



Seventh Grade

Introduction

An important aspect of our Republic is that an educated and engaged citizenry is vital for the system to work. In a government where the final authority and sovereignty rests with the people, our local, state, and federal governments will only be as responsive as the citizens demand them to be. Preparing students for contemporary society cannot be accomplished without a strong emphasis on civics, economics, geography, and history – the core disciplines of the social sciences. It is imperative that each generation gains an understanding of the knowledge, skills, and dispositions to participate fully in civic life in a rapidly changing world.

The emphasis on content knowledge, disciplinary skills and processes, and the integration of inquiry elements will prepare students of Mesa Public Schools to engage actively in their community and meet the needs of the 21st century.

Engaging students in the pursuit of active, informed citizenship will require a broad range of understandings and skills including:

Think analytically

- Pose and frame questions
- Gather a variety of evidence
- Recognize continuity and detect change over time
- Utilize chronology to examine cause and effect relationships
- Draw and combine reasonable inferences from a variety of sources to build an understanding of complex questions

Read widely and critically

- Examine, interpret, and contextualize primary sources focusing on author, purpose, and audience of each source
- Identify and compare historical, geographic, economic, and political science interpretations from a wide variety of secondary sources
- Utilize broader understanding to discern subtext in primary and secondary sources

Communicate cogently and in a compelling manner

- Develop and defend evidenced based arguments
- Utilize multiple perspectives for comprehensive explanations
- Practice and cultivate a wide variety of diverse types of writing
- Engage in constructive conversations around history and social science topics

K-8 Grade Level Storylines and Content Focus Key

To create a coherent sequence from one grade to the next, to avoid unneeded repetition, and to close content gaps, each K-8 grade level has a storyline or content focus for the year. This is not the case for high school. High school courses are based on a more comprehensive focus in each content area.

Grade	Symbol	Storyline/Content Focus
K		Children as Citizens
1		Communities: Living and Working Together
2		The World Around Me
3		Arizona Studies (Prehistoric to Present Day)
4		Regions and Cultures of the Americas (Pre-contact Americans to European Settlements up to 1763)

Grade	Symbol	Storyline/Content Focus
5		United States Studies (American Revolution 1763 to Industrialism 1900s)
6		Global Studies: World Regions and Cultures of the Eastern Hemisphere (Early Civilization – Renaissance and Reformation)
7		Integrated Global Studies (Scientific Revolution and Enlightenment – Present)
8		Citizenship and Civic Engagement in Today's Society

Anchor Standards

The Arizona History and Social Science Standards are organized into five content areas. Within these content areas are major core concepts referred to as Anchor Standards. One core concept within the standards is the Disciplinary Skills and Processes. **These Disciplinary Skills and Process standards provide the vehicle for which content is to be delivered.** They can apply to any historical era, context, or content area and provide the tools students need to think like historians, geographers, political scientists, and economists. These skills and processes are especially critical in a time when students are exposed to massive amounts of information in numerous forms and must develop skills to make sense of the information they obtain. Grade level standards are (then) written to support these Anchor Standards and progress as the student moves through grade levels.

Disciplinary Skills and Processes	Civics	Economics	Geography	History
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.	C1: Civic virtues and democratic principles are key components of the American political system.	E1: A financially literate individual understands how to manage income, spending, and investment.	G1: The use of geographic representations and tools helps individuals understand their world.	H1: The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
SP2: Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.	C2: Citizens have individual rights, roles, and responsibilities.	E2: By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.	G2: Human-environment interactions are essential aspects of human life in all societies.	H2: Cycles of conflict and cooperation have shaped relations among people, places, and environments.
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.	C3: An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.	E3: Individuals and institutions are interdependent within market systems.	G3: Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.	H3: Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
		E4: The domestic economy is shaped by interactions between government, institutions, and the private sector		
SP4: Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.	C4: Process, rules, and laws direct how individuals are governed and how society addresses problems.	E5: The interconnected global economy impacts all individuals and groups in significant and varied ways.	G4: Global interconnections and spatial patterns are a necessary part of geographic reasoning.	H4: Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

The 21 Anchor Standards are represented within each of the grade bands; K-2, 3-5, 6-8, and high school, but not all Anchor Standards are at each grade level. Specific grade level standards are organized under each of the Anchor Standards.

