

Preston Social Studies Standards Seventh Grade

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| DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY | | |
| INQ 7 1.1 | Explain how a question represents key ideas in the field. | |
| INQ 7 1.2 | Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. | |
| INQ 7 1.3 | Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question. | |
| INQ 7 1.4 | Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. | |
| INQ 7 1.5 | Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources. | |
| CT Core Standards: ELA-Literacy – RI.7.1 and W.7.7 | | |
| Key Vocabulary: questioning, argument, explanation, point of view. | | |
| DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS | | |
| History | | |
| <i>Change, Continuity and Context</i> | | |
| Standard | Description | Theme/Content |
| HIST 7 2.1 | Use questions about historically significant people and events to explain the impact on a region. | Western Europe Eastern Europe Middle America and the Caribbean South America |
| Compelling Question | How is the legacy of ancient civilizations still impacting countries today? | |
| Supporting Questions | What current societal, political and economic structures in use today are the products of Western Europe’s ancient past? Of Byzantium? Of the Soviet government? | |
| | How are Western Europe and Eastern Europe similar? different? | |
| | How does modern Middle American society reflect the heritage of ancient indigenous societies? | |
| | How does modern South American society reflect the heritage of ancient indigenous societies? | |

| Civics | | |
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| <i>Civic and Political Institutions</i> | | |
| Standard | Description | Theme/Content |
| CIV 7 2.1 | Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders). | Western Europe Eastern Europe Middle American and the Caribbean South America |
| Compelling Question | How do regions with participatory governments differ from those without? | |
| Supporting Questions | What styles of government exist within each region? What role do the people play in different styles of government? | |
| | How is the media used differently in each region? How does communication in a country with a free press differ from communication in a country with a government-controlled press? | |
| | What role do tribal leaders play in regional governments? | |
| | What role do religious leaders play in regional governments? | |
| <i>Processes, Rules and Laws</i> | | |
| Standard | Description | Theme/Content |
| CIV 7 2.2 | Assess specific rules and laws (both actual and proposed) as means of addressing public concerns. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| CIV 7 2.3 | Compare historical and contemporary means of changing societies and promoting the common good. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| Compelling Question | How are modern countries effective in protecting the interests of their citizens? | |

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| Supporting Questions | What are some of the global benefits and consequences of European Union membership? | |
| | What impact do member nations' laws have on the effectiveness of the EU? | |
| | Why have some Western and Eastern European countries done away with monarchies over time? | |
| | What qualifications were used to determine the eligibility for entry into the EU? | |
| | What kinds of governments exist in the Caribbean? How do these governments promote the common good? | |
| What kinds of governments exist in Middle American countries? South American countries? How do these governments promote the common good? | | |
| Economics | | |
| <i>Economic Decision-Making</i> | | |
| Standard | Description | Theme/Content |
| ECO 7 2.1 | Explain how economic decisions affect the well-being of individuals, businesses, and society. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| ECO 7 2.2 | Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| Compelling Question | Has regional decision-making improved the quality of life for people in these regions? | |
| Supporting Questions | What is third-world socialism (or other region-specific term)? | |
| | How does third-world socialism differ from other economic systems such as capitalism, democratic socialism, and communism? | |
| | What were the strengths of central planning under third-world socialism? | |
| | What were the weaknesses of central planning in these economies? | |
| Did government planners use resources effectively in third-world socialist nations? | | |
| <i>Exchange and Markets</i> | | |
| ECO 7 2.3 | Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. | Western Europe Eastern Europe Middle American and the Caribbean South America |

