Grade Seven

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; 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.

AFRICA

Geographic Understandings

SS7G1 The student will locate selected features of Africa.

a. Locate on a world and regional political-physical map: the Sahara, Sahel, savanna, tropical rain forest, Congo River, Niger River, Nile River, Lake Tanganyika, Lake Victoria, Atlas Mountains, and Kalahari Desert.
b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo (Zaire), Egypt, Kenya, Nigeria, South Africa, Sudan, and South Sudan.

SS7G2 The student will discuss environmental issues across the continent of Africa.

a. Explain how water pollution and the unequal distribution of water impacts irrigation, trade, industry, and drinking water.
b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.
c. Explain the impact of desertification on the environment of Africa from the Sahel to the rainforest.

SS7G3 The student will explain the impact of location, climate, and physical characteristics on population distribution in Africa.

a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rain forest affect where people live, the type of work they do, and how they travel.

SS7G4 The student will describe the diverse cultures of the people who live in Africa.

a. Explain the differences between an ethnic group and a religious group.
b. Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups.
c. Evaluate how the literacy rate affects the standard of living.

Government/Civics Understandings

SS7CG1 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.
b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

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

SS7CG2 The student will explain the structures of the modern governments of Africa.

a. Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms.
b. Explain how political, economic, and social conflicts resulted in the independence of South Sudan.

SS7CG3 The student will analyze how politics in Africa impacts standard of living.

a. Compare how various factors, including gender, affect access to education in Kenya and Sudan.
b. Describe the impact of government stability on the distribution of resources to combat AIDS and famine across Africa.

Economic Understandings

SS7E1 The student will analyze different economic systems.

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.
b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
c. Compare and contrast the economic systems in South Africa and Nigeria.

SS7E2 The student will explain how voluntary trade benefits buyers and sellers in Africa.

a. Explain how specialization encourages trade between countries. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
b. Explain why international trade requires a system for exchanging currencies between nations.

SS7E3 The student will describe factors that influence economic growth and examine their presence or absence in Nigeria and South Africa.

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
c. Explain how the distribution of diamonds, gold, uranium, and oil affects the economic development of Africa.
d. Describe the role of entrepreneurship.

SS7E4 The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

Historical Understandings

SS7H1 The student will analyze continuity and change in Africa leading to the 21st century.

a. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries.
b. Explain how nationalism led to independence in South Africa, Kenya, and Nigeria.
c. Explain the creation and end of apartheid in South Africa and the roles of Nelson Mandela and F.W.de Klerk.

d. Explain the impact of the Pan-African movement.

SOUTHWEST ASIA (Middle East)

Geographic Understandings

SS7G5 The student will locate selected features in Southwestern Asia (Middle East).

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, Red Sea, and Gaza Strip.
b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.

SS7G6 The student will discuss environmental issues across Southwest Asia (Middle East).

a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.

SS7G7 The student will explain the impact of location, climate, physical characteristics, Distribution of natural resources and population distribution on Southwest Asia (Middle East).

a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.

SS7G8 The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).

a. Explain the differences between an ethnic group and a religious group.
b. Explain the diversity of religions within the Arabs, Persians, and Kurds.
c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
d. Explain the reason for the division between Sunni and Shia Muslims.
e. Evaluate how the literacy rate affects the standard of living.

Government/Civics Understandings

SS7CG4 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.
b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS7CG5 The student will explain the structures of the national governments of Southwest Asia (Middle East).

a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

Economic Understandings

SS7E5 The student will analyze different economic systems.

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.
b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

SS7E6 The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).

a. Explain how specialization encourages trade between countries.
b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
c. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).
d. Explain why international trade requires a system for exchanging currencies between nations.

SS7E7 The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
c. Explain the role of oil in these countries' economies.
d. Describe the role of entrepreneurship.

Historical Understandings

SS7H2 The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.

a. Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.
b. Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.
c. Describe how land and religion are reasons for continuing conflicts in the Middle East.
d. Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

SOUTHERN AND EASTERN ASIA

Geographic Understandings

SS7G9 The student will locate selected features in Southern and Eastern Asia.

a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Indus River, Mekong River, Yangtze (Chang Jiang) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert , Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.
b. Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam.