CONTENT AREA	ANCHOR STANDARDS	K	1	2	3	4	5	6	7	8	HS
SKILLS & PROCESSES	SP1: Change, continuity, and context	X	X	X	X	X	X	X	X	X	X
	SP2: Multiple perspectives	X	X	X	X	X	X	X	X	X	X
	SP3: Gathering, using, and interpreting evidence	X	X	X	X	X	X	X	X	X	X
	SP4: Causation and argumentation			X	X	X	X	X	X	X	X
CIVICS	C1: Civic virtues and democratic principles	X	X		X	X				X	X
	C2: Individual Rights, Roles, and Responsibilities	X		X		X	X	X	X	X	X
	C3: Civic and political institutions		X		X		X			X	X
	C4: Process, rules, and laws	X		X			X	X	X	X	X
ECONOMICS	E1: Financial Literacy/Personal Finance		X	X	X		X	X		X	X
	E2: Economic decision making	X	X		X	X	X		X	X	X
	E3: Exchange and Markets		X	X		X	X	X	X	X	X
	E4: The National Economy			X			X			X	X
	E5: The Global Economy			X			X	X	X	X	X
GEOGRAPHY	G1: Geographic Representations	X	X	X	X	X	X	X	X	X	X
	G2: Human-environment interaction	X	X	X	X			X	X	X	X
	G3: Human population and movement		X	X	X	X	X	X	X	X	X
	G4: Global Interconnections			X	X	X	X	X	X	X	X
HISTORY	H1: Culture, Civilization and Innovation	X	X	X	X	X		X	X		X
	H2: Conflict and Cooperation	X	X		X	X	X	X	X	X	X
	H3: Influence of Economic, Political, and Religious Ideas and Institutions			X	X	X		X	X	X	X
	H4: Patterns of Social and Political Interactions	X	X				X	X	X		X

Inquiry Arc

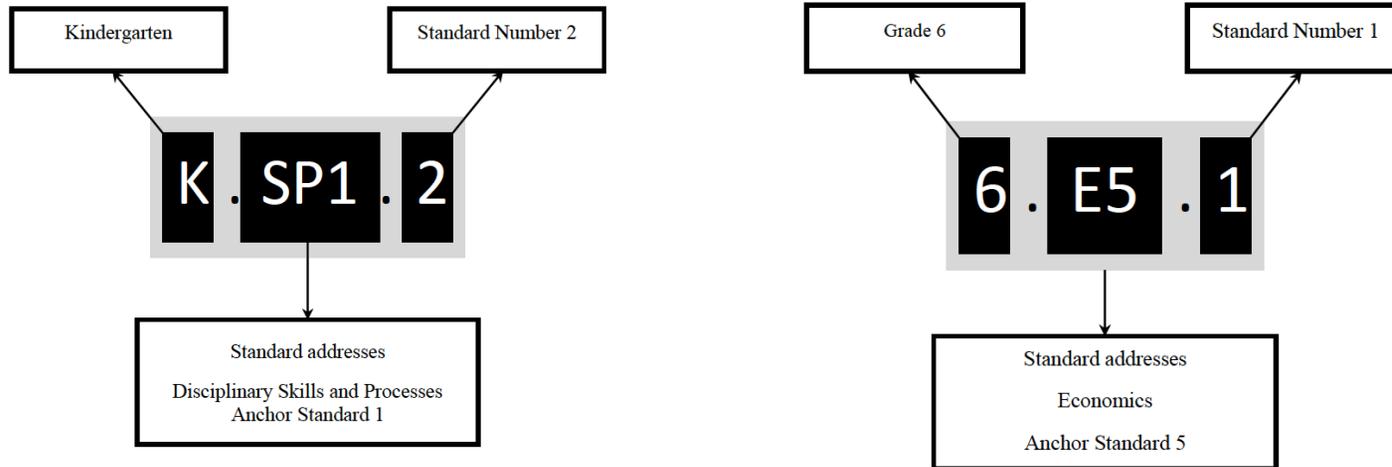
Children and adolescents are naturally curious and have unlimited questions. Learning to investigate questions in the social studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through many modes including writing, speaking, and visualizing. The six components of the Inquiry Arc are found in the Disciplinary Skills and Processes Anchor Standards and appear at each grade level. Incorporating inquiry using the content standards reinforces the same skills and processes contained in the Arizona English Language Arts (ELA) standards. As students utilize inquiry processes in their content area, they reinforce and use the ELA reading, writing, speaking, and listening standards.

