



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

### ***Essential Standards: Seventh Grade Social Studies • Unpacked Content***

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

To increase student achievement by ensuring educators understand what the new standards require a student must know, understand and be able to do.

#### **What is in the document?**

The “unpacking” of the standards in this document answers a simple question, “What does this standard require a student to understand, to know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators. This tool also provides definitions and key terminology frequently used and identified within the North Carolina Essential Standards for Social Studies. Key terms in bold, correspond to those that likely appear in the new standards, classroom instruction, and comprehensive assessments (formative, interim, and summative). You may also find a list of key terminology at the end of this document in Appendix A. This list is not exhaustive, but seeks to address key terms and definitions critical in building student knowledge and understanding in the content area. The terms are to enhance the student’s ability to make connections across disciplines and in the real world and not for basic recall or memorization.

#### **How do I send Feedback?**

The explanations and examples in this document are specific and helpful. As this document is used, teachers and educators will find ways in which this tool can be improved and made even more useful. Please send feedback to [feedback@dpi.nc.gov](mailto:feedback@dpi.nc.gov) and your input will help to refine our instructional tool. Thank You!

#### **Just want the standards alone?**

The stand alone standards are located at <http://www.ncpublicschools.org/acre/standards/new-standards/#social>.

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture

# History

## Essential Standard:

7.H.1 Use historical thinking to analyze various modern societies.

Concept(s): Historical Thinking, Historical Narrative, Historical Perspective, Society

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.

#### The student will understand:

- Historical events or issues can be understood through the use of data.

#### The student will know:

- Examples of how charts, graphs and historical narratives can be used to explain historic events.
- How events prior to the Age of Exploration impacted later historical events and issues.

#### The student will be able to:

- Create charts, graphs, and historical narratives to explain events or issues.
- Create cause and effect charts to demonstrate connections between events prior to the Age of Exploration and later historical events

**For example:** Use data from various sources (diaries, ship manifests, tax records, maps, magazine and newspaper articles, sermons, songs or literature) to create a timeline of slavery from the sixteenth through nineteenth centuries.

#### Key Terminology:

- **Historical narrative** is an account, report or story of events or experiences that is based on factual evidence from the past.

	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• National Center for History in the Schools (UCLA) – Historical Comprehension: <a href="http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historical-comprehension/?searchterm=historical%20narrative">http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historical-comprehension/?searchterm=historical%20narrative</a></li> <li>• Teaching History.org: “<i>Stories in History: Is Narrative an American Approach</i>” <a href="http://teachinghistory.org/issues-and-research/research-brief/23631">http://teachinghistory.org/issues-and-research/research-brief/23631</a></li> </ul>
<p>7.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Understanding the literal meaning of a historical document encourages more accurate conclusions about historical issues and events.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of historical documents and the events or issues associated with them.</li> <li>• The literal meaning of a historical text refers to identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Establish a theme or main idea of a historical document through its nonfigurative meaning.</li> <li>• Identify the who, what, where, and cause and effect of historic events, dependent on the stimulus being summarized.</li> </ul> <p><b>For example:</b> Students could literally and contextually examine the excerpt of <a href="#">Rev. Martin Niemöller’s quote that ends with “Then they came for the Jews, and I did not speak out --Because I was not a Jew. Then they came for me -- and there was no one left to speak for me.”</a></p> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Literal meaning</u></b> refers to the meaning of a passage or text as the original author intended and what the original witnesses/readers would have understood.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• National Center for History in the Schools (UCLA) – Historical Thinking Standard 2:</li> </ul>

<http://www.nchs.ucla.edu/Standards/standards-for-grades-k-4/historical-thinking-standards/2.-historical-comprehension#section-0>

***Note:** Reconstructing the literal meaning of a historical passage requires one to identify certain contextual information (i.e. who was involved, what happened, where it happened, what events led to these developments and what consequences or outcomes followed). Once students are able to establish the literal meaning of a document, they will be able to apply this meaning to multiple situations/time periods to establish the context for the use of that document. Additionally, students will be able to see if that literal meaning stood the test of time.*

7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

**The student will understand:**

- Bias may shape how individuals interpret primary or secondary sources.
- Historical texts often demonstrate biases that reflect the culture of a society.
- Interpreting multiple historic perspectives is important to understanding the past.
- The criterion for using historical tools improves our understanding of the past.

