

7th Grade Social Studies

Social Studies			
Timeline (# of days)	Topic	Standards	Key Vocabulary
40	<ul style="list-style-type: none"> <input type="checkbox"/> Five Themes of Geography <input type="checkbox"/> Review of Map Skills <input type="checkbox"/> Culture Overview 	<p>7.G.1.1 7.G.1.2 7.G.2 7.H.1 7.C&G.1.4</p>	<p>Migration, Diversity, Region, Physical, Natives, Demographic Trends, Urbanization, Compromise, Globalization, Immigrants, Import, Modern Societies, Natural barriers, Hinduism, Capitalism, Communism, Anarchy, Monarchy, Oligarchy, Buddhism, Islam, Socialism, Dictatorship ,Christianity, Judaism, Democracy , Revolution, Historical Narrative, Population Distribution, Push/Pull factors, Demographic trends, Environmental condition, Geographic phenomena, Primary Source, Secondary Source</p>
40	<ul style="list-style-type: none"> <input type="checkbox"/> Renaissance <input type="checkbox"/> Exploration 	<p>7.C.1.1 7.C.1.2 7.C&G.1.1</p>	<p>Renaissance, Da Vinci, Perspective, Secularism, Indulgence, 95 Theses, Shakespeare, Printing Press, Martin Luther, Pope, Scientific Revolution, Atlantic Slave trade, Patrons, John Locke, Michelangelo, Realism, Humanism, Caste, Monarchs</p>
40	<ul style="list-style-type: none"> <input type="checkbox"/> Imperialism & Conflict <input type="checkbox"/> WWI <input type="checkbox"/> WWII <input type="checkbox"/> Cold War 	<p>7.H.2.1 7.H.2.2 7.H.2.3 7.H.2.4</p>	<p>United Nations, Smallpox, HIV/Aids, Pandemic, Allies, Napoleon, World Health Organization, Vaccine, League of Nations, Imperialism, Humanitarian, European Union, Bubonic Plague, Epidemic</p>

		7.E.1.1 7.G.1.3	
40	<input type="checkbox"/> Economics & Citizenship	7.E.1.2 7.E.1.4 7.C&G.1.2 7.C&G.1.3	Economy, OPEC, EU, OAS, Consumer, Tax, Industry, Price control, G20, Loans/Interest, NAFTA, WTO, Credit, Petroleum
18	<input type="checkbox"/> Review		

Social Studies

Standards

7.G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.

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).

I Can

- I can explain how the physical features of a place may direct the settlement patterns of modern societies and regions.
- I can explain how human response to environmental conditions may have unintended consequences.
- I can explain examples of environmental conditions such as pollution, erosion, deforestation, depopulation, climate, glaciation, and desertification.
- I can explain ways in which humans may respond to environmental conditions such as building dams, planting trees, creating policies and laws to deal with issues of pollution, and redeveloping an area in order to encourage re-population.
- I can explain ways in which natural barriers aid and deter societal development.

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.

I Can

- I can explain how rapid population growth may lead to internal conflict over scarce resources.
- I can explain how nations facing population shifts may develop strategies to alter population trends.
- I can explain why populations may settle in areas with sufficient resources to meet their needs.
- I can explain how changing demographic trends may cause internal conflict within a nation or group and encourage

different groups to compromise in order to achieve common goals.

- I can explain how changing demographic trends may lead to internal conflict among a nation's population.

7.G.2 Apply the tools of a geographer to understand modern societies and regions.

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).

I can

- I can understand how globes, maps, charts and graphs can provide visual explanation of geographic changes to a civilization, society, or region.
- I can create maps, charts and/or graphs to explain pre-existing data or geographic phenomena.

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.

I Can

- I can interpret information and draw conclusions from maps, charts, graphs, geographic data and available technology tools about social, economic, political and environmental issues.

7.H.1 Use historical thinking to analyze various modern societies.

- **7.H.1.1** Construct charts, graphs, and historical narratives to explain particular events or issues over time.

I Can

- I can create charts, graphs, and historical narratives to explain events or issues.
- I can create cause and effect charts to demonstrate connections between events prior to the Age of Exploration and later historical events.
- **7.H.1.2** Summarize the literal meaning of historical documents in order to establish context.

I Can

- I can establish a theme or main idea of a historical document through its non-figurative meaning.
- I can identify the who, what, where, and cause and effect of historic events, dependent on the stimulus being summarized.
- **7.H.1.3** Use primary and secondary sources to interpret various historical perspectives.

I Can

- I can use different sources of information from multiple perspectives (i.e. personal background and individual experiences, socioeconomic status, political affiliation, time periods) to understand a particular event or issue.
- I can explain the difference between a primary and a secondary source.

7.C&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).