The Six Elements of the Inquiry Arc

- **Inquiry Element 1: Developing Compelling Questions**
Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.
- **Inquiry Element 2: Constructing Supporting Questions**
Supporting questions focus on descriptions, definitions, and processes in which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
- **Inquiry Element 3: Gathering and Evaluating Sources**
Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author’s purpose, main idea, and point of view, that will help in evaluating the usefulness of a source.
- **Inquiry Element 4: Developing Claims**
Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.
- **Inquiry Element 5: Communicating Conclusions**
Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students also have the opportunity to critique their scholarship as well as the scholarship of others.
- **Inquiry Element 6: Taking Informed Action**
To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

Design and Coding

Each standard is made up of three components. The grade level appears first, followed by the core discipline Big Idea, and finally a standard number. The standard number at the end of the code is designed for recording purposes and does not imply instructional sequence or importance. Examples and explanations of the coding are reflected here.



Standards v. Curriculum v. Instruction

Standards:

Standards are what a student needs to know, understand, and be able to do by the end of each grade. They build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the Arizona State Board of Education.

Curriculum:

Curriculum refers to resources used for teaching and learning the standards. Curricula are adopted at the local level.

Instruction:

Instruction refers to the methods, or methodologies, used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum to master the standards. Decisions about instructional practice and techniques are made at a local level.

Scope and Sequence

Seventh Grade: Integrated Global Studies

Through a historical and geographic lens, students will understand the relationships and interactions between societies and cultures in both the Eastern and Western Hemispheres. United States history will be taught as it intersects with global issues. Topics include the influence of the Scientific Revolution and Enlightenment ideas on the concept of rights, revolutions around the world, global imperialism, industrialization and the rise of organized labor, World War I and World War II, and global conflicts of the Cold War to the present, including world government and economic structures.

Unit #	Title	Critical Content	Approximate Time
1	Enlightenment and Revolutions	Scientific Revolution Enlightenment Cultural and environmental characteristics Democratic revolutions (e.g., American, French, Latin American)	8 weeks
2	Industrialization and Global Imperialism	Causes and effects of industrialization (e.g., Agricultural Revolution, factory system, inventors, industrialists, technology, transportation, population growth, labor movement, immigration) Causes and effects of imperialism (e.g., raw materials, empire-building, India, China, Africa, resistance to imperialism)	8 weeks
3	World War I	Causes of World War I Technology Russian Revolution Treaty of Versailles	4 weeks
4	Rise of Totalitarianism and World War II	Causes of World War II Home front Impact of World War II on America Propaganda Theaters of war Outcomes of World War II	5 weeks
5	Maintaining Peace in a Diverse Global Society	Cold War Conflicts Economic systems	7 weeks

Disciplinary Skills and Processes

Seventh Grade: Integrated Global Studies

Units	1 – Enlightenment and Revolutions 2 – Industrialization and Global Imperialism 3 – World War I	4 – Rise of Totalitarianism and World War II 5 – Maintaining Peace in a Diverse Global Society					
DISCIPLINARY SKILLS and PROCESSES: Use this chart to track usage of SP standards throughout the units		UNITS:	1	2	3	4	5
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.							
7.SP1.2 Classify a series of historical events and developments as examples of change and/or continuity.							
7.SP1.3 Evaluate the significance of past events and their effect on students' lives and global society.							
7.SP1.4 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are historically significant.							
Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event 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.							
7.SP2.2 Explain how and why perspectives of people have changed over time.							
7.SP2.3 Analyze how people's perspectives influenced what information is available in the historical sources they created.							
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.							
7.SP3.2 Use evidence drawn from multiple sources to develop and support claims and counterclaims in response to compelling questions.							
7.SP3.3 Detect possible limitations in the historical record based on evidence collected from various kinds of historical sources.							

