2018 7TH GRADE SOCIAL SCIENCES CROSSWALK

# Civics and Government

## Points of Emphasis

The 2018 standards continues as an examination of the **Eastern** **Hemisphere**. The new examples encourage exploration of civic and government including and beyond Europe and the Fertile Crescent. Students are also required to examine attempts at changing societies in the Eastern Hemisphere.

## Possible Essential Questions

How did governments form?

How did individuals gain rights?

Is democracy the best form of government?

Is nationalism a positive or dangerous force?

What is the relationship between government and religion?

How have people worked to change their government?

## Civics and Government Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards- Eastern Hem.** |
| --- | --- |
| 7.16. Describe the role of citizens in various governments in the Eastern Hemisphere. | 7.1 Describe the role of citizens in governments. |
| 7.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Eastern Hemisphere. | 7.2 Compare and contrast early forms of government via the study of early civilizations. |
| 7.18. Investigate current issues in the Eastern Hemisphere and how they relate to other countries, including the United States. | 7.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world. |
| 7.19. Analyze the significance of the Magna Carta, Hammurabi’s Code and other documents on the development of modern governments. | 7.4 Analyze the origins, and influence of historical documents (including but not limited to, Ten Commandments, Magna Carta, Hammurabi’s Code, Confucianism, Vedic Law Code) on the development of modern governments. |
| New | 7.5 Compare historical and contemporary means of changing societies and promoting the common good. |

# Economics

## Points of Emphasis

The 2018 economic standards require students to go beyond explanation and offer analysis of key economic ideas. Students are also to examine the notion of economic externalities.

## Possible Essential Questions

What do business do with all their money?

How do multiple companies make money selling a similar product?

Does ""a rising tide raise all boats""?

Can a trade war help the economy?

## Economics Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards Eastern Hem.** |
| --- | --- |
| 7.23. Explain the function of profit in the economy. | 7.6 Explain the function of profit in the economy. |
| 7.20. Explain the concepts of “supply” and “demand” and how price allocates scarce goods. | 7.7 Analyze the roles of competition, supply, and demand in determining prices, wages, services, and labor. |
| 7.22. Explain "Outsourcing" and describe the cost and benefits. | 7.8 Examine how economic decisions affect the well-being of individuals, businesses, and society. |
| 7.21. Explain the function of imports and exports in the economy. | 7.9 Compare and contrast the function of imports, exports, and barriers and the effects on various groups in regards to trade within a global economy |

# Multicultural Studies

## Points of Emphasis

In the 2018 standards Multicultural Studies is a distinct domain to ensure that students explore, analyze, and explain the social science of various individuals and groups, particularly members of society traditionally underrepresented and marginalized. The purpose of this section is to provide teachers with a guide identifying how the new standards from each traditional Social Science domain should be utilized to address the Multicultural Studies domain. The goal of this domain is to encourage all students to understand how social sciences help explain their world and to explore methods and tools to make positive change in their society.

## Possible Essential Questions

How did governments form?

How did individuals gain rights?

Is democracy the best form of government?

Is nationalism a positive or dangerous force?

What is the relationship between government and religion? How have people worked to change their government?

What do business do with all their money?

How do multiple companies make money selling a similar product?

Does ""a rising tide raise all boats""?

Can a trade war help the economy?

Should I sign take the offer for a store credit card?

Is hard currency the best way to make payments?

What role do I play in the economy?

How can we use models to better understand the world?

How are people shaped by their environment?

How is the environment changed by people?

Are cultural differences rooted in environmental factors?

How does technological change impact human interaction?

What is the long term impact of human activity on the environment?

How does trade impact a culture?

## Multicultural Studies Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards Eastern Hem.** |
| --- | --- |
| N/A (Previously Embedded in 2011 Standards | 7.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world. (Civics) |
| N/A (Previously Embedded in 2011 Standards | 7.5 Compare historical and contemporary means of changing societies and promoting the common good. (Civics) |
| N/A (Previously Embedded in 2011 Standards | 7.9 Compare and contrast the function of imports, exports, and barriers across cultural groups in regards trade within a global economy (Economics) |
| N/A (Previously Embedded in 2011 Standards | 7.15 Explain how the physical and human characteristics of places and regions connect to human identities and cultures in the Eastern Hemisphere. (Geography) |
| N/A (Previously Embedded in 2011 Standards | 7.20 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups and other traditionally marginalized groups throughout the Eastern Hemisphere. (History) |
| N/A (Previously Embedded in 2011 Standards | 7.25 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes) including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups (women, people with disabilities, immigrants, refugees, religious groups, and individuals who are lesbian, gay, bisexual, or transgender). (History) |
| N/A (Previously Embedded in 2011 Standards | 7.26 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere. (History) |

# Financial Literacy

## Points of Emphasis

These standards help students understand how knowledge and decisions involving money impacts their lives. These 7th grade standards build on the 6th grade standards and add more sophisticated concepts and financial abstractions.

## Possible Essential Questions

Should I sign take the offer for a store credit card?

Is hard currency the best way to make payments?

What role do I play in the economy?

## Financial Literacy Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards**  |
| --- | --- |
| New | 7.10 Compare the costs and benefits of buying on credit (e.g., investment, debt, foreclosure, interest). |
| New | 7.11 Summarize the advantages and disadvantages of different types of monetary and financial systems (e.g., trade, bartering, modern types of payments, currency). |
| New | 7.12 Define and explain the following: employment, income, and investing. |

# Geography

## Points of Emphasis

The 2018 Geography standards combine several of the previous standards. Students are also asked to consider the impact of transportation and communication in technology in human settlement in the Eastern Hemisphere. This standard encourages teachers to help students examine and explain the differences in settlement patterns regionally and historically.

