



NORTH CAROLINA EXTENDED CONTENT STANDARDS FOR GRADE 7

The Extended Content Standards in the seventh-grade course, *World Studies II*, will allow students to extend the foundational skills, concepts, processes, and knowledge gained in grades K-5 and prepare students to be career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

These six strands should not be taught in isolation but woven together to form an integrated study that helps students understand the world in which we live. *World Studies II* will continue to expand upon the knowledge, skills, and enduring understandings acquired in the sixth-grade examination of the emergence, expansion, and decline of civilizations by beginning at 1400 CE and moving into the globalized network of nations in the modern world. Modern world is defined by a time in which societies and regions witnessed the birth of the following developments: greater awareness of other cultures; creation of a global economy; rise of powerful nation-states; major technological advancements; and deepening reliance on science. The course should be taught in a way that leads students to make connections between historical events and their own lives. This should be accomplished through an investigation of the various factors that shaped the development of societies and regions in the modern world as well as global interactions between those societies. A conscious effort should be made to include an integrated study of various societies and regions from every continent (Africa, Asia, Europe, the Americas, and Australia). The intent of the North Carolina Social Studies extended content standards is to present information through a conceptual framework which allows for greater depth and enduring understandings of content and issues to include, but not limited to, science, technology, invention, and innovation.

These Extended Content Standards are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The extended content standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum for their 7th Grade course. The extended content standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry. Every student following the North Carolina Extended Content Standards for Social Studies will engage in rigorous academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural and globally competitive society.

Note: The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically, and each represents a different social studies lens through which students should access the content.

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.
Communicating Ideas	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.
Taking Informed Action	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.

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

Civics and Government

Standard	Extended Content Standards
<p>7.C&G.1 Analyze modern governmental systems in terms of conflict and change.</p>	<p>ECS. 7.C&G.1.1 Identify how conflict, created by the use of power and authority, has led to change in governments.</p>
	<p>ECS. 7.C&G.1.2 Describe how conflict between religious and secular thought and practice has impacted governmental change.</p>
	<p>ECS. 7.C&G.1.3 Compare changes of various modern governments in terms of the benefits and costs to its citizens.</p>
	<p>ECS. 7.C&G.1.4 Identify examples of ways new ideas can impact change in nations, societies, and/or regions.</p>

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

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

History	
Standard	Extended Content Standards
<p>7.H.1 Evaluate historical and current events from a variety of perspectives.</p>	<p>ECS.7.H.1.1 Identify specific turning points of modern world history that made a lasting impact.</p>
	<p>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.</p>
	<p>ECS.7.H.1.3 Compare ways societies and individuals have responded to globalization.</p>
	<p>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.</p>
	<p>ECS.7.H.1.5 Identify the effects of slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance on individuals and/or groups in modern world history.</p>