 32-33 The Early Modern World, Ch. 27-29: Setting Up the Government, 871-873; Primary Source: Enlightenment and Government, 882-883</p>

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Component 2.4: Understands the economic issues and problems that all societies face.	
<p>2.4.1 Understands and analyzes the distribution of wealth and sustainability of resources in Washington State. Examples:</p> <ul style="list-style-type: none"> – Examines the effects of economic growth in Washington State agriculture on the distribution of wealth and sustainability. – Examines the relationship between types of employment and standard of living. – Examines how the emergence of Microsoft has affected income distribution in Washington State. – Examines the efforts of the Northwest Indian Fish Commission to co-manage the state’s natural resources. <p>Suggested Unit: WA—New Technologies and Industries (1945—1980)</p>	<p>SE/PG: For related materials, please see: Core Concepts Handbook: Economic Basics, 28-29; Economic Process, 30-31 The Modern World, Ch. 30-33: Changing Economies, 986-987; The New Global Economy, 987-989; Revolutions in Information Technology, 990-991; Competition for Resources, 993; Protecting the Environment, 994-995; Changes in World Population, 996-997; The Impact of Industry and Technology, 1000-1001</p>
EALR 3: GEOGRAPHY The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.	
Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.	
<p>3.1.1 Analyzes maps and charts from a specific time period to analyze an issue or event. Examples:</p> <ul style="list-style-type: none"> – Examines a map of the Northwest and constructs an interpretation about why Japanese internment camps were placed where they were. <p>Suggested Unit: WA—The Great Depression and World War II (1930—1945)</p>	<p>SE/PG: The Modern World, Ch. 30-33: Prosperity to Depression, 935-937; Rise of Totalitarianism, 937-939; Aggression Leads to War, 940-942; The Tide Turns, 942-944; The Holocaust, 944-945; An Allied Victory, 946-947</p>

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<p>3.1.2 Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Compares the patterns of human settlement in Middle Eastern and European countries during the Crusades and explains the reasons for similarities and differences. - Explains the differences in spatial patterns between the agricultural regions of the Palouse and those of the Skagit Valley in Washington State. <p>Suggested Unit: World—Major Societies (600—1450)</p>	<p>SE/PG: Civilizations of the Americas, Ch. 19-20: Northwest Coast, 613 Europe in the Middle Ages: Ch. 21-23: Call for a Crusade, 664-665; Second and Third Crusades, 666-667; Fourth and Later Crusades, 668; Effects of the Crusades, 670-671 The Early Modern World, Ch. 27-29: The Struggle for North America, 808-815; The Transatlantic Slave Trade, 816-821 The Modern World, Ch. 30-33: The Industrial Revolution, 898-905; The Second Industrial Revolution, 914-919; Changes in World Population, 996-997; The Impact of Industry and Technology, 1000-1001</p>
<p>Component 3.2: Understands human interaction with the environment.</p>	
<p>3.2.1 Understands and analyzes how the environment has affected people and how people have affected the environment in Washington State in the past or present.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Examines how the Columbia Basin Irrigation Project impacted the Yakima River. - Compares how Washington State’s suburban and rural communities have impacted the environment differently. - Examines the impact of urban sprawl on the natural environment and communities. <p>Suggested Unit: WA—New Technologies and Industries (1945—1980) OSPI-developed Assessment: Humans and the Environment</p>	<p>SE/PG: For related materials, please see: Civilizations of the Americas, Ch. 19-20: Northwest Coast, 613 The Modern World, Ch. 30-33: Youth Conference for Change, T77-T79; Changing Economies, 986-987; Competition for Resources, 993; Protecting the Environment, 994-995; Changes in World Population, 996-997; The Impact of Industry and Technology, 1000-1001</p>

