



Diocese of Raleigh

Social Studies Curriculum

Grade 7

Revised 2013

SOCIAL STUDIES 2013

Introduction

The Social Studies Curriculum is the framework that guides instruction, and is intended for use in all Diocese of Raleigh elementary and middle schools. The Curriculum is aligned to the North Carolina Essential Standards (NCES), the National Standards for Social Studies identified by the National Teachers of Social Studies (NTSS) and the National Standards for Geography. The curriculum includes additional standards and objectives for enhancement of instruction in Catholic Schools, as deemed appropriate by the Curriculum Committee.

The six Social Studies strands provide a knowledge base for the student to understand the role and responsibilities of an active citizen from a historic perspective. Catholic gospel values establish criteria for the student to understand and critique what has been and what can be. Students will be prepared to make informed civic decisions and be active, value-focused citizens in a culturally diverse, interdependent world, with a global perspective, and an understanding of economic development with social analysis skills.

To effectively implement the curriculum the teacher must first be familiar with the format:

Values and Attitudes highlight key principles that will enable students to develop a critical conscience in every content area and recognize that all subjects must be viewed in the light of gospel teachings. Values and Attitudes are the first Strand of every grade level. They are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Strands are the six overarching areas that connect topics throughout grade levels:

Strand A	Values and Attitudes	Strand D	Economics and Financial Literacy
Strand B	History	Strand E	Civics and Governance
Strand C	Geography and Environmental Literacy	Strand F	Culture

Essential Standards and Clarifying Objectives (column 1 and 2) are closely related and explain what a student should know and be able to apply in the Strand. The Standard is the broad concept. They increase in complexity from grade to grade. The North Carolina Essential Standards are noted in parenthesis, e.g., (K.H.1) means Kindergarten.History.Standard 1. After intense review, the Curriculum Committee recommended to modify some of the standards for clarity of understanding and include additional standards that were relevant to the grade. Modifications to Essential Standards are indicated in **bold** and **italicized**. If there are no parenthesis following a standard or objective it is unique to the Diocese of Raleigh curriculum.

Strategies (column 3) are methods for a teacher to provide effective, authentic experiences for students. Decisions for the selection of strategies are at the discretion of the teacher.

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SOCIAL STUDIES SCOPE AND SEQUENCE*

Kindergarten through First Grade

Focus: Self, Family and Community

Goals: Understand personal role within family and community. Develop positive attitude about self, family and families of other cultures. Recognize change and think chronologically. Develop geographic awareness by using tools to process information. Understand basic economic concepts. Recognize responsibility and the qualities of good citizenship.

Second Grade

Focus: Community life with an emphasis on geography

Goals: Understand that people's activities are influenced by geographic location, use of earth's materials, physical environment and human traditions. Recognize contributions of historical and cultural groups. Use geographical representations to process information. Understand basic economic concepts. Understand the purpose of government and responsibilities of citizens.

Third Grade

Focus: Communities with an emphasis on the link to form larger political units with cultural, geographic, and economic connections

Goals: Understand how individuals, ideas and events have influenced history. Understand the relationship of people and geography using geographic concepts. Apply basic economic principles. Understand the development, structure and function of local government. Recognize the presence of diverse cultures in the community and region.

Fourth Grade

Focus: North Carolina

Goals: Recognize North Carolina geographic regions, landforms, climate, resources, and social, economic and political institutions. Analyze historical events in North Carolina through Reconstruction. Understand the effect of various factors on the growth and development of the state. Analyze the impact of market economy. Understand the structure and function of state government. Understand the North Carolina Constitution. Recognize the impact of various cultural groups on the state.

Fifth Grade

Focus: Geographic regions of North America and selected countries of Central America

Goals: Learn about the physical environments and the people of these nations with continuous reference to current events and trends. Analyze the chronology of key events. Recognize the role of key historical individuals. Describe the influence of religions, beliefs and values on life. Understand the impact of human activity on shaping countries. Understand how market economy impacts life. Evaluate the allocation and use of economic resources. Understand the development, structure and function of the United States government. Analyze life in a democratic republic. Explain the impact of migration, settlement patterns and economic development.

Sixth Grade

Focus: Europe and South America

Goals: Compare and connect studies of North Carolina and the United States to the study of South America and Europe. Examine social, economic, and political institutions and analyze similarities and differences among societies. Analyze and understand geographic factors the emergence, expansion and decline of civilizations and societies over time. Understand the political, economic and/or social significance of events, issues, individuals and cultural groups. Understand how the physical environment and human interaction affect economic activities. Understand the development of government. Understand the influence of behaviors and individual or group practices.

