Teaching & Learning Standards

7th GRADE



Cherokee County School District

Social Studies

7th Grade
Social Studies

Africa, Southwest Asia (Middle East), Southern and Eastern Asia

Seventh grade is the second year of a two-year World Area Studies course. Seventh grade students study Africa and Asia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas in order to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses primarily on significant events in each region from the twentieth and twenty-first centuries.

From kindergarten to fifth grade, Social Studies standards integrated the three dimensions of **Information Processing Skills (ISPs)**, **Map and Globe Skills (MGSs)**, and **Disciplinary Domains (DDs).** Starting in sixth grade, the Social Studies add a fourth dimension, the **Reading Standards for Literacy in History/Social Studies (RHSS)** and the **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)**, to emphasize the importance of content literacy in the social studies classroom. These four dimensions provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and K-12 Connecting Themes and Enduring Understandings. Together, they show how social studies standards engage *students* in obtaining, evaluating, and communicating information.

Information Processing Skills	Map and Globe Skills	Disciplinary Domains	Reading and Writing Standards
IPS. 1: **Compare** similarities and differences (A)	**MGS.1:** Introduce the use of a compass rose to successfully identify cardinal directions (north, south, east, west). (A)	Historical Understandings (H)	**Reading Standards:** • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity
IPS. 2: **Organize** items chronologically (A)	**MGS.2:** Introduce the use of intermediate directions when describing location (northeast, southeast, northwest, southwest). (A)		
IPS.3: **Identify** issues and/or problems and alternative solutions (A)	**MGS.3:** Use a letter/number grid system to determine location. (A)		
IPS.4: Distinguish between facts and opinion. (A)	**MGS.4:** Compare and contrast the categories of natural, cultural, and political features on a map. (A)		

IPS.5: Identify main idea, detail, sequence of events, and cause and effect in a social studies context. (A)	**MGS.5:** Use graphic scales to determine distances on a map. (A)		
IPS.6: Identify and use primary and secondary sources. (A)	**MGS.6:** Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. (A)	Geographic Understandings (G)	**Writing Standards:** • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing
IPS.7: Interpret timelines, charts, and tables. (A)	**MGS.7:** Use a map to explain the impact of geography on historical and current events. (A)		
IPS.8: Identify social studies reference resources to use for a specific purpose. (A)	**MGS.8:** Draw conclusions and make generalizations based on information from maps. (A)		
IPS.9: Construct charts and tables. (A)	**MGS.9:** Use latitude and longitude to determine location. (M)		
IPS.10: Analyze artifacts. (A)		Government/Civic Understandings (CG)	
IPS.11: Draw conclusions and make generalizations. (A)			
IPS.12: Analyze graphs and diagrams. (A)			
IPS.13: Translate dates into centuries, eras, or ages. (A)	**MGS.10:** Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities. (A)		
IPS.14: Formulate appropriate research questions. (A)	**MGS.11:** Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations. (A)	Economic Understandings (E)	
IPS.15: Determine adequacy and/or relevancy of information. (A)			
IPS.16: Check for consistency of information. (A)			
IPS.17: Interpret political cartoons. (D)			

7th Grade
Social Studies

The goal of the **Information Processing Skills (IPS)** is for a student to be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and/or make decisions. Students are working to master these skills over multiple grade levels. **Map and Globe Skills (MGS)** are the expected skills that a student should successfully use to retrieve social studies information from maps. The expected level of mastery for IPS and MGS are indicated by one of the following letters in parentheses: Introduced (I), Developing (D), Mastery (M), and Application (A). **Disciplinary Domains** are the four areas of fundamental concepts that students need to understand to develop a deep knowledge of social studies.

Semester 1 (August – December)

Unit 1 - Map Skills, Government & Economics Overview (3 weeks)

MGS.3: Use a letter/number grid system to determine location.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.8: Draw conclusions and make generalizations based on information from maps.

MGS.9: Use latitude and longitude to determine location.

CG1: Compare and contrast various forms of government.

E1: Analyze different economic systems.

SOUTHWEST ASIA (Middle East)

Unit 2 - Southwest Asia's Geography (4 weeks)

G7: **Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).**

G8: **Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).**

G8.c: Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

G5.a: Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, and Red Sea.

G5.b: Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank.

G6.a: Explain the impact of environmental issues, specifically how water pollution and the unequal access to water impacts irrigation and drinking water.

G7.a: Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.

G8.a: Explain the differences between an ethnic group and a religious group.

G8.b: Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds).

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.9: Use latitude and longitude to determine location.

MGS.10: Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 3 - Southwest Asia's History (4 weeks)

H2: Analyze continuity and change in Southwest Asia (Middle East).

H2.a: Explain how European partitioning in the Middle East following WWI led to regional conflict.

H2.b: Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust.

H2.c: Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism).

H2.d: Explain U.S. presence and interest in Southwest Asia, including the Persian Gulf conflict and invasions of Afghanistan and Iraq.

RHSS1: Cite specific textual evidence to support the analysis of primary and secondary sources.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 4 - Southwest Asia's Government/Economics (4 weeks)

CG3: **Compare and contrast various forms of government.**

CG3.a: Explain citizen participation in autocratic and democratic governments [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (presidential democracy)].

E4: **Analyze different economic systems.**

E4.c: Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

E5: **Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**

E5.d: Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).

E6: **Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.**

E6.d: Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).

CG3.b: Describe the two predominant forms of democratic governments: parliamentary and presidential.

E4.a: Compare how traditional, command, and market economies answer the economic questions of 1 - what to produce, 2 - how to produce, and 3 - for whom to produce.

E4.b: Explain that countries have a mixed economic system located on a continuum between pure market and pure command.

