

# Social Studies

GRADE 7

## STANDARD 1

### History

*The student uses materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of the United States and the world.*

To meet this standard, the student will:

**Benchmark 7.1.1: Chronology: Interpret relationships between events shown on multiple-tier time lines**

**Indicator:**

7.1.1.1 Group events by broadly defined historical eras and enter onto multiple-tier time lines

**Benchmark 7.1.2: Early Civilizations: Describe the political and social characteristics of early civilizations and their enduring impact on later civilizations**

**Indicator:**

- 7.1.2.1 Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including:
- The development of concepts of government and citizenship
  - Scientific and cultural advancements
  - The spread of religions
  - Slavery and systems of labor

**Benchmark 7.1.3: Feudalism and Transitions: Describe the characteristics of feudal societies and the transition to the Renaissance and Reformation in Europe**

**Indicators:**

- 7.1.3.1 Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe
- 7.1.3.2 Explain the lasting effects of military conquests during the Middle Ages including:
- Muslim conquests
  - The Crusades
  - The Mongol invasions
- 7.1.3.3 Describe the impact of new ideas and institutions on European life including:
- The significance of printing with movable type
  - Major achievements in art, architecture and literature during the Renaissance
  - The Reformation

**Benchmark 7.1.4: The First Global Age: Describe the effects of interactions among civilizations during the 14<sup>th</sup> through the 18<sup>th</sup> centuries**

**Indicators:**

- 7.1.4.1 Describe the importance of the West African empires of Ghana, Mali and Songhay including:
- Trade routes
  - Products
  - The spread of the Arabic language
  - The spread of Islam

**Key: 1 Grade/Focus Area 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator**

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- 7.1.4.2 Describe the causes and effects of European exploration after 1400 including:
- a. Imperialism, colonialism and mercantilism;
  - b. Impact on the peoples of sub-Saharan Africa, Asia and the Americas

**Benchmark 7.1.5: Revolution: Explain the causes and consequences of the American Revolution, with emphasis on both Colonial and British perspectives**

**Indicator:**

No indicators present for this benchmark

**Benchmark 7.1.6: A New Nation: Explain the political and economic challenges faced by the United States after the Revolutionary War and the actions that resulted in the adoption of the U.S. Constitution**

**Indicator:**

No indicators present for this benchmark

**Benchmark 7.1.7: Civil War and the Reconstruction: Analyze the causes and consequences of the American Civil War**

**Indicator:**

No indicators present for this benchmark

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# Social Studies

GRADE 7

## STANDARD 2

### People in Societies

*The student will use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.*

To meet this standard, the student will:

**Benchmark 7.2.1: Cultures: Compare cultural practices, products and perspectives of past civilizations in order to understand commonality and diversity of cultures**

**Indicators:**

- 7.2.1.1 Analyze the relationships among cultural practices, products and perspectives of early civilizations
- 7.2.1.2 Explain how the Silk Road trade and the Crusades affected the cultures of the people involved

**Benchmark 7.2.2: Interaction: Analyze examples of interactions between cultural groups and explain the factors that contribute to cooperation and conflict**

**Indicator:**

No indicators present for this benchmark

**Benchmark 7.2.3: Diffusion: Explain how contact between different cultures impacts the diffusion of belief systems, art, science, technology, language and forms of government**

**Indicators:**

- 7.2.3.1 Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government
- 7.2.3.2 Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations

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# Social Studies

GRADE 7

## STANDARD 3

### Geography

*The student will use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.*

To meet this standard, the student will:

**Benchmark 7.3.1: Location: Identify on a map the location of major physical and human features of each continent**

**Indicators:**

- 7.3.1.1 For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region
- 7.3.1.2 On a map, identify places related to the historical events being studied and explain their significance

**Benchmark 7.3.2: Places and Regions: Define and identify regions using human and physical characteristics**

**Indicator:**

- 7.3.2.1 Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes

**Benchmark 7.3.3: Human Environmental Interaction: Explain how the environment influences the way people live in different places and the consequences of modifying the environment**

**Indicator:**

- 7.3.3.1 Use physical and historical maps to analyze the reasons that human features are located in particular places

**Benchmark 7.3.4: Movement: Explain reasons that people, products and ideas move from place to place and the effects of that movement on geographic patterns**

**Indicator:**

- 7.3.4.1 Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including:
  - a. Physical features
  - b. Culture
  - c. War
  - d. Trade
  - e. Technological innovations

