

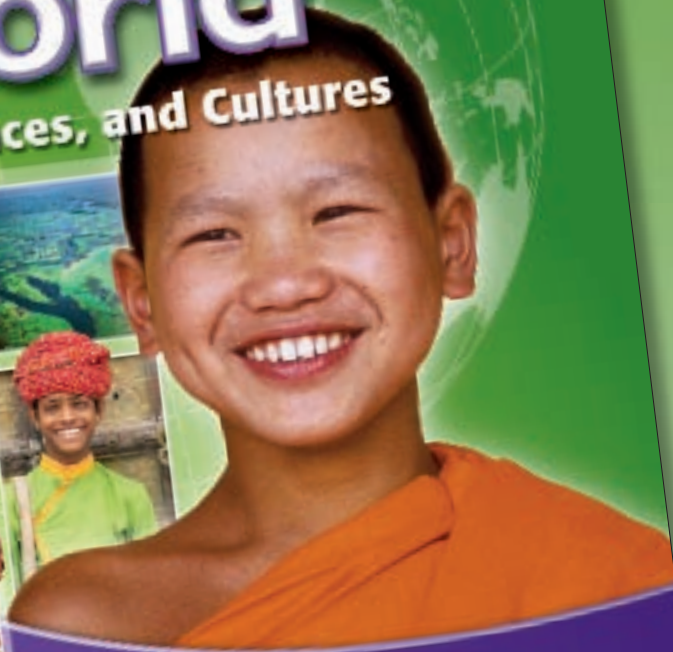
Teacher Wraparound Edition

Indiana  
Edition

Glencoe

# Exploring Our World

People, Places, and Cultures



Eastern Hemisphere

Boehm Armstrong Hunkins



Glencoe



# Correlations to Grade 7 Indiana Academic Standards for Social Studies

Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 1 History</b> <i>Students will examine the major movements, events, and figures that contributed to the development of nations in modern Africa, Asia, and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions; trade and cultural interactions; political institutions; and technological developments.</i></p>		
<p><b>Historical Knowledge</b> <i>Early Civilizations, States, and Empires: 3500 B.C. /B.C.E. – 650 A.D. /C.E.</i></p>		
<p><b>7.1.1 Identify and compare the rise of early agricultural river valley civilizations in Africa and Asia.</b></p>	<p>303, 304, 312, 313, 395, 473, 474, 551</p>	<p>303, 304, 395, 473</p>
<p><b>7.1.2 Describe the achievements of ancient Egypt in art, architecture, religion, and government and the development of the concept of theocracy.</b></p>	<p>303–304, 312, 313, 318</p>	<p>304, 318</p>
<p><b>7.1.3 Trace steps in the development of written language, including the evolution of Sumerian cuneiform, Egyptian hieroglyphics, and Chinese calligraphy.</b></p>	<p>303, 304, 319, 473, 552, 589</p>	<p>303, 319, 473, 552, 589</p>
<p><i>The Spread of Cultural, Economic, Social, and Political Ideas: 500 B.C. /B.C.E. – 1600 A.D. /C.E.</i></p>		
<p><b>7.1.4 Describe the historical origins, central beliefs, and spread of major religions.</b></p>	<p>85, 187, 305, 306, 307, 317, 318, 487, 551, 553, 563, 586</p>	<p>305, 306, 311, 317, 318, 323, 474, 487, 553, 563</p>
<p><b>7.1.5 Describe the development of sub-Saharan civilizations in Africa, including the kingdoms of Ghana, Mali, and Songhai, and the importance of political and trading centers, such as Timbuktu.</b></p>	<p>395, 396, 402</p>	<p>396, 401, 402</p>
<p><b>7.1.6 Explain the importance of early trade routes in the eastern Mediterranean, South Asia, and China, including the early Silk Road.</b></p>	<p>186, 304, 475, 476, 551, 552</p>	<p>186, 235, 307, 395, 396, 551, 557, 567</p>
<p><b>7.1.7 Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, and scientific and cultural contributions to other cultures of the time.</b></p>	<p>306, 307, 317, 395, 396, 402, 475, 553</p>	<p>306, 307, 317, 553</p>



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>7.1.8</b> Describe the institution of slavery in its various forms in Africa, Asia, and the Southwest Pacific.	236, 397, 398, 401, 411	397, 401
<b>7.1.9</b> Trace the rise, spread, and influence of the Mongols including the Mughal control of South Asia.	235, 308, 475, 478, 552, 559, 579	552, 559, 579
<i>Major Civilizations, States, and Empires: 300 – 1650</i>		
<b>7.1.10</b> Describe the development of political institutions; agriculture and environment; technology; the arts; and commerce of various dynasties in China.	551, 552, 567	551, 552, 554, 559, 567
<b>7.1.11</b> Explain how Japan became increasingly independent of earlier Chinese influences, developing its own political, religious, social, and artistic traditions.	553, 554, 556–557, 559	553, 554, 559
<i>Exploration, Conquest, and Post-Colonial States: 1500 to the Present</i>		
<b>7.1.12</b> Describe worldwide voyages of exploration and discovery.	146, 397, 476, 552, 554, 555, 640	146, 397, 554, 640
<b>7.1.13</b> Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific.	148, 308, 397, 398, 400, 401, 476, 554, 555, 640, 641, 643	397, 399, 400, 476, 640
<b>7.1.14</b> Describe and compare the responses of the indigenous people of India, South Africa, and China to European imperialism.	308, 398, 399, 401, 476, 477, 552, 554, 555, 640, 641, 642	398, 399, 476, 477, 554, 641
<b>7.1.15</b> Describe the Japanese imperial period (1868–1945) including Japan’s involvement in World War II.	554, 555, 556–557, 558	554, 555, 558
<b>7.1.16</b> Identify and describe historical events in the Middle East since the end of World War II.	308, 309, 310, 311	308, 309, 311
<b>7.1.17</b> Describe the impact of industrialization, urbanization, and globalization in post-colonial South Africa, India, Japan, China, and Kenya.	405, 410, 425, 435, 479, 480, 481, 482, 483, 485, 486, 502, 503, 504–505, 557, 562, 576, 577, 594, 595	405, 479, 480, 481, 482, 483, 485, 502, 503, 504, 505, 562, 576, 595
<b>7.1.18</b> Identify and describe recent conflicts and political issues between nations or cultural groups.	201, 202, 262, 265, 267, 308, 309, 310, 311, 334, 339, 340, 342, 343, 344, 346–347, 348, 349, 352, 354, 401, 426, 427, 430, 431, 433, 477, 478, 508, 575, 589, 596, 659, 664, 665, 667	202, 262, 263, 308, 309, 310, 311, 335, 338, 342, 343, 345, 346, 347, 348, 349, 352, 353, 354, 355, 426, 430, 431, 477, 508, 659, 664



