



# SEVENTH GRADE Learning Objectives for **Social Studies**



## **EUROPEAN AND RUSSIAN HISTORY**

### **The learner will**

- ☑ use maps and other geographic representations, tools and technologies to acquire, process and report information from a spatial perspective.
- ☑ use mental maps to organize information about people, places and environments in a spatial context.
- ☑ analyze the spatial organization of people, places and environments on then earth's surface.
- ☑ understand the physical and human characteristics of places.
- ☑ understand that people create regions to interpret earth's complexity.
- ☑ understand how culture and experience influence people's perception of places of regions.
- ☑ understand the physical processes that shape the patterns of the earth's surface.
- ☑ understand the characteristics and spatial distribution of ecosystems on the earth's surface.
- ☑ understand the characteristics, distribution and migration of human populations on the earth's surface.
- ☑ understand the characteristics, distribution and complexity of the earth's cultural mosaics.
- ☑ understand the patterns and networks of economic interdependence on the earth's surface.
- ☑ understand the processes, patterns and functions of human settlement.
- ☑ understand how the forces of cooperation and conflict among people influence division and control of the earth's surface.
- ☑ understand how human actions modify the physical environment.
- ☑ understand how physical systems affect human systems.
- ☑ understand the changes that occur in the meaning, use, distribution and importance of resources.

## **PHYSICAL GEOGRAPHY OF AFRICA**

### **The learner will**

- ☑ understand how to apply geography to interpret the past.
- ☑ understand how to apply geography to interpret the present and plan for the future.
- ☑ compare similarities and differences in the ways groups, societies and cultures meet human needs and concerns.
- ☑ explain how information and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- ☑ explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values and behaviors contribute to the development and transmission of culture.
- ☑ explain why individuals and groups respond differently to their physical and social environments and/or changes.
- ☑ demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their view.
- ☑ identify and use key concepts such as chronology, causality, change, conflict and complexity to explain, analyze and show connections among patterns of historical change and continuity.
- ☑ identify and describe selected historical periods and patterns of change within and across cultures.
- ☑ identify and use processes important to reconstructing and reinterpreting the past.
- ☑ develop critical sensitivities regarding attitudes, values and behaviors of people in different historical contexts.
- ☑ use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.

## **CULTURES OF SOUTHERN AND CENTRAL AFRICA**

### **The learner will**

- ☑ demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their view
- ☑ identify and use key concepts such as chronology, causality, change, conflict and complexity to explain, analyze and show connections among patterns of historical change and continuity.
- ☑ identify and describe selected historical periods and patterns of change within and across cultures.
- ☑ identify and use processes important to reconstructing and reinterpreting the past.
- ☑ develop critical sensitivities regarding attitudes, values and behaviors of people in different historical contexts.
- ☑ use knowledge of facts and concepts drawn from history, along with methods of historical inquiry, to inform decision-making about and action-taking on public issues.



