Rhode Island Social Studies

Grade 7

Adopted 2023

Anchor Standards

Civics and Government

1. Identify what political power is and who has political power in a society. CG.P.1
2. Explain how political power is and has been obtained and used to govern communities and individuals with attention to their intersectional identities and lived experiences. CG.P.2
3. Analyze the purpose of government and the use of power, including balancing order and freedom, to advance and control different communities and individuals based on their intersectional identities and lived experiences. CG.P.3
4. Argue how power can be distributed and used to create a more equitable society for communities and individuals based on their intersectional identities and lived experiences. CG.P.4

1. Identify what rules and laws are, and who has the power to make them, in different settings and cultures that are familiar and unfamiliar to students. CG.RL.1
2. Explain why rules and laws exist, and how they are implemented by and for individuals and communities based on their intersectional identities and lived experiences. CG.RL.2
3. Analyze how rules and laws positively and/or negatively impact different individuals and communities based on their intersectional identities and lived experiences. CG.RL.3
4. Argue how rules and laws can be used to create an equitable society. CG.RL.4

1. Identify what rights and responsibilities individuals and communities have in a society and who can take advantage of them. CG.RR.1
2. Explain different ways communities and individuals inform themselves, exercise their rights and responsibilities, and engage formally and/or informally in political processes. CG.RR.2
3. Analyze how individuals and communities have been included or excluded from the political process based on their intersectional identities and lived experiences and the impact these actions have had on their rights, responsibilities, and the functioning of a democratic society. CG.RR.3
4. Argue for a possible solution to make rights equitable and the roles of those involved in pursuing that solution. CG.RR.4

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istory

1. Identify historical events that are culturally relevant to global, national, and local histories and connect to students' intersectional identities and lived experiences. H.CC.1
2. Explain multiple causes and effects of historical events, centering and representing the voices and experiences of individuals and communities who were agents of change and resistance. H.CC.2
3. Analyze multiple sources to compare and contrast historical events through the lenses of identity, power, and resistance. H.CC.3
4. Argue how social change, intersectional identities, and lived experiences are crucial to the study and practice of history. H.CC.4

1. Identify key people, central ideas, and the mechanisms by which stories are told and retold regarding an event or series of events, centering the voices of historical actors and groups engaged in resistance and change. H.HP.1
2. Explain the purpose, audience, and perspective of multiple types of sources (art, music, oral histories, pamphlets, film, texts, etc.) relating to a historical event or series of events, individual, or group of people, including indications of bias toward or against the subject portrayed. H.HP.2
3. Analyze multiple types of sources, including art, music, oral histories, pamphlets, film, texts, etc., through a critical reflection of the creators' and students' intersectional identities and lived experiences. H.HP.3
4. Argue, using multiple narratives rooted in identity, power, and resistance, how history itself is an interpretation of events. H.HP.4

1. Identify peoples, events, technologies, and ideas involved in historical and social change in various geographical and temporal locations. H.IG.1
2. Explain how historical and social change have been and continue to be accomplished in relation to systems of power, identity, and resistance. H.IG.2
3. Analyze historical change through the intersectional identities and lived experiences of people who have accomplished social change throughout history in relation to systems of power, identity, and resistance. H.IG.3
4. Argue how all individuals can act as local, national, and/or global agents of social change by using lessons learned from history. H.IG.4

Geography

1. Identify the characteristics of populations based on their size, place, region, and cultural demographics, as well as identifying patterns of migration. H.HSP.1
2. Explain how and why a population's characteristics, including their spatial distribution, growth, and movement, have divided, organized, and unified areas of Earth's surface and impacted both human and physical systems. H.HSP.2
3. Analyze how human systems and the distribution of populations interact with and impact physical systems, and how conflict and access to resources influence physical systems. H.HSP.3

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4. Argue how the relationship between populations and physical systems influence decision-making about the equitable access to resources and land at the local, regional, and/or global levels. H.HSP.4

