

## Grade Seven

### AFRICA and ASIA

In seventh grade, students conclude the study of major world regions. The four strands are integrated, with history as the central strand. The history strand focuses on historical developments essential to understanding a specific region in the modern world. The geography strand relates the importance of geography to each region's development. The civics strand examines the political structures in each region. The economics strand continues to build basic economic concepts and introduces students to the economic development of each region.

### AFRICA

#### Historical Understandings

##### **SS7H1 The student will identify important African empires.**

- Describe the development of African empires including Ghana, Mali, Songhai, and Ethiopia.
- Explain the importance of cities such as Timbuktu as a center of learning, Djenne as one of the oldest cities in Africa, and Zanzibar as a center of commerce.
- Describe the significance of Sundiata, Mansa Musa, and Zara Yakob.

##### **SS7H2 The student will explain the reasons for the African independence movement.**

- Explain the origins of the slave trade in Africa and describe the trading routes to North Africa, Europe, and the Americas.
- Describe the development of European empires in Africa; include the reasons for colonization and partitioning of Africa and the approach to empire by Great Britain, France, and Belgium.
- Describe the nationalist movements in colonial Africa; include Kenya, Nigeria, Ghana, and the Belgium Congo.
- Analyze the impact of the colonial period on the development of Africa.

##### **SS7H3 The student will describe major developments in Africa since independence.**

- Explain the problems faced after independence by countries such as Kenya and Nigeria.
- Explain the experience of South Africa; include the origins of and ending of apartheid and the roles of Nelson Mandela and F. W. de Klerk.
- Describe problems created by health issues; include AIDS and starvation.
- Explain the problems created by repeated civil war in Africa; include the Democratic Republic of the Congo (Zaire) and Rwanda.
- Explain the problems created by governmental corruption and one-party rule as seen in Zimbabwe.
- Explain the origins of the Pan-African movement and its importance to the development of the African Union.

**Geographic Understandings****SS7G1 The student will be able to describe and locate the important physical and human characteristics of Africa.**

- a. Describe and locate major physical features; include Sahara, Savannah, Sahel, Tropic Rain Forest, Congo River, Nile River, Zambezi River, Niger River, East African Mountains (Ethiopian Highlands), Drakensberg Mountains, Atlas Mountains, Kalahari Desert, Lake Tanganyika, and Lake Victoria.
- b. Describe and locate the nations of South Africa, Zimbabwe, Tanzania, Rwanda, Mozambique, Democratic Republic of the Congo, Ghana, Mali, Mauritania, Sierra Leone, Sudan, Egypt, Ethiopia, Libya, Kenya, and Chad.

**SS7G2 The student will discuss the impact of government policies and individual behaviors on the African environment.**

- a. Explain how pollution has affected both countries, such as Kenya, Egypt, and South Africa, and actions taken by government and individuals.
- b. Explain the impact of the extraction of natural resources on the environments of Kenya, Chad, and Nigeria.
- c. Explain the importance of water as a natural resource in countries such as Egypt, Sudan, Mali, and Chad.
- d. Explain ways in which countries such as Kenya, South Africa, and Mali have worked to improve the African environment.
- e. Explain the impact of deforestation and desertification on the environment in such countries as Cote d'Ivoire, Kenya, and Botswana.

**SS7G3 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on African countries.**

- a. Describe the impact location has on countries such as Chad, Egypt, and South Africa, with regard to trade, migration, agriculture, and industry.
- b. Explain the impact physical features such as deserts, mountains, rivers, and proximity to the ocean have on countries such as Ethiopia, Sudan, and Morocco.
- c. Explain the distribution of natural resources in Africa and how that has affected the development of countries such as Chad, Sudan, and South Africa.
- d. Describe the effect the Sahara, Sahel, Savannah, and tropical rain forest have on where people live, the type of work they do, and transportation.

**SS7G4 The student will describe the cultural characteristics of different people who live in Africa.**

- a. Describe the religions, customs, and traditions of the Arab, Ashanti, Bedouin, Khoikhoi and the San, Ibo, and Swahili ethnic groups.
- b. Evaluate how the literacy rate of countries such as Sudan, South Africa, and Egypt has affected their development.
- c. Trace the spread of the Bantu peoples and explain the impact this had on Africa.
- d. Explain the major literary (including literature Nobel laureates Wole Soyinka, Nigeria; Naguib Mafuz, Egypt; Nadin Gordimer, South Africa), artistic, and music forms of people in the region.

