Maryland Social Studies

Grade 7

Adopted 2021

Civics

0. **Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.** 1.0

   The Foundations and Function of Government

   1. Analyze the characteristics and structure of various systems of government around the world 7.1A.1

      a. Describe and compare the advantages and disadvantages of limited governments, such as representative democracy and parliamentary democracy 7.1A.1.A

      b. Compare the advantages and disadvantages of unlimited government, such as authoritarian and dictatorships 7.1A.1.B

      c. Explain and demonstrate how nation-states interact with each other 7.1A.1.C

      d. Using multi-perspectives, describe and trace how past events assisted or impeded the development of nations, such as the founding of Israel, the break-up of the Soviet Union 7.1A.1.D

   2. Analyze the historic events, documents, and practices that are the foundations of political systems around the world 7.1A.2

      a. Examine and report examples of historic events, documents and practices that have influenced individuals and groups around the world, such as the UN Declaration of Rights, German reunification, the formation of NATO, and Apartheid 7.1A.2.A

   3. Analyze the roles of governments around the world regarding public policy and issues 7.1A.3

      a. Evaluate the effectiveness of the various policies of governments in addressing issues, such as health, poverty, crime, security, and environmental concerns 7.1A.3.A

      b. Analyze the effects that different world issues have on shaping international responses, such as rainforest conservation, pollution, climate change, and energy sources (oil drilling, coal, nuclear) 7.1A.3.B

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Individual and Group Participation in the Political System

1. Analyze the methods used by individuals and groups to shape governmental policy and actions 7.1B.1
    a. Compare methods used to change governments, such as coups, elections and revolts 7.1B.1.A
    b. Evaluate ways citizens use, monitor and influence the formation and implementation of public policy 7.1B.1.B
    c. Describe how political parties and special interest groups influence and change government policy, such as third parties, and non-governmental organizations 7.1B.1.C
    d. Analyze the role of media and public opinion in shaping government policy and action 7.1B.1.D
2. Analyze the importance of civic participation as a citizen of the world 7.1B.2
    a. Analyze the relevancy of sources and perspectives of information such as internet sites and online newspapers 7.1B.2.A
    b. Analyze the concept of a global citizen and how the awareness and responsibilities have changed during the information age 7.1B.2.B

Protecting Rights and Maintaining Order

1. Examine the rights and responsibilities of being a citizen of the world 7.1C.1
    a. Justify the responsibilities associated with certain human rights in a global society such as a commitment to world peace and the elimination of poverty. 7.1C.1.A
    b. Explain how international rules and laws protect individual rights and protect the common good, such as the U.N. Declaration of Human Rights, European Union membership, Geneva Conventions 7.1C.1.B
2. Analyze how governments, organizations, and policies around the world protect or fail to protect the rights of individuals and groups 7.1C.2
    a. Analyze how the definition of the common good differs in limited and unlimited governments 7.1C.2.A
    b. Debate the need to balance between providing for the common good and how protecting individual rights differ in governments around the world 7.1C.2.B
    c. Describe the role of international organizations and policies in maintaining order during a time of crisis, such as the International Red Cross/Red Crescent, the United Nations, the Geneva Conventions, and the World Health Organization 7.1C.2.C

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Participation and Political Deliberation

1. Apply civic dispositions and skills when working with others 6-7.CB.1
2. Apply civic dispositions and skills when participating in school, community settings 6-7.CB.2
3. Identify and apply the appropriate deliberative processes for various settings. 6-7.CB.3
4. Explain the relevance of personal interests and perspectives, civic skills, and democratic principles when people address issues and problems in government and civil society 6-7.CB.4

Peoples Of The Nations And World

0. **Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.** 2.0

Elements of Culture

1. Analyze characteristics that are used to organize people into cultures 7.2A.1
   a. Apply understandings of the elements of culture to the studies of modern world regions, such as art, music, religion, government, social structure, education, values, beliefs and customs 7.2A.1.A
   b. Describe the characteristics of a sovereign nation, such as the legitimate use of authority, autonomy and establishment of borders 7.2A.1.B
   c. Describe the characteristics of democratic and authoritarian societies 7.2A.1.C

Cultural Diffusion

1. Analyze how diverse cultures shape a pluralistic society 7.2B.1
   a. Identify cultural groups within a contemporary world region 7.2B.1.A
   b. Describe how migration contributes to the diversity of nations and regions 7.2B.1.B
   c. Analyze how cultural diffusion is influenced by factors, such as trade, migration, immigration and conflict 7.2B.1.C
2. Examine how increasing diversity in global societies results from immigration, settlement, and economic development 7.2B.2
   a. Examine policies related to human rights, such as foreign aid, subsidies to developing countries, ethnic persecution and economic sanctions 7.2B.2.A
   b. Examine contemporary worldwide concerns that affect international relationships, such as world health, nation building, national security, and human rights 7.2B.2.B