I Can

- I can explain how the source of political power in a society results from a shared set of values and beliefs among citizens.
- I can explain how governmental power in a society may change because of political, economic, or social crisis or the needs of the society.
- I can explain various sources of political power in a society (e.g., wealthy landowners, religious groups, heads of state, voters).
- I can explain the ways individuals and groups have used crises or national emergencies to alter access to governmental power in a society.

7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).

I Can

- I can explain how culture unites and divides modern societies and regions.

7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.

I Can

- I can explain how modern society often replicates the valuable cultural expressions of the past in order to encourage similar success and achievement.
- I can explain how expressions of culture may prompt political and social change by exposing political and social issues.
- I can explain how cultural expressions may serve as sources of strength and hope during times of crisis and need.
- I can explain how cultural expressions, such as songs, writings, and works of art can preserve the unity and organizational structure of a people.
- I can explain how differing ideas regarding cultural expressions can lead to conflict over interpretation of those expressions.
- I can explain how cultural heritage reinforces cultural and historical self-awareness.

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).

I Can

- I can explain how the ideas found in intellectual, scientific and cultural movements may direct the development of future political thought and characteristics of government.

- I can explain how philosophical, historical, cultural and economic factors may shape various ideas and political thought.
- I can explain how various ideas shaped modern political thought (e.g., equality, liberalism, republicanism, one-man-one vote, rule of law, socialism, reason as the primary source of legitimacy and authority, natural rights of man).
- I can name examples of how cultural and economic factors impact political thought.

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).

I Can

- I can explain how colonization and conquest may alter a people's way of life in positive and negative ways.
- I can explain how conflict may begin as an ideological struggle and end in physical violence.
- I can explain how economic, political, and military conflict may alter the quality of life for citizens in various nations and regions.
- I can explain how political and social conflict may involve military intervention and lead to global political reorganization.
- I can explain the political and economic implications of genocide on a society.
- I can explain how the scarcity of resources and struggles for power are a catalyst for conflict and its connection to imperialism.

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).

I Can

- I can explain how collaboration between multiple organizations is often needed to address global issues.
- I can explain how motivations for participating in global consensus building efforts may establish how groups work together.
- I can explain how international cooperative efforts can have mixed results that may benefit or hinder some groups.
- I can explain the motivations for the person/groups' participation in the global problem-solving process.
- I can explain the criteria used to evaluate the effectiveness of international cooperative efforts.
- I can explain the origins of collaborative efforts (i.e. The Red Cross, League of Nations, United Nations, World Health Organization, among others).

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).

I Can

- I can explain how the desire for greater interaction across regions encourages advances in technology that improves opportunities for communication and collaboration.

- I can explain how innovation may enhance the efficiency of time and distance in communication and transportation networks, encouraging greater global interaction and cultural exchange.
- I can explain ways military, economic, social, and political interactions have led to innovations.
- I can explain how innovation and industrialization increased international relationships and the development of countries.

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.

I Can

- I can explain the difference between a pandemic and epidemic.
- I can explain how deficiencies, environmental factors, and immunities contribute to the spread or prevention of disease.
- I can explain the impact of biological warfare and its threat to the environment and society.
- I can explain the ways that societies address the impacts of disease.

7.E.1.1 Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).

I Can

- I can explain that competition for scarce resources may lead to international conflicts.
- I can explain how nations may engage in alliances in order to protect and access desired resources.
- I can explain why nations may seek control over territories in order to gain wealth, status and power.
- I can show examples of colonized countries and imperially dominant nations.
- I can explain the increased importance of globalization resulting from interdependence of nations.
- I can explain examples of various international economic relationships.
- I can discuss strategies nations use to control other territories to gain wealth, status and power.

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.

I Can

- I can explain how societies may use a variety of tools to respond to natural disasters in order to improve the quality of life for people.
- I can explain how natural disasters can result in political, economic, environmental, or social change.
- I can explain how preservation efforts and human modifications to the environment may result in consequences transform conditions for human life.

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).

I Can

- I can explain how nations may form economic and political alliances to protect their interests.
- I can explain how international alliances may encourage global economic competition to obtain resources and secure economic growth and stability.

7.E.1.4 Explain how personal financial decision-making impacts quality of life (e.g. credit, savings, investing, borrowing and giving).

I Can

- I can explain how making good economic decisions may lead to a better quality of life.
- I can explain how making bad personal financial decisions may have negative implications for individuals and the larger society.
- I can explain the benefits of saving, investing and giving.
- I can explain the methods people use to save, invest, and create wealth.
- I can explain how to use credit and borrow responsibly.
- I can explain the factors that may negatively impact quality of life (e.g. accumulating too much debt, not planning for the future, and spending more than one earns).

7.C&G.1.2 Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.