1. Identify the characteristics of human systems, physical systems, and the environment, and ways they interact at local, regional and/or global levels. G.HPE.1
2. Explain how humans and their societies and institutions affect, modify and/or preserve the environment, as well as how the modifications of the physical environment affect physical, behavioral, and diverse cultural systems. G.HPE.2
3. Analyze how individuals and societies at local, regional and/or global levels influence political, economic, and social decision-making. G.HPE.3
4. Argue how decisions about resources and the environment made by individuals and/or communities impact current and future peoples differently and how those decisions might be made more equitable. G.HPE.4

1. Identify maps, globes, and other geographic tools and technologies that are used to describe where places are located both absolutely and relatively across time, space, and distance. G.WST.1
2. Explain how the characteristics and elements of maps, globes, geographic tools, and other technologies are used and selected to identify and describe local, regional and/or global locations. G.WST.2
3. Analyze multiple types of maps, charts, and graphs and how they are used to interpret topographical information, draw inferences about the development of societies, and determine how places shape events and how places may be changed by events. G.WST.3
4. Argue how the systematic analysis of the spatial patterns provides an integral understanding of a place or region and supports equitable decisions about climate and land use. G.WST.4

Economics

1. Identify the choices communities make about how to use resources based on the scarcity of that resource, including those that are familiar and unfamiliar. E.SA.1
2. Explain how scarcity affects the cost and availability of desired goods and services, and who has the power to influence the factors related to cost and availability and why. E.SA.2
3. Analyze how decisions affecting access to goods and services are influenced by systems of power and cultural norms including how these effects of decisions create more equitable or inequitable outcomes. E.SA.3
4. Argue how a resource can be used differently to create a more equitable outcome for individuals and communities including how individuals and communities can influence systems of power to achieve that change. E.SA.4

1. Identify the individuals and communities involved in the production of any good or service, the materials needed for producing them, where and how the materials are obtained, and the various interrelationships among all of these elements. E.PC.1

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2. Explain who has the power to make decisions related to the means of production and the effects those decisions have on individuals and communities E.PC.2
3. Analyze how individuals and communities acting through intersectional identities and lived experiences can affect the means of production. E.PC.3
4. Argue whether the costs and benefits of an aspect of the means of production equitably serve all individuals and communities. E.PC.4

1. Identify the ways that different political systems utilize economic systems to organize and distribute goods and services to individuals and communities. E.EG.1
2. Explain how those traditionally privileged and marginalized across intersecting identities can influence and interact with economic systems. E.EG.2
3. Analyze how inequities within the economic system have been addressed or sustained by the actions of those traditionally privileged and marginalized. E.EG.3
4. Argue how different economic systems can create more equitable outcomes for individuals and communities, particularly for those traditionally marginalized from the economic system. E.EG.4

Content Standards

Grade 7 - Early Modern to Modern World History and Geography

1. Analyze the status of population and power centers around the world in 1300 CE. SS7.1.1
   a. Identify major geographical features around the world (e.g., climate zones, bodies of water, mountains, deserts), and analyze the influence of geography on where people settled worldwide SS7.1.1.A
   b. Identify populations and political power centers of the world in 1300 CE, and explain the importance of the trade routes that connected those locations SS7.1.1.B
   c. Identify the five major world religions Hinduism, Judaism, Buddhism, Christianity, and Islam, and analyze their influences on society and culture in 1300 CE SS7.1.1.C