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| ECO 7 2.4 | Analyze the role of innovation and entrepreneurship in a market economy. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| ECO 7 2.5 | Describe the role of institutions such as corporations, nonprofits, and labor unions in a market economy. | |
| Compelling Question | How do political and cultural factors as well as natural resources influence a country's economy? | |
| Supporting Questions | How are Western and Eastern European economies dependent on products of their past? What roles do innovation and entrepreneurship play in their economies? | |
| | How does the physical geography of Caribbean countries affect their economies (including the impact of severe storms and hurricanes)? | |
| | How does topography and availability of natural resources influence economies of South American countries? | |
| <i>The Global Economy</i> | | |
| ECO 7 2.6 | Explain barriers to trade and how those barriers influence trade among nations. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| ECO 7 2.7 | Explain the benefits and the costs of trade policies to individuals, businesses, and society. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| Compelling Question | Does membership in the European Union improve economic performance in member nations? | |
| Supporting Questions | What is the European Union? | |
| | What types of economic integration exist among EU member nations? | |
| | Why is the EU considered an economic region? | |
| | How does the EU view trade barriers among member nations and between the EU and nonmember nations? | |
| | How do EU members benefit from membership in the organization? | |
| | What limitations are associated with EU membership? | |
| Does regional economic integration guarantee prosperity for member nations? | | |

| Geography | | |
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| <i>Geographic Representations: Spatial Views of the World</i> | | |
| Standard | Description | Theme/Content |
| GEO 7 2.1 | Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world. | Western Europe Eastern Europe Middle America and the Caribbean South America |
| GEO 7 2.2 | Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| Compelling Question | How do maps reflect a country's history, politics, and economics? | |
| Supporting Questions | How could a regional map be drawn to illustrate the variation and distribution of resources? religions? culturally significant sites? | |
| | What can be learned from a population density map of each region? | |
| | What can be learned by a human footprint map of each region? | |
| <i>Human-Environment Interaction: Places, Regions, and Culture</i> | | |
| Standard | Description | Theme/Content |
| GEO 7 2.3 | Explain how cultural patterns and economic decisions influence environments and the daily lives of people. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| GEO 7 2.4 | Analyze the cultural and environmental characteristics that make places both similar to and different from one another. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| GEO 7 2.5 | Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there. | Western Europe Eastern Europe Middle American and the Caribbean South America |

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| Compelling Question | How does the distribution of resources in specific regions affect relationships among the various nations and their citizens? | |
| Supporting Questions | How is water distributed in each region? food? fossil fuels? etc.? | |
| | How has distribution of limited resources influenced relations with other countries in the region and beyond? | |
| | Which countries control specific natural resources in the region? | |
| <i>Human Population: Spatial Patterns and Movement</i> | | |
| Standard | Description | Theme/Content |
| GEO 7 2.6 | Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| GEO 7 2.7 | Analyze how relationships between humans and environments extend or contract settlement and movement. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| GEO 7 2.8 | Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| Compelling Question | How have changes in our ability to rapidly communicate affected the spread of different cultural practices in each region? | |
| Supporting Questions | What factors contributed to the emigration of people from Middle America and the Caribbean to the United States? | |
| | How have changes in population density affected Western and Eastern European cities over time? | |
| | How has environmental change (both naturally occurring and man-made) impacted population patterns in South America? | |
| | How does population distribution in each region affect land use and decision-making? | |
| <i>Global Interconnections</i> | | |
| Standard | Description | Theme/Content |
| GEO 7 2.9 | Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. | Western Europe Eastern Europe Middle American and the Caribbean South America |

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| GEO 7 2.10 | Explain how the relationship between the environmental characteristics of places and the production of goods influences world trade. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| GEO 7 2.11 | Explain how global changes in population distribution affect changes in land use in particular regions. | Western Europe Eastern Europe Middle American and the Caribbean South America |
| Compelling Question | How has trade influenced culture in each region? | |
| Supporting Questions | What environmental and cultural factors make each region unique? | |
| | How does trade influence the spread of regional and ethnic cultures? Identify cultural exports from regional countries. | |
| DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE | | |
| INQ 7 1.6 | Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. | |
| INQ 7 1.7 | Evaluate the credibility of a source by determining its relevance and intended use. | |
| INQ 7 1.8 | Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. | |
| INQ 7 1.9 | Develop claims and counterclaims while pointing out the strengths and limitations of both. | |
| CT Core Standards: ELA-Literacy – RI.7.1-10, W.7.1-2, and W.7.7-10. | | |
| Key Vocabulary: argument, sources, evidence, claims, counterclaims. | | |
| DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION | | |
| INQ 7 1.10 | Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. | |
| INQ 7 1.11 | Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. | |
| INQ 7 1.12 | Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). | |
| INQ 7 1.13 | Critique arguments for credibility. | |
| INQ 7 1.14 | Critique the structure of explanations. | |

