



INDIANA
DEPARTMENT *of*
EDUCATION

2026 Indiana Academic Standards
SOCIAL STUDIES
GRADE 7

Indiana Department of Education

100 N. Senate Ave.
Indianapolis, IN 46204



Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for Grade 7 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code [\(IC\) 20-31-3-3](#), the Indiana Department of Education (IDOE) facilitated the formal revision of the Indiana Academic Standards for K-12 Social Studies. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service. Select standards are identified as essential for mastery by the end of the grade level in alignment with IDOE's 2023 post-secondary essential skills study. "Essential" standards are indicated with grey shading and an "E."

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards are designed to help educators, parents, students, and a variety of stakeholders understand the appropriate content for each grade level or course, and within each content area domain. All standards are required to be taught and should form the basis for strong core instruction for every student enrolled in the designated grade level or course. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM, can be integrated with the content standards.

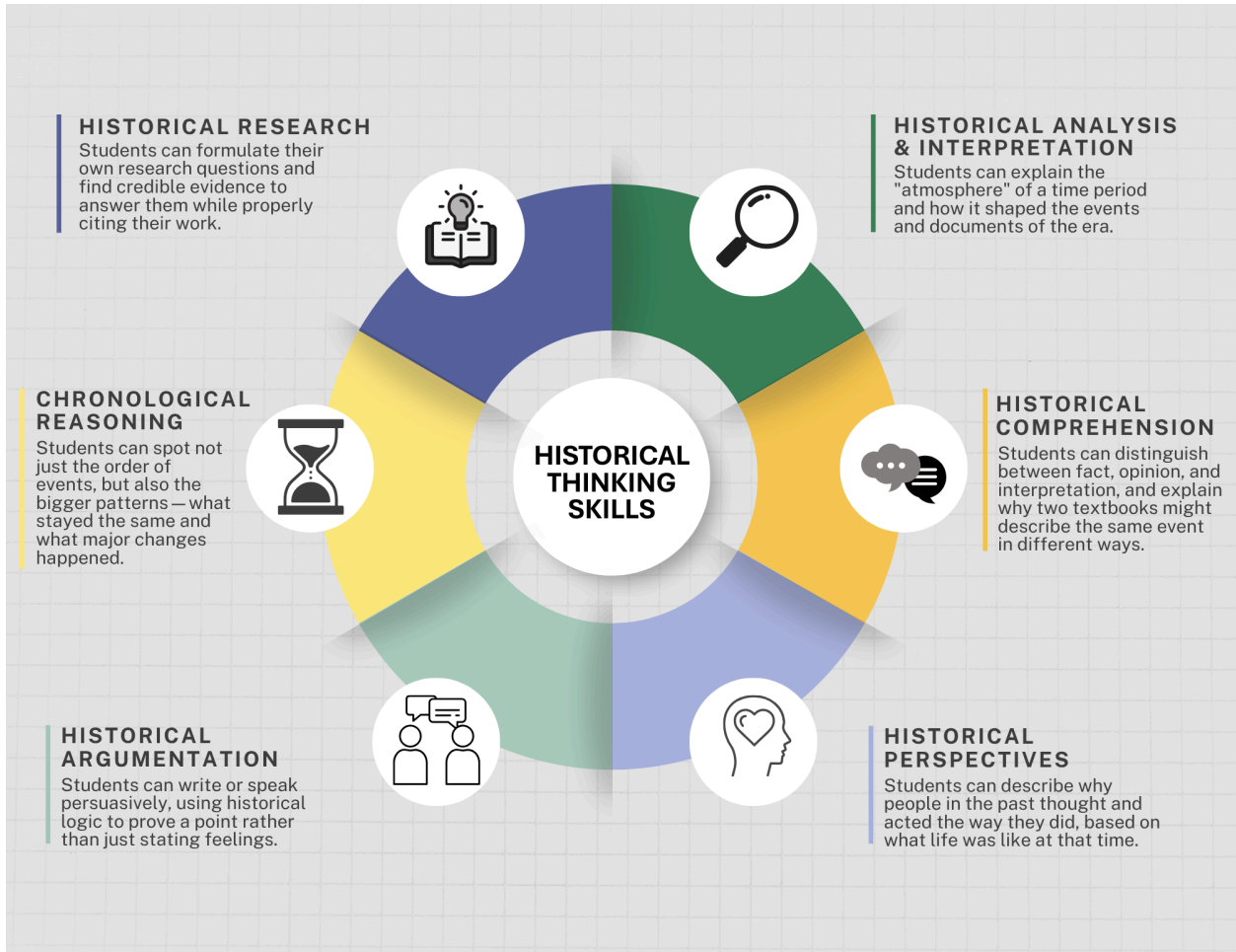
Content-Specific Considerations

The Indiana Academic Standards for Grade 7 Social Studies are organized by four domains: History, Civics and Government, Geography, and Economics. The content and skills listed in each domain indicate what students should know and be able to do in Social Studies by the end of the grade level, including those designated as "essential" for student mastery.