**The student will know:**

- The [difference between a primary and a secondary source](#).
- How to differentiate between the value of primary and secondary sources.
- Examples of [primary](#) and [secondary](#) sources.
- The different ways to investigate primary and secondary sources.

**The student will be able to:**

- Use different sources of information from multiple perspectives (i.e. personal background and individual experiences, socioeconomic status, political affiliation, time periods) to understand a particular event or issue.

**For example:** Examine a [variety of documents that share multiple perspectives on the impact of the Industrial Revolution in 19<sup>th</sup> century England](#) (e.g., legal documents from the British parliament, editorials from those for and against industrialization, maps of factory communities that developed, journal writings

from literate parties involved, and images of life during that period of time).

**Key Terminology:**

- **Primary sources** provide a first-hand account or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who actually experienced the events or conditions being documented. While these sources are created at the time when the events or conditions are occurring, primary sources may also include autobiographies, memoirs, and oral histories recorded later. (Yale University, see resource link below). Examples include: photographs, letters, diaries, artifacts, music and songs, broadsides, poetry, charts/graphs, census records & other governmental documents, audio recordings, architectural landmarks, etc.
- **Secondary sources** provide interpretations of primary sources. Examples include: biographies, monologues, magazine and journal articles.
- **Historical perspective** is the ability to describe the past from the point of view of those who lived during the particular time period under study.

**Resources:**

- Primary Sources at Yale University: [http://www.yale.edu/collections\\_collaborative/primarysources/primarysources.html](http://www.yale.edu/collections_collaborative/primarysources/primarysources.html)
- Primary Source: Educating for Global Understanding: <http://www.primarysource.org/what-is-a-primary-source>
- Distinguish Between Primary and Secondary Sources: <http://library.ucsc.edu/help/howto/distinguish-between-primary-and-secondary-sources>
- Using Primary Sources – Library of Congress: <http://www.loc.gov/teachers/usingprimarysources/>
- National Center for History in the Schools (UCLA) – Historical Comprehension: <http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historical-comprehension/?searchterm=historical%20perspective>
- The Historical Thinking Project: Promoting Critical Historical Literacy for the 21<sup>st</sup> Century: <http://historicalthinking.ca/concept/historical-perspectives>

*Note: Acquiring a historical perspective requires one to (a) study primary sources of the time period under study including literature, diaries, letters, debates, arts, artifacts, etc.; (b) consider the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoid "present-*

*mindedness," judging the past solely in terms of present-day norms and values. (See the National Center for History in the Schools UCLA site listed in the references above).*

**Essential Standard:**

**7.H.2 Understand the implications of global interactions.**

**Concept(s): Global Interaction, War, Region, Innovation**

**Clarifying Objectives**

**Unpacking**

What does this standard mean a student will understand, know and be able to do?

7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).

**The student will understand:**

- Colonization and conquest may alter a people's way of life in positive and negative ways.
- Conflict may begin as an ideological struggle and end in physical violence.
- Economic, political, and military conflict may alter the quality of life for citizens in various nations and regions.
- Political and social conflict may involve military intervention and lead to global political reorganization.

**For example:** Examine the [concept of imperialism in India during the 1700s](#) to determine both the positive and negative effects on Indian society.

**Additional examples:** [The Scramble for Africa](#), [Exploration and Colonization of the Americas](#), Western Arrival to China and [Japan](#) (1854) and the effects of these conflicts on societies involved.

**The student will know:**

- The issues surrounding various conflicts throughout the world.

**For example:** genocide, calls for intervention, scarcity, imperialism, ethnic cleansing, religious or ideological radicalism, isolationism, or refugees.

- The [political and economic implications of genocide](#) on a society.

