

# Social Studies Standard Articulated by Grade Level Seventh Grade

Seventh Grade History Strands emphasize American history from the Civil War through the Great Depression. They also study the impact of the Industrial Revolution and imperialism on world events.

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>Concept 1: Research Skills for History</b>  <i>PO 1. Construct charts, graphs, and narratives using historical data.</i>  <i>PO 2. Interpret historical data displayed in graphs, tables, and charts.</i>  <i>PO 3. Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.</i>  <i>PO 4. Formulate questions that can be answered by historical study and research.</i>  <i>PO 5. Describe the relationship between a primary source document and a secondary source document.</i>  <i>PO 6. Determine the credibility and bias of primary and secondary sources.</i></p>	<p><b>Concept 1: Research Skills for History</b>  <i>PO 1. Construct charts, graphs, and narratives using historical data.</i>  <i>PO 2. Interpret historical data displayed in graphs, tables, and charts.</i>  <i>PO 3. Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.</i>  <i>PO 4. Formulate questions that can be answered by historical study and research.</i>  <i>PO 5. Describe the relationship between a primary source document and a secondary source document.</i>  <i>PO 6. Determine the credibility and bias of primary and secondary</i></p>	<p><b>Concept 1: Foundations of Government</b>  <b>PO 1.</b> Analyze the significance of the principles and ideals of the following documents:            a. Bill of Rights (as related to specific time periods)            b. Emancipation Proclamation  <b>PO 2.</b> Analyze Arizona's transition from territory to statehood:            a. locations of capital            b. founding people            c. Arizona's constitution</p> <hr/> <p><b>Concept 2: Structure of Government</b>  <b>PO 1.</b> Describe how the powers of checks and balances are used in the following:</p>	<p><b>Concept 1: The World in Spatial Terms</b>  <i>PO 1. Construct maps, charts, and graphs to display geographic information.</i>  <i>PO 2. Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</i>  <i>PO 3. Interpret maps, charts, and geographic databases using geographic information.</i>  <b>PO 4.</b> Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.  <b>PO 5.</b> Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to</p>	<p><b>Concept 1: Foundations of Economics</b>  <b>PO 1.</b> Explain how limited resources and unlimited human wants cause people to choose some things and give up others.  <b>PO 2.</b> Analyze how scarcity, opportunity costs, and trade-offs influence decision making.  <b>PO 3.</b> Identify how governments and businesses make choices based on the availability of resources.  <b>PO 4.</b> Describe the characteristics of a market economy:            a. property rights            b. freedom of enterprise            c. competition            d. consumer choice            e. limited role of</p>

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<p><b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.</p> <p><b>PO 8.</b> Describe two points of view on the same historical event.</p> <hr/> <p><b>Concept 2: Early Civilizations</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 3: Exploration and Colonization</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 4: Revolution and New Nation</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Westward</b></p>	<p><i>sources.</i></p> <p><b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.</p> <p><b>PO 8.</b> Describe two points of view on the same historical event.</p> <hr/> <p><b>Concept 2: Early Civilizations</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 3: World in Transition</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 4: Renaissance and Reformation</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Encounters and</b></p>	<p>a. impeachment b. declaring war c. treaties d. veto e. judicial review</p> <hr/> <p><b>Concept 3: Functions of Government</b> <b>PO 1.</b> Analyze the significance of the following judicial decisions: a. Dred Scott b. Plessy v. Ferguson c. Scopes Trial <b>PO 2.</b> Identify the government's role in progressive reforms (e.g., women's suffrage, labor unions, temperance movement, civil rights).</p> <hr/> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b> <b>PO 1.</b> Describe the benefits of community</p>	<p>regions studied.)</p> <hr/> <p><b>Concept 2: Places and Regions</b> <b>PO 1.</b> Describe the human and physical characteristics of places and regions. <b>PO 2.</b> Explain the concept of regions and why they change. <b>PO 3.</b> Compare the historical and contemporary interactions among people in different places and regions. <b>PO 4.</b> Describe how a place changes over time. (Connect with content studied.)</p> <hr/> <p><b>Concept 3: Physical Systems</b> (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) <b>Connect with:</b></p>	<p>government</p> <hr/> <p><b>Concept 2: Microeconomics</b> <b>PO 1.</b> Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations) that make up an economic system. <b>PO 2.</b> Describe how (private) investment in human capital such as health (e.g. immunizations), education (e.g., college), and training of people (e.g., on the job experience), leads to economic growth. <b>PO 3.</b> Describe how investment in physical capital (e.g., factories, machinery, new technology) leads to economic growth. <b>PO 4.</b> Describe the role of entrepreneurs (e.g., Carnegie, Ford, Rockefeller,</p>