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research</b>		
<b>7.1.19</b> Create and compare time lines that identify major people, events and developments in the history of civilization and/or countries of Africa, Asia, and the Southwest Pacific.	236, 237, 240, 344, 472, 550, 643, 715	16, 237, 306, 310, 334, 396, 426, 643, 715
<b>7.1.20</b> Draw on visual, literary, and musical sources to describe the development and transmission of culture over time.	81, 84, 87, 90–91, 150–151, 170, 192, 244, 316, 349, 408, 436, 483, 488, 501, 563, 597, 648	81, 87, 150, 151, 170, 192, 244, 316, 408, 411, 435, 488, 501, 556, 563
<b>7.1.21</b> Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs, and chance in history.	228, 236, 240, 257, 263, 268, 284–285, 308, 309, 311, 315, 397, 398, 401, 406, 410, 478, 490, 510, 577, 582, 587, 595, 643, 666, 676	48, 78, 86, 91, 121, 145, 146, 173, 186, 188, 225, 235, 238, 246, 257, 284, 291, 296, 297, 309, 315, 316, 320, 323, 333, 339, 346, 348, 379, 385, 398, 399, 426, 427, 451, 457, 461, 462, 477, 490, 502, 507, 541, 542, 551, 554, 557, 566, 576, 581, 595, 596, 603, 617, 666
<b>7.1.22</b> Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.	452–453, 707, 712, 713	452, 453, 477, 500, 501, 707, 712, 713
<b>7.1.23</b> Compare perspectives of history in Africa, Asia, and the Southwest Pacific using fiction and nonfiction accounts.	227, 316, 436, 501, 563, 648, 711	316, 436, 501, 648
<b>7.1.24</b> Formulate historical questions and use a variety of information resources to find, summarize and evaluate historical data on the people, places, events, and developments that have played a part in the history of Africa, Asia, and the Southwest Pacific.	263, 349, 433, 483, 597, 667, 709	7, 8, 53, 58, 64, 74, 78, 88, 96, 113, 123, 129, 143, 146, 156, 174, 177, 185, 220, 237, 244, 265, 303, 305, 307, 310, 318, 322, 335, 337, 339, 344, 354, 395, 398, 400, 427, 437, 473, 475, 476, 488, 514, 542, 575, 584, 586, 589, 591, 595, 599, 602, 640, 641, 642, 650, 660, 675





Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 2</b>  <b>Civics and Government</b>  <i>Students will trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and the roles of citizens.</i></p>		
<p><b>Foundations of Government</b></p>		
<p><b>7.2.1 Give examples of the different routes to independence from colonial rule taken by countries in Asia, Africa, and the Southwest Pacific.</b></p>	<p>236, 239, 255, 268, 332, 333, 334, 397, 398, 399, 400, 401, 420, 425, 435, 476, 477, 599, 603, 604, 642, 643</p>	<p>237, 334, 398, 401, 476</p>
<p><b>7.2.2 Identify and compare historical and contemporary governments in Japan, North Korea, India, South Africa, and China.</b></p>	<p>267, 399, 401, 435, 438, 475, 476, 477, 499, 500, 551, 552, 553, 554, 555, 556, 575, 583, 589, 591</p>	<p>255, 335, 399, 400, 438, 476, 499, 551, 552, 555, 575, 583, 642</p>
<p><b>Functions of Government</b></p>		
<p><b>7.2.3 Using a variety of information resources, describe how major forms of governments of Japan, North Korea, India, South Africa, and China protect or protected citizens and their civil and human rights.</b></p>	<p>483, 510, 551–553, 597</p>	<p>499</p>
<p><b>7.2.4 Identify the functions of international organizations in Africa, Asia, and the Southwest Pacific.</b></p>	<p>182, 309, 334, 342, 399, 430, 431, 433, 435, 510, 555</p>	<p>148, 182, 239, 401, 433, 575</p>
<p><b>Roles of Citizens</b></p>		
<p><b>7.2.5 Define and compare citizenship and the citizen's role in selected countries of Africa, Asia, and the Southwest Pacific.</b></p>	<p>168–169, 259, 261, 263, 321, 322, 332, 338, 341, 347, 435, 500, 575, 583, 591, 597, 641, 642, 643</p>	<p>259, 260, 321, 322, 341, 347</p>
<p><b>Standard 3</b>  <b>Geography</b>  <i>Students will explain how atmospheric and oceanic systems affect the seasons and climate. They will understand and use technology and grid systems to identify and locate places geographically. They will identify and categorize the major geographic characteristics and regions of Africa, Asia, and the Southwest Pacific. They will also name and locate major physical features, countries, and major cities, and use geographic skills and technology to examine geographic relationships within and between these regions and the rest of the world.</i></p>		
<p><b>The World in Spatial Terms</b></p>		
<p><b>7.3.1 Identify and locate on maps the countries of Africa, Asia, and the Southwest Pacific.</b></p>	<p>15, 277, 339, 362, 363, 446, 447, 448, 523, 555, 613</p>	<p>5, 23, 258, 308, 309, 420, 430, 437, 477, 599</p>



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>7.3.2</b> Locate capital cities in Africa, Asia, and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems (GPS) and Geographic Information Systems (GIS).	17, 24, 26, 38, 235	24, 104, 274, 360, 520
<b>Places and Regions</b>		
<b>7.3.3</b> Use historical maps to identify changes in Africa, Asia, and the Southwest Pacific over time.	30–31, 235, 303, 307, 339, 396, 474, 478, 487	30, 307, 309, 339, 396, 487
<b>7.3.4</b> Identify and describe major physical characteristics of regions in Africa, Asia, and the Southwest Pacific.	28, 47, 50, 56, 121–123, 210, 211, 219, 220, 221, 226, 289, 290, 339, 362, 363, 377, 378, 426, 446, 448, 457, 462, 522, 535, 536, 537, 612, 623	28, 45, 47, 50, 52, 121, 122, 123, 210, 214, 219, 220, 221, 275, 289, 291, 295, 296, 305, 344, 379, 445, 474, 535, 537, 611, 623, 624
<b>Physical Systems</b>		
<b>7.3.5</b> Explain how ocean currents and winds influence climate differences in Africa, Asia, and the Southwest Pacific and explain how they are adapted through industry, agriculture, and housing.	56, 57, 58, 129, 225, 294, 387, 464, 465, 541, 542, 543, 629, 630, 631	56, 58, 225, 374–375, 464, 541, 542
<b>7.3.6</b> Compare climate regions of Asia, Africa, and the Southwest Pacific and explain why they differ.	2–3, 56, 57, 130–134, 225, 385, 466, 542, 629, 631	2, 3, 56, 60, 228, 386, 387, 455, 629, 631
<b>7.3.7</b> Give examples and describe the formation of important river deltas, mountains, and bodies of water in Africa, Asia, and the Southwest Pacific.	46, 47, 48, 123, 219, 289, 290, 294, 353, 377, 378, 380, 457, 458, 461, 535, 623, 624	48, 295, 361, 457, 535
<b>7.3.8</b> Describe ecosystems of Africa’s deserts, Asia’s Mountain Regions, and the Coral Reefs of Australia.	66, 387, 388, 623, 667	66, 624
<b>7.3.9</b> Compare and contrast the distribution of natural resources in Africa, Asia, and the Southwest Pacific.	93, 124–125, 173, 220, 221, 263, 290, 291, 365, 380, 381, 459, 538, 539, 625, 670, 671	291, 295, 297, 380, 398
<b>7.3.10</b> Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia, and the Southwest Pacific.	52, 54, 61, 74, 167, 219, 221, 241, 278, 290, 294, 303, 315, 340, 342, 364, 380, 396, 421, 437, 448, 460, 543, 544, 559, 614, 630, 632, 639, 646	208, 220, 304, 315, 365, 460, 543, 559



Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Human Systems</b>		
<b>7.3.11</b> Identify and explain the importance of early cultural hearths in the Nile River Valley, Mesopotamia, the Indus River Valley, and the Huang River Valley.	303, 304, 312, 313, 473, 474, 487, 551	303, 473, 487, 551, 552
<b>7.3.12</b> Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific.	6, 75, 76, 153, 154, 198, 212, 296, 315, 320, 342, 351, 364, 404, 410, 490, 524, 562, 614	6, 70, 153, 212, 279, 315, 433, 435, 437, 444, 524, 614
<b>7.3.13</b> Define the term ethnocentrism and give examples of how this attitude affected the relationships between the English settlers and the Kikuyu in Kenya and the British immigrants and the aborigines of Australia.	83–85, 87, 643, 664	84, 664
<b>Environment and Society</b>		
<b>7.3.14</b> Use a variety of information resources to identify current issues and developments related to the environment in selected countries in Africa, Asia, and the Southwest Pacific.	66, 263, 421, 433, 510, 604, 662, 667, 672, 676	65, 226, 289, 291, 292, 404, 421, 437, 460, 510, 576
<p><b>Standard 4</b>  <b>Economics</b>  <i>Students will examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia, and the Southwest Pacific.</i></p>		
<b>7.4.1</b> Give examples of trade between countries in Africa, Asia, and the Southwest Pacific. Explain how voluntary trade benefits countries and results in higher standards of living.	77, 78, 79, 81, 89, 90–91, 94, 95, 96, 178, 240, 257, 260, 266, 290, 291, 308, 309, 320, 333, 340, 341, 342, 344, 354, 395, 396, 397, 402, 419, 428, 438, 479, 480, 481, 483, 503, 509, 554, 557, 558, 583, 584, 590, 593, 594, 595, 600, 641, 660, 661, 662	71, 78, 91, 96, 483, 554, 557
<b>7.4.2</b> Identify economic connections between the local community and the countries of Africa, Asia, or the Southwest Pacific.	78, 79, 80, 81, 89, 94, 95, 221, 237, 256, 258, 267, 339, 409, 438, 502, 507, 509, 558, 576, 594, 595, 670	80, 81, 91, 96, 402, 483, 576
<b>7.4.3</b> Illustrate how international trade requires a system for exchanging currency between and among nations.	78–79, 89, 90–91, 149, 402	121, 595



# Focus on Indiana

Indiana Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>7.4.4</b> Trace the development and change over time of the economic systems of various cultures, societies, or nations in Africa, Asia, and the Southwest Pacific.	78, 79, 80, 81, 89, 94, 95, 96, 195, 237, 238, 239, 255, 256, 260, 261, 265, 266, 320, 331, 339, 351, 352, 354, 424, 435, 502, 513, 557, 558, 576, 577, 590, 592, 593, 594, 595, 660	78, 80, 81, 89, 95, 195, 197, 237, 255, 256, 266, 576, 660
<b>7.4.5</b> Explain how banks and other financial institutions use savings deposits to help borrowers and investors.	263, 267, 583, 590	255, 267
<b>7.4.6</b> Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP) per capita as an indicator.	155, 211, 266, 280, 281, 282, 283, 366, 367, 368, 369, 370, 371, 450, 526, 527, 528, 590, 616, 617, 660	114, 260, 282, 320, 366, 367, 368, 450
<b>7.4.7</b> Describe ways that people can increase individual human capital.	77, 78, 79, 81, 86, 94, 155, 256, 315, 333, 340, 341, 404, 410, 480–481, 503, 504–505, 562, 566	77, 78, 481
<b>7.4.8</b> Identify ways that societies deal with helpful “spillovers” (e.g. education) or harmful “spillovers” (e.g. pollution).	78, 79, 81, 89, 90–91, 94, 221, 222–223, 226, 227, 228, 238, 239, 256, 258, 263, 266, 290, 291, 292, 320, 331, 332, 340, 341, 382–383, 386, 398, 404, 405, 419, 435, 438, 460, 461, 462, 476, 479, 480, 481, 483, 503, 504–505, 507, 512, 577, 578, 579, 584, 592, 597, 672	78, 223, 226, 227, 292, 320, 341, 398, 419, 460, 461, 462, 476, 480, 481, 483, 578, 660
<b>7.4.9</b> Explain how saving and investing help increase productivity and economic growth and examine how individual savings can grow through regular saving and the power of compound interest.	78, 79, 181, 263, 557	79, 352





# Correlations to the Grade 7 Indiana Academic Standards for Social Studies by Chapter

Unit	Chapter	Indiana Academic Standards
Unit 1	Chapter 1 pp. 12–41	7.3.1, 7.3.2, 7.3.4
	Chapter 2 pp. 42–69	7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.10, 7.3.14
	Chapter 3 pp. 70–99	7.1.4, 7.1.20, 7.3.9, 7.3.10, 7.3.12, 7.3.13, 7.4.1, 7.4.2, 7.4.4, 7.4.7, 7.4.8, 7.4.9
Unit 2	Chapter 4 pp. 118–137	7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.9
	Chapter 5 pp. 138–161	7.1.12, 7.1.13, 7.1.20, 7.3.12, 7.4.3, 7.4.6, 7.4.7
	Chapter 6 pp. 164–205	7.1.4, 7.1.6, 7.1.18, 7.1.20, 7.2.4, 7.2.5, 7.3.9, 7.3.10, 7.3.12, 7.4.1, 7.4.4, 7.4.9
Unit 3	Chapter 7 pp. 216–231	7.1.21, 7.1.23, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.9, 7.3.10, 7.4.2, 7.4.8
	Chapter 8 pp. 232–249	7.1.8, 7.1.9, 7.1.19, 7.1.20, 7.1.21, 7.2.1, 7.3.2, 7.3.3, 7.3.10, 7.4.1, 7.4.2, 7.4.4, 7.4.8
	Chapter 9 pp. 252–271	7.1.18, 7.1.21, 7.1.24, 7.2.1, 7.2.2, 7.2.5, 7.3.9, 7.3.14, 7.4.1, 7.4.2, 7.4.4, 7.4.5, 7.4.6, 7.4.7, 7.4.8, 7.4.9
Unit 4	Chapter 10 pp. 286–299	7.3.4, 7.3.5, 7.3.7, 7.3.9, 7.3.10, 7.3.12, 7.4.1, 7.4.8
	Chapter 11 pp. 300–325	7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.6, 7.1.7, 7.1.9, 7.1.13, 7.1.14, 7.1.16, 7.1.18, 7.1.20, 7.1.21, 7.1.23, 7.2.4, 7.2.5, 7.3.3, 7.3.10, 7.3.11, 7.3.12, 7.4.1, 7.4.4, 7.4.7, 7.4.8
	Chapter 12 pp. 328–357	7.1.18, 7.1.19, 7.1.20, 7.1.24, 7.2.1, 7.2.4, 7.2.5, 7.3.1, 7.3.3, 7.3.4, 7.3.7, 7.3.10, 7.3.12, 7.4.1, 7.4.2, 7.4.4, 7.4.7, 7.4.8
Unit 5	Chapter 13 pp. 374–391	7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.4.8
	Chapter 14 pp. 392–413	7.1.1, 7.1.5, 7.1.7, 7.1.8, 7.1.12, 7.1.13, 7.1.14, 7.1.17, 7.1.18, 7.1.20, 7.1.21, 7.2.1, 7.2.2, 7.2.4, 7.3.3, 7.3.10, 7.3.12, 7.4.1, 7.4.2, 7.4.3, 7.4.7, 7.4.8
	Chapter 15 pp. 416–441	7.1.17, 7.1.18, 7.1.20, 7.1.23, 7.1.24, 7.2.1, 7.2.2, 7.2.4, 7.2.5, 7.3.4, 7.3.10, 7.3.14, 7.4.1, 7.4.2, 7.4.4, 7.4.8