# SEVENTH GRADE Learning Objectives for **Social Studies**



## CULTURES OF SOUTHERN AND CENTRAL AFRICA

### The learner will

- ☑ elaborate mental maps of locales, regions and the world that demonstrate understanding of relative location, direction, size and shape.
- ☑ create, interpret, use and distinguish various representations of the earth.
- ☑ use appropriate resources, data sources and geographic tools to generate, manipulate and interpret information.
- ☑ estimate distance, calculate scales and distinguish geographic relationships.
- ☑ locate and describe varying landforms and geographic features and explain their relationship with the ecosystem.
- ☑ describe physical system changes and identify geographic patterns associated with them.
- ☑ describe how people create places that reflect cultural values and ideals.
- ☑ examine, interpret and analyze physical and cultural patterns and their interactions.
- ☑ describe ways that historical events have been influenced by and have influenced physical and human geographic factors in local, regional, national and global settings.
- ☑ observe and speculate about social and economic effects of environmental changes and crises resulting from natural phenomena.
- ☑ propose, compare and evaluate alternative uses of land and resources in communities, regions, nations and the world.
- ☑ relate personal changes to social, cultural and historical contexts.
- ☑ describe personal connections to place – as associated with community, nation and world.
- ☑ describe the ways family, gender, ethnicity, nationality and institutional affiliations contribute to personal identity.
- ☑ relate such factors as physical endowment and capabilities, learning, motivation, personality, perception and behavior to individual development.
- ☑ identify and describe ways regional, ethnic and national cultures influence individuals' daily lives.
- ☑ identify and describe the influence of perception, attitudes, values and beliefs on personal identity.
- ☑ identify and interpret examples of stereotyping, conformity and altruism.
- ☑ work independently and cooperatively to accomplish goals.
- ☑ demonstrate an understanding of concepts such as role, status and social class in describing interactions of individuals and social groups.
- ☑ analyze group and institutional influences on people, events and elements of culture.
- ☑ describe the various forms institutions take and the interactions of people with institutions.
- ☑ identify and analyze examples of tensions between expressions of individuality and groups or institutional efforts to promote social conformity.
- ☑ identify and describe examples of tensions between belief systems and government policies and laws
- ☑ describe the role of institution in furthering both continuity and change.
- ☑ apply knowledge of how groups and institutions work to meet individual needs and promote the common good.
- ☑ examine persistent issues involving the rights, roles and status of the individual in relation to general welfare.
- ☑ describe the purpose of government and how its powers are acquired, used and justified.
- ☑ analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict and establish order and security.
- ☑ describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.
- ☑ identify and describe basic features of the political system in the United States and identify representative leaders from various levels and branches of government.
- ☑ explain conditions, actions and motivations that contribute to conflict and cooperation within and among nations.
- ☑ describe and analyze the role of technology as it contributes to or helps resolve conflicts.
- ☑ explain how power, role, status and justice influence the examination of persistent issues and social problems.
- ☑ give examples and explain how governments attempt to achieve their stated ideals at home and abroad.



# SEVENTH GRADE Learning Objectives for **Social Studies**



## **OVERVIEW OF THE HISTORY OF AFRICA**

### **The learner will**

- ☑ give examples of ways that economic systems structure choices about how goods and services are to be produced and distributed.
- ☑ describe the role that supply and demand, prices, incentives and profits play in determining what is produced and distributed in a competitive market system.
- ☑ explain differences between private and public goods and services.
- ☑ describe a range of examples of the various institutions that make up economic systems.
- ☑ describe the role of specialization and exchange in the economic process.
- ☑ explain and illustrate how values and beliefs influence different economic decisions.
- ☑ differentiate among various forms of exchange and money.
- ☑ compare basic economic systems according to who determines what is produced, distributed and consumed.
- ☑ use economic concepts to help explain historical and current events in local, national or global concepts.
- ☑ use economic reasoning to compare different proposals for dealing with contemporary social issues.
- ☑ examine and describe the influence of culture on scientific and technological choices and advancement.
- ☑ show through specific examples how science and technology have changed peoples' perceptions of their social and natural world.
- ☑ describe examples in which values, beliefs and attitudes have been influenced by new scientific and technological knowledge.
- ☑ explain the need for laws and policies to govern scientific and technological applications.
- ☑ seek reasonable and ethical solutions to problems that arise when scientific advancements and social norms or values come into conflict.
- ☑ describe instances in which language, art, music, belief systems and other cultural elements can facilitate global understanding or cause misunderstanding.
- ☑ analyze examples of conflict, cooperation and interdependence among groups, societies and nations.
- ☑ describe and analyze the effects of changing technologies on the global community.
- ☑ explore the causes, consequences and possible solutions to persistent contemporary and emerging global interests.
- ☑ describe and explain the relationship and tensions between national sovereignty and global interests.
- ☑ demonstrate understanding of concerns, standards, issues and conflicts related to universal human rights.
- ☑ identify and describe the roles of international and multinational organizations.
- ☑ examine the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality and rule of law.
- ☑ identify and interpret sources and examples of the rights and responsibilities of citizens.
- ☑ locate, access, analyze, organize and apply information about selected public issues – recognizing and explaining multiple points of view.
- ☑ practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- ☑ explain and analyze various forms of citizen action that influence public policy decision.
- ☑ identify and explain the roles of formal and informal political factors in influencing and shaping public policy and decision-making.
- ☑ analyze the effectiveness of selected public policies and citizen behaviors in realizing the stated ideals of a democratic republican form of government.
- ☑ explain the relationship between policy statements and action plans used to address issues of public concern.
- ☑ examine strategies designed to strengthen the “common good,” which consider a range of options for citizen action.

## **RESOURCES**

Prentice Hall World Studies: Europe and Russia, Prentice Hall World Studies: Africa

European and Russian History, African History

All in One Teaching Resources

Possible Movies: The Power of One, Cry Freedom