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# Social Studies

GRADE 7

## STANDARD 4

### Economics

*The student will use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world*

To meet this standard, the student will:

**Benchmark 7.4.1: Scarcity and Resource Allocation: Explain how the endowment and development of productive resources affect economic decisions and global interactions**

**Indicator:**

- 7.4.1.1 Compare the endowment of productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times

**Benchmark 7.4.2: Markets: Explain why trade occurs and how historical patterns of trade have contributed to global interdependence**

**Indicator:**

- 7.4.2.1 Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants

**Benchmark 7.4.3: Government and the Economy: Identify connections between government policies and the economy**

**Indicators:**

- 7.4.3.1 No indicators present for this benchmark

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# Social Studies

GRADE 7

## STANDARD 5

### Government

*The student will use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.*

To meet this standard, the student will:

**Benchmark 7.5.1: Role of Government: Explain why people institute governments, how they influence governments, and how governments interact with each other**

**Indicator:**

No indicators present for this benchmark

**Benchmark 7.5.2: Rules and Laws: Explain how the Declaration of Independence, the U.S. Constitution, including the Bill of Rights, and the Northwest Ordinance have provided for the protection of rights and the long-term future of a growing democracy**

**Indicator:**

No indicators present for this benchmark

**Benchmark 7.5.3: Systems of Government: Compare the defining characteristics of democracies, monarchies and dictatorships**

**Indicators:**

7.5.3.1 Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today

7.5.3.2 Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages

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# Social Studies

GRADE 7

## STANDARD 6

### Citizenship Rights and Responsibilities

*The student will use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system*

To meet this standard, the student will:

**Benchmark 7.6.1: Participation: Show the relationship between civic participation and attainment of civic and public goals**

**Indicator:**

7.6.1.1 Explain how the participation of citizens differs under monarchy, direct democracy and representative democracy

**Benchmark 7.6.2: Rights and Responsibilities: Identify historical origins that influenced the rights U.S. citizens have today**

**Indicator:**

7.6.2.1 Describe the rights found in the Magna Carta and show connections to rights Americans have today

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# Social Studies

GRADE 7

## STANDARD 7

### Social Studies Skills and Methods

*The students will collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.*

To meet this standard, the student will:

**Benchmark 7.7.1: Obtaining Information: Analyze different perspectives on a topic obtained from a variety of sources**

**Indicator:**

No indicators present for this benchmark

**Benchmark 7.7.2: Thinking and Organizing: Organize historical information in text or graphic format and analyze the information in order to draw conclusions**

**Indicator:**

7.7.2.1 Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values

**Benchmark 7.7.3: Communicating Information: Communicating Information: Present a position and support it with evidence and citation of sources**

**Indicator:**

7.7.3.1 Compare multiple viewpoints and frames of reference related to important events in world history

**Benchmark 7.7.4: Problem Solving: Work effectively in a group**

**Indicators:**

7.7.4.1 Establish guidelines, rules and time lines for group work

7.7.4.2 Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals

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GRADE 7

## STANDARD 8

The student applies a Christian perspective to historic events and social studies concepts.

To meet this standard, the student will:

**Benchmark 7.8.1: Understand that God directs the course of history.**

7.8.1.1 Identify that the Bible tells God's history.

7.8.1.2. Identify that God has a purpose in war, catastrophic events, as well as man's successes.

7.8.1.3. Recognize God's hand in ancient civilizations.

**Benchmark 7.8.2: Understand that the Bible teaches us about God's design for government and economics.**

7.8.2.1 See current political and economic structures through a Christian worldview.

7.8.2.2. Recognize that God is in control of the government systems and the economic systems of the world.

**Benchmark 7.8.3: Understand that God preserves and controls His creation so that it continues to function as He planned.**

7.8.3.1. Explain how through the study of social studies God demonstrates His sovereignty.

7.8.3.2. Identify how God preserved mankind from ancient civilizations to now.

**Benchmark 7.8.4: Understand that God created everything for His own purpose, and creation is meant to praise and glorify God.**

7.8.4.1. Identify that God created the world and mankind to honor Him.

7.8.4.2. Recognize that God created all people and cultures of the world.

**Benchmark 7.8.5: Understand that God uses His creation to teach people eternal truth through the study of social studies.**

7.8.5.1. Understand that God is in control despite the failure of mankind.

7.8.5.2. Identify examples of order in social studies which show God as the Creator.

7.8.5.3. Identify examples of ancient and current civilizations which point to eternal truths.

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