The National Council for the Social Studies' College, Career, and Civic Life (C3) Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. IDOE's formal review process incorporated principles of the C3 Framework to enhance critical thinking skills, increase rigor, and promote literacy skills within the standards.

Historical Thinking Skills

Historical thinking skills enable students to analyze, interpret, and understand the past through evidence-based reasoning and contextual understanding. The six skills featured here underpin all of Indiana's social studies standards and should be a primary consideration for schools when implementing developmentally appropriate social studies instruction for all K-12 students. All thinking skills have equal value but are addressed differently depending on a student's grade level and ability. Schools have considerable flexibility when providing students opportunities to develop these thinking skills, as there is no prescribed starting point or sequence.



Acknowledgments

IDOE appreciates the time, dedication, and expertise offered by Indiana’s K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. We wish to especially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for success after graduation.

Grade 7 Social Studies

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

Domain 1: History	
Learning Outcome: Students examine the major movements, events, and figures that contributed to the development of Africa, Asia, and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.	
7.H.1	Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations are related to their respective forms of government and social hierarchies. (E)
7.H.2	Describe, compare, and contrast the historical origins, central beliefs and features, and spread of major religions, including Hinduism, Buddhism, Judaism, Christianity, and Islam. (E)
7.H.3	Analyze how the control of trade routes and natural resources led to the rise of powerful empires in Sub-Saharan Africa.
7.H.4	Analyze how the Silk Road created economic interdependence and cultural exchange between Asia, Europe, and Africa. (E)
7.H.5	Analyze the scientific, cultural, and economic influences of Muslim civilizations including trade routes and banking systems.
7.H.6	Compare and contrast the institution of slavery in its various forms in Africa, Asia, and the Southwest Pacific, and analyze the impact slavery had on different civilizations.
7.H.7	Trace the rise, spread, and influence of the Mongols.
7.H.8	Describe the dynastic cycle and the cultural and technological contributions of major Chinese dynasties (Zhou, Qin, Han, Tang, Song, and Ming). (E)
7.H.9	Identify the cause and effect relationship leading to Japan becoming independent from earlier Chinese influences to develop their own political, religious, social, and artistic traditions.
7.H.10	Analyze worldwide voyages of exploration and discovery by considering multiple perspectives of various people in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.

7.H.11	Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the impact that colonization, imperialism, and slavery had on the social, political, and economic development of these societies from both European and indigenous perspectives. (E)
7.H.12	Analyze Japan's rapid transformation (1868-1945) from an isolated feudal society to a global industrial power, and evaluate the causes and consequences of its involvement in World War II. (E)
7.H.13	Identify and explain the significance of recent and historical events in the Middle East since the end of World War II.
7.H.14	Analyze the causes of modern global conflicts from 1945 to the present, and evaluate the responses of individual nations and international organizations in addressing these crises.
Domain 2: Civics and Government	
Learning Outcome: Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and the roles of citizens.	
7.C.1	Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa, and the Southwest Pacific. (E)
7.C.2	Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.
7.C.3	Describe how major forms of governments of Japan, North Korea, India, South Africa, and China currently protect or violate the human rights of their citizens. (E)
Domain 3: Geography	
Learning Outcome: Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.	
7.G.1	Formulate a broad understanding of the location of countries within Africa, Asia, and the Southwest Pacific. (E)
7.G.2	Describe and compare major cultural characteristics of regions in Africa, Asia, and the Southwest Pacific.
7.G.3	Use historical and modern maps to identify changes in Africa, Asia, and the Southwest Pacific over time, highlighting physical and human systems. (E)
7.G.4	Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation.

7.G.5	Compare and contrast the distribution of natural resources in Africa, Asia, and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country. (E)
7.G.6	Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia, and the Southwest Pacific.
7.G.7	Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia, and the Southwest Pacific, and analyze the causes for these patterns.
7.G.8	Explain how ethnocentrism influenced the way different groups in Africa, Asia, and the Southwest Pacific interacted and treated one another.
7.G.9	Analyze current issues and developments related to the environment in selected countries in Africa, Asia, and the Southwest Pacific.
Domain 4: Economics	
Learning Outcome: Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia, and the Southwest Pacific, with an emphasis on scarcity, incentive, opportunity cost, and specialization.	
7.E.1	Evaluate the benefits and opportunity costs of voluntary trade and specialization on the standards of living in Africa, Asia, and the Southwest Pacific. (E)
7.E.2	Identify ways that societies deal with helpful and harmful externalities in Africa, Asia, and the Southwest Pacific. (E)