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<p><b>Expansion</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 6: Civil War and Reconstruction</b> <b>(Note: The Civil War was introduced in Grade 5.)</b> <b>PO 1.</b> Analyze the factors leading to the Civil War: a. role of abolitionists and Underground Railroad b. Sectionalism and States' Rights c. Westward expansion d. Missouri and 1850 Compromises e. Dred Scott Decision f. Kansas-Nebraska Act <b>PO 2.</b> Determine the significance of the following events of the Civil War: a. firing on Fort Sumter b. major battles – Bull Run, Antietam, Vicksburg, Gettysburg</p>	<p><b>Exchange</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 6: Age of Revolution</b> <b>PO 1.</b> Describe how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation. <b>PO 2.</b> Determine the effect of the Industrial Revolution on the Western World: a. growth of cities b. rise of middle class c. spread of industrialism d. rise of imperialism e. foundation for future technological advances f. labor issues</p> <hr/> <p><b>Concept 7: Age of Imperialism</b> <b>PO 1.</b> Describe the effects of the following factors on</p>	<p>service. <b>PO 2.</b> <i>Discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States</i> <b>PO 3.</b> Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials). <b>PO 4.</b> Explain the obligations and responsibilities of citizenship: a. upholding the Constitution b. obeying the law c. paying taxes d. registering for selective service</p>	<p><b>Science Strand 3 Concept 1</b> Analyze environmental benefits and risks of human interactions. <b>Science Strand 4 Concept 3</b> Analyze relationships in the environment (food chains, food webs, carrying capacity, problems associated with population growth, environmental factors) affecting living organisms. <b>Science Strand 6 Concept 1</b> Describe the basic properties of earth materials (rocks, fossils, layers of the earth) and how change over time is estimated. <b>Science Strand 6 Concept 2</b> Relate plate tectonics to the resulting landforms and earthquakes. <b>Science Strand 6 Concept 3</b> Explain the relationships between the Earth and other objects in the solar system.</p> <hr/> <p><b>Concept 4: Human</b></p>	<p>J. P. Morgan, Vanderbilt) in the free enterprise system. <b>PO 5.</b> Describe the function of private business in producing goods and services. <b>PO 6.</b> Describe how the interaction between buyers and sellers determines market prices. <b>PO 7.</b> Explain how the (unequal) distribution of income affects public policy and standards of living. <b>PO 8.</b> Describe the government's investment in human capital: a. health b. education c. training of people <b>PO 9.</b> Describe the government's investment in physical capital (e.g., NASA, transportation). <b>PO 10.</b> Describe the government's role in economic recovery for the individual (e.g., farm subsidy, securities, Social</p>