DISCIPLINARY SKILLS and PROCESSES	UNITS:	1	2	3	4	5
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.						
7.SP3.7 Construct and present explanations using reasoning, correct sequence, examples, and details, while acknowledging the strengths and weaknesses of the explanations.						
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.						
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.						

Seventh Grade Unit 1: Enlightenment and Revolutions

Compelling Question: When is revolution justified?

Time: 8 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>7.C2.1 Explain how revolutions and other changes in government impact citizens' rights.</p> <p>7.C4.1 Compare historical and contemporary means of changing societies to promote the common good.</p> <p>7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.</p> <p>7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.</p> <p>7.G2.1 Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places.</p> <p>7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.</p> <p>7.G3.4 Evaluate how human population and movement may cause conflict or promote cooperation.</p> <p>7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.</p> <p>7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.</p> <p>7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.</p> <p>7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.</p>	<p>I can show how the Scientific Revolution led to the Enlightenment. (7.H3.1)</p> <p>I can compare views of various Enlightenment philosophers. (7.H3.1)</p> <p>I can trace how individual rights, freedoms, and responsibilities evolved as a result of the Enlightenment. (7.H3.3)</p> <p>I can trace the development and impact of scientific, technological, and educational innovations during the Scientific Revolution and Enlightenment. (7H1.2)</p> <p>I can evaluate how movement of people from the Old World to the New World caused conflict and promoted cooperation. (7.G3.4)</p> <p>I can explain how geography affects government. (7.G2.1)</p> <p>I can compare and contrast cultural and environmental characteristics of new world colonies and their European counterparts. (7.G2.2)</p> <p>I can explain how Enlightenment ideas influenced colonists and led to revolution. (7.H3.1)</p> <p>I can explain how British, French, and Spanish government policies led to revolution. (7.C4.2, 7.C4.3)</p> <p>I can explain how the rights of citizens changed after the American, French, and Latin American Revolutions. (7.C2.1, 7.C4.3)</p> <p>I can explain how democratic revolutions changed society. (7.H3.3)</p> <p>I can connect Revolutions of the past to modern uprisings. (7.C4.1)</p> <p>I can investigate how the Enlightenment and the Democratic and Scientific Revolutions have significance in the world today. (7.H3.5)</p>	<p>Scientific Revolution (e.g., Scientific Method, groundbreaking discoveries in physics and medicine)</p> <p>Enlightenment (e.g., philosophers, Magna Carta, English Bill of Rights)</p> <p>cultural and environmental characteristics (e.g., American colonies, England, France, Latin America)</p> <p>American Revolution (e.g., Continental Congress, Constitutional Convention)</p> <p>French Revolution (e.g., Declaration of the Rights of Man, Reign of Terror)</p> <p>Latin American Revolutions (e.g., Haiti, South America, Mexico)</p> <p>government and economic systems (e.g., monarchy, democracy, aristocracy, republic)</p>

Supporting Questions

What was the Scientific Revolution?

What changes did the Scientific Revolution bring about?

What was the Enlightenment and what were the Enlightenment thinkers' views on human rights?

How did the Enlightenment thinkers influence people to action and revolution?

How do 18th and 19th century democratic revolutions compare with modern uprisings?

What factors influence the type of government that exists in a society?

How does the type of government affect individual rights?

What are strengths and weaknesses of different types of governments?



Seventh Grade Unit 2: Industrialization and Global Imperialism

Compelling Question: Is progress beneficial?