# Focus on Indiana

Unit	Chapter	Indiana Academic Standards
Unit 6	Chapter 16 pp. 454–469	7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.9, 7.3.10, 7.4.8
	Chapter 17 pp. 470–493	7.1.1, 7.1.3, 7.1.4, 7.1.6, 7.1.7, 7.1.9, 7.1.12, 7.1.13, 7.1.14, 7.1.17, 7.1.18, 7.1.19, 7.1.20, 7.1.21, 7.1.24, 7.2.1, 7.2.2, 7.2.3, 7.3.3, 7.3.11, 7.3.12, 7.4.1, 7.4.7, 7.4.8
	Chapter 18 pp. 496–517	7.1.17, 7.1.18, 7.1.20, 7.1.21, 7.1.23, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.14, 7.4.1, 7.4.2, 7.4.4, 7.4.7, 7.4.8
Unit 7	Chapter 19 pp. 532–547	7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.9, 7.3.10
	Chapter 20 pp. 548–569	7.1.1, 7.1.3, 7.1.4, 7.1.6, 7.1.7, 7.1.9, 7.1.10, 7.1.11, 7.1.12, 7.1.13, 7.1.14, 7.1.15, 7.1.17, 7.1.19, 7.1.20, 7.1.23, 7.2.2, 7.2.4, 7.3.1, 7.3.10, 7.3.11, 7.3.12, 7.4.1, 7.4.2, 7.4.4, 7.4.7, 7.4.9
	Chapter 21 pp. 572–607	7.1.3, 7.1.4, 7.1.9, 7.1.17, 7.1.18, 7.1.20, 7.1.21, 7.1.24, 7.2.1, 7.2.2, 7.2.3, 7.2.5, 7.3.14, 7.4.1, 7.4.2, 7.4.4, 7.4.5, 7.4.6, 7.4.8
Unit 8	Chapter 22 pp. 620–635	7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10
	Chapter 23 pp. 636–653	7.1.12, 7.1.13, 7.1.14, 7.1.19, 7.1.20, 7.1.21, 7.1.23, 7.2.1, 7.2.5, 7.3.10, 7.3.13, 7.4.1
	Chapter 24 pp. 656–679	7.1.18, 7.1.21, 7.1.24, 7.3.8, 7.3.9, 7.3.13, 7.3.14, 7.4.1, 7.4.2, 7.4.4, 7.4.6, 7.4.8



# Correlations to the Indiana Core Standards for Grade 7 Social Studies

Core Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Core Standard 1A</b> <i>History: Early Civilizations and the Spread of Culture and Political Ideas in Africa, Asia, and the Southwest Pacific</i>		
Compare cultural aspects of early civilizations, states, and empires in Africa, Asia, and the Southwest Pacific, and identify how the people, events, and technologies, commerce, and cultures of these societies were connected. <b>[Standards Indicators: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7, 7.1.8, 7.1.9, 7.1.19, 7.1.20, 7.3.11, 7.3.19]</b>	86, 141, 142, 143, 302, 303, 304, 305, 306, 307, 311, 395, 396, 402, 473, 474, 475, 551, 552, 553, 639, 644	303, 304, 305, 306, 307, 309, 395, 396, 402, 473, 475, 551, 552, 553
<b>Core Standard 1B</b> <i>History: Major Civilization, Exploration and Colonialism in Africa, Asia, and the Southwest Pacific</i>		
Explain the political, social, economic, and cultural development of the Mongol Empire, China, and Japan. Describe the worldwide voyages of exploration and the spread of imperialism and colonization in Asia, Africa, and the Southwest Pacific. <b>[Standards Indicators: 7.1.9, 7.1.10, 7.1.11, 7.1.12, 7.1.13, 7.1.14, 7.1.19]</b>	84, 87, 144, 145, 146, 235, 236, 244, 307, 331, 397, 398, 435, 475, 476, 478, 552, 554, 558, 559, 640, 641, 643, 664, 665	85, 144, 235, 247, 397, 398, 399, 400, 476, 477, 552, 554, 640, 644
<b>Core Standard 1C</b> <i>History: Post-Colonial Africa, Asia, and the Southwest Pacific in the Modern Era</i>		
Describe the impact of industrialism, urbanization, and globalization on Africa, Asia, and the Southwest Pacific. Identify the impact of political issues and conflicts (including World War II) between nations and regions. <b>[Standards Indicators: 7.1.15, 7.1.16, 7.1.17, 7.1.18, 7.1.19, 7.1.20, 7.2.1]</b>	77–81, 86, 87, 89, 94, 153, 236, 237, 238, 239, 241, 246, 260, 262, 263, 308, 309, 310, 311, 322, 334, 335, 339, 340, 342, 343, 344, 345–349, 352, 354, 398, 399, 401, 426, 427, 428, 429–433, 435, 476, 477, 478, 479–483, 502, 503, 504–505, 512, 514, 554, 555, 556, 557, 558, 580–581, 589, 590, 592, 593–597, 642, 643, 659, 669, 671, 672, 675, 676	78, 79, 80, 81, 89, 94, 237, 238, 241, 262, 263, 308, 309, 310, 322, 335, 338, 342, 343, 345, 348, 349, 354, 355, 401, 426, 431, 477, 479, 480, 502, 505, 555, 556, 592, 594, 595, 596, 660, 672
<b>Core Standard 2</b> <i>Civics and Government: Political Systems</i>		
Compare different government systems in Africa, Asia, and the Southwest Pacific, identifying sources of power, roles of citizens, approaches to human rights, and functions of international organizations in these areas. <b>[Standards Indicators: 7.2.2, 7.2.3, 7.2.4, 7.2.5]</b>	85, 86, 214, 237, 238, 239, 240, 244, 255, 256, 258, 259–261, 263, 265, 268, 333, 334, 338, 341, 343, 344, 345–347, 352, 354, 399, 401, 420, 421, 425, 427, 435, 499, 500, 503, 508, 510, 513, 575, 583, 591, 592, 599, 603, 604, 643	86, 237, 239, 240, 244, 255, 260, 261, 265, 343, 346, 347, 352, 499, 503, 508, 513, 558, 575, 583, 642



