



VALWOOD

GO BEYOND

Seventh Grade Social Studies Curriculum

7th Grade Humanities - History Overview

Course Description	Topics at a Glance
<p>Seventh Grade United States History/Humanities is a survey course designed to expose the students to the idea that they are not only studying history, but making history. The time period covered in this course begins with the arrival of the first Americans and concludes with the Civil War and Reconstruction. Through both critical and analytical study the students learn about the people and events that helped shape our country. Skills in note taking, writing, analysis of primary source documents, and research are also developed. Students conclude their study of the United States from Reconstruction to the present in the eighth grade.</p>	<p>Analysis of Historical Eras and Patterns: Contributions and history of the three primary civilizations/governments that settled in early America and how they merge in the early colonial years; colonization; multiple perspectives; interaction and interconnectivity; interpretations from various points of view; propaganda; ideas that change cultures; factors that influence development; evaluate multiple sources both primary and secondary; formulate and defend a thesis with evidence.</p> <p>Economy and Distribution of Resources: supply and demand, goods and services, profit, taxes, global trade, early manufacturing, lack/availability of resources, trade patterns (Triangular trade and Middle Passage) as each pertains to the settlement and growth of the American colonies.</p> <p>Using Geographic Tools to Gather Data and Analyze Regional Issues: data, conclusions and inferences; thematic maps; spatial analysis; resource availability; regional issues; cultural patterns; empathy with issues people faced in historical context.</p> <p>Civics, Government, and World Community: ethics; quality in government policies and practices; roles of citizens; international relations; conflict and cooperation; common interests; unique cultural features; alliances; change over time; forms of government.</p>
Assessments	Effective Components
<ul style="list-style-type: none"> • Teacher-designed assessments to include tests, essays, quizzes, projects, and an interactive notebook. • Student-designed assessments to include role play and creative class presentations. 	<ul style="list-style-type: none"> • Recognize that people from different cultures and different times in history make contributions to our culture. • Use technology responsibly for communication and transfer of ideas. • Identify different information sources and assess sources. • Use appropriate tools and technology to gather, organize and report data and other information. • Organize and report information in a variety of complex ways, including tables, graphs charts and reports. • Collaborate with others to identify problems and seek solutions. • Present information in a variety of formats, including written paragraphs, posters, illustrations, oral reports, maps, etc.
Grade Level Expectations	
<p>Read and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence.</p> <p>Be familiar with the historical eras, individuals, groups, ideas and themes within regions of the Western Hemisphere and their relationships with one another.</p> <p>Use geographic tools to gather data and make geographic inferences and predictions.</p> <p>Understand that regions and people groups have different issues and perspectives.</p> <p>Understand that economics played an important role in the settlement of the United States.</p> <p>Recognize the significant economic differences in each of the early settlement regions of the British colonies.</p> <p>Analyze the different forms of government that helped in the creation of the United States Constitution.</p> <p>Understand how the United States defines the rights, responsibilities and roles of its citizens.</p>	

1. History

The study of history prepares students to develop critical thinking skills in an effort to explain the human experience through events of the past. Discerning clarity from the jumble of conflicting facts and sources, students get a clearer picture of how individuals, communities, and the world connect, both past and present. History develops moral understanding, defines identity and creates an appreciation of how things change, while building judgment and decision-making skills. History enhances the ability to read varied sources and develop the skills necessary to analyze, interpret, and communicate.

History inspires by exposing students to the wonders and beauty of the past. The historical perspective prepares for an ever-changing future by helping to understand changes in the past. It allows students to gain perspective and develop better judgment by discovering and uncovering the complexity of human beings. This allows students to better understand themselves as individuals and their place in a complex and often confusing society. History provides examples of ethical behavior and the context for change, and illustrates the importance of responsible members of society in both our country and our world.

