



Grade 7
Crosswalk for Standard Course of Study and Extended Content Standards

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

Inquiry 6-8

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 6-8 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 8 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
Compelling Questions	I.1.1 Construct a compelling question through a disciplinary lens individually and with peers.
Supporting Questions	I.1.2 Construct supporting questions based upon disciplinary concepts.
Gathering and Evaluating Sources	I.1.3 Analyze details, central ideas and inferences from sources using discipline-specific strategies. I.1.4 Assess the credibility of primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
Developing Claims and Using Evidence	I.1.5 Identify evidence that draws information from multiple perspectives. I.1.6 Construct claims and counterclaims using evidence while pointing out the strengths and limitations of both based on multiple sources.

<p>Communicating Ideas</p>	<p>I.1.7 Construct arguments consisting of multiple claims with evidence from sources and attention to disciplinary detail. I.1.8 Construct responses to supporting and opposing perspectives supported by evidence. I.1.9 Determine the credibility of disciplinary arguments of peers.</p>
<p>Taking Informed Action</p>	<p>I.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues. I.1.11 Use a range of civic approaches to address problems being investigated.</p>

Behavioral Sciences		
Standard	Objectives	Extended Content Standards
7.B.1 Understand how individual and group values and beliefs have influenced various cultures.	7.B.1.1 Compare major elements of culture in various modern societies around the world.	ECS.7.B.1.1 Compare major elements of culture in various modern societies around the world.
	7.B.1.2 Explain how values and beliefs affect human rights, justice, and equality for different groups of people.	ECS.7.B.1.2 Identify examples of how values and beliefs affect human rights, justice, and/or equality for different groups of people.
	7.B.1.3 Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.	ECS.7.B.1.3 Identify examples of how individuals and groups respond to stereotypes, oppression, human rights violations, and/or genocide.

Civics and Government		
Standard	Objectives	Extended Content Standards
7.C&G.1 Analyze modern governmental systems in terms of conflict and change.	7.C&G.1.1 Explain how the power and authority of various types of governments have created conflict that has led to change.	ECS. 7.C&G.1.1 Identify how conflict, created by the use of power and authority, has led to change in governments.
	7.C&G.1.2 Distinguish how conflict between religious and secular thought and practice has contributed to change in government.	ECS. 7.C&G.1.2 Describe how conflict between religious and secular thought and practice has impacted governmental change.
	7.C&G.1.3 Deconstruct changes of various modern governments in terms of the benefits and costs to its citizens.	ECS. 7.C&G.1.3 Compare changes of various modern governments in terms of the benefits and costs to its citizens.
	7.C&G.1.4 Summarize new ideas that changed political thought in various nations, societies and regions.	ECS. 7.C&G.1.4 Identify examples of ways new ideas can impact change in nations, societies, and/or regions.

Economics		
Standard	Objectives	Extended Content Standards
7.E.1 Understand the economic activities of modern societies and regions.	7.E.1.1 Explain the factors and conditions that contribute to the development of economic systems.	ECS.7.E.1.1 Identify the factors and conditions that contribute to the development of economic systems.
	7.E.1.2 Explain how national and international economic decisions reflect and impact the interdependency of societies.	ECS.7.E.1.2 Identify examples of how national and/or international economic decisions impact the interdependency of societies.
	7.E.1.3 Summarize the economic activity fostered by various economic systems.	ECS.7.E.1.3 Summarize the kinds of economic activities that take place in different economic systems.
	7.E.1.4 Explain how competition for resources affects the economic relationship among nations.	ECS.7.E.1.4 Identify examples of how the competition for resources affects the way nations interact with each other.
	7.E.1.5 Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.	ECS.7.E.1.5 Identify examples of how economic systems have impacted various regions around the world and/or indigenous ways of life.

Geography		
Standard	Objectives	Extended Content Standards
7.G.1 Understand ways in which geographical factors influence societies.	7.G.1.1 Explain how push-pull factors of forced and voluntary migrations have affected societies around the world.	ECS.7.G.1.1 Identify how the push-pull factors of forced and voluntary migrations have affected societies around the world.
	7.G.1.2 Explain reasons why societies modify and adapt to the environment.	ECS.7.G.1.2 Explain reasons why societies modify and adapt to the environment.
	7.G.1.3 Explain the influence of demographic shifts on societies using geographic tools and data.	ECS.7.G.1.3 Demonstrate an understanding of the impact of demographic shifts on societies using geographic tools and data.

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History		
Standard	Objectives	Extended Content Standards
7.H.1 Evaluate historical and current events from a variety of perspectives.	7.H.1.1 Distinguish specific turning points of modern world history in terms of lasting impact.	ECS.7.H.1.1 Identify specific turning points of modern world history that made a lasting impact.
	7.H.1.2 Summarize the influence women, indigenous, racial, ethnic, political, and religious groups have had on historical events and current global issues.	ECS.7.H.1.2 Identify examples of the impact women, indigenous, racial, ethnic, political, and/or religious groups have had on historical events and current global issues.
	7.H.1.3 Compare individual and societal responses to globalization in various regions and societies.	ECS.7.H.1.3 Compare ways societies and individuals have responded to globalization.
	7.H.1.4 Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives.	ECS.7.H.1.4 Evaluate the effectiveness of cooperative efforts and consensus-building among nations, regions, and/or groups from two or more perspectives.
	7.H.1.5 Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.	ECS.7.H.1.5 Identify the effects of slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance on individuals and/or groups in modern world history.