I Can

- I can explain how democratic societies may differ as a result of history, region, or culture.
- I can explain how governmental systems in one society may transform governmental systems in another society as a result of cultural, political, or economic interaction.
- I can explain how the application of democratic ideals may vary greatly throughout history.
- I can explain how the Western concept of democracy can be found in civilizations such as Ancient Rome and Greece.
- I can explain how the principles and ideals of Western democracy have influenced modern democracies.
- I can explain how societies, such as the modern United States, Great Britain, Japan, and India, were influenced by Western democracy.
- I can explain the criteria to judge the extent to which the Western concept of democracy influenced a society.
- I can explain the ways in which the application of democratic ideals have varied over time in different nations (e.g., Ancient Greece and Rome, Great Britain, France, Japan, the United States, Ghana, India, and Australia)

7.C&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).

I Can

- I can explain how the requirements for and responsibilities of citizenship may differ based on type of government.
- I can explain how governments are often shaped by a society's ideology on religion, equality, individual liberties, and the common good.

- I can explain the requirements for citizenship in various nations.
- I can explain the responsibilities of citizenship in various nations.
- I can explain how a citizen's role is impacted by the different types of government (e.g., the expectations for a citizen living under an authoritarian government may be different than a citizen in a democratic republic).

Resources

Natural Resources Defense Council:

- <http://www.nrdc.org/issues/?gclid=CLfY7amdzK4CFc-a7Qodsyaogw>

Earth Times:

- <http://www.earthtimes.org/> Economics and Financial

National Center for History in the Schools (UCLA) – Historical Comprehension:

- <http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historicalcomprehension/?searchterm=historical%20narrative>

Teaching History.org: “Stories in History: Is Narrative an American Approach”

- <http://teachinghistory.org/issues-and-research/research-brief/23631>

National Center for History in the Schools (UCLA)

- <http://www.nchs.ucla.edu/Standards/standards-for-grades-k-4/historical-thinking-standards/2.-historicalcomprehension#section-0>

Primary Sources at Yale University:

- http://www.yale.edu/collections_collaborative/primarysources/primarysources.html

Primary Source: Educating for Global Understanding:

- <http://www.primarysource.org/what-is-a-primarysource>

Distinguish Between Primary and Secondary Sources:

- <http://library.ucsc.edu/help/howto/distinguishbetween-primary-and-secondary-sources>

Using Primary Sources – Library of Congress:

- <http://www.loc.gov/teachers/usingprimarysources/>

National Center for History in the Schools (UCLA) – Historical Comprehension:

- <http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historicalcomprehension/?searchterm=historical%20perspective>

The Historical Thinking Project: Promoting Critical Historical Literacy for the 21st Century:

- <http://historicalthinking.ca/concept/historical-perspectives>

Pew Research Center:

- <http://www.pewsocialtrends.org/topics/>

Six Disruptive Demographic Trends: What Census 2010 Will Reveal –

- http://www.kenanflagler.unc.edu/~media/files/kenaninstitute/UNC_KenanInstitute_2010Census

Central Intelligence Agency – Long-Term Demographic Trends: Reshaping the Geopolitical Landscape

- https://www.cia.gov/library/reports/general-reports-1/Demo_Trends_For_Web.pdf

U.S. Census Bureau – Demographic Trends in the 20th Century: Census 2000 Special Reports

- <http://www.census.gov/prod/2002pubs/censr-4.pdf>

Migration Conceptual Framework: Why Do People Move to Work in Another Place or Country?

- http://globalgeography.aag.org/Migration1e/ConceptualFramework_Jan10/ConceptualFramework_Jan105.html

U.S. Census Bureau: Population Distribution and Change

- <http://www.census.gov/prod/cen2010/briefs/c2010br-01.pdf>

National Geographic:

- <http://www.nationalgeographic.com/xpeditions/standards/03/index.html>

Geographic phenomenon:

- http://geospatial.referata.com/wiki/Geographic_Phenomenon

Economists: “The Economist Intelligence Unit’s quality-of-life index”

- http://www.economist.com/media/pdf/QUALITY_OF_LIFE.pdf

Investopedia:

- <http://www.investopedia.com/terms/q/quality-of-life.asp#axzzInXvuJZ6G>

Domain	Grade 7
H.2 7.H.2.1 7.H.2.2 7.H.2.3 7.H.2.4	13-24%
G.1 7.G.1.1 7.G.1.2 7.G.1.3	10-21%
G.2 7.G.2.1 7.G.2.2	3-14%
E.1 7.E.1.1 7.E.1.2 7.E.1.3 7.E.1.4	13-24%
C&G.1 7.C&G.1.1 7.C&G.1.2 7.C&G.1.3 7.C&G.1.4	13-24%
C.1 7.C.1.1 7.C.1.2	6-17%