E5.a: Explain how specialization encourages trade between countries.

E5.b: Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes.

E5.c: Explain why international trade requires a system for exchanging currencies between nations.

E6.a: Evaluate how literacy rates affect the standard of living.

E6.b: Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).

E6.c: Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).

E6.e: Describe the role of entrepreneurship.

RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST1: Write arguments focused on *discipline-specific content.*

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

SOUTHEAST ASIA

Unit 5 - Southeast Asia's Geography (4 weeks)

G11: **Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.**

G12: **Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.**

G12.b: Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.

G9.a: Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Chang Jiang (Yangtze) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.

G9.b: Locate on a world and regional political-physical map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.

G10.a: Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers.

G10.b: Explain the causes and effects of air pollution and flooding in India and China.

G11.a: Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.

G12.a: Explain the differences between an ethnic group and a religious group.

MGS.8: Draw conclusions and make generalizations based on information from maps.

MGS.9: Use latitude and longitude to determine location.

MSG.10: Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities.

RHSS8: Distinguish among fact, opinion, and reasoned judgement in a text.

WHST1.b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Semester 2 (January – May)

Unit 6 - Southeast Asia's History (4 weeks)

H3: Analyze continuity and change in Southern and Eastern Asia.

H3.a:	Describe how nationalism led to independence in India.
H3.b:	Describe the impact of Mohandas Gandhi's belief in non-violent protest.
H3.c:	Explain the role of the United States in the rebuilding of Japan after WWII.
H3.d:	Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
H3.e:	Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.
RHSS4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
WHST1.a:	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
WHST1.b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Unit 7 - Southeast Asia's Government/Economics (3 weeks)

CG4:	**Compare and contrast various forms of government.**
CG4.a:	Explain the role of citizen participation in autocratic and democratic governments [i.e. explain the role of citizens in choosing the leaders of China (communist state), Japan (parliamentary democracy), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)].
E7:	**Analyze different economic systems.**
E7.c:	Compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea.
E8:	**Explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.**
E8.a:	Explain how specialization encourages trade between countries.
E9:	**Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea.**
E9.e:	Describe the role of entrepreneurship.

CG4.b: Describe the two predominant forms of democratic governments: parliamentary and presidential.

E7.a: Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.

E7.b: Explain that countries have a mixed economic system located on a continuum between pure market and pure command.

E8.b: Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.

E8.c: Explain why international trade requires a system for exchanging currencies between nations.

E9.a: Evaluate how literacy rates affect the standard of living.

E9.b: Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).

E9.c: Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).

E9.d: Describe the role of natural resources in a country's economy.

RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

AFRICA

Unit 8 - Africa's Geography (4 weeks)

G3: **Explain the impact of location, climate, and physical characteristics on population distribution in Africa.**

G4: **Analyze the diverse cultural characteristics of the people who live in Africa.**

G4.b: Describe the diversity of religions within African ethnic groups.

- **G1.a:** Locate on a world and regional political-physical map: Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.
- **G1.b:** Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.
- **MGS.3:** Use a letter/number grid system to determine location.
- **MGS.6:** Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.
- **MGS.9:** Use latitude and longitude to determine location.
- **G2.a:** Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water across Africa.
- **G2.b:** Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.
- **G2.c:** Explain the impact of desertification on the environment of Africa.
- **G3.a:** Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest impact trade and affect where people live.
- **G4.a:** Explain the differences between an ethnic group and a religious group.
- **MGS.7:** Use a map to explain the impact of geography on historical and current events.
- **MGS.10:** Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities.
- **WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 9 - Africa's History (3 weeks)

H1: **Analyze continuity and change in Africa.**

- **H1.a:** Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today.
- **H1.b:** Explain how the Pan-African movement and nationalism led to independence in Kenya and Nigeria.
- **H1.c:** Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.
- **MGS.6:** Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.
- **MGS.7:** Use a map to explain the impact of geography on historical and current events.
- **MGS.8:** Draw conclusions and make generalizations based on information from maps.
- **RHSS1:** Cite specific textual evidence to support the analysis of primary and secondary sources.
- **WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Unit 10 - Africa's Government/Economics (2 weeks)

CG1: **Compare and contrast different forms of citizen participation in government.**

CG1.c: Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy).

E1: **Analyze different economic systems.**

E1.c: Compare and contrast the economic systems in South Africa, Nigeria, and Kenya.

E2: **Explain how voluntary trade benefits buyers and sellers in Africa.**

E2.b: Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes to explain how voluntary trade benefits buyers and sellers in Africa.

E3: **Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.**

E3.e: Describe the role of entrepreneurship.

CG1.a:	Explain the role of citizen participation in autocratic and democratic governments.
CG1.b:	Describe the two predominant forms of democratic governments: parliamentary and presidential.
CG2.a:	Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa.
E1.a:	Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
E1.b:	Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
E2.a:	Explain how specialization encourages trade between countries.
E2.c:	Explain why international trade requires a system for exchanging currencies between nations.
E3.a:	Evaluate how literacy rates affect the standard of living.
E3.b:	Describe the role of natural resources in a country's economy.
E3.c:	Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
E3.d:	Explain how the distribution of natural resources affects the economic development of Africa.
RHSS7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
WHST1:	Write arguments focused on *discipline-specific content.*
WHST9:	Draw evidence from informational texts to support analysis, reflection, and research.

Unit 11 - Personal Finance (2 weeks)

E10: Understand that a basic principle of effective personal money management is to live within one's income.

E10.b: Understand that a budget is a tool to plan the spending and saving of income.

E10.a: Understand that income is received from work and is limited.

E10.c: Understand the reasons and benefits of saving.

E10.d: Understand the uses and costs of credit.

RHSS3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).