

Grade 7 - Social Studies Standards

Standard I,IV,VII: Culture, Individuals, Groups & Institutions, Global Connections

- A. Compare world religions and belief systems, focusing on geographic origins, founding leaders and teachings, including:
- Buddhism
 - Christianity
 - Judaism
 - Hinduism
 - Islam I-A,B,E,I
- B. **Analyze examples of interactions between cultural groups and explain factors that that foster conflict or cooperation** among countries including:
- language
 - religion
 - types of government
 - historic relationships
 - economic interests. I-A,B,C,D,E,F,H, IV-B,C,D,G, VII-A,B
- C. Compare and contrast the perspectives, practices and cultural products of countries studied, including:
- class structure
 - gender roles
 - beliefs
 - occupations I-A,C,D,E,G
- D. **Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology language and forms of government.** I-E,F,H
- E. *Compare cultural similarities and differences between two countries.* (PPO I-E)

Standard II: History

- A. **Describe the impact of ideas and institutions on life including:**
- invention of movable type
 - **achievements in art, architecture and literature during the Renaissance**

- **the Reformation** II-A,B,D,E,G,J,L,M,N
- B. Describe the importance of the West African empires of Ghana, Mali and Songhay including:
- trade routes
 - products
 - spread of the Arabic language
 - spread of Islam II-A,B,D,E,G,J,L
- C. Describe the causes and effects of European exploration after 1400 including:
- imperialism, colonialism, and mercantilism
 - impact on the peoples of sub-Saharan Africa, Asia and the Americas II-A,B,D,E,G,J,L,M
- D. **Interpret relationships between events shown on multiple-tier time lines.** II-C
- E. *Use primary and secondary sources to learn about historical people and/or events.* II-G,K
- F. *Relate current events to knowledge of past events.* II-N
- G. Analyze an historical event from two viewpoints. II-O
- H. *Take a significant development in the history of the Eastern Hemisphere and explain how that development influenced current times.* (PPO II-K) IV-G
- I. **Describe the effects of interactions between Europeans and non-Europeans during the fifteenth through the eighteenth centuries.** I-H

Standard III: Geography

- A. Place countries, cities, deserts, mountains and bodies of water on the continents of the Eastern Hemisphere on which they are located. III-A,B,D
- B. Use coordinates of latitude and longitude to locate places on a world map. III-A
- C. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including:
- agriculture
 - mining
 - fishing
 - manufacturing III-C,G,H
- D. Identify and describe a variety of physical and human regions by analyzing maps, charts and

- graphs that show patterns of characteristics that define the regions. III-A,B,C,E
- E. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including:
- bodies of water
 - landforms
 - climate
 - vegetation
 - weathering
 - seismic activity III-F,G,H,I
- F. Describe ways in which human migration has an impact on the physical and human characteristics of places including:
- urbanization
 - desertification
 - deforestation
- G. Use resource maps to describe the uneven distribution of renewable and nonrenewable resources in the Eastern Hemisphere. III-C
- H. **Analyze the positive and negative consequences of human activity changing the physical environment.** III-G,H
- I. Describe ways in which human migration has an impact on physical and human characteristics of places. III-H
- J. Explain the push and pull factors that cause people to migrate from place to place, including:
- oppression/freedom
 - poverty/economic
 - opportunity
 - cultural ties III-J
- K. Analyze maps, charts and graphs that show patterns of climate, economic features, patterns of movement, ecosystems, population patterns or connections between places. III-B,C
- L. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources effect the location of those activities, including:
- agriculture
 - fishing
 - mining
 - manufacturing III-G,I,J,K,L

Standard V,VIII: Government and Civics

- A. Describe how the world is divided into nations that claim sovereignty over territory and that nations may be further divided into states or provinces that contain cities and towns. VII-B, V-H
- B. Describe the defining characteristics of democracies, monarchies and dictatorships. V-I
- C. Explain the reasons that nations interact with other, including:
 - diplomacy
 - treaties
 - international meetings and exchanges, e.g.,U.N.
 - use of military force V-I, VII-B,G
- D. Explain the reasons that governments are necessary, including:
 - protecting lives, liberty and property
 - providing services collectively that individuals by themselves cannot V-G
- E. *Name national leaders of countries studied.* V-D
- F. *Show the development of democratic ideas or individual rights in a country of the Eastern Hemisphere. (PPO V-J)*
- G. Explain how opportunities for citizens to participate in and influence the political process vary under various forms of government. V-J, VIII-A,D
- H. Compare the rights and responsibilities of citizens living under various systems of government. VIII-H, VII-F
 - I. *Compare the perspectives of more than one country on an international issue.* VIII-F,J, VII-D,E
 - J. *Identify ways to resolve conflicts based on principles of fairness, justice and gospel values.* VIII-I

Standard VI: Economics

- A. Explain the availability of productive resources and entrepreneurship affect the production of goods and services in different world regions. VI-A,B,C
- B. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services. VI-C,J

- C. **Explain why trade occurs** when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase and **how it contributes to interdependence.** VI-F
- D. Distinguish between goods and services typically produced by the private sector and the public sector. VI-D
- E. **Explain how the endowment and development of productive resources affect economic decisions and global interactions.** VI-C
- F. **Explain how the unequal distribution of human and natural resources effect economic decisions and global interactions.** (PPO VI-A)
- G. Identify goods and services that are imported and exported, and **explain how this trade makes countries interdependent.** VI-F
- H. *Identify different economic systems of countries of the Eastern Hemisphere studied and how they interact.* VI-B,K
 - I. *Use economic reasoning to compare proposals for dealing with contemporary social issues and how Catholic social teaching is related.* VI-L,M
 - J. *Explain how values and beliefs influence economic decisions.* VI-G

Standard IX: Social Studies Skills and Methods

- A. **Obtain information** from a variety of print and electronic sources **and analyze its reliability,** including:
 - accurate use of facts
 - knowledge of the subject
 - adequate support of statements
 - freedom from bias*I-C-1, *IV-B-12, *VI-KV-B, V-C, V-II-K
- B. Communicate a position on a topic orally or in writing and support the position with evidence. *IV-B-12, *VI-K
- C. **Compare multiple viewpoints** and frames of reference related to important events in history. II-O
- D. *Identify and use information from primary and secondary sources.* II-J, *VI-C-9

- E. *Organize key ideas by taking notes that paraphrase or summarize.* *(PPO-III-E-3), II-L

All items with an asterisk (*) are objectives from the Communications Arts Course of Study.

Bolded statements are state benchmarks.

Italicized items are in the Diocesan Course of Study, not in state standards.

Regular print items are state grade level indicators.