History is a critical component in the future success of a student in the 21st century world. Inquiry is the central component of historical thinking. Students learn the skills of reading, interpreting and analyzing historical sources and develop the ability to craft a well-constructed and communicated historical argument. History teaches the interpretive, analytical, and critical thinking skills that will allow students to become productive citizens in the future.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the History standards are:

- Develop an understanding of how people view, construct, and interpret history
- Analyze key historical periods and patterns of change over time within and across nations and cultures

Content Area: Social Studies - Seventh Grade	
Standard: 1. History	
Valwood Graduates: Develop an understanding of how people view, construct, and interpret history	
Grade Level Expectation Concepts and skills students master: 1. Read and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Determine and explain the interdependence of people around the world during significant eras or events Analyze historical sources for accuracy and point of view while formulating historical questions. Sources include but are not limited to art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts Write for a variety of purposes and audiences. 	Inquiry Questions: <ol style="list-style-type: none"> Why do people continue to research historical questions and events if books have already been written on the topic? How do historical thinkers defend a thesis using primary and secondary sources that reflect different viewpoints? How and why do historians determine periods of history? What can an artifact tell or not tell about a time period or event?
	Relevance and Application: <ol style="list-style-type: none"> Individuals identify points of view, seek multiple sources, and develop and defend a thesis with evidence throughout life. For example, responsible citizens learn about the platforms and beliefs of candidates running for office prior to voting. Technology is used to explore and evaluate accuracy of information. For example, editors check stories for accuracy and documentary film makers interview multiple individuals when making a movie. Context and content from the past are used to make connections to the present (e.g., the human settlement and trade route patterns).
	Nature of Discipline: <ol style="list-style-type: none"> Historical thinkers construct history through the gathering and analysis of historical sources. Historical thinkers construct the story of the past by interpreting events from multiple points of view and various perspectives. Historical thinkers defend a thesis with appropriate resources.

Content Area: Social Studies - Seventh Grade		
Standard: 1. History		
Valwood Graduates: Analyze key historical periods and patterns of change over time within and across nations and cultures		
Grade Level Expectation Concepts and skills students master: 2. Be familiar with the historical eras, individuals, groups, ideas and themes within regions of the Western Hemisphere and their relationships with one another		
Evidence Outcomes	21st Century Skills and Readiness Competencies	
Students can: <ol style="list-style-type: none"> Explain how people interact and are interconnected over key periods or eras in history in the Western Hemisphere. Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved. Describe the foundation and development of key historical topics. Topics include but are not limited to the three primary civilizations that settled in early America, how they merge in the early colonial years, colonization, American Revolution, westward expansion, and the Civil War. Analyze the social, political, cultural, economic, and technological development within the topics listed in evidence outcome "c" Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the Western Hemisphere. Write for a variety of purposes and audiences. 	Inquiry Questions: <ol style="list-style-type: none"> How does the rise or collapse of a government affect surrounding societies over time? What ideas have fundamentally changed different cultures in the Western Hemisphere? What are the factors that influenced the development of civilizations and nations? To what extent are ideas from ancient Greece, Rome, Europe and Africa important in the foundation of the United States? 	
		Relevance and Application: <ol style="list-style-type: none"> Historical information and context are used to interpret, evaluate, and inform current decisions or policies. For example, architects use ancient designs to influence their designs and advertisers use historical references in their ads to create context and meaning. Historical philosophies and ideas continue to inform and affect the present. For example, democracy continues to evolve from its Greek origins and cultural traditions change and evolve with global interaction. Technological developments continue to evolve and affect the present. For example, the speed of communication is almost instantaneous with blogs and the Internet.
		Nature of Discipline: <ol style="list-style-type: none"> Historical thinkers analyze patterns and themes throughout time. Historical thinkers construct history using a variety of sources. Historical thinkers interpret history from various points of view. Historical thinkers use chronology to organize time. Historical thinkers examine data for point of view, historical context, and propaganda.

2. Geography

The study of geography creates an informed person with an understanding of spatial perspective and technologies for spatial analysis; and an awareness of the interdependence of the world regions and resources, and how places are connected at the local, national, and global scales. Students understand the complexity and interrelatedness of people, places, and environments. Geography helps students appreciate the dynamic relationships and complexity of the world.

The skills, concepts, and knowledge acquired in geography are fundamental literacy components for a 21st century student. Use of critical thinking, information literacy, collaboration, self-direction, and invention are apparent in every facet of geographic education. Geography helps students develop a framework for understanding the world, ultimately contributing to the creation of informed citizens.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Geography standard are:

- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them

Content Area: Social Studies - Seventh Grade	
Standard: 2. Geography	
Valwood Graduates: Develop spatial understanding, perspectives, and personal connections to the world	
Grade Level Expectation Concepts and skills students master: 1. Use geographic tools to gather data and make geographic inferences and predictions	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Interpret maps and other geographic tools to find patterns in human and physical systems Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics include but are not limited to environmental issues and cultural diffusion Collect and analyze data to make geographic inferences and predictions regarding the Western Hemisphere Ask and answer questions after examining geographic sources Write for a variety of purposes and audiences. 	Inquiry Questions: <ol style="list-style-type: none"> How would the world be different if we didn't have maps? How could geographic data be used for both positive and negative results? Why do so many maps of the world put North America in the center?
	Relevance and Application: <ol style="list-style-type: none"> Geographic tools and the data they represent help businesses make decisions regarding location, such as the best location for a business or the next Olympics. Geography and technology enable our ability to make predictions about such topics as population expansion and the need for services.
	Nature of Discipline: <ol style="list-style-type: none"> Spatial thinkers use geographic tools to discover and investigate geographic patterns. Spatial thinkers use knowledge about the environment to study its influence on individuals and groups.

Content Area: Social Studies - Seventh Grade	
Standard: 2. Geography	
Valwood Graduates: Examine places and regions and the connections among them	
Grade Level Expectation Concepts and skills students master: 2. Understand that regions have different issues and perspectives	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Classify data to construct thematic maps and make inferences Analyze and interpret data using geographic tools Construct maps using fundamental principles to identify key information and analyze regional issues and perspectives in the Western Hemisphere Explain how the physical environment of a place influences its economy, culture, and trade patterns Write for a variety of purposes and audiences. 	Inquiry Questions: <ol style="list-style-type: none"> Why do geographers use a variety of maps to represent the world? How can a location be in different regions at the same time? How do regional issues affect larger areas? Do regions with similar issues around the world have similar geographic characteristics? How do regional values and perspectives impact the choices you make about the environment?
	Relevance and Application: <ol style="list-style-type: none"> Individuals and businesses understand the characteristics of a region and its needs. For example, a snowmobile business should not be located in the South and restaurants reflect regional tastes in foods. Regional access to resources affects individual perceptions, values, and reactions. For example, water consumption may be based on availability.
	Nature of Discipline: <ol style="list-style-type: none"> Spatial thinkers study cultural groups in order to explain how they view a region. Spatial thinkers evaluate the use of resources in a region to predict and propose future uses. Spatial thinkers study the various definitions of regions.

3. Economics

Economics and personal financial literacy teach students the skills, knowledge, and habits that they must master in order to contribute in a positive manner to society. Economics and personal financial literacy teach how to understand personal responsibility, set goals, create plans, evaluate choices, value entrepreneurship, comprehend globalization and international connections, and learn to make rational decisions through critical analysis.

Economics teaches students how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help understand how to manage scarce resources using a logical decision-making process that involves prioritization based on analysis of the costs and benefits of every choice.

Economics and personal financial literacy are essential to function effectively in personal lives, as participants in a global economy, and as citizens contributing to a strong national economy. As citizens, workers, consumers, savers, and investors, members of society must have a level of economic and personal financial literacy that enables them to understand how economies function and to apply economic analysis in their own lives.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Economics Standard are:

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
- Acquire the knowledge and economic reasoning skills to make sound financial decisions

Content Area: Social Studies - Seventh Grade	
Standard: 3. Economics	
Valwood Graduates: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
Grade Level Expectation Concepts and skills students master: 1. Understand that economics played an important role in the settlement of the United States	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Define key economic terms such as mercantilism, triangular trade, and cash crops. Identify factors that cause changes in supply and demand Define and identify factors that impact price and profit. Understand the impact of taxation on both British and Colonial economies. View slavery as a key factor in the economic development of the Southern Colonies. Write for a variety of purposes and audiences. 	Inquiry Questions: <ol style="list-style-type: none"> What happens if a good or service is overpriced? When goods and services are scarce what might happen to price? Why? What happens to price when resources become more plentiful? How did supply and demand work in the trading patterns of Colonial America?
	Relevance and Application: <ol style="list-style-type: none"> The principles of supply and demand are used to succeed in business. Technology is used as a tool to support global trade in a market economy. For example, bar coding allows companies to keep close track of inventory and sales projections are used to make predictions regarding production. Individual choices affect supply and demand. Natural disasters, politics, financial issues, and trade affect supply and demand.
	Nature of Discipline: <ol style="list-style-type: none"> Economic thinkers study the effects of local and global supply and demand on the local economy. Economic thinkers study the relationship between local consumers and local and global producers. Economic thinkers investigate consequences and trends related to global trade.