**Government/Civic Understandings**

**SS7CG1 The student will demonstrate an understanding of the modern governments of Africa.**

- a. Describe the structure of the national governments in the modern African nations of Morocco, Kenya, Libya, and South Africa; include type of government, form of leadership, type of legislature, and role of the citizen.
- b. Explain the problem and impact of civil war and conflict in Africa.

**Economic Understandings**

**SS7E1 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in South Africa, Egypt, Nigeria, and Morocco.**

**SS7E2 The student will give examples of how voluntary trade benefits buyers and sellers in Africa over time.**

- a. Analyze the development of voluntary trade; include trans-Saharan trade and Middle East and Asian trade routes.
- b. Explain how trade barriers (include the Sahara and the tropical rain forest) have affected development of trade within Africa.
- c. Describe how international trade requires a system for exchanging currency between and among nations and identify examples of currencies from nations such as Egypt, South Africa, Nigeria, and Chad.
- d. Explain the function and purpose of the Southern African Development Community (SADC) and the Economic Community of West African States (ECOWAS).

**SS7E3 The student will describe the factors that influence economic growth and examine their presence or absence in such African countries as Chad, South Africa, Nigeria, and Kenya.**

- a. Describe the importance of investment in human capital; include the health, education, and training of people.
- b. Describe how factors such as political stability, education, and health issues inhibit or enhance investment in capital goods, including factories, machinery, and new technology.
- c. Describe how natural resources, including land, air, water, minerals, time, and other gifts of nature have affected economic development.
- d. Analyze the role of entrepreneurs who take the risks of organizing productive resources.

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

## **SOUTHWEST ASIA (Middle East)**

### **Historical Understandings**

**SS7H4 The student will describe the development of the three major religions that originated in the Middle East.**

- a. Explain the origins of Judaism as seen in the Hebrew peoples.
- b. Explain the origins and spread of Christianity to 312 CE.
- c. Explain the origins and spread of Islam to 1258 CE; include the religious, cultural, and military factors.
- d. Explain the origins of the division between Sunni and Shia Muslims.

**SS7H5 The student will describe the importance of the Ottoman Empire to Southwestern Asia.**

- a. Describe the origins of the Ottoman empire.
- b. Describe the geographic expansion of the Ottoman empire.
- c. Explain the impact of the Ottoman Empire with regard to trade and religion on the region.
- d. Discuss the importance of the break up of the Ottoman Empire after World War I.

**SS7H6 The student will describe major developments in the Middle East during the 20th century.**

- a. Explain the historical reasons for the establishment of the modern state of Israel in 1948; include anti-Semitism in Europe, Zionism, and the Holocaust.
- b. Describe the continuing conflicts between Israel and the Arab world.
- c. Explain the economic impact of oil on the region.
- d. Explain U.S. involvement and interest in North Africa/Southwest Asia; include the Persian Gulf War, invasion of Afghanistan, and Operation Iraqi Freedom.

### **Geographic Understandings**

**SS7G5 The student will be able to describe and locate important physical and human characteristics in Southwestern Asia (Middle East).**

- a. Describe and locate major physical features of the Middle East; include Jordan River, Tigris River, Euphrates River, Golan Heights, West Bank, Gaza Strip, Suez Canal, Strait of Hormuz, Persian Gulf, Black Sea, Caspian Sea, Red Sea, and Arabian Sea.
- b. Describe and locate the following nations in the Middle East: Israel, Jordan, Saudi Arabia, Iran, Iraq, Syria, Lebanon, Kuwait, and Afghanistan.

**SS7G6 The student will evaluate the impact of government policies and individual behaviors on Southwest Asia's environment.**

- a. Describe the environmental issues facing the countries of the Middle East; include industrial pollution, water rights, and extraction of natural resources.
- b. Explain the problems associated with developing governmental policies in the Middle East concerning environmental issues such as water rights and extraction of natural resources such as oil.

**SS7G7 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on various Southwestern Asian countries.**

- a. Describe the impact of location on trade, agriculture, and industry of Middle Eastern countries such as Israel, Jordan, Iran, and Saudi Arabia.
- b. Describe the impact climatic conditions have on the Middle East and how that has affected the development of agriculture and increased the importance of water in the Middle East.
- c. Explain the distribution of natural resources and how that has affected the development of countries such as Saudi Arabia, Israel, Jordan, Iraq, Iran, and Kuwait.
- d. Describe how the geography of the Middle East has affected the population in terms of where people live, the type of work they do, and transportation.