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<p align="center">Washington State Social Studies Learning Standards</p>	<p align="center">myWorld History Survey Edition</p>
<p>3.2.2 Understands examples of cultural diffusion in the world from the past or in the present. Examples:</p> <ul style="list-style-type: none"> - Explains the spread of Christianity and Islam across Europe and Africa. - Explains how the Norman Conquest of England led to the diffusion of French language into English. - Explains how the Islamic culture influenced European art during the Renaissance. - Explains how the establishment of Indian boarding schools led to the loss of tradition and language within tribes in the Pacific Northwest. <p>Suggested Unit: World—Major Societies (600—1450)</p>	<p>SE/PG: Core Concepts Handbook: What Is Culture?, 42-43; Cultural Diffusion and Change, 46-47 Ancient Greece, Ch. 10-11: Greek Society and Economy, 306-311; Ancient Greek Beliefs and Arts, 338-343; Ancient Greek Learning, 344-351 Ancient Rome, Ch. 12-13: Roman Culture and Its Legacy, 396-401; The Spread of Christianity, 422-423 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Muslim Achievements, 468-475; The Spread of Islam, 478-479 Europe in the Middle Ages, Ch. 21-23: The Norman Conquest, 658-659; Norman England, 660; Norman Power, 661 The Rise of Europe, Ch. 24-26: The Origins of the Renaissance, 712-715; New Ways of Viewing the World, 716-721; The Spread of New Ideas, 722-727; The Legacy of the Renaissance, 728-733</p>
<p>3.2.3 Understands the role of immigration in shaping societies in the past or present. Examples:</p> <ul style="list-style-type: none"> - Draws conclusions about the role Norwegian immigrants had on urban development in coastal communities. - Understands the role of the Klondike Gold Rush on the development of Seattle. <p>Suggested Unit: WA—Railroads, Reform, Immigration, and Labor (1889—1930)</p>	<p>SE/PG: Origins, Ch. 1-2: Map and Timeline, 52-53; The Human Migration, 68-70; Adapting to Varied Environments, 70-72 Ancient India and China, Ch. 6-9: The Origins of the Indo-Aryans, 206-208 Ancient Greece, Ch. 10-11: Colonization, 309-310 Ancient Rome, Ch. 12-13: Persians, Goths, and Huns, 415; Collapse of the West, 417-419; Map of Foreign Invasions, 418 Civilizations of the Americas, Ch. 19-20: Migration to the Americas, 582 The Early Modern World, Ch. 27-29: The Struggle for North America, 808-815 The Modern World, Ch. 30-33: Changes in World Population, 996-997</p>

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Component 3.3: Understands the geographic context of global issues.	
This component is addressed in grades 3, 4, 6, and 8 – 12.	
EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.	
Component 4.1: Understands historical chronology.	
<p>4.1.1 Analyzes a major historical event and how it is represented on timelines from different cultural perspectives. Examples:</p> <ul style="list-style-type: none"> – Examines how the Crusades are represented differently on Christian and Muslim timelines. – Examines how the Islamic Conquest of the Iberian Peninsula is represented differently on Christian and Muslim timelines. <p>Suggested Unit: World—Major Societies (600—1450)</p>	<p>SE/PG: Europe in the Middle Ages: Ch. 21-23: Call for a Crusade, 664-665; Second and Third Crusades, 666-667; Fourth and Later Crusades, 668; Effects of the Crusades, 670-671; Spain Under Muslim Rule, 672-673; The Reconquista, 674-675; Chapter 22 Assessment (Key Terms and Ideas; Analyze Visuals; Develop Cultural Awareness), 676-677; The Crusades, 702-703</p>
<p>4.1.2 Understands how themes and developments have defined eras in Washington State and world history by:</p> <ul style="list-style-type: none"> ▪ Explaining and comparing the development of major societies from 600 to 1450 in two or more regions of the world. <p>Examples</p> <ul style="list-style-type: none"> – Explains and compares the development of Islam and Hinduism. – Explains and compares feudalism in Japan and Europe. – Explains and compares the development of the Aztec empire with that of the Mali kingdom. – Explains and compares the development of the Incan Empire with that of ancient Ghana. 	<p>SE/PG: Ancient India and China, Ch. 6-9: Hindu Wall of Words, T23; Hindu Holidays and Festivals, T24; Hinduism, 212-219 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Origins of Islam, 450-453; Pillars of Islam, T41; Eid al-Fitr, T42; Beliefs of Islam, 454-459 African and Asian Civilization, Ch. 16-18: Mansa Musa: The Lion of Mali, 485-487; Rise of Ghana, 490-491; A Powerful Empire, 491-493; Rise of Mali, 494-495; Mali at Its Height, 495-497; Feudalism in Japan, 557 Civilizations of the Americas, Ch. 19-20: The Aztecs, 590-595; The Incas, 602-607 Europe in the Middle Ages: Ch. 21-23: The Development of European Feudalism, 640-645</p>