Seventh Grade

Focus: Africa, Asia, and Australia

Goal: Provide framework for studying local, regional, national, and global issues for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens. Analyze modern societies from a historical perspective. Understand the implications of global interaction. Understand the factors that shape societies and regions. Understand the economic activities of ancient and modern societies; the development of government; the influence of cultural values.

Eighth Grade

Focus: United States History and North Carolina

Goal: Examine the roles of people, events, and issues in North Carolina in the context of American history from the Constitution to the present, that have contributed to the unique character of the state today. Evaluate historical thinking in relation to the development of North Carolina. Analyze: the impact of conflict, compromise and negotiation; factors that contributed to change; and, the impact of national events on development and expansion. Evaluate geographic factors that influenced development. Identify and analyze economic activities. Analyze the democratic ideals that shaped government. Understand the role of an individual citizen in societal change. Explain the influence of diverse cultures.

*Adapted from North Carolina Essential Standards, 2010

GRADE 7 SOCIAL STUDIES

Focus: Africa, Asia, Australia

STRAND A Values and Attitudes

Catholic Schools exist so that curriculum may be taught in the light of Gospel teachings. Teachers must reinforce Gospel truths and values so that students may serve as witnesses to their Catholic faith. The values listed below will help students develop a critical conscience in every content area. Values and Attitudes are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Students should be able to age-appropriately:

- Recognize that all people are created with minds and the gift to reason.
- Understand that God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Exemplify gospel values.
- Broaden their focus from self, to class, to community, to state, to nation, and finally to world.
- Understand and implement the language of Catholic Social Teaching.
- Incorporate the seven themes of Catholic Social Teaching through every strand of the curriculum.
 1. Life and Dignity of the Human Person
 2. Call to Family, Community and Participation
 3. Rights and Responsibilities
 4. Option for the Poor and Vulnerable
 5. The Dignity of Work and The Rights of Workers
 6. Solidarity
 7. Care for God's Creation
- Translate faith into action.

(The first three bullets are common to all areas of curriculum.)

STRAND B History (Africa, Asia and Australia)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Use historical thinking to analyze various modern societies <i>in Africa, Asia and Australia.</i> (7.H.1)</p>	<p>1.1 Create maps, charts, graphs, databases, historical narratives and models as tools to illustrate and interpret information about different people, places and regions.</p>	
	<p>1.2 Summarize the literal meaning of historical documents in order to establish context. (7.H.1.2)</p>	
	<p>1.3 Evaluate primary and secondary sources to interpret various historical perspectives. (7.H.1.3)</p>	
<p>2. Understand the implication of global interactions <i>in Africa, Asia and Australia.</i> (7.H.2)</p>	<p>2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g., war, genocide, imperialism and colonization). (7.H.2.1)</p>	
	<p>2.1 Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g., Humanitarian efforts, United Nations, and World Health Organization). (7.H.2.2)</p>	
	<p>2.2 Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g., advancements in transportation, communication networks and business practices).(7.H.2.2)</p>	
	<p>2.3 Analyze the economic, political, and social impacts of disease (e.g., smallpox, malaria, AIDS and avian flu) in modern societies. (7.H.2.3)</p>	
	<p>2.4 Analyze economic, social, and political situations that involve ethical and moral dilemmas.</p>	

STRAND C Geography and Environmental Literacy (Africa, Asia and Australia)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
1. Understand how geography, demographics trends, and environmental conditions shape modern societies and regions of Africa, Asia and Australia. (7.G.1)	1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g., natural barriers, scarcity of resources and factors that influence settlement). (7.G.1.1)	
	1.2 Explain how demographic trends (e.g., population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions. (7.G.1.2)	
	1.3 Explain how natural disasters (e.g., flooding, earthquakes, monsoons and tsunamis), preservation efforts and human interaction of the environment (e.g., recycling, planting trees, deforestation, pollution irrigation systems and climate change) affect modern societies and regions. (7.G.1.3)	
	1.4 Analyze the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment.	
2. Apply the tools of a geographer to understand modern societies and regions in Africa, Asia and Australia. (7.G.2)	2.1 Construct and analyze maps, charts, graphs to explain data about geographic phenomena (e.g., migration patterns and population and resource distribution patterns). (7.G.2.1)	
	2.2 Generate, interpret, and manipulate information from tools such as maps, charts, graphs, geographic data and available technology tools (e.g., GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions. (7.G.2.2)	
3. Utilize the five themes of geography and geographic tools to answer questions and analyze geographic concepts of Africa, Asia and Australia.	3.1 Locate and identify major physical and political features using absolute and relative locations.	
	3.2 Analyze the impact of absolute and relative location of major landforms, bodies of water and natural resources.	