Time: 8 Weeks

Disciplinary Skills and Processes:

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Content Standards	Learning Targets	Key Concepts/Topics
<p>7.C4.2 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.</p> <p>7.E2.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>7.E2.2 Evaluate current economic issues in terms of benefits and costs for distinct groups in society.</p> <p>7.E3.1 Explain the roles of buyers, sellers, and profits in product, labor, and financial markets.</p> <p>7.E3.2 Analyze the relationship between supply, demand, and competition with emphasis on how they influence prices, wages, and production.</p> <p>7.E3.3 Analyze the influence of institutions such as corporations, non-profits, and labor unions on the economy in a market system.</p> <p>7.G1.1 Use and construct maps and other geographic representations to explain the spatial patterns of cultural and environmental characteristics.</p> <p>7.G3.1 Explain how changes in transportation, communication, and technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.</p> <p>7.G3.2 Analyze how the relationships between humans and environments extend or contract patterns of settlement and movement.</p> <p>7.G3.3 Evaluate the influences of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.</p> <p>7.G3.4 Evaluate how human population and movement may cause conflict</p>	<p>I can explain the economic factors that motivated industrialization. (7.E2.2)</p> <p>I can explain how environmental factors influenced the Industrial Revolution. (7.G4.2)</p> <p>I can explain the basic economic concepts of self-interest, supply and demand, and competition, and how they affected prices, wages, and production during the Industrial Revolution. (7.E3.1, 7.E3.2)</p> <p>I can analyze the relationship between various institutions in a market economy during the Industrial Revolution. (7.E3.3)</p> <p>I can use maps to illustrate the impact of industrialization on population growth and migration. (7.G1.1)</p> <p>I can assess how laws address problems faced by the public. (7.C4.2)</p> <p>I can explain how the Industrial Revolution changed society. (7.E2.1, 7.G3.1)</p> <p>I can evaluate the changing societal patterns that resulted from imperialism. (7.H4.2)</p> <p>I can explain how imperialism led to conflict. (7.G3.3)</p> <p>I can analyze how industrialization and imperialism impacted human migration. (7.G3.2)</p> <p>I can evaluate how human migration during the Industrial Revolution and the Age of Imperialism caused conflict and promoted cooperation. (7.G3.4)</p> <p>I can analyze the impact of industrialization and imperialism on land use. (7.G4.3)</p> <p>I can explain how the outcomes of industrialization and imperialism affect</p>	<p>causes and effects of industrialization (e.g., Agricultural Revolution, factory system, inventors, industrialists, technology, transportation, population growth, labor movement, immigration)</p> <p>causes and effects of imperialism (e.g., raw materials, empire-building, India, China, Africa, resistance to imperialism)</p> <p>capitalism</p>

<p>or promote cooperation.</p> <p>7.G4.2 Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade.</p> <p>7.G4.3 Analyze how changes in population distribution patterns affect changes in land use in places and regions.</p> <p>7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.</p> <p>7.H4.2 Evaluate the changing patterns of class ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.</p>	<p>society today. (7.H3.5)</p>	
Supporting Questions		
<p>How did various nations react differently to imperialist influence?</p> <p>What are the long-term effects of imperialism on the continents of Africa and Asia?</p> <p>What economic factors motivated industrialization?</p> <p>How did the labor movement affect individuals and nations?</p>	<p>How did industrialization affect population growth and migration?</p> <p>How did the Industrial Revolution change society?</p> <p>How did industrialization impact transportation?</p>	

Seventh Grade Unit 3: World War I



Compelling Question: Why didn't World War I end all wars?