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| INQ 7 1.15 | Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. |
| INQ 7 1.16 | Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes. |
| INQ 7 1.17 | Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts. |
| CT Core Standards: ELA-Literacy RI.7.1 and W.7.1-8 | |
| Key Vocabulary: argument, explanation, sources, evidence, claims, counterclaims, visually/visualize, credibility. | |

Themes and Content Seventh Grade

| Themes | Content |
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| <p>Human-Environment Interaction:</p> <ul style="list-style-type: none"> Analyze how people from various world regions modify and adapt to their environments; Analyze how people from various world regions allocate their available resources. | <p>Western Europe:</p> <ul style="list-style-type: none"> Analyze how Western European geographic features and population patterns encourage unity, as well as geographic societal factors that make a “Western European Union” difficult; Evaluate how Western European societal, political, and economic structures today are a product of Western Europe’s past (this past includes the traditions of ancient Greece and Rome); Evaluate the critical similarities and differences between Western Europe and Eastern Europe. |
| <p>Global Interconnections: Environmental Changes:</p> <ul style="list-style-type: none"> Explore factors of environmental changes that cross regional boundaries; Assess the impact of environmental changes on populations of various world regions over time. | <p>Eastern Europe:</p> <ul style="list-style-type: none"> Analyze how Eastern European geographic features and population patterns differ from Western Europe; examine the factors that identify Eastern Europe as a unique region; what geographic and social factors exist that make political and social unity difficult in the region; Evaluate how Eastern European societal, political, and economic structures today are a product of Eastern Europe’s past (this past includes the traditions of the Roman and Byzantine empires as well as the Soviet Union). |
| <p>Global Interconnections: Cultural Diffusion:</p> <ul style="list-style-type: none"> Analyze how the cultural aspects of a region spread beyond its borders; Analyze the pattern and impact of cultural diffusion over time. | <p>Middle America and the Caribbean:</p> <ul style="list-style-type: none"> Analyze the factors that contribute to the emigration of people from Middle America and the Caribbean to the United States; Analyze how the physical geography affects the architecture and economy of Caribbean countries (this includes the impacts of severe storms and hurricanes); Explore how modern society in Middle America reflects the heritage of ancient indigenous societies. |
| <p>Human Population:</p> <ul style="list-style-type: none"> Explore the makeup of the people in a | <p>South America:</p> <ul style="list-style-type: none"> Examine the global interconnections |

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| <p>particular region;</p> <ul style="list-style-type: none"> Analyze a region's shifts in population over time; Examine the diversity and views on human rights of a region. | <p>between South American countries and their neighbors;</p> <ul style="list-style-type: none"> Analyze the reasons for the migration of people within South America as well as from South America to the United States; Evaluate how the physical features and availability of natural resources of South America influence population patterns and ways of making a living (e.g., Andes Mountains, Pampas region, Amazon River). |
| <p>Movements of People:</p> <ul style="list-style-type: none"> Analyze the migration of people within and beyond a region; Evaluate the impact of immigration on the political, social, and economic conditions of a region; Explore the factors that have led to colonialism. | |
| <p>Defining Regions:</p> <ul style="list-style-type: none"> Evaluate cultural, social, political, and economic characteristics that may define a region; Create graphic representations of various physical, cultural, social, political, and economic regions. | |

Assessments

7th Grade

Assessments address standards from Dimensions 1 - 4 (Developing Questions and Planning Inquiry, Applying Disciplinary Content and Tools, Evaluating Sources and Using Evidence, Communicating Conclusions and Taking Informed Action). However, assessment formats are aligned with Dimension 4 requirements, specifically:

- Arguments are constructed from claims with evidence from multiple sources;
- Explanations are constructed with reasoning, correct sequences, examples, and details;
- Arguments are critiqued for credibility;
- Explanations are critiqued for structures.

In addition, students engage in analyzing how a specific problem can be manifested at a local, regional, and global level over time and in democratic decision-making in order to take action within and outside of the school.