



Grade 7 Social Studies Content Connectors



Social Studies Grade 7

GRADE 7: Peoples, Places & Cultures in Africa, Asia & the Southwest Pacific

Course 0470-07

Students in seventh grade explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions.

The Indiana's K – 8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 7 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

Standard 1 — History

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.

Standard 2 — Civics and Government

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 roles of citizens.

Standard 3 — Geography

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.

Standard 4 — Economics

Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.



Indiana Department of Education

Standard 1 History

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.

Indiana Academic Standards	Content Connectors
7.1.1: 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 influenced their respective forms of government and social hierarchies. *River Valley Civilizations: Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)	7.1.1.a.1: Identify why early river valley civilizations develop around common needs and resources (trade, food and water). *River Valley Civilizations Nile (Ancient Egypt), Tigris and Euphrates (Mesopotamia), Indus (Ancient India), and Huang He (Ancient China)
7.1.2: Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.	7.1.2.a.1: Identify that different religions have different beliefs.
7.1.3: Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.	7.1.3.a.1: Identify that trade facilitates the exchange of culture and resources.
7.1.4: Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.	7.1.4.a.1: Identify that trade facilitates the exchange of culture and resources.
7.1.5: Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time.	7.1.5.a.1: Describe the influences on Muslim Civilizations to other cultures of the time.
7.1.6: Describe the institution of slavery in its various forms in Africa, Asia and the Southwest Pacific and analyze the impact slavery had on different civilizations.	7.1.6.a.1: Identify that the institution of slavery has had an impact on different civilizations across the globe.
7.1.7: Trace the rise, spread and influence of the Mongols.	7.1.7.a.1: Describe the influence of the Mongols.
7.1.8: Describe the rise, contributions, and decline of the Chinese dynasties.	7.1.8.a.1: Describe that contributions on ancient civilizations continue to impact society.
7.1.9: Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions	7.1.9.a.1: Identify that Japan developed its own political, religious, social and artistic traditions.
7.1.10: 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.	7.1.10.a.1: Identify reasons why people explore other regions of the world.
7.1.11: Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short-term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives.	7.1.11.a.1: Identify that some countries overtake others for their own benefit and that impacts society. (European and indigenous perspectives.)
7.1.12: Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.	7.1.12.a.1: Recall that Japan was involved in World War II.
7.1.13: Identify and explain the significance of historical events in the Middle East since the end of World War II.	7.1.13.a.1: Recall since the end of World War II, historical events and conflict continue to happen in the Middle East.



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Indiana Academic Standards	Content Connectors
7.1.14: Identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts	7.1.14.a.1: List different ways nations or cultural groups address conflict and possible solutions.
7.1.15: Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.	7.1.15.a.1: Interpret timelines showing people and events that occur in a sequence of time (first, next, and last).
7.1.16: Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.	7.1.16.a.1: Give an example of a cause and effect relationship in history.
7.1.17: Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.	7.1.17.a.1: Distinguish the difference between fact and opinion grounded in historical evidence.
7.1.18: Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources	7.1.18.a.1: Give an example of visual, literary, art and/or musical sources in the history of Africa, Asia, and the Southwest Pacific.

Standard 2 Civics and Government

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 roles of citizens.

Indiana Academic Standards	Content Connectors
7.2.1: Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific. Example: Australia, India and South Africa	7.2.1.a.1: Identify that some countries were once ruled by another country and are now independent to rule themselves. Example Australia, India and South Africa
7.2.2: Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. Examples: Japan, North Korea, India, South Africa, and China	7.2.2.a.1: Identify contemporary governments in Africa, Asia, and the Southwest Pacific. Examples Japan, North Korea, India, South Africa, and China
7.2.3: 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.	7.2.3.a.1: Identify that basic human rights are denied or enforced by the government. (Japan, North Korea, India, South Africa and China)
7.2.4: Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.	7.2.4.a.1: Identify the functions of international organizations in Africa, Asia and Southwest Pacific.
7.2.5: Define, compare and contrast citizenship and the citizen's role in the government of selected countries of Africa, Asia and the Southwest Pacific.	7.2.5.a.1: Explain ways people take various roles in their supporting governments. (Africa, Asia and the Southwest Pacific)

Standard 3 Geography

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.