Time: 4 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.</p> <p>7.G4.1 Analyze cultural and environmental characteristics among various places and regions of the world.</p> <p>7.G4.4 Explain an issue in terms of scale (local, regional, state, national, or global).</p> <p>7.H1.2 Trace the development and impact of scientific, technological, and educational innovations within historical time periods.</p> <p>7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.</p> <p>7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.</p> <p>7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.</p>	<p>I can construct and use maps to illustrate World War I alliances. (7.G1.2)</p> <p>I can analyze cultural and environmental characteristics among the nations involved in World War I. (7.G4.1)</p> <p>I can explain how World War I impacted people on a local, regional, state, national, and global scale. (7.G4.4)</p> <p>I can trace the development of new technologies in World War I. (7.H1.2)</p> <p>I can demonstrate how World War I was both unifying and divisive both within the United States and throughout the world. (7.H2.1)</p> <p>I can compare the multiple causes and effects of World War I. (7.H2.2)</p> <p>I can predict possible outcomes resulting from the Treaty of Versailles. (7.H2.2)</p> <p>I can investigate how World War I has impacted and continues to impact the world today. (7.H3.5)</p>	<p>causes of World War I (i.e., underlying causes, immediate causes, militarism, alliances, imperialism, nationalism)</p> <p>technology (e.g., machine gun, submarine, airplane, trench warfare)</p> <p>Russian Revolution</p> <p>anarchy</p> <p>Paris Peace Conference and Treaty of Versailles</p> <p>League of Nations</p> <p>Impacts of World War I on the United States</p>

Supporting Questions

<p>What were the long-term and short-term causes of World War I?</p> <p>What new technological advancements came out of World War I?</p> <p>What factors led to the Russian Revolution and how did it impact the outcome of World War I?</p> <p>Was the United States justified in entering World War I?</p>	<p>What is the appropriate role of civilians in warfare?</p> <p>What are the benefits and drawbacks of international alliances?</p> <p>What were the successes and failures of the Treaty of Versailles?</p>
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Seventh Grade Unit 4: Rise of Totalitarianism and World War II

Compelling Question: Was World War II a “good war”?

Time: 5 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>7.C4.3 Analyze the purpose, process, implementation, and consequences of decision making and public policies in multiple settings.</p> <p>7.C4.4 Explain challenges people face and opportunities they create in addressing local, regional, and global problems at various times and places.</p> <p>7.E3.4 Explain ways in which money facilitates change.</p> <p>7.G1.2 Analyze various geographic representations and use geographic tools to explain relationships between the location of places and their environments.</p> <p>7.G3.3 Evaluate the influence of long-term, human-induced environmental change on spatial patterns and how it may cause conflict and promote cooperation.</p> <p>7.G4.4 Explain an issue in terms of its scale (local, regional, state, national, or global).</p> <p>7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.</p> <p>7.H3.2 Analyze how economic and political motivations impact people and events.</p> <p>7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.</p> <p>7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.</p> <p>7.H4.1 Evaluate how the diversity of a society impacts its social and</p>	<p>I can explain how the Treaty of Versailles led to World War II. (7.C4.3, 7H2.2)</p> <p>I can explain why appeasement led to World War II. (7.C4.3)</p> <p>I can describe how events after World War I led to the rise of Fascism. (7.C4.4)</p> <p>I can explain how global depression impacted the period between the world wars. (7.E3.4)</p> <p>I can explain the different political philosophies that caused the world to be in conflict. (7.H3.2)</p> <p>I can explain how the rise of dictators between the world wars influenced people and events. (7.H3.4)</p> <p>I can construct and use maps to illustrate alliances during World War II. (7.G1.2)</p> <p>I can explain how World War II impacted people on a local, state, national, and global level. (7.G4.4)</p> <p>I can explain how World War II affected the home front. (7.G4.4)</p> <p>I can recognize the changing patterns of class, ethnicity, race, and gender in relation to the events of World War II. (7.H4.2)</p> <p>I can evaluate how the diversity of nations during World War II impacted their social and political norms. (7.H4.1)</p> <p>I can evaluate the effects of the atomic bomb. (7.G3.3)</p> <p>I can evaluate the short-term and long-term effects of World War II on the United States and throughout the world. (7.G4.4)</p> <p>I can compare multiple causes and effects of conflict and approaches to</p>	<p>causes of World War II</p> <p>Treaty of Versailles</p> <p>appeasement</p> <p>global depression</p> <p>alliances</p> <p>atomic bomb</p> <p>home front during World War II</p> <p>results of World War II</p> <p>changing political patterns in the world post World War II</p> <p>theaters of the war</p> <p>Holocaust</p>