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<p align="center">Washington State Social Studies Learning Standards</p>	<p align="center">myWorld History Survey Edition</p>
<p>▪ Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present:</p> <ul style="list-style-type: none"> ○ Territory and treaty-making (1854–1889). ○ Railroads, reform, immigration, and labor (1889–1930). ○ The Great Depression and World War II (1930–1945). ○ New technologies and industries (1945–1980). ○ Contemporary Washington State (1980–present). <p>Examples:</p> <ul style="list-style-type: none"> – Explains how the exchange of land for continued fishing and hunting rights in the Point No Point Treaty helps to define the treaty-making period. – Explains how women gaining the right to vote in 1910 helps to define Washington State history from 1889 to 1930 as a period of reform. – Explains how the building of dams as part of the New Deal helps to define the 1930s and 1940s in Washington State. – Explains how the establishment of the civilian aerospace industry after World War II helps to define this era as a time of new technologies and industries. – Explains how international trade treaties affecting Washington State business and agriculture help to define contemporary Washington. 	<p>SE/PG: The Modern World, Ch. 30-33: The Second Industrial Revolution, 914-919; Prosperity to Depression, 935-937; World War II, 940-947; Changing Economies, 986-987; The New Global Economy, 987-989; Revolutions in Information Technology, 990-991; Competition for Resources, 993; Protecting the Environment, 994-995; The Impact of Industry and Technology, 1000-1001</p>

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Component 4.2: Understands and analyzes causal factors that have shaped major events in history.	
<p>4.2.1 Understands and analyzes how individuals and movements have shaped Washington State or world history. Examples:</p> <ul style="list-style-type: none"> - Explains the impact of Muhammad and the spread of Islam on world civilization. - Explains the impact of Chapultepec on the development of Meso-America. <p>Suggested Unit: World—Major Societies (600—1450)</p>	<p>SE/PG: Ancient Rome, Ch. 12-13: The Spread of Christianity, 422-423 The Byzantine Empire and Islamic Civilization, Ch. 14-15: The Spread of Islam, 478-479 Civilizations of the Americas, Ch. 19-20: The Land of the Aztecs, 590-591; Aztec Government, 592; Aztec Society, 593-594; Aztec Achievements, 594-595 Europe in the Middle Ages, Ch. 21-23: The Spread of Christianity in Europe, 634-639 The Rise of Europe, Ch. 24-26: The Printing Revolution, 724-725</p>
<p>4.2.2 Understands and analyzes how cultures and cultural groups contributed to Washington State or world history. Examples:</p> <ul style="list-style-type: none"> - Explains how the experiences of the Polynesians on Easter Island show the effect of exploitation of limited natural resources. - Explains how the Mali Empire shaped African history in the 11th century and beyond. <p>Suggested Unit: World—Major Societies (600—1450)</p>	<p>SE/PG: Core Concepts Handbook: What Is Culture?, 42-43; Religion, 44-45; Cultural Diffusion and Change, 46-47; Science and Technology, 48-49 The Byzantine Empire and Islamic Civilization, Ch. 14-15: Muslim Empires, 460-467; Muslim Achievements, 468-475 African and Asian Civilizations, Ch. 16-18: Mansa Musa: The Lion of Mali, 485-487; Rise of Mali, 494-495; Mali at Its Height, 495-497; Blending of Cultures, 503; Society and Culture, 504-509; Chinese Society, 534-541; Japanese Culture and Society, 562-569; Chart Cultural Change, 574-575 Civilizations of the Americas, Ch. 19-20: The Maya, 582-589; The Aztecs, 590-595; The Incas, 602-607; Northwest Coast, 613</p>

