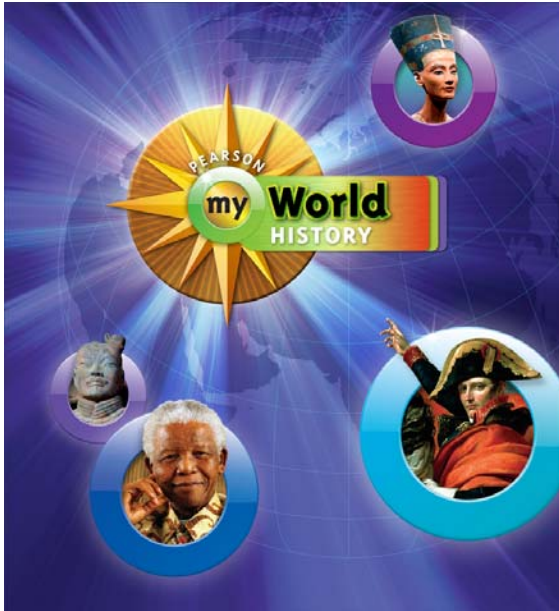
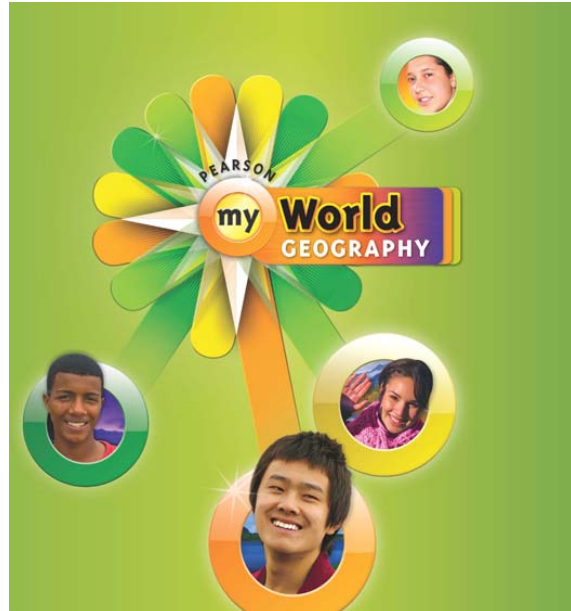


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North Carolina Essential Standards for Social Studies, Grade 7	MyWorld History, Survey Edition, and myWorld Geography, Survey Edition
<b>History</b>	
<b>Essential Standard</b>	
<b>7.H.1 Use historical thinking to analyze various modern societies.</b>	<p><b>SE/PG:</b> Measuring Time, 4–5; Historical Sources, 6–7; Political Systems, 22–23, Political Structures, 24–25; Economic Basics, 28–29; Economic Process, 30–31; Economic Systems, 32–33; Trade, 34–35; Religion, 44–45; Cultural Diffusion and Change, 46–47; Science and Technology, 48–49; 21<sup>st</sup> Century Learning, 39, 51, 189; Essential Question, 477 Think Critically, 715, 733, 734, 755, 756, 783, 784, 821, 822, 849, 880, 897, 913, 919, 920, 970, 998</p> <p><b>Pearson myWorld Geography eText</b> Section Assessment, 157, 183, 213, 243, 275, 301, 325, 427, 433, 439, 461, 489, 523, 549, 575, 611, 641, 669, 701, 731</p>
<b>Clarifying Objectives</b>	
7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.	<p><b>SE/PG:</b> 574-575; 21<sup>st</sup> Century Learning, 757; Essential Question, 785, 949</p> <p><b>PG:</b> Core Concepts T41; Origins: T12; Ancient Near East T76; Europe in the Middle Ages T34; The Modern World T16-T17</p>
7.H.1.2 Summarize the literal meaning of historical documents in order to establish context.	<b>SE/PG:</b> Historical Sources, 6-7; Key Terms and Ideas, 16
7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.	<p><b>SE/PG:</b> Historical Sources, 6-7; Journal Activity, 17; Primary Source, 786-787, 1000-1001; 21<sup>st</sup> Century Learning, 884-885; Think Critically, 970</p> <p><b>PG:</b> The Rise of Europe: A Poem for Two Voices, T70-T71; The Modern World: Propaganda Posters, T52-T53</p>

