



INDIANA  
DEPARTMENT of  
EDUCATION

# 2024 INDIANA CONTENT CONNECTORS

## SOCIAL STUDIES

### GRADE 7



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## Indiana Content Connectors Context and Purpose

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### Introduction

The Indiana Content Connectors for Grade 7 Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality learning expectations for Indiana students with significant cognitive disabilities.

The Indiana Department of Education (IDOE) convened stakeholder committees to review proposed revisions to Indiana’s Alternative Standards, known as content connectors. The content connectors are designed to measure the knowledge and skills of students with the most significant cognitive disabilities and are assessed with the state’s alternate assessment. The content connectors are designed to ensure that all Indiana students in this population are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

### What are the Content Connectors and how should they be used?

The Indiana Content Connectors are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These content connectors should form the basis for strong core instruction for all students at each grade level and content area. The content connectors identify the minimum academic content or skills to which Indiana students need access in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Content Connectors establish key expectations for knowledge and skills and should be used as the basis for curriculum, the content connectors by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Content Connectors. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the content connectors as well as the length of time needed to teach each one. Every content connector has a unique place in the continuum of learning, but each content connector 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 content connectors 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 and employability skills can be integrated with the content connectors.

## Acknowledgments

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

## Grade 7 Social Studies

Standards and content connectors identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.”

Indiana Academic Standards	Content Connectors
<b>History</b>	
<p><b>7.H.1:</b> 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)</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> River civilizations include Nile River Valley (ancient Egypt), Tigris and Euphrates rivers (Mesopotamia), Indus River (India/Pakistan), and Huang He River (ancient China).</li> </ul>	<p><b>7.H.1a:</b> Identify cultural achievements of early river civilizations such as Ancient Egypt (Nile), Mesopotamia (Tigris and Euphrates), Ancient India (Indus) or Ancient China (Huang He). (E)</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> art, architecture, written language, religion, and forms of government.</li> </ul>
<p><b>7.H.2:</b> Describe, compare, and contrast the historical origins, central beliefs, and spread of major religions. (E)</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.</li> </ul>	<p><b>7.H.2a:</b> Identify major world religions and match their central beliefs. Identify one similarity and one difference between two major world religions.</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> Hinduism, Buddhism, Judaism, Christianity, and Islam.</li> </ul>
<p><b>7.H.3:</b> Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers to the spread of resources, disease, and culture.</p>	<p><b>7.H.3a:</b> Identify or explain how development of civilizations in Africa has influenced the spread of resources, disease, and culture.</p>
<p><b>7.H.4:</b> Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia. (E)</p>	<p><b>7.H.4a:</b> Identify or explain the historical significance of the Silk Road.</p>
<p><b>7.H.5:</b> 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. (E)</p>	<p><b>7.H.5a:</b> Identify influences of Muslim civilizations upon other civilizations.</p> <ul style="list-style-type: none"> <li>• <b>Examples:</b> science, culture, political structures, banking, and growth of cities.</li> </ul>

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<p><b>7.H.6:</b> 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.</p>	<p><b>7.H.6a:</b> Identify the different forms of slavery; compare and contrast at least one impact of slavery in Africa, Asia, and the Southwest Pacific.</p>
<p><b>7.H.7:</b> Trace the rise, spread, and influence of the Mongols.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Yuan dynasty, Marco Polo, Black Death, feudalism.</li> </ul>	<p><b>7.H.7a:</b> Identify an example of Mongols' impact upon another society.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> spread of the Black Death along trade routes controlled by the Mongols, Mongol rule in China (Yuan Dynasty and Marco Polo).</li> </ul>
<p><b>7.H.8:</b> Describe the dynastic cycle and the cultural and technological contributions of major Chinese dynasties (Zhou, Qin, Han, Tang, Song, and Ming). (E)</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Zhou - established Feudalism leading to Warring States Period, Mandate of Heaven, start of Confucianism, Daoism, and Legalism; Qin - “China”, Terracotta Army, Great Wall; Han - Silk Road starts, paper &amp; compass, merit-based jobs; Tang - gunpowder, woodblock printing, clocks &amp; porcelain; Song - paper money, moveable type; Ming - international trade/isolation, porcelain arts.</li> </ul>	<p><b>7.H.8a:</b> Identify cultural contributions of major Chinese dynasties.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Zhou (Confucianism), Qin (Great Wall), Han (paper), Tang (woodblock printing), Song (paper money), Ming (porcelain arts).</li> </ul>
<p><b>7.H.9:</b> Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social, and artistic traditions.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> feudalism, shogunate court life, samurai culture.</li> </ul>	<p><b>7.H.9a:</b> Identify or describe how Japan became independent of earlier Chinese influences and Identify cultural traditions of Japan.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> shogunate court life and samurai culture.</li> </ul>
<p><b>7.H.10:</b> 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.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Voyages of the Ming dynasty, and Ibn Battuta.</li> </ul>	<p><b>7.H.10a:</b> Identify reasons for exploring new places during historical voyages of worldwide exploration and discovery.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Ibn Battuta and the Ming dynasty.</li> </ul>