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Indiana Academic Standards	Content Connectors
7.3.1: Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific	7.3.1.a.1: Identify the geographic locations of Africa, Asia, and the Southwest Pacific
7.3.2: Formulate a broad understanding of the location of	7.3.2.a.1: Locate Africa, Asia and the Southwest Pacific
Indiana Academic Standards	Content Connectors
capital cities in Africa, Asia and the Southwest Pacific using latitude and longitude on maps and with locational technology such as Global Positioning Systems and Geographic Information Systems.	using latitude and longitude on maps and with locational technology such as Global Positioning Systems and Geographic Information Systems.
7.3.3: Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.	7.3.3.a.1: Compare changes between a historical and contemporary map in Africa, Asia and the Southwest Pacific.
7.3.4: 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	7.3.4.a.1: Locate key physical features to include mountains, deserts, oceans, and rivers. (Southwest Pacific, Africa and Asia)
7.3.5: Describe ecosystems of Africa's deserts, Asia's mountain regions, and the coral reefs of Australia and use multiple information resources to discover environmental concerns that these ecosystems are facing today.	7.3.5.a.1: Describe an ecosystem (Africa's deserts, Asia's mountain regions, and the coral reefs of Australia) and identify an environmental concern.
7.3.6: 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.	7.3.6.a.1: Identify that different countries have different natural resources that contribute to the economy of a country.
7.3.7: Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.	7.3.7.a.1 Describe how the climate effects people in the regions of Africa, Asia and Southwest Pacific.
7.3.8: 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. Example: Life expectancy, income, literacy rate, industry, education, natural resources, and climate	7.3.8.a.1: Identify that population distribution effects the countries of Africa, Asia, and the Southwest Pacific. Example Life expectancy, income, literacy rate, industry, education, natural resources, and climate
7.3.9: Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.	7.3.9.a.1: Describe how one cultures belief in their superiority to another culture impacts relationships between different people. (Africa, Asia, and the Southwest Pacific)
7.3.10: Analyze current issues and developments related to the environment in selected countries in Africa, Asia and the Southwest Pacific.	7.3.10.a.1: Describe that the environment is always changing and has a great impact on a country's development. (Africa, Asia, and the Southwest Pacific)

Standard 4 Economics

Students examine the influence of physical and cultural factors upon the economic systems found in countries of Africa, Asia and the Southwest Pacific.

Indiana Academic Standards	Content Connectors
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Indiana Department of Education

<p>7.4.1: Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.</p>	<p>7.4.1.a.1: Explain that countries benefit from trade.</p>
<p>7.4.2: Illustrate how international trade requires a system for exchanging currency between and among nations.</p>	<p>7.4.2.a.1: Identify that countries have different currencies and trade values.</p>
<p>7.4.3: Trace the development and change over time of the economic systems (traditional*, command*, market* and mixed*) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. and analyze why these changes occurred over time</p>	<p>7.4.3.a.1: Identify that different countries have different economic systems.</p>
<p>Indiana Academic Standards</p>	<p>Content Connectors</p>
<ul style="list-style-type: none"> • traditional economy: an economy in which resources are allocated based on custom and tradition • command economy: an economy in which resources are allocated by the government or other central authority • market economy: an economy in which resources are allocated by individuals and businesses responding to changes in prices • mixed economy: an economy in which resources are allocated by some combination of traditional, command or market systems 	
<p>7.4.4: Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)* per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics.</p> <ul style="list-style-type: none"> • Gross Domestic Product (GDP): the value of all final goods and services produced in a country in a year 	<p>7.4.4.a.1: Identify that countries have diverse standards of living as measured by Growth Domestic Product (GDP).</p>
<p>7.4.5: Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens' individual human capital*. * human capital: the skills and expertise people acquire from education, training, and experience.</p>	<p>7.4.5.a.1: Describe ways people can improve their human capital. human capital the skills and expertise people acquire from education, training, and experience.</p>
<p>7.4.6: Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Africa, Asia or the Southwest Pacific. Example: Government support of public education and governments taxing or regulating pollution * externality (spillover): the impact of an activity (positive or negative) on the well-being of a third party</p>	<p>7.4.6.a.1: Identify ways the government can help citizens or the environment.</p>