



Social Studies

Grade 7

NCDPI State Course Code - **4007**

North Carolina Social Studies Standards for Grade 7

The standards and objectives 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 college, 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 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 standards and objectives 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 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 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 Standard Course of Study 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.

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

Inquiry 6-8	
<p>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.</p> <p>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.</p>	
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.

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Behavioral Sciences	
Standard	Objectives
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.
	7.B.1.2 Explain how values and beliefs affect human rights, justice, and equality for different groups of people.
	7.B.1.3 Compare how individuals and groups respond to stereotypes, oppression, human rights violations, and genocide.

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Civics and Government	
Standard	Objectives
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.
	7.C&G.1.2 Distinguish how conflict between religious and secular thought and practice has contributed to change in government.
	7.C&G.1.3 Deconstruct 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.

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Economics	
Standard	Objectives
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.
	7.E.1.2 Explain how national and international economic decisions reflect and impact the interdependency of societies.
	7.E.1.3 Summarize the economic activity fostered by various economic systems.
	7.E.1.4 Explain how competition for resources affects the economic relationship among nations.
	7.E.1.5 Explain how economic systems have led to the transformation of various regions around the world and indigenous ways of life.

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Geography	
Standard	Objectives
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.
	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.

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History	
Standard	Objectives
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.
	7.H.1.2 Summarize the influence women, indigenous, racial, ethnic, political, and 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.
	7.H.1.4 Critique the effectiveness of cooperative efforts and consensus-building among nations, regions, and groups from various perspectives.
	7.H.1.5 Explain how slavery, xenophobia, disenfranchisement, ethnocentrism, and intolerance have affected individuals and groups in modern world history.