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Conflict and Compromise

1. Analyze major sources of tension, cooperation, and conflict in the world and the efforts that have been made to address them 7.2C.1
   a. Evaluate causes of conflict in the global community, such as Apartheid, the acquisition of natural resources, the decline of communism, ethnic persecution, and domestic and international terrorism 7.2C.1.A
   b. Analyze and describe the efforts of world nations and groups to assist in the resolution of conflicts within and among regions, such as the United Nations, the International Red Cross/Red Crescent, United States Agency for International Development and other humanitarian organizations 7.2C.1.B
   c. Analyze and describe efforts by nations to promote cooperation within and among those regions, such as the creation of the International Monetary Fund, North American Free Trade Agreement, World Bank, European Union and world-wide healthcare initiatives 7.2C.1.C

Geography

0. **Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.** 3.0

Using Geographic Tools

1. Use geographic tools to locate places and describe the human and physical characteristics in the contemporary world 7.3A.1
   a. Use maps to compare geographic locations of places and regions 7.3A.1.A
   b. Use photographs and thematic maps to compare human and physical characteristics of places and regions 7.3A.1.B
   c. Analyze geographic issues and problems 7.3A.1.C

Geographic Characteristics of Places and Regions

1. Analyze interrelationships among physical and human characteristics that shape the identity of places and regions around the world 7.3B.1
   a. Identify and describe physical characteristics that influenced human settlement 7.3B.1.A
   b. Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living 7.3B.1.B
   c. Analyze how regional characteristics and interests including economic development, climate, and the environmental impact government policies 7.3B.1.C
   d. Identify geographic factors that have influenced international relations and economic development in world regions, such as trade, infrastructure, and health issues 7.3B.1.D

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Movement of People, Goods and Ideas

1. Describe and analyze population growth, migration and settlement patterns in contemporary world regions 7.3C.1
    a. Identify reasons why people migrate, such as economic opportunity, climate, political reasons and government policies 7.3C.1.A
    b. Evaluate the consequences of migration and settlement in various regions of the world, such as employment, changes in population and cultural diversity/conflict 7.3C.1.B
    c. Explain how regional population patterns, trends, and projections affect the environment and influence government policies 7.3C.1.C

Modifying and Adapting to the Environment

1. Analyze why and how people in contemporary world regions modify their natural environment and the impact of those modifications 7.3D.1
    a. Identify trade-offs of using resources to pursue economic opportunities v. preserving the environment, such as water use, the burning of fossil fuels, deforestation, and strip mining 7.3D.1.A
    b. Evaluate the consequences of modifying the natural environment, such as desertification, air pollution, and climate change 7.3D.1.B
    c. Identify and explain land use issues that illustrate the conflict between economic growth, deforestation, mining, and burning fossil fuels 7.3D.1.C
    d. Explain how land use and environmental issues such as burning the rain forest and environmental preservation are addressed by government policy 7.3D.1.D

1. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics 6-7.GA.1
2. Use maps, satellite images, photographs, and other representations to explain relationships bet ween the locations of places and regions, and changes in their environmental characteristics 6-7.GA.2
3. Use paper based or electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics 6-7.GA.3

Economics

0. **Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.** 4.0

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Scarcity and Economic Decision-making

1. Analyze the decisions that people made because resources were limited relative to economic wants for goods and services in contemporary world regions 7.4A.1
    a. Identify the opportunity cost of economic decisions made by individuals, businesses, and governments such as decisions about investing in education 7.4A.1.A
2. Analyze how scarcity of economic resources affects economic choices in contemporary world regions 7.4A.2
    a. Describe how goals of countries affect the use of resources in the pursuit of economic growth , and sustainable development 7.4A.2.A
    b. Identify tradeoffs made in economic decisions by producers and consumers 7.4A.2.B
    c. Explain how available resources affect specialization and trade 7.4A.2.C
3. Analyze how technological changes have affected the consumption and production in the contemporary world 7.4A.3
    a. Give examples of how technology has changed consumption of goods and services, such as the development of computers 7.4A.3.A
    b. Examine why technology has changed job skills and the influenced productivity 7.4A.3.B
4. Compare the levels of specialization and economic development in different parts of the contemporary world 7.4A.4
    a. Analyze examples of specialization that result from economic resources 7.4A.4.A
    b. Describe the standard of living and the quality of life in a world region using data, such as Gross National Product (GNP), Gross Domestic Product (GDP), per capita income and the Human Development Index (HDI) 7.4A.4.B
    c. Identify factors that have influenced economic development in various regions, such as individuals, corporations, natural resources, technology, military power, population growth, international organizations, infrastructure and public health issues. 7.4A.4.C

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Economic Systems and the Role of Government in the Economy