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<p>c. Enactment of the Emancipation Proclamation</p> <p>d. Sherman’s march</p> <p>e. surrender at Appomattox</p> <p><b>PO 3.</b> Describe significance of the following individuals or groups in the Civil War:</p> <p>a. political leaders (i.e., Abraham Lincoln, Jefferson Davis)</p> <p>b. military leaders (e.g., Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, Thomas “Stonewall” Jackson)</p> <p>c. role of African-Americans</p> <p>d. role of Women</p> <p><b>PO 4.</b> Analyze the impact of the Civil War on the following personal, social, and economic aspects of American life:</p> <p>a. Americans fighting Americans</p> <p>b. high casualties caused by disease and the type</p>	<p>the rise of imperialism:</p> <p>a. increased need for raw materials</p> <p>b. increased need for consumers</p> <p>c. nationalism – countries increased power</p> <p><b>PO 2.</b> Describe how areas in the world (e.g., Africa, India, China) were impacted by the imperialism of European countries.</p> <p><b>PO 3.</b> Describe how industrialization in Japan led to its rise as a world power.</p> <p><b>PO 4.</b> Describe the impact of American interests in the following areas during the late 19<sup>th</sup> century and the early 20<sup>th</sup> century:</p> <p>a. Philippines, Cuba, Puerto Rico and the Spanish American War</p> <p>b. China and the Boxer Rebellion</p> <p>c. Colombia and the building of the Panama Canal</p>	<p>e. jury duty</p> <p><b>PO 5.</b> Describe the impact of Constitutional Amendments and laws (i.e., Thirteenth, Fourteenth, Fifteenth, Eighteenth, Nineteenth, and Twenty-first Amendments, Jim Crow Laws, Black Codes, Dawes Act) that came about during the historical time periods studied.</p> <hr/> <p><b>Concept 5: Government Systems of the World</b></p> <p><b>PO 1.</b> Discuss how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles, Fourteen Points, League of Nations).</p> <p><b>PO 2.</b> Compare different types of governments:</p> <p>a. dictatorship</p> <p>b. totalitarian</p>	<p><b>Systems</b></p> <p><b>PO 1.</b> Discuss the implications of the demographic structure of places and regions.</p> <p><b>PO 2.</b> Describe the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.</p> <p><b>PO 3.</b> Describe the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world.</p> <p><b>PO 4.</b> Analyze how social (e.g., family), physical (e.g., good climate, farmland, water, minerals), and economic (e.g., jobs) resources influence where human populations choose to live.</p> <p><b>PO 5.</b> Analyze the effects of settlement (e.g., quality of life,</p>	<p>Security, exchange regulations).</p> <hr/> <p><b>Concept 3: Macroeconomics</b></p> <p><b>PO 1.</b> Describe the effects of inflation (e.g., higher prices, rising interest rates, less business activity) on society.</p> <p><b>PO 2.</b> Analyze the effects (e.g., inflation, unemployment) of the Great Depression.</p> <p><b>PO 3.</b> Analyze the government’s role (e.g., FDIC, Securities and Exchange Commission) in national economic recovery.</p> <p><b>PO 4.</b> Describe how scarcity influences the choices (e.g., war time rationing, women in the work force, reallocation of resources) made by governments and businesses.</p>

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<p>of warfare</p> <p>c. widespread destruction of American property</p> <p>d. change in status of freed slaves</p> <p>e. value of railroads and industry</p> <p><b>PO 5.</b> Describe the impact of various events and movements that influenced Reconstruction:</p> <p>a. Lincoln’s assassination</p> <p>b. Ku Klux Klan and the development of Jim Crow laws</p> <p>c. Freedmen’s Bureau</p> <p>d. Civil War Constitutional Amendments</p> <p>e. industrialization</p> <p><b>PO 6.</b> Describe the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments.</p> <hr/> <p><b>Concept 7: Emergence of the Modern United States</b></p> <p><b>PO 1.</b> Examine the reasons</p>	<p>d. Hawaiian annexation</p> <hr/> <p><b>Concept 8: World at War</b></p> <p><b>PO 1.</b> Explain how the following world movements led to World War I:</p> <p>a. militarism</p> <p>b. imperialism</p> <p>c. nationalism</p> <p>d. formation of alliances</p> <p><b>PO 2.</b> Summarize the outcomes of World War I:</p> <p>a. Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries)</p> <p>b. economic issues (e.g., national debt, spread of socialism)</p> <p><b>PO 3.</b> Describe the rise of totalitarianism in Europe following World War I:</p> <p>a. Italy under Mussolini</p> <p>b. Germany under Hitler</p> <p>c. Soviet Union under</p>	<p>c. monarchies</p>	<p>transportation, population density) on places.</p> <p><b>PO 6.</b> Describe the distributions and patterns of cultural characteristics (e.g., religions, language, standards of living) over time.</p> <p><b>PO 7.</b> Describe the factors (e.g., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution and interrelationships of economic activities in different places and world regions.</p> <p><b>PO 8.</b> Explain how cooperation and conflict contribute to political, economic, and social activities.</p> <p><b>PO 9.</b> Identify cultural aspects (e.g., literacy rates, occupations, property rights) based on social and political factors.</p> <p><b>PO 10.</b> Describe how changes in technology, transportation,</p>	<p><b>Concept 4: Global Economics</b></p> <p><b>PO 1.</b> Explain how voluntary exchange benefits buyers and sellers.</p> <p><b>PO 2.</b> Identify the patterns of economic interaction (e.g., national debt, balance of trade) between countries.</p> <hr/> <p><b>Concept 5: Personal Finance</b></p> <p><b>PO 1.</b> Describe how scarcity influenced the historical times studied.</p> <p><b>PO 2.</b> Describe how scarcity influences personal financial choices (e.g., buying on-margin, budgeting, saving, investing, credit).</p> <p><b>PO 3.</b> Describe how income for most people is determined by the value of the goods and services they sell.</p> <p><b>PO 4.</b> Describe types of personal investments (e.g.,</p>