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<p><b>7.H.11:</b> 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. (E)</p>	<p><b>7.H.11a:</b> Identify at least one way European colonization affected a society in Africa, Asia, or the Southwest Pacific. (E)</p>
<p><b>7.H.12:</b> Analyze the Japanese imperial period (1868-1945), including Japan's involvement in World War II.</p>	<p><b>7.H.12a:</b> Identify or explain how imperialism (1868-1945) influenced Japan's involvement in World War II (1940-1945).</p>
<p><b>7.H.13:</b> Identify and explain the significance of historical events in the Middle East since the end of World War II.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> the partition of the British Palestine Mandate (1947), the Suez Canal crisis (1956), the Arab-Israeli Six Day War (1967), the formation of Organization of Petroleum Exporting Countries (OPEC, 1960), the Iranian Hostage Crisis (1979), the Gulf Wars (1991, 2003), the War on Terrorism (2001- present), Arab Spring (2011- present).</li> </ul>	<p><b>7.H.13a:</b> Identify two significant historical events in the Middle East since the end of World War II and match the significance of each.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Arab-Israeli Six Day War (1957), Iranian Hostage Crisis (1959), Gulf Wars I and II (1991 and 2003), and the War on Terrorism (2001-present).</li> </ul>
<p><b>7.H.14:</b> 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. (E)</p>	<p><b>7.H.14a:</b> Identify a recent political or cultural conflict and identify at least one way different organizations have tried to solve it. (E)</p>
<p><b>7.H.15:</b> 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.</p>	<p><b>7.H.15a:</b> Identify contrasting views about historic events in Africa, Asia, or the Southwest Pacific using primary or secondary sources.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> visual art, literature, music, fiction, or nonfiction.</li> </ul>
<p><b>Civics and Government</b></p>	
<p><b>7.C.1:</b> Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa, and the Southwest Pacific. (E)</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Australia, India, South Africa.</li> </ul>	<p><b>7.C.1a:</b> Identify one similarity and one difference of the steps to independence from colonial rule in the countries of Asia, Africa, or the Southwest Pacific.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> India, South Africa, and Australia.</li> </ul>

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<p><b>7.C.2:</b> Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Japan, North Korea, India, South Africa, China.</li> </ul>	<p><b>7.C.2a:</b> Identify or describe governments of contemporary countries in Africa, Asia, or the Southwest Pacific.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Japan, North Korea, India, South Africa, China.</li> </ul>
<p><b>7.C.3:</b> 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)</p>	<p><b>7.C.3a:</b> Identify or describe how governments in North Korea and Japan protect or violate their citizens' human rights. (E)</p>
<p><b>Geography</b></p>	
<p><b>7.G.1:</b> Formulate a broad understanding of the location of countries within Africa, Asia, and the Southwest Pacific. (E)</p>	<p><b>7.G.1a:</b> Locate selected countries within Africa, Asia, and the Southwest Pacific. (E)</p>
<p><b>7.G.2:</b> Describe and compare major cultural characteristics of regions in Africa, Asia, and the Southwest Pacific.</p>	<p><b>7.G.2a:</b> Identify and/or describe major cultural characteristics of regions in Africa, Asia, and the Southwest Pacific.</p>
<p><b>7.G.3:</b> Use historical maps to identify changes in Africa, Asia, and the Southwest Pacific over time. (E)</p>	<p><b>7.G.3a:</b> Use historical maps to identify changes (e.g., larger, smaller, no change) in political boundaries in Africa, Asia, or the Southwest Pacific over time.</p>
<p><b>7.G.4:</b> 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.</p>	<p><b>7.G.4a:</b> Identify major physical characteristics in Africa, Asia, or the Southwest Pacific.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Deserts, basins, plains, mountains, and rivers.</li> </ul>
<p><b>7.G.5:</b> 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)</p>	<p><b>7.G.5a:</b> Identify natural resources of Africa, Asia, or the Southwest Pacific and identify how natural resource distribution can impact the wealth of a country. (E)</p>
<p><b>7.G.6:</b> Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia, and the Southwest Pacific.</p>	<p><b>7.G.6a:</b> Identify or explain how climate or landforms in Africa, Asia, or the Southwest Pacific place limitations on land or people.</p>

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<p><b>7.G.7:</b> 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.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> life expectancy, income, literacy rate, industry, education, natural resources, climate.</li> </ul>	<p><b>7.G.7a:</b> Identify factors that affect rural and urban populations in selected countries of Africa, Asia, or the Southwest Pacific.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> life expectancy, income, education, natural resources, climate.</li> </ul>
<p><b>7.G.8:</b> Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.</p>	<p><b>7.G.8a:</b> Identify examples of ethnocentrism in Africa, Asia, or the Southwest Pacific.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> expecting other groups to speak the same language, judging the way other groups dress, judging other groups' religious practices, judging the foods other groups eat.</li> </ul>
<p><b>7.G.9:</b> Analyze current issues and developments related to the environment in selected countries in Africa, Asia, and the Southwest Pacific.</p>	<p><b>7.G.9a:</b> Identify and/or describe a current issue related to the environment in a selected country in Africa, Asia, or the Southwest Pacific.</p>
<p><b>Economics</b></p>	
<p><b>7.E.1:</b> Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific. (E)</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.</li> </ul>	<p><b>7.E.1a:</b> Identify the benefits of voluntary trade between countries in Africa, Asia, or the Southwest Pacific.</p> <ul style="list-style-type: none"> <li>● <b>Examples:</b> consumption of goods and services, lower consumer prices.</li> </ul>
<p><b>7.E.2:</b> Illustrate how international trade requires a system for exchanging currency between and among countries.</p>	<p><b>7.E.2a:</b> Identify one or more reasons why a system for exchanging currency between different countries is necessary for international trade.</p>



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**7.E.3:** Identify ways that societies deal with helpful and harmful externalities in Africa, Asia, and the Southwest Pacific. (E)

- **Examples:** government support of public education and governments taxing or regulating pollution.

**7.E.3a:** Identify and/or classify examples of helpful and harmful externalities in Africa, Asia, or the Southwest Pacific.