SS7G10 The student will discuss environmental issues across Southern and Eastern Asia.

a. Describe the causes and effects of pollution on the Yangtze and Ganges Rivers.
b. Describe the causes and effects of air pollution and flooding in India and China.

SS7G11 The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.

a. Describe the impact climate and location has on population distribution in Southern and Eastern Asia.
b. Describe how the mountain, desert, and water features of Southern and Eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel.

SS7G12 The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.

a. Explain the differences between an ethnic group and a religious group.
b. Compare and contrast the prominent religions in Southern and Eastern Asia: Buddhism, Hinduism, Islam, Shintoism and the philosophy of Confucianism.
c. Evaluate how the literacy rate affects the standard of living.

Government/Civics Understandings

SS7CG6 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.
b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS7CG7 The student will demonstrate an understanding of national governments in Southern and Eastern Asia.

a. Compare and contrast the federal republic of The Republic of India, the communist state of The People's Republic China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

Economic Understandings

SS7E8 The student will analyze different economic systems.

a. Compare how traditional, command, market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
c. Compare and contrast the economic systems in China, India, Japan, and North Korea.

SS7E9 The student will explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.

a. Explain how specialization encourages trade between countries.
b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
c. Explain why international trade requires a system for exchanging currencies between nations.

SS7E10 The student will describe factors that influence economic growth and examine their presence or absence in India, China, and Japan.

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
c. Describe the role of natural resources in a country's economy.
d. Describe the role of entrepreneurship.

Historical Understanding

SS7H3 The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century.

a. Describe how nationalism led to independence in India and Vietnam.
b. Describe the impact of Mohandas Gandhi's belief in non-violent protest.
c. Explain the role of the United States in the rebuilding of Japan after WWII.
d. Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism.

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9-12**
1. Use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. Use intermediate directions		I	M	A	A	A	A	A	A	A
3. Use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. Compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. Use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. Use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. Draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. Use latitude and longitude to determine location				I	D	D	D	M	A	A
10. Use graphic scales to determine distances on a map					I	M	A	A	A	A
11. 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					I	M	A	A	A	A
12. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.
I: indicates when a skill is introduced in the standards and elements as part of the content
D: indicates grade levels where the teacher must develop that skill using the appropriate content
M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations
A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. Compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. Organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. Identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. Distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. Identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. Interpret timelines		I	D	D	M	A	A	A	A	A
8. Identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. Construct charts and tables			I	M	A	A	A	A	A	A
10. Analyze artifacts			I	D	D	M	A	A	A	A
11. Draw conclusions and make generalizations				I	M	A	A	A	A	A
12. Analyze graphs and diagrams				I	D	M	A	A	A	A
13. Translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. Formulate appropriate research questions					I	M	A	A	A	A
15. Determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. Check for consistency of information					I	M	A	A	A	A
17. Interpret political cartoons					I	D	D	D	M	A

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADES 6-8
➢ **Key Ideas and Details**
ELACC6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources.
ELACC6-8RH2: 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.
ELACC6-8RH3: 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).
➢ **Craft and Structure**
ELACC6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
ELACC6-8RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally).
ELACC6-8RH6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
➢ **Integration of Knowledge and Ideas**
ELACC6-8RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
ELACC6-8RH8: Distinguish among fact, opinion, and reasoned judgment in a text.
ELACC6-8RH9: Analyze the relationship between a primary and secondary source on the same topic.
➢ **Range of Reading and Level of Text Complexity**
LITCC6-8RHSS10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

*This document continues on the next page with writing standards

WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)
➢ **Text Types and Purposes**
ELACC6-8WHST1: Write arguments focused on *discipline-specific content*.
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.
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.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.
ELACC6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
ELACC6-8WHST3: (See note; not applicable as a separate requirement)
➢ **Production and Distribution of Writing**
ELACC6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ELACC6-8WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
ELACC6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
➢ **Research to Build and Present Knowledge**
ELACC6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
ELACC6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
ELACC6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.
➢ **Range of Writing**
ELACC6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.