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1. Argue the impact of European exploration and conquest across the globe on the people they encountered. SS7.2.1
    a. Analyze the cause, course, figures, and responses to expansion by the Portuguese, Spanish, English, and French along the coasts of Africa, into the Indian Ocean, and to the China coast, and argue the impact on the people they encountered SS7.2.1.A
    b. Analyze the cause, course, figures, and responses to Spanish conquests of the Incan Empire, Aztec Empire, and the Taíno people, and argue the impact on the people they encountered SS7.2.1.B
    c. Analyze the cause, course, figures, and responses to British colonization of Australia and New Zealand, and argue the impact on the Indigenous peoples of those lands SS7.2.1.C
    d. Explain the Columbian Exchange, and argue who benefited SS7.2.1.D
    e. Identify explorers (e.g., Admiral Zheng He, Marco Polo, Ferdinand Magellan, Vasco de Gama, Sir Frances Drake, Christopher Columbus, Hernando Cortes, James Cook), analyze the rationale behind their voyages, and argue the impact they had on existing populations SS7.2.1.E
2. Argue the influence of worldwide trade patterns in the expansion of territories and on societies and cultures. SS7.2.2
    a. Analyze broad patterns of trade across the world in 1400 including the importance of corn, silver, sugar, and other goods with closer looks at trade and exchanges in Majorca and Calicut, and argue their influences on society and culture SS7.2.2.A
    b. Analyze the expansion of gunpowder empires (e.g., Mughal Empire in India, Safavid Persia, Ottoman Empire, and Ming China), and argue their influences on society and culture SS7.2.2.B
3. Argue the impact of the solidification of the Atlantic system of slavery on Indigenous and African peoples. SS7.2.3
    a. Analyze the characteristics and conditions of enslavement in different times and places around the globe (e.g., ancient Greece, ancient Rome, Han China) SS7.2.3.A
    b. Analyze the characteristics and conditions of pre-European African slave trade to North Africa, Egypt, the Red Sea, and Swahili coast SS7.2.3.B
    c. Analyze the development and expansion of the Atlantic slave trade and chattel slavery on European plantations in the Caribbean, North America, and South America and argue the impact on Indigenous and African peoples and who benefited from that impact SS7.2.3.C
    d. Analyze the shift of enslavement from religious and culturally based to race based SS7.2.3.D
    e. Explain resistance efforts by enslaved peoples including everyday actions, rebellions, maintaining culture, and building new traditions SS7.2.3.E

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1. Argue the influences of religious transformations in the early modern period on society and culture. SS7.3.1

    a. Explain the Protestant Reformation, counter-Reformation from the Catholic Church, and the Spanish Inquisition, and argue their impact on society SS7.3.1.A

    b. Explain the foundation of Sikhism by Guru Nanak in South Asia, and analyze its influence SS7.3.1.B

    c. Explain the reformation of neo-Confucian teachings and practices of Wang Yangming in China, and analyze its influence SS7.3.1.C

2. Argue the global impact of cultural and intellectual movements in the early modern period. SS7.3.2

    a. Explain the ideas of the Enlightenment including concepts such the social contract, rule of law, citizenship, representation, liberty, equality, individual rights, and natural rights SS7.3.2.A

    b. Identify advances in art and architecture during the Renaissance, and argue the impacts on society and culture SS7.3.2.B

    c. Explain the historical roots of the Scientific Revolution in Greco-Roman rationalism, Jewish, Christian, and Muslim science, and Renaissance humanism, analyze their influences on astronomy, mathematics, engineering, and human anatomy, and argue the impacts on society and culture SS7.3.2.C

    d. Analyze the technological advances of the time (e.g., the printing press, manufactured paper, microscope, telescope, thermometer, and barometer), and argue the impacts on society and culture and who benefited from those advances SS7.3.2.D

1. Argue the global impact of worldwide revolutions during the late 18th to early 19th centuries. SS7.4.1

    a. Analyze the similarities and differences in the causes, courses, and consequences of the American Revolution (1775-1783), the French Revolution (1789-1799), and the Haitian Revolution (1791-1803), and argue the impact on their respective societies SS7.4.1.A

    b. Analyze the 1780s Tupac Amaru Revolution of the Andean Indians and Mexican Independence in 1821, and argue the impact on Latin American nation building SS7.4.1.B

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2. Argue the impact of societal changes on global economies in the late 18th and early 19th centuries. SS7.4.2

    a. Analyze the shift of African trade from the foreign slave trade to raw goods (e.g., palm oil and cloves) and the role of continued enslavement within Africa, and argue the impact of that trade SS7.4.2.A

    b. Analyze advancements and consequences of the industrial revolution in the late 18th and early 19th century, and argue who benefited SS7.4.2.B

    c. Analyze Egyptian reforms under Muhammad Ali after the French withdrawal in 1801 (e.g., reforms to the military, education, and agriculture), and argue the impact of those reforms SS7.4.2.C

    d. Analyze the influence and consequence of the East India Company on commerce, population centers, and culture in India and the shift to new colonial power centers (e.g., Calcutta and Bombay, and argue who benefited SS7.4.2.D

    e. Analyze the Opium Wars (1839-1860) and the Taiping Rebellion (1850-1864), and argue the impact on China's economy, politics, religions, and its population and who benefited SS7.4.2.E