# Focus on Indiana

Core Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Core Standard 3A</b> <i>Geography: Places and Regions</i>		
Locate countries and cities in Africa, Asia, and the Southwest Pacific and describe their major physical regions and physical characteristics. <b>[Standards Indicators: 7.3.1, 7.3.2, 7.3.4, 7.3.6, 7.3.7, 7.3.8, 7.3.9]</b>	50, 210, 218–221, 276, 277, 288–292, 339, 362, 363, 376–381, 446, 447, 448, 456–459, 522, 523, 534–539, 612, 613, 622–625, 642	2, 7, 28, 50, 206A, 209, 210, 211, 219, 272A, 273, 274, 275, 276, 277, 278, 289, 339, 358A, 362, 363, 377, 379, 381, 423, 428, 443, 445, 448, 449, 507, 512, 514, 519, 521, 522, 523, 608A, 611, 612, 613, 623, 624, 625
<b>Core Standard 3B</b> <i>Geography: Human Systems and Environment</i>		
Describe the ecosystems of Africa, Asia, and the Southwest Pacific and the effects that human factors and environmental issues have had on each. <b>[Standards Indicators: 7.3.3, 7.3.5, 7.3.10, 7.3.12, 7.3.14]</b>	66, 222–223, 228, 386, 387, 460, 461, 462, 502, 537, 630, 631, 660, 666, 667, 671, 672, 675	66, 67, 223, 461, 462, 537, 630, 666, 672, 675
<b>Core Standard 4A</b> <i>Economics: Standards of Living</i>		
Use economic data to compare productive resources, standards of living, and economic growth (GDP) in various countries in Africa, Asia, and the Southwest Pacific. Explain how voluntary trade benefits countries and results in higher standards of living and why trade requires a system for exchanging currency. <b>[Standards Indicators: 7.4.1, 7.4.4, 7.4.6, 7.4.8]</b>	77, 78, 79, 81, 90–91, 92–96, 211, 213, 221, 257, 260, 263, 266, 279, 280–283, 290, 291, 320, 321, 322, 331, 332, 340, 341, 343, 344, 352, 366–371, 380, 381, 382–383, 449, 450, 459, 479–483, 503, 525, 526–528, 538, 539, 583, 584, 593–597, 600, 615, 616–617, 625, 660, 662	78, 80, 91, 93, 95, 102A, 221, 266, 279, 282, 283, 291, 320, 343, 358A, 366, 367, 380, 450, 451, 480, 483, 525, 529, 583, 584, 594, 595, 615, 660
<b>Core Standard 4B</b> <i>Economics: Systems and People</i>		
Compare different economic systems of Africa, Asia, and the Southwest Pacific and identify economic connections between countries and communities and the role that humans play in economic development. <b>[Standards Indicators: 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.7, 7.4.8]</b>	77–81, 89, 90–91, 95, 96, 238, 239, 240, 255, 266, 331, 339, 351, 419, 424, 428, 435, 437, 438, 502, 503, 504–505, 507, 509, 510, 513, 556, 557, 558, 576, 577, 590, 592, 601, 660, 661, 662	77, 78, 79, 80, 89, 91, 95, 96, 238, 255, 269, 424, 505, 557, 576, 604, 642





# Correlations to Grade 7 Indiana Academic Standards for English/Language Arts

ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 1</b>  <b>READING: Word Recognition, Fluency, and Vocabulary Development</b>  <i>Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i></p>		
<p><b>Vocabulary and Concept Development</b></p>		
<p><b>7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text.</b></p>	<p>14, 34, 44, 55, 63, 68, 72, 82, 92, 98, 128, 136, 140, 152, 160, 175, 184, 194, 204, 218, 224, 242, 248, 254, 264, 270, 288, 302, 314, 324, 330, 350, 356, 384, 394, 403, 412, 418, 422, 440, 463, 472, 484, 498, 506, 511, 534, 540, 550, 560, 574, 588, 598, 606, 622, 628, 634, 645, 652, 668, 678</p>	<p>46, 123, 125, 147, 162, 186, 238, 246, 294, 425, 481, 553, 554, 555, 601</p>
<p><b>Standard 2</b>  <b>READING: Comprehension and Analysis of Nonfiction and Informational Text</b>  <i>Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students. At Grade 7, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.</i></p>		
<p><b>Structural Features of Informational and Technical Materials</b></p>		
<p><b>7.2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals).</b></p>	<p>12–13, 42–43, 44–66, 70–71, 72–96, 118–119, 138–139, 140–158, 166–202, 216–217, 218–228, 232–233, 234–246, 254–268, 286–287, 288–296, 300–301, 302–322, 330–354, 374–375, 376–388, 392–393, 416–417, 418–438, 454–455, 456–466, 472–490, 496–497, 498–514, 534–544, 548–549, 550–566, 574–604, 620–621, 622–632, 638–650, 658–676</p>	<p>79, 143, 435, 490, 624</p>
<p><b>7.2.3 Analyze text that uses the cause-and-effect organizational pattern.</b></p>	<p>44, 59, 74, 146, 169, 172, 226, 246, 268, 406, 466, 478, 490, 539, 541, 587, 625, 628</p>	<p>48, 78, 86, 91, 145, 146, 173, 186, 188, 225, 235, 238, 246, 257, 284, 291, 296, 297, 320, 323, 333, 339, 346, 348, 355, 379, 385, 395, 398, 399, 351, 457, 461, 462, 477, 490, 502, 507, 541, 542, 551, 557, 566, 576, 581, 583, 603, 617, 666</p>



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</b>		
<b>7.2.4</b> Identify and trace the development of an author’s argument, point of view, or perspective in text.	77–81, 90–91, 150–151, 189–193, 222–223, 259–263, 312–313, 345–349, 382–383, 429–433, 479–483, 580–581, 593–597, 626–627, 663–667	81, 91, 151, 193, 223, 263, 313, 349, 383, 433, 483, 505, 581, 597, 627, 667
<b>7.2.7</b> Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.	17, 48, 61, 158, 332, 334, 398, 578	8, 24, 79, 109, 114, 125, 127, 141, 148, 176, 178, 182, 195, 199, 238, 241, 278, 282, 283, 337, 338, 347, 352, 366, 367, 369, 370, 371, 398, 432, 450, 465, 475, 488, 538, 562, 576, 600, 602, 614, 647, 693, 699, 701, 702
<b>7.2.8</b> Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.	90–91, 150–151, 222–223, 312–313, 382–383, 504–505, 580–581, 626–627	
<b>7.2.9</b> Identify problems with an author’s figures of speech and faulty logic or reasoning.	90–91, 150–151, 222–223, 312–313, 382–383, 504–505, 580–581, 626–627	
<b>Expository (Informational) Critique</b>		
<b>7.2.6</b> Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping.	90–91, 150–151, 222–223, 312–313, 382–383, 504–505, 580–581, 626–627	91, 151, 223, 313, 383, 505, 581, 627
<b>7.2.10</b> Identify and explain instances of persuasion, propaganda, and faulty reasoning in text, such as unsupported or invalid premises or inferences and conclusions that do not follow the premise.	77–81, 90–91, 150–151, 189–193, 222–223, 259–263, 312–313, 345–349, 382–383, 429–433, 479–483, 504–505, 580–581, 593–597, 626–627, 663–667	
<b>Standard 3</b> <b>READING: Comprehension and Analysis of Literary Text</b> <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students. At Grade 7, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.</i>		
<b>Structural Features of Literature</b>		
<b>7.3.1</b> Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay.	51, 170, 227, 316, 436, 501, 563, 648	51, 170, 227, 316, 436, 501, 563, 648
<b>Analysis of Grade-Level-Appropriate Literary Text</b>		
<b>7.3.2</b> Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action.		648
<b>7.3.3</b> Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.	316, 436, 648	648