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<p>why people emigrated from their homelands to settle in the United States during the late 19<sup>th</sup> century.</p> <p><b>PO 2.</b> Describe how the United States was positively and negatively affected by factors and events resulting from the arrival of a large numbers of immigrants.</p> <p><b>PO 3.</b> Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g. geographic security, abundant natural resources, innovations in technology, available labor, global markets).</p> <p><b>PO 4.</b> Discuss the relationship between immigration and industrialization.</p> <p><b>PO 5.</b> Analyze the impact of industrialization on the United States:</p> <ol style="list-style-type: none"> <li>a. rural to urban migration</li> <li>b. factory conditions</li> <li>c. unions</li> </ol>	<p style="text-align: center;">Stalin</p> <hr/> <p><b>Concept 9: Contemporary World</b></p> <p><b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p><b>PO 2.</b> Identify the connection between current and historical events and issues identified in Concept 8 above using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p><b>PO 3.</b> Analyze how world events of the late 20<sup>th</sup> century and early 21<sup>st</sup> century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in</p>		<p><i>communication, and resources affect the location of economic activities in places and world regions.</i></p> <hr/> <p><b>Concept 5: Environment and Society</b></p> <p><b>PO 1.</b> Identify the physical processes (e.g., conservation of natural resources, mining, water distribution in Arizona) that influence the formation and location of resources.</p> <p><b>PO 2.</b> Describe the consequences of natural hazards (e.g., Dust Bowl hurricanes, droughts, earthquakes).</p> <p><b>PO 3.</b> Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.</p> <p><b>PO 4.</b> Describe the positive and negative outcomes of human modification on the environment.</p>	<p>saving accounts, stocks, bonds).</p>

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<p>d. influence of big businesses</p> <p><b>PO 6.</b> Describe the following Progressive Reforms that resulted from the Industrial Revolution:</p> <p>a. labor unions</p> <p>b. Women’s Suffrage</p> <p>c. trust busting</p> <p>d. conservation of natural resources</p> <p>e. Temperance Movement</p> <p><b>PO 7.</b> Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion.</p> <p><b>PO 8.</b> Identify the following groups’ contributions to the changing social and political structure of the United States:</p> <p>a. labor leaders (e.g., Samuel Gompers, Mother Jones)</p> <p>b. social reformers (e.g., Susan B. Anthony,</p>	<p>science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p> <p><b>PO 4.</b> Compare the economic, political, and social aspects of a country identified in Concept 8 above during the first half of the 20th century to its contemporary economic, political, and social aspects.</p>		<p><b>PO 5.</b> Explain how modification in one place (e.g., canals, dams, farming techniques, industrialization) often leads to changes in other locations.</p> <p><b>PO 6.</b> Describe the ways human population growth can affect environments and the capacity of environments to support populations.</p> <p><b>PO 7.</b> Compare different points of view and research on environmental issues (e.g., land use, natural resources, wildlife, biomes).</p> <hr/> <p><b>Concept 6: Geographic Applications</b></p> <p><b>PO 1.</b> Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</p> <p><b>PO 2.</b> Describe how environments (e.g., Sun Belt,</p>	

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<p>Elizabeth Cady Stanton)</p> <p>c. industrialists (e.g., Andrew Carnegie, John D. Rockefeller)</p> <p>d. inventors (e.g., Thomas Edison, Henry Ford)</p> <p>e. Populists (e.g., William Jennings Bryan)</p> <p>f. financiers (e.g., J.P. Morgan, Jay Gould)</p> <p><b>PO 9.</b> Describe the following factors that fostered the growth of American imperialism during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries:</p> <p>a. desire for military strength</p> <p>b. interest in new markets</p> <p>c. need for inexpensive source of raw materials</p> <p><b>PO 10.</b> Analyze the United States' expanding role in the world during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries:</p> <p>a. Spanish American War</p> <p>b. Panama Canal</p> <p>c. Alaska and Hawaii</p> <p>d. Open Door Policy</p> <p>e. China – Boxer Rebellion</p>			<p>urban areas) influence living conditions.</p> <p><b>PO 3.</b> Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p>	