	<ul style="list-style-type: none"> <li>• Scarcity of resources and struggles for power as a catalyst for conflict and its connection to <a href="#">imperialism</a>.</li> </ul> <p><i>Note: The study of conflicts is not limited to military conflicts, but should include conflicting ideas that steam from economic, political, and social ideologies. Teachers are free to select examples that are developmentally appropriate for the population in which they serve. A special effort should be made to include a variety of conflicts from throughout the world and those based on current events and relevancy to the students.</i></p>
<p>7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g. Humanitarian efforts, United Nations, World Health Organization, Non Governmental Organizations, European Union and Organization of American States).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Collaboration between multiple organizations is often needed to address global issues.</li> <li>• Motivations for participating in global consensus building efforts may establish how groups work together.</li> <li>• International cooperative efforts can have mixed results that may benefit or hinder some groups.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Motivations for the person/groups’ participation in the global problem-solving process.</li> <li>• Criteria used to evaluate the effectiveness of international cooperative efforts (i.e., the ability to meet the objectives set forth by <a href="#">The Red Cross</a>, <a href="#">League of Nations</a>, <a href="#">United Nations</a>, or <a href="#">World Health Organization</a>, among others)</li> <li>• Origins of collaborative efforts (i.e. <a href="#">The Red Cross</a>, <a href="#">League of Nations</a>, <a href="#">United Nations</a>, <a href="#">World Health Organization</a>, among others).</li> </ul>

<p>7.H.2.3 Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The desire for greater interaction across regions encourages advances in technology that improves opportunities for communication and collaboration.</li> <li>• Innovation may enhance the efficiency of time and distance in communication and transportation networks, encouraging greater global interaction and cultural exchange.</li> </ul> <p><b>For example:</b> <a href="#">The Age of Discovery</a> drove the development of <a href="#">new navigational technology</a> and ship building.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Ways military, economic, social, and political interactions have led to innovations.</li> <li>• How innovation and industrialization increased international relationships and the development of countries.</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Global interaction</b> refers to the development of international systems of trade that result in networks of trade, communications, and cultural and political exchange. These interactions may result in unequal distribution of power, economic alliances, political alliances and cultural diffusion.</li> </ul>
<p>7.H.2.4 Analyze the economic, political, and social impacts of disease (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Cultural ideas and stereotypes may determine how disease is acknowledged, accepted and treated within modern societies.</li> <li>• People and groups often work together to improve the quality of life and fight disease throughout the world .</li> <li>• Diseases can cause the decline or extinction of civilizations, making room for new groups to settle and cultivate a region.</li> </ul> <p><b>For example:</b> The arrival of the <a href="#">Spanish Conquistadors</a> brought <a href="#">smallpox to the indigenous people</a> they encountered in the Americas. Those indigenous groups did not have immunity to the disease and consequently lost thousands of people to it.</p>

	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The difference between a <a href="#">pandemic</a> and <a href="#">epidemic</a>.</li> <li>• How deficiencies, environmental factors, and immunities contribute to the spread or prevention of disease.</li> <li>• The impact of <a href="#">biological warfare</a> and its threat to the environment and society.</li> <li>• Ways that societies address the impacts of disease.</li> </ul> <p><b>For example:</b> <a href="#">The global influenza epidemic following World War One</a> was dealt with in a number of ways in different nations.</p>
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## Geography and Environmental Literacy

### Essential Standard:

**7.G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.**

**Concept(s): Environment, Demographic Trends, Conflict, Compromise, Human-Environment Interaction**

### Clarifying Objectives

#### Unpacking

What does this standard mean a student will understand, know and be able to do?

7.G.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).

#### The student will understand:

- Physical features of a place may direct the settlement patterns of modern societies and regions.
- Human response to environmental conditions may have unintended consequences.

**For example:** The response to the need for oil has led to drilling in the ocean, resulting in accidental spills.

#### The student will know:

- Examples of environmental conditions such as [pollution](#), [erosion](#), [deforestation](#), depopulation, climate, [glaciation](#), and [desertification](#).
- Ways in which humans may respond to environmental conditions such as building dams, planting trees,