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North Carolina Essential Standards for Social Studies, Grade 7	MyWorld History, Survey Edition, and myWorld Geography, Survey Edition
<b>Essential Standard</b>	
<b>7.H.2 Understand the implications of global interactions.</b>	<p><b>SE/PG:</b> Trade and Industry Grow, 684-685; The Conquest of the Americas, 770-775; The Industrial Revolution, 898-905; Imperialism and Nationalism, 906-913; The Second Industrial Revolution, 914-919; Chapter Assessment, 920-921; World War II, 940-947; Chapter Assessment, 948-949; Essential Question, 971; Cooperation and Trade, 984-989; Revolutions in Information Technology, 990-991; Section 3 Assessment, 997; Key Terms and Ideas, 998; 21<sup>st</sup> Century Learning, 999</p> <p><b>PG:</b> The Ancient Near East: Mesopotamian Trade and Transport, T5-T7; Best Advice, T52-T53; The Byzantine Empire and Islamic Civilization: Put It Here, T10-T11; African and Asian Civilizations: A Trading Empire, T10-T11; Close the Doors, T52-T53; The Rise of Europe: Mercantilism Mixer, T76-T77; The Modern World: Connect to the Essential Question, T75</p>
<b>Clarifying Objectives</b>	
7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).	<p><b>SE/PG:</b> Conflict in Sumer, 118; War in Ancient Greece, 328-333; The Struggle With Carthage, 380-381; A Violent Time, 640-641; Famine and Warfare, 694-695; The Conquest of the Americas, 770-775; Imperialism and Nationalism, 906-913; World War II, 940-947; Chapter Assessment, 948-949; Essential Question, 971</p> <p><b>PG:</b> Europe in the Middle Ages: Connect to the Essential Question, T27; Filming the Middle Ages, T29-T31; The Rise of Europe: Connect to the Essential Question, T33; Guess Who, T35-T37; The Early Modern World: Colony Tic-Tac-Toe, T22-T23; Enrichment - French and British Rivalry in North America, T24; The Modern World: Imperial Investigator, T22-T23; Connect to the Essential Question, T33; Conflict Diary, T35-T37; Letter Home, T40-T41; Great Conflicts in History, T59-T61; Between Conflict and Peace, T82-T83</p>

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<p align="center"><b>North Carolina Essential Standards for Social Studies, Grade 7</b></p>	<p align="center"><b>MyWorld History, Survey Edition, and myWorld Geography, Survey Edition</b></p>
<p>7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g. Humanitarian efforts, United Nations, World Health Organization, Non Governmental Organizations, European Union and Organization of American States).</p>	<p><b>SE/PG:</b> Cooperation and Trade, 984-989; Key Terms and Ideas, 998; 21<sup>st</sup> Century Learning, 999  <b>PG:</b> African and Asian Civilizations: Trade With Other Lands, T35-T37; The Rise of Europe: Connect to the Essential Question, T57; Mercantilism Mixer, T76-T77; The Modern World: Connect to the Essential Question, T75; Youth Conference for Change, T77-T79; Opinion Corners, T88-T89; Enrichment: Fair Trade, T90</p>
<p>7.H.2.3 Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).</p>	<p><b>SE/PG:</b> The Industrial Revolution, 898-905; The Second Industrial Revolution, 914-919; Chapter Assessment, 920-921; Revolutions in Information Technology, 990-991; Section 3 Assessment, 997  <b>PG:</b> The Rise of Europe: Enrichment: The Impact of the Printing Press, T24; Around the World in 1,000 Days, T59-T61; The Modern World: Connect to the Essential Question, T3; Boom Town, T16-T17</p>
<p>7.H.2.4 Analyze the economic, political, and social impacts of disease (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies.</p>	<p><b>SE/PG:</b> Breakdown of Medieval Society, 694-699; Think Critically, 700; Revolutions in Medicine, 992</p> <p><b>Pearson myWorld Geography eText</b>  The Problem of Disease, 511; Poverty and Disease, 522; myStory: A Hopeful Song, 527-529; Disease (HIV), 537; Problems and Potential, 548-549</p> <p><b>myWorld Geography Resources</b>  Current Events: CNN Student News: Health</p>
<p><b>Geography and Environmental Literacy</b></p>	
<p><b>Essential Standard</b></p>	
<p><b>7.G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.</b></p>	<p><b>SE/PG:</b> The Struggle for North America, 808-815; Essential Question, 971; Competition for Resources, 993; Protecting the Environment, 994-995; Changes in World Population, 996-997; Analyze Visuals, 998  <b>PG:</b> Civilizations of the Americas: Connect to the Essential Question, T21; The Early Modern World: Who Wrote It?, T5-T7</p>