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>7.3.4</b> Identify and analyze themes—such as bravery, loyalty, friendship, and loneliness—which appear in many different works.	227, 436, 563	
<b>7.3.5</b> Contrast points of view — such as first person, third person, limited and omniscient, and subjective and objective — in a literary text and explain how they affect the overall theme of the work.		167
<b>7.3.8</b> Analyze the influence of the setting on the problem and its resolution.	51, 170, 316, 501	170
<b>7.3.9</b> Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.	51, 170, 316, 501	170
<p><b>Standard 4</b>  <b>WRITING: Processes and Features</b>  <i>Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</i></p>		
<p><b>Organization and Focus</b></p>		
<b>7.4.1</b> Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	17, 38, 41, 51, 54, 61, 66, 69, 76, 81, 96, 99, 126, 134, 137, 149, 151, 158, 161, 170, 174, 183, 188, 193, 202, 221, 223, 227, 231, 240, 258, 263, 268, 271, 296, 299, 311, 316, 322, 334, 349, 354, 381, 383, 391, 401, 413, 421, 428, 436, 438, 461, 466, 469, 478, 490, 493, 501, 503, 505, 510, 517, 539, 544, 558, 563, 569, 579, 581, 592, 597, 604, 625, 627, 632, 643, 650, 662, 667, 672, 676	11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675
<b>7.4.2</b> Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	38, 41, 48, 51, 54, 61, 69, 76, 81, 91, 96, 99, 126, 134, 137, 149, 151, 161, 170, 174, 183, 193, 202, 205, 221, 227, 228, 231, 240, 249, 258, 263, 268, 271, 296, 299, 311, 313, 316, 322, 325, 334, 349, 354, 381, 383, 391, 401, 413, 421, 433, 438, 441, 461, 466, 469, 483, 490, 493, 501, 505, 510, 514, 517, 539, 547, 558, 563, 566, 569, 579, 581, 587, 592, 604, 607, 627, 632, 635, 643, 648, 650, 662, 667, 672, 676, 679	11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675
<b>7.4.3</b> Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.	66, 183, 226, 258, 592, 650, 662	64, 95, 101, 153, 236, 266, 292, 352, 405, 421, 508, 537, 575
<b>7.4.4</b> Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts.	38, 48, 76, 126, 149, 240, 322, 334, 344, 381, 401, 410, 466, 539, 643	124, 171, 226, 261, 303, 353, 487, 583, 649



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Research Process and Technology</b>		
<b>7.4.5</b> Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	38, 48, 76, 81, 126, 193, 263, 322, 334, 344, 349, 401, 410, 433, 466, 483, 539, 597, 667	78, 88, 244, 305, 475, 502, 514, 599, 650, 675
<b>7.4.6</b> Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.	38, 48, 76, 81, 126, 193, 263, 322, 334, 344, 349, 401, 410, 433, 466, 483, 539, 597, 667	78, 88, 244, 305, 475, 502, 514, 599, 650, 675
<b>7.4.7</b> Use a computer to create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	38, 48, 76, 81, 126, 193, 263, 322, 334, 344, 349, 401, 410, 433, 466, 483, 539, 597, 667	78, 88, 244, 305, 475, 502, 514, 599, 650, 675
<b>Evaluation and Revision</b>		
<b>7.4.8</b> Review, evaluate, and revise writing for meaning and clarity.	17, 41, 48, 51, 54, 61, 66, 69, 76, 81, 89, 96, 99, 126, 134, 137, 149, 151, 161, 170, 174, 183, 193, 202, 223, 227, 231, 246, 249, 258, 268, 271, 292, 299, 311, 316, 322, 325, 344, 349, 354, 381, 383, 401, 413, 428, 433, 436, 438, 461, 466, 469, 478, 483, 490, 501, 510, 514, 517, 544, 547, 563, 569, 579, 587, 592, 597, 604, 607, 625, 627, 632, 635, 643, 650, 653, 662, 667, 672, 676, 679	11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675
<b>7.4.9</b> Edit and proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	38, 41, 48, 51, 61, 66, 69, 76, 81, 89, 91, 96, 126, 134, 137, 149, 151, 161, 170, 174, 183, 188, 193, 202, 221, 227, 228, 240, 246, 258, 263, 268, 271, 292, 299, 311, 316, 322, 325, 334, 349, 354, 357, 381, 388, 391, 401, 413, 421, 428, 433, 436, 441, 461, 469, 483, 490, 493, 503, 510, 517, 539, 547, 558, 563, 566, 579, 581, 587, 597, 604, 607, 627, 632, 635, 648, 653, 662, 667, 676, 679	11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675
<b>7.4.10</b> Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	17, 38, 51, 54, 61, 66, 69, 76, 81, 91, 96, 99, 126, 137, 149, 151, 161, 170, 174, 183, 188, 193, 202, 221, 223, 227, 228, 231, 240, 249, 258, 263, 268, 271, 292, 299, 311, 316, 325, 334, 344, 354, 357, 381, 383, 391, 401, 413, 428, 436, 438, 441, 466, 469, 478, 490, 493, 501, 505, 510, 514, 544, 547, 558, 563, 569, 579, 581, 592, 597, 604, 607, 632, 635, 643, 648, 653, 662, 672, 676, 679	11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675





ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 5</b>  <b>WRITING: Applications (Different Types of Writing and Their Characteristics)</b>  <i>At Grade 7, students continue to write narrative, expository (informational), persuasive, and descriptive texts (research reports of 500 to 800 words or more). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p>		
<p><b>In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 7 students use the writing strategies outlined in Standard 4—Writing Processes and Features to:</b></p>		
<p><b>7.5.2 Write responses to literature that:</b></p> <ul style="list-style-type: none"> <li>develop interpretations that show careful reading, understanding, and insight.</li> <li>organize interpretations around several clear ideas, premises, or images from the literary work.</li> <li>support statements with evidence from the text.</li> </ul>	<p>51, 96, 134, 158, 170, 174, 202, 227, 228, 246, 268, 316, 354, 421, 436, 478, 501, 502, 510, 558, 563, 648, 672</p>	<p>51, 170, 172, 226, 227, 316, 397, 436, 501, 563, 648</p>
<p><b>7.5.4 Write persuasive compositions that:</b></p> <ul style="list-style-type: none"> <li>state a clear position or perspective in support of a proposition or proposal.</li> <li>describe the points in support of the proposition, employing well-articulated evidence and effective emotional appeals.</li> <li>anticipate and address reader concerns and counterarguments.</li> </ul>	<p>66, 81, 183, 193, 226, 258, 263, 349, 433, 483, 592, 597, 650, 662, 667</p>	<p>64, 95, 101, 153, 236, 266, 292, 352, 405, 421, 508, 537, 575</p>
<p><b>7.5.5 Write summaries of reading materials that:</b></p> <ul style="list-style-type: none"> <li>include the main ideas and most significant details.</li> <li>use the student’s own words, except for quotations.</li> <li>reflect underlying meaning, not just the superficial details.</li> </ul>	<p>149, 240, 381</p>	<p>11, 23, 36, 48, 52, 56, 59, 74, 76, 95, 123, 127, 134, 144, 148, 158, 169, 187, 190, 220, 221, 235, 240, 255, 262, 268, 291, 305, 309, 318, 331, 338, 344, 379, 399, 410, 411, 419, 438, 460, 474, 500, 512, 525, 535, 557, 558, 576, 592, 619, 641, 660, 675</p>
<p><b>7.5.6 Use varied word choices to make writing interesting and more precise.</b></p>	<p>17, 54, 61, 188, 221, 296, 311, 388, 428, 438, 461, 490, 514, 544, 566, 587, 604, 625</p>	<p>16, 64, 95, 101, 122, 153, 185, 236, 266, 292, 295, 333, 352, 380, 396, 405, 421, 425, 503, 508, 537, 544, 559, 575</p>
<p><b>7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.</b></p>	<p>17, 41, 48, 61, 69, 76, 89, 91, 126, 134, 149, 151, 158, 174, 188, 193, 202, 205, 223, 227, 231, 246, 258, 263, 271, 292, 299, 316, 322, 334, 344, 357, 381, 388, 391, 401, 413, 433, 441, 466, 478, 483, 490, 501, 503, 510, 544, 547, 558, 569, 579, 587, 607, 625, 627, 635, 643, 648, 653, 662, 672, 676</p>	<p>11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675</p>
<p><b>Research Application</b></p>		
<p><b>7.5.3 Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings).</b></p>	<p>38, 48, 76, 81, 126, 193, 263, 322, 334, 344, 349, 401, 410, 433, 466, 483, 539, 597, 667</p>	<p>78, 88, 244, 305, 475, 502, 514, 599, 650, 675</p>



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>Standard 6</b>  <b>WRITING: English Language Conventions</b>  <i>Students write using Standard English conventions appropriate to the grade level.</i></p>		
<p><b>Sentence Structure</b></p>		
<p><b>7.6.1</b> Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect.</p>	<p>17, 54, 61, 188, 221, 292, 296, 311, 428, 438, 461, 490, 514, 544, 566, 579, 587, 604, 625</p>	<p>16, 122, 185, 295, 333, 380, 396, 425, 503, 544, 559</p>
<p><b>7.6.10</b> Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.</p>	<p>17, 38, 48, 51, 54, 61, 66, 76, 81, 89, 91, 99, 126, 134, 149, 151, 161, 170, 174, 183, 188, 193, 202, 205, 221, 228, 231, 240, 249, 258, 263, 268, 271, 292, 299, 311, 316, 322, 325, 334, 349, 354, 381, 388, 391, 401, 413, 421, 436, 438, 441, 461, 466, 478, 483, 490, 501, 505, 514, 517, 544, 547, 558, 566, 569, 579, 581, 587, 592, 604, 607, 625, 632, 635, 643, 648, 650, 653, 662, 672, 676</p>	<p>11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675</p>
<p><b>Grammar</b></p>		
<p><b>7.6.2</b> Identify and use infinitives (the word <i>to</i> followed by the base form of a verb, such as <i>to understand</i> or <i>to learn</i>) and participles (made by adding <i>-ing</i>, <i>-d</i>, <i>-ed</i>, <i>-n</i>, <i>-en</i>, or <i>-t</i> to the base form of the verb, such as <i>dreaming</i>, <i>chosen</i>, <i>built</i>, and <i>grown</i>).</p>	<p>38, 41, 48, 51, 61, 66, 69, 76, 81, 89, 96, 99, 126, 134, 137, 149, 158, 161, 174, 183, 188, 193, 205, 221, 227, 228, 231, 246, 249, 258, 263, 268, 271, 292, 296, 311, 313, 322, 334, 344, 354, 381, 383, 391, 401, 413, 428, 433, 441, 461, 466, 478, 483, 490, 493, 501, 505, 510, 514, 517, 539, 547, 558, 563, 566, 569, 579, 581, 592, 597, 607, 625, 627, 632, 643, 648, 653, 662, 672, 676, 679</p>	<p>11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675</p>
<p><b>7.6.3</b> Make clear references between pronouns and antecedents by placing the pronoun where it shows to what word it refers.</p>	<p>17, 38, 48, 51, 54, 66, 69, 76, 81, 89, 91, 99, 126, 134, 137, 149, 151, 161, 174, 183, 188, 193, 205, 221, 223, 231, 240, 249, 258, 268, 271, 292, 299, 311, 313, 316, 322, 334, 349, 354, 357, 381, 383, 388, 401, 413, 421, 428, 436, 438, 441, 466, 469, 478, 483, 493, 501, 503, 510, 517, 539, 544, 558, 563, 607, 625, 627, 632, 643, 648, 650, 653, 667, 672, 679</p>	<p>11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675</p>



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>7.6.4 Identify all parts of speech (verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections) and types and structure of sentences.</b></p>	<p>38, 41, 48, 54, 61, 66, 69, 76, 81, 89, 91, 96, 126, 134, 137, 149, 158, 161, 174, 183, 193, 202, 205, 221, 223, 228, 231, 240, 249, 258, 268, 271, 292, 296, 299, 313, 316, 322, 334, 344, 354, 357, 381, 391, 401, 413, 421, 428, 433, 438, 461, 466, 469, 478, 483, 493, 501, 503, 514, 517, 539, 544, 547, 558, 566, 579, 581, 587, 592, 604, 607, 627, 632, 635, 643, 648, 653, 662, 672, 676, 679</p>	<p>11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675</p>
<p><b>7.6.5 Demonstrate appropriate English usage (such as pronoun reference).</b></p>	<p>17, 41, 48, 54, 61, 66, 69, 76, 81, 89, 91, 96, 126, 134, 137, 149, 158, 161, 170, 183, 193, 205, 223, 227, 231, 240, 249, 258, 263, 271, 292, 296, 299, 316, 322, 325, 334, 349, 354, 388, 391, 401, 421, 428, 433, 441, 461, 469, 478, 483, 490, 503, 505, 510, 517, 539, 547, 563, 566, 569, 581, 587, 592, 604, 607, 625, 632, 635, 648, 650, 653, 667, 672, 676</p>	<p>11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675</p>
<p><b>Capitalization</b></p>		
<p><b>7.6.8 Use correct capitalization.</b></p>	<p>38, 41, 48, 51, 54, 66, 69, 76, 89, 91, 96, 99, 126, 134, 137, 149, 158, 161, 170, 183, 188, 193, 202, 221, 223, 231, 240, 246, 258, 263, 268, 271, 292, 299, 313, 322, 325, 334, 349, 354, 357, 381, 388, 391, 401, 413, 421, 433, 436, 438, 441, 466, 469, 478, 483, 490, 501, 503, 505, 514, 517, 539, 547, 558, 563, 566, 579, 581, 587, 592, 604, 607, 625, 627, 635, 643, 648, 653, 662, 676, 679</p>	<p>11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675</p>



ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<b>Spelling</b>		
<b>7.6.9</b> Spell correctly derivatives (words that come from a common base or root word) by applying the spellings of bases and affixes (prefixes and suffixes).	17, 41, 48, 51, 54, 61, 69, 76, 81, 89, 91, 99, 126, 134, 149, 151, 158, 161, 174, 188, 193, 202, 205, 221, 227, 231, 240, 246, 258, 263, 268, 271, 334, 344, 349, 354, 357, 381, 388, 391, 401, 413, 428, 433, 438, 441, 466, 469, 478, 490, 493, 503, 510, 517, 539, 547, 558, 563, 569, 579, 581, 587, 592, 597, 604, 625, 627, 632, 643, 648, 650, 653, 667, 672, 676	11, 16, 23, 36, 48, 52, 53, 56, 59, 64, 74, 75, 76, 78, 88, 89, 95, 101, 122, 123, 126, 127, 134, 144, 146, 148, 153, 158, 169, 172, 174, 185, 187, 190, 220, 221, 226, 235, 236, 240, 244, 255, 262, 266, 268, 291, 292, 295, 305, 309, 318, 331, 333, 338, 344, 352, 379, 380, 396, 397, 399, 405, 409, 410, 411, 414, 419, 421, 425, 438, 460, 474, 475, 485, 500, 502, 503, 508, 512, 514, 525, 535, 537, 544, 554, 557, 558, 559, 562, 575, 576, 587, 592, 599, 619, 631, 640, 641, 650, 660, 675
<b>Standard 7</b> <b>LISTENING AND SPEAKING: Skills, Strategies, and Applications</b> <i>Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i>		
<b>Comprehension</b>		
<b>7.7.1</b> Ask questions to elicit information, including evidence to support the speaker's claims and conclusions.	90–91, 150–151, 222–223, 312–313, 382–383, 504–505, 580–581, 626–627	31, 39, 56, 65, 67, 75, 83, 95, 100, 109, 114, 124, 125, 147, 187, 211, 219, 255, 256, 266, 274, 297, 303, 305, 317, 323, 339, 342, 343, 347, 348, 355, 369, 383, 409, 411, 427, 430, 432, 450, 457, 458, 459, 461, 489, 491, 535, 576, 595, 603, 605, 633, 674
<b>7.7.2</b> Determine the speaker's attitude toward the subject.	90–91, 150–151, 222–223, 312–313, 382–383, 504–505, 580–581, 626–627	
<b>Organization and Delivery of Oral Communication</b>		
<b>7.7.3</b> Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	81, 193, 263, 349, 433, 483, 597, 667	39, 67, 108, 110, 135, 214, 341, 486, 616
<b>7.7.4</b> Arrange supporting details, reasons, descriptions, and examples effectively.	81, 193, 263, 349, 433, 483, 597, 667	39, 67, 108, 110, 135, 214, 341, 486, 616
<b>7.7.5</b> Use speaking techniques—including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact—for effective presentations.	81, 193, 263, 349, 433, 483, 597, 667	39, 67, 108, 110, 135, 214, 341, 486, 616
<b>Analysis and Evaluation of Oral and Media Communications</b>		
<b>7.7.6</b> Provide helpful feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.		241, 243, 247, 261, 262, 297, 315, 338, 347, 419, 518, 535, 576, 595, 603, 605, 616





ELA Academic Standards	Student Edition Pages	Teacher Wraparound Edition Pages
<p><b>7.7.7 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.</b></p>		<p>144, 191, 192, 198, 201, 213, 214, 226, 247, 283, 284, 351, 366, 383, 396, 442A, 452, 465, 483, 529, 624, 641</p>
<p><b>Speaking Applications</b></p>		
<p><b>7.7.8 Deliver narrative presentations that:</b></p> <ul style="list-style-type: none"> <li>establish a context, standard plot line (with a beginning, conflict, rising action, climax, and resolution of the conflict), and point of view.</li> <li>describe major and minor characters and a definite setting.</li> <li>use a range of appropriate strategies to make the story engaging to the audience, including using dialogue and suspense and showing narrative action with movement, gestures, and expressions.</li> </ul>		<p>53, 134, 145, 148, 172, 183, 187, 200, 206A, 219, 247, 266, 279, 304, 306, 317, 318, 323, 331, 368, 398, 419, 432, 450, 473, 483, 486, 515, 518A, 526, 552, 567, 608A, 616, 624, 639, 642, 649, 651, 674</p>
<p><b>7.7.12 Deliver descriptive presentations that:</b></p> <ul style="list-style-type: none"> <li>establish a clear point of view on the subject of the presentation.</li> <li>establish the presenter's relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved).</li> <li>contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.</li> </ul>		<p>15, 106, 122, 142, 148, 154, 174, 176, 195, 201, 206A, 255, 295, 312, 339, 340, 362, 370, 388, 457, 478, 651</p>
<p><b>7.7.9 Deliver oral summaries of articles and books that:</b></p> <ul style="list-style-type: none"> <li>include the main ideas and the most significant details.</li> <li>state ideas in own words, except for when quoted directly from sources.</li> <li>demonstrate a complete understanding of sources, not just superficial details.</li> </ul>		<p>59, 67, 112, 239, 241, 256, 272A, 291, 313, 331, 343, 348, 355, 358A, 438, 467, 491</p>
<p><b>7.7.10 Deliver research presentations that:</b></p> <ul style="list-style-type: none"> <li>pose relevant and concise questions about the topic.</li> <li>provide accurate information on the topic.</li> <li>include evidence generated through the formal research process, including the use of a card catalog, Reader's Guide to Periodical Literature, computer databases, magazines, newspapers, and dictionaries.</li> <li>cite reference sources appropriately.</li> </ul>		<p>39, 67, 83, 97, 102A, 113, 123, 129, 132, 134, 143, 146, 147, 148, 156, 172, 174, 176, 177, 181, 185, 200, 206A, 211, 220, 223, 239, 241, 244, 263, 266, 282, 303, 305, 307, 310, 313, 317, 322, 331, 337, 339, 344, 348, 358A, 367, 369, 398, 399, 409, 427, 437, 450, 466, 473, 475, 488, 510, 514, 535, 542, 552, 554, 575, 583, 584, 586, 595, 599, 600, 602, 603, 616, 639, 640, 642, 644, 649, 660, 675</p>
<p><b>7.7.11 Deliver persuasive presentations that:</b></p> <ul style="list-style-type: none"> <li>state a clear position in support of an argument or proposal.</li> <li>describe the points in support of the proposal and include supporting evidence.</li> </ul>		<p>114, 124, 151, 192, 223, 255, 505, 508</p>