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<p align="center">Washington State Social Studies Learning Standards</p>	<p align="center">myWorld History Survey Edition</p>
<p>4.2.3 Understands and analyzes how technology and ideas have impacted Washington State or world history. Examples:</p> <ul style="list-style-type: none"> – Examines how the invention of algebra by Muhammad ibn Musa al-Khwarizmi led to advancements in mathematics, astronomy, astrology, geography, and cartography. – Examines the effects of the moveable type on literacy in Song China. <p>Suggested Unit: World—Major Societies (600—1450)</p>	<p>SE/PG: The Byzantine Empire and Islamic Civilization, Ch. 14-15: Philosophy and Medicine, 470; Mathematics and Science, 472; Art and Architecture, 473-475 African and Asian Civilizations, Ch. 16-18: Tang and Song China, 516-523; Technological Advances, 534-536; Chinese Influence Spreads, 541 Civilizations of the Americas, Ch. 19-20: Maya Achievements, 587-589; Aztec Achievements, 594-595; Incan Achievements, 605-606 The Rise of Europe, Ch. 24-26: The Printing Revolution, 724-725</p>
<p align="center">Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.</p>	
<p>4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history. Examples:</p> <ul style="list-style-type: none"> – Constructs an interpretation of why the U.S. government incarcerated Japanese Americans, as well as the effects of the incarceration, using historical materials from Washington State. – Examines conflicting accounts of the effects of dams in the Pacific Northwest. <p>Suggested Unit: WA—The Great Depression and World War II (1930—1945) OSPI-developed Assessment: Dig Deep—Analyzing Sources</p>	<p>SE/PG: The Modern World, Ch. 30-33: Prosperity to Depression, 935-937; Aggression Leads to War, 940-942; The Tide Turns, 942-944; Competition for Resources, 993; Protecting the Environment, 994-995; The Impact of Industry and Technology, 1000-1001</p>

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<p>4.3.2 Analyzes multiple causal factors that shape major events in Washington State or world history.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Presents a position on the causes and outcomes of the Indian Wars in Washington Territory, demonstrating understanding of varying viewpoints of the conflict. <p>Suggested Unit: WA—Territory and Treaty-Making (1854—1889) OSPI-developed Assessment: Causes of Conflict</p>	<p>SE/PG: The Modern World, Ch. 30-33: The Second Industrial Revolution, 914-919; Prosperity to Depression, 935-937; World War II, 940-947; Changing Economies, 986-987; The New Global Economy, 987-989; Revolutions in Information Technology, 990-991; Competition for Resources, 993; Protecting the Environment, 994-995; The Impact of Industry and Technology, 1000-1001</p>
<p>Component 4.4: Uses history to understand the present and plan for the future.</p>	
<p>4.4.1 Analyzes how an event in Washington State or world history helps us to understand a current issue.</p> <p>Examples:</p> <ul style="list-style-type: none"> - Examines how the history of damming the Snake and Columbia Rivers helps us understand tension between the agricultural, environmental, and tribal communities. - Examines how the history of the Islamic Empire helps us understand issues in the Middle East today. <p>Suggested Unit: WA—New Technologies and Industries (1945—1980)</p>	<p>SE/PG: The Byzantine Empire and Islamic Civilizations, Ch. 14-15: The Arab Muslim Empire and the Spread of Islam, 460-462; The Caliphs, 463-464; Non-Arab Muslim Empires, 465-466 The Early Modern World, Ch. 27-29: Connect Past and Current Events, 884-885 The Modern World, Ch. 30-33: Prosperity to Depression, 935-937; The Middle East, 968-969; Conflict in the Middle East, 980-981; The War on Terror, 983; Competition for Resources, 993; Protecting the Environment, 994-995</p>