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<b>Clarifying Objectives</b>	
7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).	<b>SE/PG:</b> Competition for Resources, 993; Protecting the Environment, 994-995; Patterns of Migration, 997 <b>PG:</b> Civilizations of the Americas: Connect to the Essential Question, T21; The Early Modern World: Connect to the Essential Question, T3; Who Wrote It?, T5-T7
7.G.1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions.	<b>SE/PG:</b> The Struggle for North America, 808-815; Essential Question, 971; Changes in World Population, 996-997; Analyze Visuals, 998 <b>PG:</b> The Rise of Europe: Connect to the Essential Question, T33; The Modern World: Push-Pull Dialogue, T28-T29; Between Conflict and Peace, T82-T83
7.G.1.3 Explain how natural disasters (e.g. flooding, earthquakes, monsoons and tsunamis), preservation efforts and human modification of the environment (e.g. recycling, planting trees, deforestation, pollution, irrigation systems and climate change) affect modern societies and regions.	<b>SE/PG:</b> Protecting the Environment, 994-995; Section 3 Assessment, 997; Primary Source, 1000-1001  <b>Pearson myWorld Geography eText</b> Earthquakes and Volcanoes, 17, 26; Natural Hazards, 27; Earthquakes, 199, 228, 259, 270, 775, 780; Flooding, 312-313, 560; Tsunami, 415, 803, 908; Deforestation, 52, 205, 233, 272, 298, 509, 509; Pollution, 46, 47, 53, 75, 170-171, 232-233, 272, 322, 419-420, 451, 535, 698, 727, 767
<b>Essential Standard</b>	
<b>7.G.2 Apply the tools of a geographer to understand modern societies and regions.</b>	<b>SE/PG:</b> Understanding Maps, 12-13; Historical Maps, 14-15; Identify, 16, 38, 50; Document-Based Question, 17; Map Skills, 713, 751, 764, 771, 805, 812, 829, 835, 843, 878, 895, 896, 908, 931, 959, 964, 967 Analyze Visuals, 734, 998 <b>PG:</b> The Ancient Near East; Connect to the Essential Question, T3

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<b>North Carolina Essential Standards for Social Studies, Grade 7</b>	<b>MyWorld History, Survey Edition, and myWorld Geography, Survey Edition</b>
<b>Clarifying Objectives</b>	
7.G.2.1 Construct maps, charts, and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).	<b>SE/PG:</b> Destination of International Migrants, 2005, 996; Why People Migrate, 997 <b>PG:</b> The Rise of Europe: A Memorable Map, T64-T65  <b>Pearson myWorld Geography eText</b> Types of Maps, 12–13; Journal Activity, 15; Mapping Life Expectancy, 328–329; Plan the City of Tomorrow, 822–823; Label an Outline Map, 414, 618
7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.	<b>SE/PG:</b> Understanding Maps: 12-13; Identify, 16; Document-Based Questions, 17; Map Skills, 812, 817, 835, 843, 870, 878, 895, 896, 908, 931, 967; Chart Skills, 745, 777, 798, 811, 833, 936, 996
<b>Economics and Financial Literacy</b>	
<b>Essential Standard</b>	
<b>7.E.1 Understand the economic activities of modern societies and regions.</b>	<b>SE/PG:</b> Economic Process, 30-31; Economic Systems, 32-33; Economic and Social Effects, 755; A Commercial Revolution, 780-783; Colonial Economies, 813; Economic Thinkers, 903-905; Changing Economies, 986-987; The New Global Economy, 987-989
<b>Clarifying Objectives</b>	
7.E.1.1 Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).	<b>SE/PG:</b> Economic Process, 30-31; Free Trade and Free Markets, 867; Imperialism and Nationalism, 906-913; Cooperation and Trade, 984-989; Competition for Resources, 993 <b>PG:</b> The Early Modern World: Who Wrote It?, T5-T7; The Modern World: Imperial Investigator, T22-T23
7.E.1.2 Explain the implications of economic decisions in national and international affairs (e.g. OPEC, NAFTA, G20, WTO, EU and economic alliances).	<b>SE/PG:</b> Two Alliances, 955; The New Global Economy, 987-989

