



GRADE 7
INTEGRATED GLOBAL STUDIES
(SCIENTIFIC REVOLUTION AND
ENLIGHTENMENT – PRESENT)

ACADEMIC STANDARDS

CATALINA FOOTHILLS SCHOOL DISTRICT

Approved by the Governing Board

November 21, 2022

HISTORY & SOCIAL SCIENCE STANDARDS

GRADE 7

Through the process of inquiry, students will study the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres. In addition, students will examine regions and events in the Eastern and Western Hemisphere through geographic and historical lenses.

DISCIPLINARY SKILLS AND PROCESSES – ANCHOR STANDARD SP1: Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

- 7.SP1.1 Analyze connections among events and developments in broader historical contexts (*i.e., the Holocaust*).
- Describe causal relationships within and across historical contexts.
 - Describe similarities and differences among events in an historical context.
- 7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society (*e.g., World War I, global depression during the interwar years, World War II; i.e., the Holocaust*).
- 7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant (*e.g., Wilson, Churchill, Stalin, Hitler, Hawaiian royalty, Sitting Bull, Geronimo*).
- Generate questions to determine the significance of individual and group actions and behaviors.
 - Explain the significance of individuals and groups.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.

- 7.SP2.1 Analyze multiple factors that influence the perspectives of people during different historical eras (*i.e., Imperialism, WWI, Interwar Years, WWII, the Holocaust*).
- 7.SP2.2 Explain how and why perspectives of people have changed over time (*i.e., the Holocaust*).
- Describe the ways in which perspectives changed across different historical eras.
 - Explain why perspectives changed across different historical eras.
- 7.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP3: Historians and Social Scientists gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

- 7.SP3.1 Create compelling questions and supporting questions that reflect enduring issues about the world, past and present (*e.g., rationale for imperialism/colonialism, effectiveness of alliances, effect of nationalism*).
- 7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.

7.SP3.3 Detects possible limitations in the historical record based on evidence collected from various kinds of historical sources.

7.SP3.4 Use questions generated about multiple sources, including international sources, to identify further areas of inquiry and additional sources.

7.SP3.5 Evaluate the relevance and utility of sources based on information such as author, date, origin, intended audience, and purpose.

7.SP3.6 Construct and present arguments based on claims and counterclaims while pointing out the strengths and limitations of those arguments.

- Develop an evidence-based claim.
- Interpret multiple pieces of relevant evidence to support the claim.
- Make connections across pieces of evidence to develop a reasoned argument.
- Develop a counterclaim and use evidence and reasoning to refute it.

7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details, while acknowledging the strengths and weaknesses of the explanations.

DISCIPLINARY SKILLS AND PROCESSES – Anchor Standard SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

7.SP4.1 Explain the multiple causes and effects of events and developments in the past and present (*e.g., effect of nationalism on colonialism, cause and effect of the Treaty of Versailles*).

7.SP4.2 Evaluate the influence of various causes of events and developments in the past and present.

7.SP4.3 Organize applicable evidence into a coherent argument.

7.SP4.4 Compare the central arguments in multiple secondary sources on a related topic using multiple types of sources.

CIVICS – Anchor Standard C2: Citizens have individual rights, roles, and responsibilities.

7.C2.1 Explain how revolutions and other changes in government impact citizens' rights (*i.e., Russian Revolution, rebellions against imperialism*).

CIVICS – Anchor Standard C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.

7.C2.1 Explain how revolutions and other changes in government impact citizens' rights (*i.e., Russian Revolution, rebellions against imperialism*).

ECONOMICS – ANCHOR STANDARD E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society (e.g., *global trade, tariffs, formation of EU*).

7.E2.2 Evaluate historical economic issues in terms of benefits and costs for distinct groups in society (e.g., *European colonialism, industrialization in Europe, capitalism, socialism, communism*).

ECONOMICS – ANCHOR STANDARD E3: Individuals and institutions are interdependent within market systems.

7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.

- Explain how a market works (e.g., *for products, for jobs*).

7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production (i.e., *international colonialism*).

7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.

- Explain how government systems (e.g., *monarchy, dictatorship, theocracy, oligarchy, aristocracy, democracy, constitutional republic, anarchy, imperialism, mercantilism*) influence the rules and conditions of markets.
- Explain how economic systems (e.g., *capitalism, socialism, and communism*) influence the rules and conditions of markets.

ECONOMICS – ANCHOR STANDARD E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.