STRAND D Economics and Financial Literacy (Africa, Asia and Australia)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand the economic activities of <i>ancient and</i> modern societies and regions <i>of Africa, Asia and Australia</i>. (7.E.1)</p>	<p>1.1 Explain how competition for resource affects the economic relationship among nations (e.g., colonialism, imperialism, globalization and interdependence). (7.E.1.1)</p>	
	<p>1.2 Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions.</p>	
	<p>1.3 Summarize the main characteristics of various economic systems (e.g., capitalism, socialism, communism; market, mixed, command and traditional economies). (7.E.1.3)</p>	
	<p>1.4 Explain how personal financial decision-making impacts quality of life (e.g., credit, savings, investing, borrowing and giving). (7.E.1.4)</p>	

STRAND E Civics and Governance (Africa, Asia and Australia)

ESSENTIALSTANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand the development of government in modern civilizations, societies and regions of Asia, Africa and Australia. (7.C/G.1)</p>	<p>1.1 Trace the historical development of governments, including traditional, colonial, and national in selected societies, and assess their effects on the respective contemporary political systems.</p>	
	<p>1.2 Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.</p>	
	<p>1.3 Evaluate how the Western concept of democracy has influenced the political ideas of modern societies. (7.C/G.1.2)</p>	
	<p>1.4 Compare the requirements for (e.g., age, gender, legal, religious and economic status) and responsibilities of citizenship under various governments in modern societies (e.g., voting, taxes, military service). (7.C/G.1.3)</p>	
	<p>1.5 Trace the development of relationships between individuals and their governments in selected cultures and evaluate the changes that have evolved over time.</p>	
	<p>1.6 Compare and contrast people, governments and cultures to each other, other world nations, and, to world affairs.</p>	

STRAND F Culture (Africa, Asia and Australia)

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions of Africa, Asia and Australia. (7.C.1)</p>	<p>1.1 Explain how culture unites and divides modern societies and regions (e.g., enslavement of various peoples, caste system, religious conflict and Social Darwinism). (7.C.1.1)</p>	
	<p>1.2 Identify the concepts associated with patterns, culture and movements of people, goods and ideas as they relate to language, religion, family and ethnic identity. Analyze how they link and separate societies.</p>	
	<p>1.3 Explain how educational traditions, technology and cultural expressions, including the arts, influence modern society. (7.C.1.2)</p>	
	<p>1.4 Analyze the influence of beliefs, religious practices, and individuals associated with major religions.</p>	

APPENDIX
SKILLS APPLICATION ~ Kindergarten through Eighth Grade

Throughout the Social Studies curriculum teachers must provide opportunities for students to develop and apply specific age-appropriate skills.

SKILL	APPLICATION (skills should be introduced and applied age-appropriately)
<p>Make connections between Social Studies and Catholic Social Teachings.</p>	<p>Make connections between personal actions and Church teachings Relate the history of the Catholic Church to the study of the community, nation, and world Participate in Church and civic events Develop skills in constructive interpersonal relationships and in social participation</p>
<p>Develop strategies for reading social studies materials and for increasing social studies vocabulary.</p>	<p>Read for literal meaning Identify different points of view on historical and current events Draw inferences Recognize bias and propaganda Distinguish fact and fiction by comparing documentary sources on historical figures and events Apply terms correctly, e.g., past, present, future, decade, century, and generation</p>
<p>Develop strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.</p>	<p>Identify and interpret the multiple causes and effects of historical events and make connections to current issues Use appropriate sources of information, both print and non-print Utilize community-related resources such as field trips, guest speakers, and interviews Create written, oral, musical, visual, and theatrical presentations of social studies information Distinguish between primary and secondary sources Pose relevant questions about events encountered in research Make connections between historical situations and current events/issues Use information for problem solving, decision-making, and planning (hypothetical reasoning; conflicting viewpoints; conflict resolution) Apply map and globe skills Interpret graphs, charts and timelines Interpret social and political messages of cartoons Interpret history through artifacts, arts, and media Summarize key events of a specific time and explain the historical contexts of those events Identify the human and physical characteristics of the places being studied and explain how the features form the unique character of those places</p>
<p>Develop and apply strategies needed for effective incorporation of technology in the learning process.</p>	<p>Use technology to create, format, and produce classroom assignments/projects Use databases and spreadsheets to examine/evaluate real-world problems Create multimedia presentations Determine how people can preserve fundamental values and beliefs in a world that is technologically oriented Compare and contrast the changes that technology has brought to the countries being studied</p>