	<p>creating policies and laws to deal with issues of pollution, and redeveloping an area in order to encourage re-population.</p> <ul style="list-style-type: none"> <li>• Ways in which natural barriers aid and deter societal development.</li> </ul> <p><b>For example:</b> <a href="#">The Three Gorges dam along the Yangtze River</a> was created to help alleviate flooding along the river, but has generated a variety of additional challenges. In order to create this engineering feat, communities were uprooted and moved, and cultural/historical artifacts were lost.</p> <p><b>For example:</b> Linn Cove Viaduct on <a href="#">the Blue Ridge Parkway</a> in Western North Carolina and the <a href="#">building of the Panama Canal</a>.</p> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Environmental condition</u></b> is the state of the natural environment of a place at a given time such as pollution, erosion, deforestation, depopulation, climate, glaciation, and desertification.</li> </ul>
<p>7.G.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.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Rapid population growth may lead to internal conflict over scarce resources.</li> <li>• Nations facing population shifts may develop strategies to alter population trends.</li> <li>• Populations may settle in areas with sufficient resources to meet their needs.</li> <li>• Changing demographic trends may cause internal conflict within a nation or group and encourage different groups to compromise in order to achieve common goals.</li> <li>• Changing demographic trends may lead to internal conflict among a nation’s population.</li> </ul> <p><b>For example:</b> Internal conflicts and issues among a nation’s population include violence in <a href="#">Bosnia (ethnic cleansing)</a> and <a href="#">Darfur, genocide</a>, and the <a href="#">increased Muslim population in various European</a> countries.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The factors that explain population growth and decline (i.e. the <a href="#">lack of arable/fertile land</a>, the relocation of industry, war, <a href="#">refugee population</a>, political strife, access to health care, and <a href="#">environmental conditions</a>).</li> </ul>

- [Examples of push / pull factors](#) of migration.
- Correlations between population distribution and urbanization.

**For example:** Western Europe's [population explosion](#) during the [Industrial Revolution](#) in the late 17<sup>th</sup> and early 18<sup>th</sup> centuries was due in part to improvements in health care, migration of families to areas where factories/jobs were located, and the ability of families to sustain more children.

**For example:** The [development of the modern nation of Israel](#) is an example of conflict and compromise. In the sixty plus years of Israel's existence, there have been several wars between Israel and her neighbors. There have also been times of compromise, such as the [Camp David Accords](#).

#### **Key Terminology:**

- **Demographic trends** are historical patterns of changes in the population statistics for a place.
- **Push/Pull factors** are those forces or conditions that serve to drive people either towards or away from place i.e. environmental conditions and demographic trends. Push factors are those that drive people away and pull factors are those that draw people to a place.
- **Population distribution** can be described as the number of people that live in a given location.
- **Urbanization** is the massive and rapid growth of the population of a city or town resulting from increased migration. The migration is usually from a rural, non industrialized area.

#### **Resources:**

- Pew Research Center: <http://www.pewsocialtrends.org/topics/>
- Six Disruptive Demographic Trends: What Census 2010 Will Reveal – [http://www.kenan-flagler.unc.edu/~media/files/kenaninstitute/UNC\\_KenanInstitute\\_2010Census](http://www.kenan-flagler.unc.edu/~media/files/kenaninstitute/UNC_KenanInstitute_2010Census)
- Central Intelligence Agency – Long-Term Demographic Trends: Reshaping the Geopolitical Landscape [https://www.cia.gov/library/reports/general-reports-1/Demo\\_Trends\\_For\\_Web.pdf](https://www.cia.gov/library/reports/general-reports-1/Demo_Trends_For_Web.pdf)
- U.S. Census Bureau – Demographic Trends in the 20<sup>th</sup> Century: Census 2000 Special Reports <http://www.census.gov/prod/2002pubs/censr-4.pdf>

	<ul style="list-style-type: none"> <li>• Migration Conceptual Framework: Why Do People Move to Work in Another Place or Country? <a href="http://globalgeography.aag.org/Migration1e/ConceptualFramework_Jan10/ConceptualFramework_Jan105.html">http://globalgeography.aag.org/Migration1e/ConceptualFramework_Jan10/ConceptualFramework_Jan105.html</a></li> <li>• U.S Census Bureau: Population Distribution and Change <a href="http://www.census.gov/prod/cen2010/briefs/c2010br-01.pdf">http://www.census.gov/prod/cen2010/briefs/c2010br-01.pdf</a></li> </ul>
<p>7.G.1.3 Explain how natural disasters (e.g. flooding, earthquakes, monsoons and tsunamis), preservation efforts and human modification of the environment (e.g. recycling, planting trees, deforestation, pollution, irrigation systems and climate change) affect modern societies and regions.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Societies may use a variety of tools to respond to natural disasters in order to improve the quality of life for people.</li> <li>• Natural disasters can result in political, economic, environmental, or social change.</li> <li>• Preservation efforts and human modifications to the environment may result in consequences transform conditions for human life.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Examples of various NGOs</a> (local, national and international) and <a href="#">governmental agencies</a> that respond to natural disasters.</li> <li>• <a href="#">Examples of natural disasters</a>, preservation efforts, and human modifications of the environment that have shaped modern societies.</li> <li>• Strategies and steps that various non-governmental organizations and governmental agencies may undertake in response to environmental disasters.</li> </ul> <p><b>For example:</b> <a href="#">The tsunami of 2004</a> impacted nations around the world and in the region. NGOs from a wide variety of nations sent supplies, resources and human capital to assist in the search, recovery and rescue phases of the effort. Additionally, people and resources were sent by governmental agencies to help with medical needs and the rebuilding of infrastructure in the countries impacted.</p>