**SS7G8 The student will describe the diverse cultural characteristics of the people who live in Southwestern Asia.**

- a. Describe the major Middle Eastern ethnic groups such as Arab, Jewish, Berber, Druze, Bedouin, Kurd, Turk, Persian, and Armenian; include where they live, their religions, customs, and traditions.
- b. Evaluate the effect of the literacy rate on the development of Middle Eastern countries such as Syria, Iran, Israel, and Saudi Arabia.
- c. Explain the major literary, artistic, and music forms of Israel and Saudi Arabia.

**Government/Civic Understandings**

**SS7CG2 The student will describe the different political structures of the Middle East.**

- a. Explain the basic structure of the national governments in Turkey, Jordan, Iran, Saudi Arabia, and Israel; include type of government, form of leadership, type of legislature, and role of the citizen.
- b. Explain the role of religion in governance in the Middle East.

**Economic Understandings**

**SS7E5 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in Israel, Saudi Arabia, and Turkey.**

**SS7E6 The student will give examples of how voluntary trade benefits buyers and sellers across time.**

- a. Analyze the importance of trade to Middle Eastern nations with regard to the exporting of oil and other natural resources and the importing of industrial and agricultural commodities.
- b. Define types of trade barriers that exist in the Middle East; include physical barriers, such as limited rivers and deserts, and political issues that produce trade barriers.
- c. Illustrate how international trade requires a system for exchanging currency between and among nations and identify examples of currencies from Israel, Saudi Arabia, and Jordan.
- d. Explain the significance of the Organization of Petroleum Exporting Countries (OPEC).

**SS7E7 The student will describe the factors that influence economic growth and examine their presence or absence in Middle Eastern countries such as Israel, Lebanon, Turkey, Israel, Saudi Arabia, and Iran.**

- a. Describe investment in human capital; include the health, education, and training of people.
- b. Describe investment in capital goods; include factories, machinery, and new technology.
- c. Describe the role of natural resources; include land, air, water, minerals, time, and other gifts of nature.
- d. Analyze the role of entrepreneurs who take the risks of organizing productive resources.

## **SOUTHERN and EASTERN ASIA**

### **Historical Understandings**

**SS7H7 The student will explain the growth and development of Southern and Eastern Asia.**

- a. Trace the origins and spread of Hinduism and Buddhism.
- b. Explain the importance of the Silk Road in the movement of goods and ideas to other parts of the world.
- c. Describe contributions of China; include the development of paper, tea, and gunpowder; and describe the contributions of India; include the use of cotton clothing, Arabic numeral system, and the game of chess.

**SS7H8 The student will describe the policies of China that led to isolation and the reaction to western desire to trade with China.**

- a. Explain why in the 15th century China ceased to trade with other parts of the world.
- b. Describe the reaction of China to efforts by European nations to force relations with China; include limited areas of trade and the leasing of Hong Kong to Great Britain.

**SS7H9 The student will describe the major developments in eastern Asia during the 20th century.**

- a. Describe the condition of Japan, China, and Korea after World War II.
- b. Explain the rise of Mao Zedong to power; include the Long March, the establishment of communism, the Great Leap Forward, and the Cultural Revolution.
- c. Describe the collapse of colonialism in Asia; include India and Indo-China.
- d. Describe the Korean War; include the reasons for the existence of a North and South Korea.
- e. Describe the Vietnam War; include the causes, results, and the reunification of Vietnam.
- f. Explain the rebuilding of Japan after World War II.

### **Geographic Understandings**

**SS7G9 The student will be able to describe and locate important physical and human characteristics in Southern and Eastern Asia.**

- a. Describe and locate major physical features in Southern and Eastern Asia; include Himalayan Mountains, Mekong River, Ganges River, Indus River, Brahmaputra River, Huang He (Yellow River), Yangtze (Chang Jiang) River, Gobi Desert, Indian Ocean, Bay of Bengal, Korean Peninsula, Bering Strait, Yellow Sea, Sea of Japan, South China Sea, and Honshu.
- b. Describe and locate the following nations in Southern and Eastern Asia: India, Bangladesh, Pakistan, Vietnam, Myanmar, Sri Lanka, Thailand, Indonesia, Malaysia, Philippines, Japan, China, North and South Korea, Russia, and Georgia.