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EALR 5: SOCIAL STUDIES SKILLS The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.	
Component 5.1: Uses critical reasoning skills to analyze and evaluate positions.	
<p>5.1.1 Understands evidence supporting a position on an issue or event. Examples:</p> <ul style="list-style-type: none"> - Explains the evidence supporting a position on how the World Trade Organization has affected trade between Washington State and Japan. - Explains the evidence supporting a position on how the North American Free Trade Agreement has affected trade between Washington State and Canada. <p>Suggested Unit: WA—Contemporary Washington State (1980—present) OSPI-developed Assessment: International Relations</p>	<p>SE/PG: Core Concepts Handbook: Historical Sources, 6-7; Archaeology and Other Sources, 8-9 The Rise of Europe, Ch. 24-26: Debate the Digital Future, 788-789 The Early Modern World, Ch. 27-29: Connect Past and Current Events, 884-885 The Modern World, Ch. 30-33: Youth Conference for Change, T77-T79; The New Global Economy, 987-989; Revolutions in Information Technology, 990-991; Competition for Resources, 993; Protecting the Environment, 994-995; The Impact of Industry and Technology, 1000-1001; Be a Media Watchdog, 1002-1003</p>
<p>5.1.2 Evaluates the breadth of evidence supporting positions on an issue or event. Examples:</p> <ul style="list-style-type: none"> - Critiques how one accounts for a range of perspectives when developing a position on the trade relationship between Washington State and Japan. - Critiques how one accounts for a range of perspectives when developing a position on the effects of the North American Free Trade Agreement on the Washington State economy <p>Suggested Unit: A—Contemporary Washington State (1980—present) OSPI-developed Assessment: International Relations</p>	<p>SE/PG: Core Concepts Handbook: Historical Sources, 6-7; Archaeology and Other Sources, 8-9 The Rise of Europe, Ch. 24-26: Debate the Digital Future, 788-789 The Early Modern World, Ch. 27-29: Connect Past and Current Events, 884-885 The Modern World, Ch. 30-33: Youth Conference for Change, T77-T79; The New Global Economy, 987-989; Competition for Resources, 993; Protecting the Environment, 994-995; The Impact of Industry and Technology, 1000-1001; Be a Media Watchdog, 1002-1003</p>

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Component 5.2: Uses inquiry-based research.	
<p>5.2.1 Creates and uses research questions to guide inquiry on an issue or event. Examples:</p> <ul style="list-style-type: none"> - Develops a research question to guide inquiry on how the demand for lumber in Japan and the supply of lumber in Washington State led to a trade relationship between the two countries. - Develops a research question to guide inquiry on how the Pacific Salmon Treaty has affected the harvesting and exporting of salmon. <p>Suggested Unit: WA—Contemporary Washington State (1980—present) OSPI-developed Assessments: International Relations; Dig Deep – Analyzing Sources; Causes of Conflict</p>	<p>SE/PG: The Rise of Europe, Ch. 24-26: Debate the Digital Future, 788-789; The Early Modern World, Ch. 27-29: Connect Past and Current Events, 884-885 The Modern World, Ch. 30-33: Essential Question: What is power? Who should have it?, 961 and 969; Essential Question: What are the consequences of trade?, 983, 989, and 997; The New Global Economy, 987-989; Competition for Resources, 993; Protecting the Environment, 994-995; The Impact of Industry and Technology, 1000-1001; Be a Media Watchdog, 1002-1003</p>
<p>5.2.2 Evaluates the breadth of primary and secondary sources and analyzes notes to determine the need for additional information while researching an issue or event. Examples:</p> <ul style="list-style-type: none"> - Critiques the range of perspectives reflected in sources related to feudalism in Japan and Europe during the Middle Ages. - Critiques the range of perspectives reflected in sources related to the Crusades. <p>Suggested Unit: World—Major Societies (600—1450) OSPI-developed Assessments: Dig Deep – Analyzing Sources; International Relations; Causes of Conflict; Humans and the Environment</p>	<p>SE/PG: Core Concepts Handbook: Historical Sources, 6-7; Archaeology and Other Sources, 8-9 African and Asian Civilizations, Ch. 16-18: Feudalism in Japan, 557-559; Primary Source: Trade in Asia and Africa, 572-573 Civilizations of the Americas, Ch. 19-20: Primary Source: The Aztecs and the Incas, 618-619 Europe in the Middle Ages, Ch. 21-23: The Development of European Feudalism, 640-645; Religious Crusades, 664-671; Primary Source: The Crusades, 702-703 The Rise of Europe, Ch. 24-26: Primary Source: Spanish Conquests in the Americas, 786-787; Debate the Digital Future, 788-789 The Early Modern World, Ch. 27-29: Primary Source: Enlightenment and Government, 882-883; Connect Past and Current Events, 884-885 The Modern World, Ch. 30-33: Primary Source: The Impact of Industry and Technology, 1000-1001; Be a Media Watchdog, 1002-1003</p>