## Essential Standard:

7.G.2 Apply the tools of a geographer to understand modern societies and regions.

Concept(s): Society, Region, Geographic Phenomena, Human-Environment Interaction, Patterns

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

7.G.2.1 Construct maps, charts, and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).

#### The student will understand:

- Globes, maps, charts and graphs can provide visual explanation of geographic changes to a civilization, society, or region.

#### The student will know:

- Examples of [geographic phenomena](#).
- [The different components](#) of a map, globe, chart or graph (i.e. key, legend, compass rose, title, scale) and how their construction is different throughout history.
- Different types of charts and graphs and how to appropriately select ones that effectively display the data.

#### The student will be able to:

- Create their own [maps](#), charts and/or graphs to explain pre-existing data or geographic phenomena.

**For example:** Using data found on [the African Diaspora](#) and [Columbian Exchange](#) create charts, maps and graphs that illustrate migration patterns, origins and destinations, and goods traded over time.

#### Key Terminology:

- **Geographic phenomena** are the features of the Earth's surface, as well as, the activities that take place on the Earth's surface. These phenomena may be physical (i.e. topography, waterways, climate, and vegetation) or human (i.e. the development of towns and cities, the spread of disease, trade flows, and population distribution). The location and arrangement of geographic phenomena may lead to recurring patterns.

	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• National Geographic: <a href="http://www.nationalgeographic.com/xpeditions/standards/03/index.html">http://www.nationalgeographic.com/xpeditions/standards/03/index.html</a></li> <li>• Geographic phenomenon: <a href="http://geospatial.referata.com/wiki/Geographic_Phenomenon">http://geospatial.referata.com/wiki/Geographic_Phenomenon</a></li> </ul>
<p>7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Globes, maps, charts, and graphs can provide visual explanation of geographic changes to a civilization, society, or region.</li> <li>• Geographic representations and tools may be used to understand the relationship between the people, places and events of history.</li> <li>• Changes in geographic technology may improve the ability to draw conclusions about civilizations and solve historical and modern problems.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Maps, charts, graphs, geographic data and available technology tools are used to organize information about geographic phenomena.</li> <li>• Ways in which social, cultural, economic and environmental issues have impacted civilizations and regions.</li> <li>• Ways in which <a href="#">geographic technology and ideas</a> have changed over time.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Interpret information and draw conclusions from maps, charts, graphs, geographic data and available technology tools about social, economic, political and environmental issues.</li> </ul> <p><b>For example:</b> Use charts, maps and graphs to understand <a href="#">the migration of Indians</a> around the world. Indians migrated to southern Africa, the United States and South America in search of political stability, economic opportunity and religious freedom.</p> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b><u>Environmental issues</u></b> are matters relating to the natural world that are in dispute or unsettled between two or more parties.</li> </ul>

**References:**

- Natural Resources Defense Council: <http://www.nrdc.org/issues/?gclid=CLfY7amdzK4CFc-a7Qodsyaoqw>
- Earth Times: <http://www.earthtimes.org/>

**Economics and Financial Literacy**

**Essential Standard:**

**7.E.1** Understand the economic activities of modern societies and regions.

**Concept(s):** Society, Economic Activity, Competition, Natural Resources, Economic Systems, Values and Beliefs, Quality of Life

**Clarifying Objectives**

**Unpacking**

What does this standard mean a student will understand, know and be able to do?