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<p><b>PO 11.</b> Describe major factors in Arizona history (e.g., territorial status, mining, constitutional convention) leading to statehood.</p> <p><b>PO 12.</b> Describe the following events that led to United States involvement in World War I:</p> <ul style="list-style-type: none"> <li>a. shift away from isolationism</li> <li>b. sinking of the Lusitania</li> <li>c. Zimmermann Telegram</li> </ul> <p><b>PO 13.</b> Describe important events associated with World War I:</p> <ul style="list-style-type: none"> <li>a. anti-German feelings in the United States</li> <li>b. passing of the Selective Service Act</li> <li>c. migration of African-Americans to the north</li> <li>d. Wilson's Fourteen Points</li> <li>e. controversy over the Treaty of Versailles</li> </ul> <hr/> <p><b>Concept 8: Great</b></p>				

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<p><b>Depression and World War II</b></p> <p><b>PO 1.</b> Identify economic policies and factors (e.g., unequal distribution of income, weaknesses in the farm sector, buying on margin, stock market crash) that led to the Great Depression.</p> <p><b>PO 2.</b> Determine the impact of natural and manmade crises (e.g., unemployment, food lines, the Dust Bowl and the western migration of Midwest farmers) of the Great Depression.</p> <p><b>PO 3.</b> Describe how the following New Deal programs affected the American people:</p> <ul style="list-style-type: none"> <li>a. works programs (e.g., WPA, CCC, TVA)</li> <li>b. farm subsidies</li> <li>c. Social Security</li> </ul> <p><b>PO 4.</b> Describe how Pearl Harbor led to United States involvement in World War II.</p>				

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## Social Studies Standard Articulated by Grade Level Seventh Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>PO 5.</b> Describe the impact of World War II on economic recovery from the Great Depression.</p> <hr/> <p><b>Concept 9: Postwar United States</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 10: Contemporary United States</b> <i>PO 1.</i> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). <i>PO 2.</i> Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g.,</p>				

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## Social Studies Standard Articulated by Grade Level Seventh Grade

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<i>newspapers, magazines, television, Internet, books, maps).</i> <b>PO 3.</b> Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.				

### Concept Descriptors

#### **Strand 1: American History**

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

#### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

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# Social Studies Standard Articulated by Grade Level

## Seventh Grade

### **Concept 2: Early Civilizations Pre 1500**

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

### **Concept 3: Exploration and Colonization 1500s – 1700s**

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

### **Concept 4: Revolution and New Nation 1700s – 1820**

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

### **Concept 5: Westward Expansion 1800 – 1860**

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

### **Concept 6: Civil War and Reconstruction 1850 – 1877**

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

### **Concept 7: Emergence of the Modern United States 1875 – 1929**

Economic, social, and cultural changes transformed the U.S. into a world power.

### **Concept 8: Great Depression and World War II 1929 – 1945**

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

### **Concept 9: Postwar United States 1945 – 1970s**

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

### **Concept 10: Contemporary United States 1970s – Present**

Current events and issues continue to shape our nation and our involvement in the global community.

## **Strand 2: World History**

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

### **Concept 2: Early Civilizations**

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# Social Studies Standard Articulated by Grade Level

## Seventh Grade

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

### **Concept 3: World in Transition**

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

### **Concept 4: Renaissance and Reformation**

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

### **Concept 5: Encounters and Exchange**

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

### **Concept 6: Age of Revolution**

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

### **Concept 7: Age of Imperialism**

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

### **Concept 8: World at War**

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

### **Concept 9: Contemporary World**

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

## **Strand 3: Civics/Government**

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

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# Social Studies Standard Articulated by Grade Level

## Seventh Grade

### **Concept 1: Foundations of Government**

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

### **Concept 2: Structure of Government**

The United States structure of government is characterized by the separation and balance of powers.

### **Concept 3: Functions of Government**

Laws and policies are developed to govern, protect, and promote the well-being of the people.

### **Concept 4: Rights, Responsibilities, and Roles of Citizenship**

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

### **Concept 5: Government Systems of the World**

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

## **Strand 4: Geography**

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

### **Concept 1: The World in Spatial Terms**

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

### **Concept 2: Places and Regions**

Places and regions have distinct physical and cultural characteristics.

### **Concept 3: Physical Systems**

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

### **Concept 4: Human Systems**

Human cultures, their nature, and distribution affect societies and the Earth.

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# Social Studies Standard Articulated by Grade Level

## Seventh Grade

### **Concept 5: Environment and Society**

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

### **Concept 6: Geographic Applications**

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

## **Strand 5: Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

### **Concept 1: Foundations of Economics**

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

### **Concept 2: Microeconomics**

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

### **Concept 3: Macroeconomics**

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

### **Concept 4: Global Economics**

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

### **Concept 5: Personal Finance**

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

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