

Grade 7 Social Studies



Priority Standards and Instructional Units

Unit 1: Mesopotamia

Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, custom/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives	Priority Standard
Explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)	Priority Standard
Describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration	Priority Standard
Describe the rise of western civilizations (e.g., Mayan, Incan, Aztec) and non-western civilizations (e.g., Egyptian, Chinese, Indian, Persian) and analyze ways in which these cultures influenced government, philosophy, art, drama and literature in the present day	Supporting Standard
Analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.	Supporting Standard
Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard

Unit 2: Egypt

Investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.	Priority Standard
Analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.	Supporting Standard
Explain the role of government (e.g. establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D. and make connections to how government influences culture, society and the economy	Supporting Standard
Demonstrate an understanding (e.g. speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives	Supporting Standard
Investigate social institutions (e.g., family, religion, educations, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.	Supporting Standard
Demonstrate and understanding of the interpretive nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard
Explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs	Supporting Standard
Describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration	Supporting Standard
Examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.	Supporting Standard
Describe the contributions made by world civilizations prior to 1500 A.D. (e.g., Egypt, Mesopotamia, the Indus River Valley, the Middle East, India, China) to society and analyze the impact these contributions made to future generations	Supporting Standard
Describe how goods and services were exchanged in world civilizations prior to 1500 A.D. investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services	Supporting Standard
Explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)	Supporting Standard

Unit 3: India

Analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.	Priority Standard
Analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.	Supporting Standard
Compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D.	Supporting Standard
Investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.	Supporting Standard
Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives	Supporting Standard
Examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.	Supporting Standard
Describe the contributions made by world civilizations prior to 1500 A.D. (e.g., Egypt, Mesopotamia, the Indus River Valley, the Middle East, India, China) to society and analyze the impact these contributions made to future generations	Supporting Standard
Analyze historical events, conditions and perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.	Supporting Standard
Describe the rise of western civilizations (e.g., Mayan, Incan, Aztec) and non-western civilization (e.g., Egyptian, Chinese, Indian, Persian) and analyze ways in which these cultures influenced government, philosophy, art, drama and literature in the present day	Supporting Standard
Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard
Describe how goods and services were exchanged in world civilizations prior to 1500 A.D. investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining was in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services	Supporting Standard
Explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)	Supporting Standard
Explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs	Supporting Standard
Describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration	Supporting Standard

Unit 4: China

Describe how goods and services were exchanged in world civilizations prior to 1500 A.D. investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services	Priority Standard
Describe the rise of western civilizations (e.g., Mayan, Incan, Aztec) and non-western civilizations (e.g., Egyptian, Chinese, Indian, Persian) and analyze ways in which these cultures influenced government, philosophy, art, drama and literature in the present day	Supporting Standard
Analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.	Supporting Standard
Explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D. and make connections to how government influences culture, society and the economy	Supporting Standard
Demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives	Supporting Standard
Investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.	Supporting Standard
Demonstrate an understanding of the interpretive nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard
Describe the contributions made by world civilizations prior to 1500 A.D. (e.g., Egypt, Mesopotamia, the Indus River Valley, the Middle East, India, China) to society and analyze the impact these contributions made to future generations	Supporting Standard
Examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.	Supporting Standard
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Analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.	Supporting Standard
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Describe how goods and services were exchanged in world civilizations prior to 1500 A.D. investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services	Supporting Standard

Unit 5: Greece

Compare rights and responsibilities of individuals in world civilizations prior to 1500 A.D. to the rights and responsibilities of U.S. citizens today	Priority Standard
Examine the rise of classical civilizations and empires (e.g., Greece and Rome) and analyze their lasting impacts on the world in the areas of government, philosophy, architecture, art, drama and literature	Priority Standard
Explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D. and make connections to how government influences culture, society and the economy	Priority Standard
Describe the contributions made by world civilizations prior to 1500 A. D. (e.g., Egypt, Mesopotamia, the Indus River Valley, the Middle East, India, China) to society and analyze the impact these contributions made to future generations	Supporting Standard
Analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.	Priority Standard
Analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.	Supporting Standard
Explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D. and make connections to how government influences culture, society and the economy	Supporting Standard
Analyze how some world civilizations prior to 1500 A.D. (e.g., Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility, freedom)	Supporting Standard
Compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democratic, republic, dictatorship) in world civilizations prior to 1500 A.D.	Supporting Standard
Investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.	Supporting Standard
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Explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs	Supporting Standard
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Describe the rise of western civilizations (e.g., Egyptian, Chinese, Indian, Persian) and analyze ways in which these cultures influenced government, philosophy, art, drama and literature in the present day	Supporting Standard
Analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.	Supporting Standard
Demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps)	Supporting Standard
Explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)	Supporting Standard
Describe how goods and services were exchanged in world civilizations prior to 1500 A.D. investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D. explaining ways in which societies goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services	Supporting Standard

Unit 6: Rome

Analyze how some world civilizations prior to 1500 A.D. (e.g., Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility, freedom)	Priority Standard
Examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.	Priority Standard
Explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs	Priority Standard
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Unit 7: Middle Ages

Examine developments during the Middle Ages (e.g., feudalism, nation states, monarchies, religious institutions, limited government, trade) and describe resulting influences on modern societies	Priority Standard
Analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.	Supporting Standard
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