## Possible Essential Questions

How can we use models to better understand the world?

How are people shaped by their environment?

How is the environment changed by people?

Are cultural differences rooted in environmental factors?

How does technological change impact human interaction?

 What is the long term impact of human activity on the environment?

 How does trade impact a culture?

## Geography Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards Eastern Hem.** |
| --- | --- |
| 7.8. Use and evaluate maps, graphs, charts, models, and databases to analyze geographic distributions in the Eastern Hemisphere. 7.9. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere. | 7.13 Construct and use maps, graphs, charts, models, and databases to make analytical inferences and predictions regarding geographic distributions. |
| 7.10. Interpret maps and other geographic tools to find patterns in human and physical systems in the Eastern Hemisphere. | 7.14 Interpret maps and other geographic tools to find patterns in human and physical systems. |
| 7.11. Describe the physical environment of places in the Eastern Hemisphere and how it influences trade, culture, and the economy. | 7.15 Explain how the physical and human characteristics of places and regions connect to human identities and cultures. |
| New | 7.16 Explain how changes in transportation and communication technology affects the spatial connections among human settlements and the diffusion of ideas and cultural practices. |
| 7.13. Describe the historical and current physical, cultural, and economic characteristics of ecoregions. | 7.17 Describe the historical and current physical, cultural, and economic characteristics of ecoregions. |
| 7.14. Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere. | 7.18 Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere. |
| 7.15. Determine and explain the interdependence of people around the world during significant eras or events. | 7.19 Determine and explain the interdependence of people around the world during significant eras or events. |

# History

## Points of Emphasis

The 2018 standards emphasize the need to examine multiple perspectives in world history, specifically in the Eastern hemisphere. Historical knowledge is not limited to conquers and the conquered but also explores the culture of traditionally marginalized groups having their own agency. This also includes a broadening of understanding religion by exploring both polytheism and monotheism. While the interconnections and transformations of cultures remains in the standards, cultures are to be examined even if they are not interconnected with European exploration or conquest.

## Possible Essential Questions

How do religious minorities survive in dominant cultures?

How do cultures assimilate new ideas?

What problems was technology able to address for a society?

What are the unforeseen consequences of technology?

## History Crosswalk

|  | **2011 Grade Level Standards** | **2018 Grade Levels Standards Eastern Hem.** |
| --- | --- | --- |
| **Historical Knowledge** | New | 7.20 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups and other traditionally marginalized groups throughout the Eastern Hemisphere. |
| 7.1. Describe and compare the beliefs, the spread, and the influence of religions throughout Europe, Asia, and Africa, Islam, Crusades, Holy Roman Empire. | 7.21 Describe and compare the beliefs, the spread, and the influence of religions (monotheism and polytheism). |
| 7.3. Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest. | 7.22 Compare the political, technological, and cultural achievements of individuals and groups; and transformation of cultures and civilizations. |
| 7.2. Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe, Asia, and Africa. | 7.23 Examine the importance of trade routes and trace the rise of cultural centers. |

# History

## Points of Emphasis

The 2018 standards expand Historical Thinking and are not confined to the Eastern Hemisphere. This allows teachers and students to explore the political and cultural implications of the interactions between various groups of people. Most importantly, the shift in the 2018 standards is to intentionally address the issues of power and oppression with a focus on indigenous peoples and other traditionally marginalized groups in the modern era. Students can make links from the 7th grade standards back to the 6th grade Western Hemisphere standards

## Possible Essential Questions

Why do cultures have different ways to mark time?

What is the correct way to count the years?

What causes the rise and fall of states or empires?

Are all empires destined to fall?

## History Crosswalk

|  | **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- | --- |
| **Historical Thinking** | 7.4. Explain how and why cultures in the Eastern Hemisphere record history in different ways. | 7.24 Compare alternative ways that historical periods and eras are designated by identifying organizing principles in the Eastern Hemisphere (e.g. BC, BCE, AD, CE, decade, century, millennia). |
| 7.5. Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific. | 7.25 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes) including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups (women, people with disabilities, immigrants, refugees, religious groups, and individuals who are lesbian, gay, bisexual, or transgender). |
| 7.6. Form historical questions and use a variety of information resources to find, summarize and evaluate historical data on the people places, events and developments that have played a part in the history of Africa, Asia and the Southwest Pacific. | 7.26 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere. |

# Social Science Analysis

## Points of Emphasis

The 2018 standards continue to require students to analyze information and evidence from numerous sources in addition to adding a critique of points of view for the purpose of becoming critical consumers of information. There is intentional shift to civic engagement requiring students to examine issues of local, state, national, and international significance and to identify and assess actions to address various issues.

## Possible Essential Questions

Should we believe something if it is on the web, on TV, or in print?

Can two versions of events both be true?

What is the ""best"" source for gaining historical knowledge?

How do we decide when to pay attention to an issue?

Do you need the ability to vote to make a difference in a democracy?

## Social Sciences Analysis Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| 7.24. Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions. 7.25. Analyze evidence from multiple sources including those with conflicting information. | 7.27 Critique and analyze information for point of view, historical context, distortion, propaganda and relevance including sources with conflicting information. |
| New | 7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. |
| New | 7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies and potential outcomes. |
| 7.7.(Previously in Hist. Thinking) Interpret docs and data from multiple primary and secondary sources (e.g., art, artifacts, eyewitness accounts, letters and diaries, historical sites, charts, graphs, diagrams, written texts) while forming historical questions. | 7.30 Construct arguments using claims and evidence from multiple sources and diverse media, while acknowledging the strengths and limitations of the arguments. |