1. Evaluate the types of economic systems in countries throughout the contemporary world 7.4B.1
    a. Examine how different economic systems, traditional, command, market, and mixed answer the basic economic question of what, how, and for whom to produce 7.4B.1.A
    b. Describe examples of decisions in (traditional economies , such as the economic roles of men and women 7.4B.1.B
    c. Describe examples of command modern economies, such as government ownership of land and other resources 7.4B.1.C
2. Analyze the role of government in the economies of contemporary societies 7.4B.2
    a. Explore how government spending and taxation influence an economy's ability to grow and provide jobs and services 7.4B.2.A
    b. Evaluate the trade-offs of government regulations 7.4B.2.B
    c. Analyze the ways that governments can help or impede economic activity, such as providing a stable monetary system, protecting property rights, maintaining infrastructure and providing public goods and services 7.4B.2.C
    d. Examine the impact of regulatory agencies in different countries, such as, consumer behavior such as air traffic management and environmental protection 7.4B.2.D
3. Describe the money and banking systems in various countries in the contemporary world 7.4B.3
    a. Explain why a stable money and banking system is necessary for an economy to grow and prosper 7.4B.3.A

1. Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups over time 6-7.EA.1
2. Plan and predict the financial outcomes in an applied decision-making process 6-7.EA.2

1. Compare at least three markets that sell similar goods and services and determine which offers the best value 6-7.EB.1

1. Use appropriate data to evaluate economic indicators such as, unemployment, inflation, total production, income and economic growth in the economy 6-7.EC.1

1. Investigate how social and cultural decisions affect the ecology and economy 6-7.ED.1

History

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0. **Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.** 5.0

Emergence, Expansion and Changes in Nations and Empires

1. Analyze the growth and the development of nations in the contemporary world 7.5B.1
    a. Describe the social, political and economic impacts of various world religions on a global society, such as Judaism, Christianity, Islam, Hinduism, Taoism and Buddhism 7.5B.1.A
    b. Compare the effects of political and cultural changes in nations such as independence movements and democratic reforms 7.5B.1.B

1. Analyze connections among events and developments in broader historical contexts 6-7.HA.1
2. Classify series of historical events and developments as examples of change and/or continuity 6-7.HA.2
3. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant 6-7.HA.3

1. Analyze multiple factors that influenced the perspectives of people during different historical eras 6-7.HB.1
2. Explain how and why perspectives of people have changed over time 6-7.HB.2
3. Analyze how people's perspectives influenced what information is available in the historical sources they created 6-7.HB.3

1. Classify the kinds of historical sources used in a secondary interpretation 6-7.HC.1
2. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources 6-7.HC.2
3. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified 6-7.HC.3
4. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources 6-7.HC.4
5. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience and purpose 6-7.HC.5

1. Explain multiple causes and effects of events and developments in the past 6-7.HD.1
2. Evaluate the relative influence of various causes of events and developments in the past 6-7.HD.2
3. Organize applicable evidence into a coherent argument about the past 6-7.HD.3
4. Compare the central arguments in secondary works of history on related topics in multiple media 6-7.HD.4

critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action. 6.0

Conflict between Ideas and Institutions

1. Analyze the major sources of tension and conflict in the contemporary world 7.6C.1
    a. Describe how the changes in political structures impacted individuals and groups 7.6C.1.A
    b. Examine the impact of philosophies and policies of leaders in the modern world 7.6C.1.B
2. Analyze the major traditions, customs and beliefs of world religions and their expansion 7.6C.2
    a. Explain how the establishment of religions in areas caused conflict 7.6C.2.A
    b. Analyze the political and social impact of religious and traditions in areas such as Europe and the Middle East 7.6C.2.B

Developing Questions & Planning Inquiries

Constructing Compelling Questions

1. Identify a disciplinary topic that reflects a key idea in the field 6-7.DQA.1
2. Identify possible questions for inquiry into the key idea 6-7.DQA.2
3. Analyze key disciplinary concepts and ideas associated with the compelling questions 6-7.DQA.3

1. Construct supporting questions that connect with the compelling question 6-7.DQB.1
2. Analyze the extent to which the supporting questions drive the inquiry 6-7.DQB.2
3. Analyze key disciplinary concepts and ideas associated with the supporting questions 6-7.DQB.3

1. Analyze sources that will be helpful in answering the compelling or supporting questions 6-7.DQC.1
2. Compare experts' interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions 6-7.DQC.2

Evaluating Sources & Using Evidence

1. Gather multiple sources that may be relevant to the task 6-7.ESA.1

2-3. Evaluate the credibility of the sources by considering the authority, the origin, type, context, and corroborative value of each source 6-7.ESA.2-3

4. Identify credible, relevant information contained in the sources 6-7.ESA.4

1. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations 6-7.ESB.1

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Develop claims and counter claims while pointing out the strengths and limitations of both 6-7.ESB.2

Communicating and Critiquing Conclusions & Taking Informed Action

1. Construct arguments using claims and evidence from multiple sources, while acknowledging the counterclaims strength and limitations of the arguments 6-7.CCA.1
2. Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations 6-7.CCA.2
3. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (ex. posters, essays, letters, debates, speeches, reports, and maps) 6-7.CCA.3

1. Critique arguments for credibility 6-7.CCB.1
2. Critique the structure of explanations. 6-7.CCB.2

1. Draw on multiple lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and cause, and the challenges and opportunities faced by those trying to address the problem 6-7.CCC.1
2. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible strategies and potential outcomes 6-7.CCC.2
3. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out of school civic contexts 6-7.CCC.3