**SS7G10 The student will evaluate the impact of government policies and individual behaviors on Southern and Eastern Asia's environment.**

- a. Describe environmental problems nations such as India, Indonesia, and Pakistan in Southern Asia are facing (e.g., pollution of the Ganges River, air pollution, such as the Asian Brown Cloud, and overpopulation).
- b. Explain the problems nations in Southern Asia such as India, Pakistan, and Indonesia have in developing policies concerning environmental issues such as pollution of rivers, industrial pollution, and the extraction of natural resources, including the destruction of the rain forest.
- c. Describe the environmental problems, such as overpopulation, industrial pollution, and flooding, facing countries in Eastern Asia; include China, Japan, and South Korea.
- d. Explain efforts by governments and industries in China, Japan, and South Korea to meet environmental problems such as overpopulation, industrial pollution, and flooding.

**SS7G11 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on Southern and Eastern Asian countries.**

- a. Describe the impact of location on trade, agriculture, and industry on India, Pakistan, Indonesia, China, and Japan.
- b. Describe the impact climatic conditions have on population distribution, agriculture, and industrial development in Southern and Eastern Asia.
- c. Explain the distribution of natural resources and how that has affected the development of countries such as Bangladesh, India, China, and Japan.
- d. Describe how the geography of Southern and Eastern Asia has affected the population in terms of where people live, the type of work they do, and transportation.

**SS7G12 The student will describe the diverse cultural characteristics of the people who live in Southern and Eastern Asia.**

- a. Describe the predominant religious practices, customs, and traditions of the people of India, Indonesia, China, and Japan.
- b. Evaluate the effect of the literacy rate on the development of countries such as India, Indonesia, China, and Japan.
- c. Explain the major literary, artistic, and music forms of India, China, and Japan.

**Government/Civic Understandings****SS7CG3 The student will demonstrate an understanding of modern governments of Eastern Asia and be able to describe the structure of the national governments of India, Indonesia, China, and Japan, including the type of government, form of leadership, type of legislature, and role of the citizen.**

### **Economic Understandings**

**SS7E8 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions (What to produce? How to produce? For whom to produce?) and explain the basic types of economic systems found in India, China, and Japan.**

**SS7E9 The student will give examples of how voluntary trade benefits buyers and sellers across time.**

- a. Analyze how India has benefited from increased trade with other countries since 1991.
- b. Analyze the impact of trade on modern Japan.
- c. Explain the importance of the Pacific Rim in trade and economic development.
- d. Describe why Southern and Eastern Asia are becoming a significant factor in international trade.
- e. Define types of trade barriers that exist in Southern and Eastern Asia, especially for countries such as India and Indonesia, and how those barriers are being overcome.
- f. Illustrate how international trade requires a system for exchanging currency between and among nations and identify examples of currencies from India, China, and Japan.

**SS7E10 The student will describe the factors that cause economic growth and examine their presence or absence in Southern and Eastern Asian countries such as Pakistan, India, China, and Indonesia.**

- a. Describe investment in human capital; include the health, education, and training of people, and the impact of poverty on economic development.
- b. Describe investment in capital goods; include factories, machinery, and new technology.
- c. Describe the role of natural resources; include land, air, water, minerals, time, and other gifts of nature.
- d. Analyze the role of entrepreneurs who take the risks of organizing productive resources

## Reading Across the Curriculum

### Reading Standard Comment

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary; and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context. Beginning in the middle grades, students start to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

### **SS7RC1 Students will enhance reading in all curriculum areas by:**

- a. Reading in All Curriculum Areas
  - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
  - Read both informational and fictional texts in a variety of genres and modes of discourse.
  - Read technical texts related to various subject areas.
- b. Discussing books
  - Discuss messages and themes from books in all subject areas.
  - Respond to a variety of texts in multiple modes of discourse.
  - Relate messages and themes from one subject area to messages and themes in another area.
  - Evaluate the merit of texts in every subject discipline.
  - Examine author's purpose in writing.
  - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
  - Demonstrate an understanding of contextual vocabulary in various subjects.
  - Use content vocabulary in writing and speaking.
  - Explore understanding of new words found in subject area texts.
- d. Establishing context
  - Explore life experiences related to subject area content.
  - Discuss in both writing and speaking how certain words are subject area related.
  - Determine strategies for finding content and contextual meaning for unknown words

## 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

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
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