1. Argue the impacts of colonization by European powers on countries around the world in the late 19th and early 20th centuries. SS7.5.1

    a. Explain the definition and provide examples of imperialism, colonialism, and partitioning SS7.5.1.A

    b. Analyze the cause, course, and consequence of the imperial model of colonization in India by the British (e.g., shift from East India Company rule to British crown rule or "raj"), and argue who benefited from that movement SS7.5.1.B

    c. Analyze the cause, course, and consequence of partitioning Africa by Belgian, British, French, German, Italian, Portuguese, and Spanish in 1884, and argue who benefited from that action SS7.5.1.C

    d. Analyze the cause, course, and consequence of American colonization of Caribbean and Pacific Islands, and argue who benefited from that action SS7.5.1.D

2. Argue the ways that global resistance to colonial powers led to societal and cultural change. SS7.5.2

    a. Analyze the cause, course, and consequences of anti-colonial uprisings in Africa (1874-1931) (e.g., Anglo-Boer War in South Africa, Maji Maji revolt, Nyasaland uprising, and Herero Uprising), and argue their impacts on the peoples affected SS7.5.2.A

    b. Analyze the cause, course, and consequences of the Boxer Uprising (1899-1901) as a response against foreign influence in China, and argue its impacts on the Chinese people SS7.5.2.B

    c. Analyze the cause, course, and consequences of Mexican Revolution (1910-1920) as a response to the feudal system of la encomienda and the unequal social structure, and argue its impacts on Mexican society SS7.5.2.C

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1. Argue the global impacts of the cause, course, and consequences of World War I. SS7.6.1

    a. Analyze the causes of World War I including alliances between European powers, Russia, the Ottoman Empire and others, the political instability of the Balkans, and the reasons each country and state justified entry into the War SS7.6.1.A

    b. Analyze the course of the War including tactics on the Western versus Eastern fronts, role of technological advancements (e.g., machine guns, poison gas, aircrafts, and high explosives), and the blurring of the roles of soldier and civilian SS7.6.1.B

    c. Analyze the Armenian genocide from 1915-1916 and the role of the Near East Relief organization, and argue the impact on Armenian society SS7.6.1.C

    d. Analyze the consequences, and argue the impacts of World War I (e.g., military and civilian casualties, the peace negotiations at Versailles, France, Woodrow Wilson's "Fourteen Points" plan, the role of the League of Nations, the drawing of new nation-state borders and its impact on Western Asia (Middle East), the Balfour Declaration, and German reparations) SS7.6.1.D

    e. Analyze how the Russian Revolution, including the rise of Joseph Stalin and the communist party, was a consequence of the War, and argue who benefited from these political changes SS7.6.1.E

2. Argue the global impacts of the cause, course, and consequences of World War II. SS7.6.2

    a. Explain the definitions of totalitarianism, communism, socialism, fascism, and holocaust, and analyze where and why these ideas gained popularity SS7.6.2.A

    b. Analyze the causes of World War II (e.g., the failure of the Weimar Republic, the rise of German Nazism and Adolph Hitler, installation of Italian Fascism and Benito Mussolini, a Militarist Japan's Sino-Japanese War with China, and the invasion of Poland by Germany) SS7.6.2.B

    c. Analyze the course of World War II (e.g., the Stalin-Hitler Pact of 1939, differences between Eastern and Western Fronts warfare, use of technology and blitzkrieg warfare, role of North Africa and Western Asia (Middle East), the Pacific theater tactics and consequences, and dropping of the atomic bomb) SS7.6.2.C

    d. Analyze the nature and course of the Holocaust (e.g., the history of antisemitism around the world, Nazi ideology and politics, Nuremberg Laws, Kristallnacht, ghettos, concentration camps, killing centers, Jewish and non-Jewish resistance, Warsaw Ghetto Uprising, other Nazi victims including LGBTQIA+ individuals, persons with disabilities, Roma, and political activists, and the final solution), and argue its impact on the people of Europe SS7.6.2.D

    e. Analyze the consequences, and argue the impacts of World War II (e.g., the loss of Jewish life and community, military and civilian casualties, the Nuremberg Trials, the Yalta Conference, division of Germany and Austria into Soviet and allied sectors, and the "Iron Curtain") SS7.6.2.E