7.E.1.1 Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).

**The student will understand:**

- The competition for scarce resources may lead to international conflicts.
- Nations may engage in alliances in order to protect and access desired resources.
- Nations may seek control over territories in order to gain wealth, status and power.

**The student will know:**

- Examples of colonized countries and imperially dominant nations.
- The increased importance of globalization resulting from interdependence of nations.
- Examples of various international economic relationships.
- Strategies nations use to control other territories to gain wealth, status and power.

**For example:** Imperialism - [Protectorates](#) in Latin America, [Open Door Policy in China](#), indirect control in [India](#), [Berlin Conference in Africa](#)

<p>7.E.1.2 Explain the implications of economic decisions in national and international affairs (e.g. OPEC, NAFTA, G20, WTO, EU and economic alliances).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Nations may form economic and political alliances to protect their interests.</li> <li>• International alliances may encourage global economic competition to obtain resources and secure economic growth and stability.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Major international economic organizations and agreements including but not limited to:             <ol style="list-style-type: none"> <li>1. <a href="#">Organization of Petroleum Exporting Countries</a> (OPEC)</li> <li>2. <a href="#">North Atlantic Free Trade Agreement</a> (NAFTA)</li> <li>3. <a href="#">Group of 20 Finance Ministers and Central Bank Governors</a> (G20)</li> <li>4. <a href="#">World Trade Organization</a> (WTO)</li> <li>5. <a href="#">European Union</a> (EU)</li> <li>6. <a href="#">Organization of American States</a> (OAS)</li> </ol> </li> <li>• Examples of implications of international alliances for members and non-members.</li> </ul>
<p>7.E.1.3 Summarize the main characteristics of various economic systems (e.g. capitalism, socialism, communism; market, mixed, command and traditional economies).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Economic systems often vary based on the social, political, and economic priorities of a society.</li> <li>• Economic systems may vary based on who owns the means of production and who makes the economic decisions.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How different <a href="#">economic systems</a>, such as <a href="#">capitalism</a>, <a href="#">socialism</a> and <a href="#">communism</a>, impact citizens' lives, and a nation's international relations.</li> <li>• Economic systems must answer the basic questions:             <ol style="list-style-type: none"> <li>1. What to produce?</li> <li>2. How to produce it?</li> <li>3. For whom to produce it?</li> </ol> </li> <li>• Examples of priorities that contribute to each economic system.</li> </ul>

	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• How to compare and contrast <a href="#">market economies</a>, <a href="#">command economies</a>, <a href="#">mixed economies</a>, and <a href="#">traditional economies</a>.</li> <li>• How to compare and contrast conflicting messages, perspectives and biases on the strengths and weaknesses of <a href="#">market economies</a>, <a href="#">command economies</a>, <a href="#">mixed economies</a>, and <a href="#">traditional economies</a>.</li> </ul>
<p>7.E.1.4 Explain how personal financial decision-making impacts quality of life (e.g. credit, savings, investing, borrowing and giving).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Making good economic decisions may lead to a better quality of life.</li> <li>• Making bad personal financial decisions may have negative implications for individuals and the larger society.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The benefits of <a href="#">saving</a>, <a href="#">investing</a> and giving.</li> <li>• Methods people use to save, invest, and create wealth.</li> <li>• How to <a href="#">use credit and borrow responsibly</a>.</li> <li>• Factors that may negatively impact quality of life (e.g. accumulating too much debt, not planning for the future, and spending more than one earns).</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Quality of life</b> (QOL) can be broadly defined as socio-economic wellbeing and life satisfaction and is a subjective measure, but can be quantified, to some extent, by using a quality-of-life index or other tool. Standard indicators of quality of life include: material wellbeing (GDP), health, political stability and security, family life, community life, climate and geography, job security, political freedom and gender equality.</li> </ul> <p><b>References:</b></p> <ul style="list-style-type: none"> <li>• Economists: “The Economist Intelligence Unit’s quality-of-life index” <a href="http://www.economist.com/media/pdf/QUALITY_OF_LIFE.pdf">http://www.economist.com/media/pdf/QUALITY_OF_LIFE.pdf</a></li> <li>• Investopedia: <a href="http://www.investopedia.com/terms/q/quality-of-life.asp#axzz1nXvuJZ6G">http://www.investopedia.com/terms/q/quality-of-life.asp#axzz1nXvuJZ6G</a></li> </ul>