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Washington State Social Studies Learning Standards	myWorld History Survey Edition
Component 5.3: Deliberates public issues.	
<p>5.3.1 Analyzes and responds to multiple viewpoints on public issues brought forth in the context of a discussion.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Engages in a Socratic seminar to analyze and respond to the multiple viewpoints on how the World Trade Organization has affected environmental regulations and employment opportunities in Washington State. – Engages in a discussion to analyze and respond to the multiple viewpoints on how treaty fishing rights have affected the return of the Chinook salmon to the Columbia River. <p>Suggested Unit: WA—Contemporary Washington State (1980—present) OSPI-developed Assessment: International Relations</p>	<p>SE/PG:</p> <p>The Rise of Europe, Ch. 24-26: Debate the Digital Future, 788-789</p> <p>The Modern World, Ch. 30-33: Chapter 32 Assessment (Solve Problems), 971; Youth Conference for Change, T77-T79; The New Global Economy, 987-989; Protecting the Environment, 994-995; Chapter 33 Assessment (Think Critically, Youth Conference for Change, Document-Based Questions), 998-999; Primary Source: The Impact of Industry and Technology, 1000-1001; Be a Media Watchdog, 1002-1003</p>
Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.	
<p>5.4.1 Analyzes multiple factors, makes generalizations, and interprets primary sources to formulate a thesis in a paper or presentation.</p> <p>Examples:</p> <ul style="list-style-type: none"> – Examines the lasting impact of the incarceration of Japanese Americans using newspapers, governmental records, and journals of those who were incarcerated. – Examines the impact of feudalism in medieval Europe and Japan using art and artifacts. <p>Suggested Unit: World—Major Societies (600—1450) OSPI-developed Assessments: Dig Deep – Analyzing Sources; International Relations; Causes of Conflict; Humans and the Environment</p>	<p>SE/PG:</p> <p>Core Concepts Handbook: Historical Sources, 6-7; Archaeology and Other Sources, 8-9</p> <p>African and Asian Civilizations, Ch. 16-18: Feudalism in Japan, 557-559</p> <p>Europe in the Middle Ages, Ch. 21-23: The Development of European Feudalism, 640-645</p> <p>The Rise of Europe, Ch. 24-26: Debate the Digital Future, 788-789</p> <p>The Early Modern World, Ch. 27-29: Connect Past and Current Events, 884-885</p> <p>The Modern World, Ch. 30-33: The Home Front, 942; Primary Source: The Impact of Industry and Technology, 1000-1001; Be a Media Watchdog, 1002-1003</p>

**A Correlation of myWorld History, Survey Edition to the
Washington State Learning Standards Grade 7**

Washington State Social Studies Learning Standards	myWorld History Survey Edition
<p>5.4.2 Creates annotated bibliography or works cited page using an appropriate format. Examples:</p> <ul style="list-style-type: none"> - Develops a bibliography annotated with a summary of the resources used, non-text features of the resources, and the questions the resources answer. 	<p>SE/PG: Core Concepts Handbook: Historical Sources, 6-7; Archaeology and Other Sources, 8-9 Origins, Ch. 1-2: Search for Information on the Internet, 102-103 Ancient Rome, Ch. 12-13: Give an Effective Presentation, 424-425 Civilizations of the Americas, Ch. 19-20: Give an Effective Presentation, 620-621</p>