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<b>North Carolina Essential Standards for Social Studies, Grade 7</b>	<b>MyWorld History, Survey Edition, and myWorld Geography, Survey Edition</b>
7.E.1.3 Summarize the main characteristics of various economic systems (e.g. capitalism, socialism, communism; market, mixed, command and traditional economies).	<b>SE/PG:</b> Economic Systems, 32-33; A Commercial Revolution, 780-783; Economic Thinkers, 903-905; Two Ideologies, 954 <b>PG:</b> The Modern World: Two Ways to Shop, T64-T65
7.E.1.4 Explain how personal financial decision-making impacts quality of life (e.g. credit, savings, investing, borrowing and giving).	<b>SE/PG:</b> Money Management, 36-37  <b>Pearson myWorld Geography eText Core Concepts: Economics and Geography Part 5:</b> Online Student Journal: Word Wise, 30; Sum It Up, 31 <b>Current Events:</b> CNN Student News: Money
<b>Civics and Government</b>	
<b>Essential Standard</b>	
<b>7.C&amp;G.1</b> Understand the development of government in modern societies and regions.	<b>SE/PG:</b> Foundations of Government, 20-21; Political Systems, 22-23; Political Structures, 24-25; Impact of the Reformation, 754-755; Colonial Government, 811-813; Enlightenment Ideas in Government Today, 864; Setting Up the Government, 871-873; Primary Source, 882-883 <b>PG:</b> The Early Modern World: Connect to the Essential Question, T33
<b>Clarifying Objectives</b>	
7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism and socialism).	<b>SE/PG:</b> Political Systems, 22-23; Athenian Democracy at Work, 315-317; The Roman Example, 375; The Scientific Revolution, 856-861; The Enlightenment, 862-867; Primary Source, 882-883; Economic Thinkers, 903-905 <b>PG:</b> The Early Modern World: Path to the Modern World, T65-T67; Front Page News, T70-T71; The Enlightenment Is..., T76-T77; Enrichment - Satire, T78; Revolutionary Ideas, T82-T83
7.C&G.1.2 Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.	<b>SE/PG:</b> Democracy, 22; Power of the People, 314-315; Athenian Democracy at Work, 315-317; The Roman Example, 375; Fighting for Human Rights: Democracy, 980

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<p>7.C&amp;G.1.3 Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various governments in modern societies (e.g. voting, taxes and military service).</p>	<p><b>SE/PG:</b> Citizenship: 26-27; Key Terms and Ideas, 38; Think Critically, 38; Journal Activity, 39; 21<sup>st</sup> Century Learning, 269; The Push to Reform, 918-919  <b>PG:</b> Origins: Connect to the Essential Question, T27; The Rise of Europe: Money From Medici, T10-T11</p> <p><b>Pearson myWorld Geography eText</b>            Serving Her Country, 103; Rights and Responsibilities, 112-113; Document-Based Questions: Voter Participation, 115; Immigration Today, 155; Primary Sources: A Sense of Identity, 492</p>
<p>7.C&amp;G.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).</p>	<p><b>SE/PG:</b> Powers of Government, 21; Political Systems, 22-23; Political Structures, 24-25; Powerful Monarchs, 828-829; Section 1 Assessment, 831; France’s Absolute Monarchy, 832-837; Absolute Monarchy Across Europe, 838-843; Limited Monarchy in England, 844-849; Enlightenment Ideas in Government Today, 864; Separation of Powers, 865; Essential Question, 867; Rise of Totalitarianism, 937-939  <b>PG:</b> Europe in the Middle Ages: Connect to the Essential Question, T3; The Rise of Europe: Power Play, T16-T17; The Early Modern World: Dialogues on Leadership, T35-T37; Living Monument, T46-T47; Monarchy Tic-Tac-Toe, T52-T53; Enrichment - Women Rulers - Catherine II and Maria Theresa, T54; Editorial Cartoon, T58-T59; Connect to the Essential Question, T63; The Modern World: Evidence of Totalitarianism, T46-T47; Connect to the Essential Question, T57</p>