*Note: Quality of life should not be confused with standard of living. Standard of living is the level of wealth, comfort, material goods, and necessities available to a particular socio-economic class in a particular geographic area/region. (See <http://www.investopedia.com/terms/s/standard-of-living.asp#axzz1nXvuJZ6G> for additional information about standard of living.)*

## Civics and Government

### Essential Standard:

**7.C&G.1** Understand the development of government in modern societies and regions.

**Concept(s):** Political Thought, Democracy, Citizenship, Power, Governmental Authority, Values and Beliefs

### Clarifying Objectives

#### Unpacking

What does this standard mean a student will understand, know and be able to do?

7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism and socialism).

#### The student will understand:

- The ideas found in intellectual, scientific and cultural movements may direct the development of future political thought and characteristics of government.
- Philosophical, historical, cultural and economic factors may shape various ideas and political thought.

#### The student will know:

- Various ideas that shaped [modern political thought](#) (e.g., equality, liberalism, republicanism, one-man-one vote, rule of law, socialism, reason as the primary source of legitimacy and authority, natural rights of man).
- Examples of how cultural and economic factors impact political thought.

#### Key Terminology:

- **Political thought** is the ideas that shaped the development of governmental systems.

<p>7.C&amp;G.1.2 Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Democratic societies may differ as a result of history, region, or culture.</li> <li>• Governmental systems in one society may transform governmental systems in another society as a result of cultural, political, or economic interaction.</li> <li>• The application of democratic ideals may vary greatly throughout history.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The Western concept of democracy can be found in civilizations such as <a href="#">Ancient Rome</a> and <a href="#">Greece</a>.</li> <li>• How the <a href="#">principles and ideals</a> of Western democracy have influenced modern democracies.</li> <li>• Examples of societies, such as the modern <a href="#">United States</a>, <a href="#">Great Britain</a>, <a href="#">Japan</a>, and <a href="#">India</a>, which were influenced by Western democracy.</li> <li>• Criteria to judge the extent to which the Western concept of democracy influenced a society.</li> <li>• Ways in which the application of democratic ideals have varied over time in different nations (e.g., Ancient Greece and Rome, Great Britain, France, Japan, the United States, Ghana, India, and Australia)</li> </ul>
<p>7.C&amp;G.1.3 Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various governments in modern societies (e.g. voting, taxes and military service).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The requirements for and responsibilities of citizenship may differ based on type of government.</li> <li>• Governments are often shaped by a society’s ideology on religion, equality, individual liberties, and the common good.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The requirements for citizenship in various nations.</li> <li>• The responsibilities of citizenship in various nations.</li> <li>• How a citizen’s role is impacted by the different types of government (e.g., the expectations for a citizen living under an authoritarian government may be different than a citizen in a democratic republic).</li> </ul>

7.C&G.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).

**The student will understand:**

- The source of political power in a society results from a shared set of values and beliefs among citizens.
- Governmental power in a society may change because of political, economic, or social crisis or the needs of the society.

**The student will know:**

- Various sources of political power in a society (e.g., wealthy land owners, religious groups, heads of state, voters).
- Ways individuals and groups have used crises or national emergencies to alter access to governmental power in a society.

**Essential Standard:**

**7.C.1** Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.

**Concept(s): Values and Beliefs, Cultural Expressions, Unity, Division, Conflict**

**Clarifying Objectives****Unpacking**

What does this standard mean a student will understand, know and be able to do?

7.C.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).

**The student will understand:**

- Differing values and beliefs in a society may serve as a source of conflict.
- Common values and beliefs may serve to build relationships among various cultural groups.
- Ties within a culture may be strengthened by shared representations of cultural principles.
- Cultural exchange can improve mutual understanding between societies and help decrease prejudices.
- Shared ethics and principles may encourage societies and regions to collaborate for the common good.

**The student will know:**

- Instances in which different cultural groups united around issues (e.g., humanitarian efforts, shared religious beliefs, times of crisis).
- How unity within a society is strengthened by shared representations of cultural principles (e.g. leaders such as [Simon Bolivar](#) in South America or monuments and art treasures like [the cathedrals in medieval Europe](#)).
- Instances where cultural groups were in complete opposition to one another (disputes over belief systems, religious practices, cultural values).