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3. Argue the global impact of the Cold War and its growth out of the events of World War II. SS7.6.3
    a. Explain the definition of the Cold War and the term "superpower," and analyze the ideologies of the Cold War, the differences between capitalism and communism, and the arms race SS7.6.3.A
    b. Explain the alignment of independent and colonized governments all over the world with either the Soviet Union or United States using the North Atlantic Treaty Organization and the Warsaw Pact SS7.6.3.B
    c. Analyze the cause, course, and consequence of the Korean War (1950-1953) (e.g., the role of Soviet Union and China, 38th parallel, consideration of atomic technology, and the human cost of the conflict), and argue its impacts on the Korean people SS7.6.3.C
    d. Analyze the cause, course, and consequence of the Vietnam War (1955-1975) (e.g., Ho Chi Minh's, "Declaration of Independence of the Democratic Republic of Vietnam," 1954 Geneva peace accords, Gulf of Tonkin Resolution, Operation Rolling Thunder, invasion of Cambodia and Laos, Tet Offensive, My Lai massacre, evacuation of Saigon), and argue its impacts on the Vietnamese people SS7.6.3.D
    e. Identify other Cold War "hot spots" include Algeria, Afghanistan, Cambodia, Angola, Nicaragua, Guatemala, the Congo, Iran, Hungary, and Cuba, and argue the impact of their participation on civilian populations SS7.6.3.E
    f. Analyze the role of new worldwide organizations and ideals (e.g., the United Nations, the International Monetary Fund, the Universal Declaration of Human Rights), and argue their impact on societies SS7.6.3.F
    g. Analyze the Malta Summit (1989) and the fall of the Soviet Union (1991), and argue the impact of those events SS7.6.3.G

1. Argue the global societal and cultural impacts of the four types of decolonization. SS7.7.1
    a. Analyze the similarities and differences among the four types of decolonization - civil wars, wars of independence, negotiated independence, and incomplete decolonization SS7.7.1.A
    b. Analyze the Chinese civil war between Nationalists led by Chiang Kai-shek and Communists led by Mao Zedong, and argue its impact on the Chinese people SS7.7.1.B
    c. Analyze the Algerian war for independence from France including the role of the European settler population colons, and argue its impact on Algerians SS7.7.1.C
    d. Analyze the negotiated independence of India and Pakistan from Britain and African countries from the British, French, Portuguese, Spanish, Belgians, Italians, and Germany, and argue their impact on the Indian and Pakistani peoples SS7.7.1.D
    e. Analyze the incomplete independence of South Africa due to the presence of a large population of white settler colonialism, the institution of apartheid, and the role of Nelson Mandela and the African National Congress, and argue the impact of the movement SS7.7.1.E

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2. Argue the impacts of globalization on people and the environment. SS7.7.2

    a. Explain the definition of globalization as the convergence of people, resources, and ideas around a common version of modernity SS7.7.2.A

    b. Analyze the increased migration to urban spaces, spread of television shows, films, and music, and the popularization of international sports such as football and FIFA, and argue their impacts on society SS7.7.2.B

    c. Explain the creation of global networks and international cooperations (e.g., North American Free Trade Agreement (NAFTA), transnational issues, G-8 and G-20 summits, Amnesty International, Greenpeace, nongovernmental organizations (NGOs), criminal and terrorist organizations), and analyze how they serve the international population SS7.7.2.C

    d. Analyze the problems created by globalization for individuals (e.g., child labor, low-wages and poor working conditions, and exploitation of workers) exemplified by the Maquiladoras, and argue the impacts on society SS7.7.2.D

    e. Argue the impacts of globalization on the environment (e.g., the Green Revolution, increased consumption of natural resources, rise in pollution, and climate change) SS7.7.2.E