Content Area: Social Studies - Seventh Grade	
Standard: 3. Economics	
Valwood Graduates: Acquire the knowledge and economic reasoning skills to see how countries make sound financial decisions	
Grade Level Expectation Concepts and skills students master: 2. Recognize the significant economic differences in each of the early settlement regions of the British colonies.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Give examples that illustrate connections between resources and manufacturing Identify patterns of trade between places based on distribution of resources Compare and contrast the relative value and different uses of several types of resources Define resources from an economic and personal finance perspective Explain the role of taxes in paying off debt for government systems Define the various types of taxes colonists paid, how they were different from British citizens of the day, and how they compare to the tax system today Write for a variety of purposes and audiences. 	Inquiry Questions: <ol style="list-style-type: none"> How is it advantageous and disadvantageous when a country has valuable resources located within its borders? How does a country acquire resources it does not have? How does the availability or the lack of resources influence production and distribution? What would countries look like without taxes? How do economic systems affect regional access to resources?
	Relevance and Application: <ol style="list-style-type: none"> Various factors that influence production, including resources, supply and demand, and price. Technology is used to explore relationships of economic factors and issues related to individual consumers. Analysis of the distribution and location of resources helps businesses to determine business practices such as large companies locating near transportation.
	Nature of Discipline: <ol style="list-style-type: none"> Economic thinkers analyze factors impacting production, distribution, and consumption. Economic thinkers gather data regarding trends in production, use of resources, and consumer choices. Financially responsible individuals understand the purposes of and responsibility to pay various taxes such as property, income and sales.

4. Civics

Civics has an impact on every individual daily through the work of city councils, state legislatures, Congress and school boards. Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

Civics is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Civics standard are:

- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

Content Area: Social Studies - Seventh Grade	
Standard: 4. Civics	
Valwood Graduates: Analyze origins, structure and functions of governments and their impacts on societies and citizens	
Grade Level Expectation Concepts and skills students master: 1. Analyze different forms of government that helped in the creation of the United States Constitution.	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Compare different forms of government in the world and how they derive their authority Examine the multiple documents used in the creation of both the Declaration of Independence and Constitution of the United States Analyze conflicts among nations including causes and consequences Apply the attributes of a good government and apply to specific examples Write for a variety of purposes and audiences. 	Inquiry Questions: <ol style="list-style-type: none"> How do international laws and organizations help encourage ethical governmental practices? How do the aggressive actions of a nation influence other nations and international organizations? What leads to cooperation, competition, or aggression between and among nations? Why do governments form alliances and join international organizations?
	Relevance and Application: <ol style="list-style-type: none"> The use of technology to research how various countries, their governments, and nongovernmental organizations work collaboratively to solve issues allows global participation in advocacy for beliefs. For example, scientists from different nations work together to help solve the global warming issues and charitable organizations send aid to areas of need. International organizations influence the world community to contribute or protect beliefs and interests. For example, the European Union was created for economic reasons, and the International Committee of the Red Cross was created to support people in crisis.
	Nature of Discipline: <ol style="list-style-type: none"> Responsible community members know the components of various systems of government. Responsible community members develop criteria to apply standards of ethics and quality in evaluating the effectiveness of government. Responsible community members understand the connections and complexities of interactions among nations.

Content Area: Social Studies - Seventh Grade	
Standard: 4. Civics	
Valwood Graduates: Analyze and practice rights, roles and responsibilities of citizens	
Grade Level Expectation Concepts and skills students master: 2. Compare how various nations define the rights, responsibilities, and roles of citizens	
Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: <ol style="list-style-type: none"> Compare the definition of citizen in various governmental systems List the responsibilities of citizens in various governmental systems Define the roles of citizens in various governmental systems Examine the Bill of Rights as both a historic document and how it is relevant today Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time Write for a variety of purposes and audiences. 	Inquiry Questions: <ol style="list-style-type: none"> What are fundamental human rights? How can the definition of citizen change? What is the purpose of government? What roles of citizens are the most important?
	Relevance and Application: <ol style="list-style-type: none"> The comparison of how different nations define the rights, responsibilities and roles of their citizens helps to understand the actions and reactions of various nations and their citizens to current events. For example, groups in France and Italy freely demonstrate while demonstrations in China are less frequent.
	Nature of Discipline: <ol style="list-style-type: none"> Responsible community members exercise their rights, responsibilities, and roles. Responsible community members understand that rights, responsibilities, and roles of citizens are different over time and in various nations.