7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture

**The student will understand:**

- Modern society often replicates the valuable cultural expressions of the past in order to encourage similar success and achievement.

and music) influence modern society.

- Expressions of culture may prompt political and social change by exposing political and social issues.
- Cultural expressions may serve as sources of strength and hope during times of crisis and need.
- Cultural expressions, such as songs, writings, and works of art can preserve the unity and organizational structure of a people.
- Differing ideas regarding cultural expressions can lead to conflict over interpretation of those expressions.
- Cultural heritage reinforces cultural and historical self-awareness.

**The student will know:**

- Cultural expressions are generally associated with works of art, places of worship and monuments, but also exist in less tangible forms such as language, music, dance, festivities, rituals and traditional craftsmanship.
- Specific instances where cultural expressions of the past were reflected in modern society (e.g., flying buttresses in architecture, women’s fashion, religious traditions and practices, styles of craftsmanship in sculpture and art).
- Examples of conflict over cultural interpretation (e.g., the [Reformation and Counter-Reformation](#), the appropriation of American Indian images and beliefs, land ownership, [Chinese Cultural Revolution](#)).
- Art and other cultural expressions give people self-respect, hope for the future, connections to the past, and a platform for freedom of speech and expression.

**For example:** The Center for Children’s Theatre Development with the United Nations Mission in Kosovo’s Office on Missing Persons and Forensics has a theatrical project known as [Voices](#) where relatives of Serbian and Albanian people who are still missing take an active role in the writing of history.

- Ways cultural expression encouraged political and social change.

**For example:** Writings by [Voltaire](#) (such as [Candide](#)) that exposed the corruption of monarchs and the Catholic Church prompted the start of revolution in France leading to social upheaval.

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|  | <ul style="list-style-type: none"><li>• Ways in which cultural expressions can improve quality of life (e.g., increasing tourism, generating jobs and income through cultural projects, enriching cultural diversity)</li></ul> |
|--|---|

## Appendix A: Key Terminology

### Essential Standard: 7.H.1

- **Historical narrative** is an account, report or story of events or experiences that is based on factual evidence from the past.
- **Literal meaning** refers to the meaning of a passage, text, etc. as the original author would have intended and what the original hearers/readers would have understood.

**Primary sources** provide a first-hand account or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who actually experienced the events or conditions being documented. While these sources are created at the time when the events or conditions are occurring, primary sources may also include autobiographies, memoirs, and oral histories recorded later.

- **Secondary sources** provide interpretations of primary sources. Examples include: text books, magazine and journal articles, etc.
- **Historical perspective** is the ability to describe the past from the point of view of those who lived during the particular time period under study.

### Essential Standard: 7.H.2

- **Global interaction** refers to the development of international systems of exchange that result in networks of trade and communications, and cultural and political exchange.

### Essential Standard: 7.G.1

- **Environmental condition** is the state of the natural environment of a place at a given time such as: pollution, erosion, deforestation, depopulation, climate, glaciation, and desertification.
- **Demographic trends** are historical patterns of changes in the population statistics for a place.

- **Push/Pull factors** are those forces or conditions that serve to drive people either towards or away from a place i.e. environmental conditions and demographic trends. Push factors are those that drive people away and pull factors are those that draw people to a place.
- **Population distribution** is the number of people that live in a given location.
- **Urbanization** is the massive and rapid growth of the population of a city or town resulting from increased migration. The migration is usually from a rural, non industrialized area.

### **Essential Standard: 7.G.2**

- **Geographic phenomena** are the features of the Earth's surface as well as the activities that take place on the Earth's surface.
- **Environmental issues** are matters relating to the natural world and the safeguards of Earth, its people, plants, animals and natural systems.

### **Essential Standard: 7.E.1**

- **Quality of life (QOL)** can be broadly defined as socio-economic wellbeing and life satisfaction and is a subjective measure, but can be quantified, to some extent, by using a quality-of-life index or other tool.

### **Essential Standard: 7.C&G.1**

- **Political thought** is the ideas that shaped the development of governmental systems.