<p>political norms.</p> <p>7.H4.2 Evaluate the changing patterns of class, ethnic, racial, and gender structures and relations; consider immigration, migration, and social mobility.</p>	<p>peacemaking after World War II. (7.H2.2)</p> <p>I can trace the significance of World War II on society today. (7.H3.5)</p>	
Supporting Questions		
<p>What were the causes of World War II?</p> <p>How was World War II fought?</p>	<p>How did World War II impact individuals and nations?</p> <p>What were the short-term and long-term outcomes of World War II?</p>	

Seventh Grade Unit 5: Maintaining Peace in a Diverse Global Society

Compelling Question: When is a nation justified in interfering in the affairs of another nation?

Time: 7 Weeks

Disciplinary Skills and Processes:

Lessons should be designed around Disciplinary Skills and Process (SP) Standards. The SP standards are the vehicle through which content standards are to be delivered. SP standards are to be taught multiple times throughout the year, with mastery by the end of the course. Refer to the Disciplinary Skills and Process Standards Chart above and determine the appropriate standards to frame your instruction within units. Track used standards on the chart.

Content Standards	Learning Targets	Key Concepts/Topics
<p>7.E5.1 Explain the interdependence of trade and how trade barriers influence trade among nations.</p> <p>7.E5.2 Compare the various economic systems.</p> <p>7.E5.3 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p> <p>7.G2.2 Analyze cultural and environmental characteristics that make places both similar and different.</p> <p>7.G3.4 Evaluate how human population and movement may cause conflict or promote cooperation.</p> <p>7.H1.1 Analyze the rise and decline, interactions between, and blending of cultures and societies.</p> <p>7.H2.1 Investigate how conflict can be both unifying and divisive throughout communities, societies, nations, and the world.</p> <p>7.H2.2 Compare the multiple causes and effects of conflict and approaches to peacemaking.</p> <p>7.H3.5 Investigate a significant historical topic from global history that has significance to an issue or topic today.</p> <p>7.H4.1 Evaluate how the diversity of a society impacts its social and political norms.</p>	<p>I can compare capitalism, socialism, and communism. (7.E5.2, 7.H4.1)</p> <p>I can evaluate the similarities and differences between communist and capitalist societies. (7.H4.1)</p> <p>I can identify and analyze placement of communist and capitalist countries in the world during the Cold War. (7.G2.2)</p> <p>I can analyze how the difference in political philosophies led to conflict during the Cold War. (7.H2.1, 7.H2.2)</p> <p>I can explain how trade policies and trade barriers impacted nations and individuals during the Cold War. (7.E5.1, 7.E5.3)</p> <p>I can evaluate how migration impacted society during the Cold War. (7.G3.4)</p> <p>I can analyze the interactions of cultures and societies during the Cold War period. (7.H1.1)</p> <p>I can compare how conflicts were resolved during the Cold War. (7.H2.2)</p> <p>I can investigate how events from the Cold War Era continue to affect society today. (7.H3.5)</p>	<p>post-war events (i.e., Chinese Revolution [Mao], Korean War, Cuba - United States relations, space race, arms race, Vietnam conflict, Arab-Israeli conflict, Gulf War, United States - Soviet relations, Berlin Wall)</p> <p>economic systems (e.g., capitalism, socialism, communism)</p> <p>interaction of countries during the Cold War</p>

Supporting Questions

<p>What were the short-term and long-term goals of the United States during the Cold War and were they achieved?</p> <p>How did the United States intervene in foreign countries in the latter half of the 20th century?</p>	<p>How did the United States-Soviet conflict impact the post-war world?</p> <p>How did the Cold War contribute to conflicts in the Middle East?</p>
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