7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations (e.g., *imperialism, Triangle Trade*).

7.E5.2 Compare the various economic systems (e.g., *manorialism, mercantilism, capitalism, socialism, communism*).

7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society (e.g., *imperialism, mercantilism*).

GEOGRAPHY – ANCHOR STANDARD G1: The use of geographic representations and tools help individuals understand their world.

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.

- Construct maps and graphs to represent distinct physical characteristics of Arizona including landforms (i.e., *the 5C's, climate zones, elevations, plants, animals*).
- Construct maps and graphs to represent distinct cultural characteristics (e.g., *Arizona's 22 Indian Nations; diverse*).

ethnic, racial, and religious cultures; language, art, music, architecture, food, etc.) of Arizona.

- Use and create a variety of maps (e.g., *population, political, topographic, climate, economic, thematic*) and graphs to represent physical and human features that show changes over time in Arizona.
- Use maps to explain how Arizona's physical and human features have changed over time.
- Use map keys / legends and scales to interpret maps.

GEOGRAPHY – ANCHOR STANDARD G2: Human-environment interactions are essential aspects of human life in all societies.

3.G2.1 Explain how people modify and adapt to the Arizona environment.

- Describe how people (e.g., *Prehistoric-Indians, explorers, settlers, farmers, immigrants, Native Americans and other contemporary Arizonans*) have **modified** the Arizona environment over time (e.g., *canals, irrigation, deforestation, use of renewable and nonrenewable resources*).
- Describe how people (e.g., *Prehistoric-Indians, explorers, settlers, farmers, immigrants, Native Americans and other contemporary Arizonans*) have **adapted to** the Arizona environment over time (e.g., *clothing, housing, air conditioning, transportation, industrialization, water conservation, lip balm, sunscreen, use of renewable and nonrenewable resources*).

GEOGRAPHY – ANCHOR STANDARD G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

3.G3.1 Describe the movement of people in and out of Arizona over time.

- Describe factors influencing the growth of major cities (i.e., *Phoenix, Tucson*) in Arizona over time.
- Describe how physical and economic factors (e.g., *climate, resources, etc.*) contributed to patterns of settlement in Arizona over time.
- Describe patterns of land use over time in Arizona.
- Explain the economic impact of people moving in and out of Arizona over time (e.g., *the impact on resource management; production, distribution, and consumption of goods and services*).

GEOGRAPHY – ANCHOR STANDARD G4: Global interconnections and spatial patterns are a necessary part of geographical reasoning.

3.G4.1 Describe how Arizona has changed over time.

- Describe the settlement and economic growth of Arizona over time.
- Describe changes in the population of Arizona over time (i.e., *Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, Arizona Indian Nations*).
- Describe changes in major cities, major economic activities, and land uses of Arizona over time.
- Describe changes in Arizona plant and animal populations over time.
- Describe how Arizona culture has changed over time.

HISTORY – ANCHOR STANDARD H1: The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.

7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies (e.g., *revolutions,*

European imperialism, immigration, trade).

7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods (e.g., *scientific innovation during WWI, global industrial revolution*).

HISTORY – ANCHOR STANDARD H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.

7.H2.1 Explain how conflict can be both unifying and divisive throughout communities, societies, nations, and the world (e.g., *World War I, World War II*).

7.H2.2 Evaluate the multiple causes and effects of conflict and approaches to peacemaking (e.g., *Treaty of Versailles, Pact of Steel, Munich Agreement*).

HISTORY – ANCHOR STANDARD H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews (e.g., *humanism, social Darwinism, divine right of kings, i.e., Nazi ideology*).

7.H3.2 Analyze how economic and political motivations impact people and events (e.g., *Imperialism, colonialism, Berlin Conference of 1884; i.e., Hitler's rise to power*).

7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time (e.g., *League of Nations, suffrage, fascism*).

7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings (e.g., *King Leopold, Chamberlain, FDR, Churchill, Hitler, revolutionaries [Bolsheviks], League of Nations*).

7.H3.5 Explain how a significant historical topic from global history has significance to an issue or topic today (e.g., *Global Depression, Demarcation of Africa; i.e., the Holocaust*).

HISTORY – ANCHOR STANDARD H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

7.H4.1 Evaluate how the diversity of a society impacts its social and political norms (e.g., *Imperial Great Britain vs Modern Great Britain*).

7.H4.2 Describe the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility (e.g., *Women and African Americans working during WWII*).