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<b>Culture</b>	
<b>Essential Standard</b>	
<b>7.C.1</b> Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.	<b>SE/PG:</b> What is Culture?, 42-43; Cultural Diffusion and Change, 46-47; Part 3 Assessment, 50-51; Cultural Blending, 774-775; Society and Culture, 799-800; 21 <sup>st</sup> Century Learning, 851 <b>PG:</b> The Rise of Europe: Connect to the Essential Question, T3; Make the Front Page, T5-T7
<b>Clarifying Objectives</b>	
7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious and Social Darwinism).	<b>SE/PG:</b> The Caste System, 209-211; Zhou Society, 260-261; Han Society, 282-283; Christianity and the Empire, 407; Society in West African Empires, 504-506; Feudalism in Japan, 557-559; The Development of European Feudalism, 640-645; Society and Culture, 799-800; The Transatlantic Slave Trade, 816-821 <b>PG:</b> Ancient India and China: Caste Tableau, T16-T17; Ancient Rome: A Day in the Life..., T22-T23; Europe in the Middle Ages: Matching Game, T22-T23; Filming the Middle Ages, T29-T31; Who Triumphed?, T34-T35; Crusade Diary, T46-T47; The Rise of Europe: Connect to the Essential Question, T3; The Early Modern World: The Middle Passage, T28-T29; Enrichment: Spanish Slave Imports to the Americas, T30  <b>Pearson myWorld Geography eText</b> What is Culture?, 86-87; Families and Societies, 88-89; Language, 90-91; Religion, 92-93; The Arts, 94-95; Cultural Diffusion and Change, 96-97; Conflict and Cooperation, 110-111; The United States Today, 152-157; Canada Today, 178-183; Mexico Today, 212-219; Central America and the Caribbean Today, 238-243; Caribbean South America Today, 270-275; The Andes and the Pampas Today, 296-301; Brazil Today, 320-325 (Continued) Europe in Modern Times, 370-409; Western Europe Today, 422-439; Eastern Europe Today, 454-461; Russia Today, 484-489; West and Central Africa Today, 518-523; Southern and Eastern Africa Today,

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<p>(Continued) 7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious and Social Darwinism).</p>	<p>544–549; North Africa Today, 570–575; Arabia and Iraq Today, 606–611; Israel and Its Neighbors Today, 634–641; Iran, Turkey, and Cyprus Today, 662–669; Central Asia and the Caucasus Today, 696–701; South Asia Today, 724–731; China and Its Neighbors Today, 760–767; Japan and the Koreas Today, 788–795; Southeast Asia Today, 814–819; Australia and the Pacific Today, 846–851</p>
<p>7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.</p>	<p><b>SE/PG:</b> Cultural Diffusion and Change, 46-47; Closer Look, 115; A Rich Culture, 244-245; Section 2 Assessment, 247; Han Achievements, 286-287; Ancient Greek Beliefs and Art, 338-343; Cultural Legacy, 507-509; Japan Develops a Unique Culture, 562-563; Aztec Achievement, 594-595; Medieval Religion and Culture, 690; New Directions in Art, 720-721; The Legacy of the Renaissance, 728-733 <b>PG:</b> Ancient India and China: Continuum of Han Achievements, T94-T95; Ancient Greece: Greek Art Mural, T52-T53; The Rise of Europe: Make the Front Page, T5-T7; The Early Modern World: Art Detective, T40-T41</p>