

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.

Please Note: Examples, when provided, are intended to help illustrate what is meant by the standards. They are only a starting point and are not exclusive. Many additional possibilities exist.

Standard 1 History

Students examine the major movements, events and figures that contributed to the development of nations in modern 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.

Historical Knowledge

Early Civilizations, States and Empires: 3500 B.C./B.C.E. to 650 A.D./C.E.

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)

The Spread of Cultural, Economic, Social and Political Ideas: 500 B.C. (B.C.E.) – 1600 A.D. (C.E.)

7.1.2 Describe, compare, and contrast the historical origins, central beliefs and spread of major religions.

Example: Hinduism, Buddhism, Judaism, Christianity and Islam

7.1.3 Assess the development of sub-Saharan civilizations in Africa and the importance of political and trading centers.

7.1.4 Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia.

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.

7.1.6 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.

7.1.7 Trace the rise, spread and influence of the Mongols.

Major Civilizations, States and Empires: 300 – 1650

7.1.8 Describe the rise, contributions, and decline of the Chinese dynasties.

Example: The dynastic cycle and the influence of Confucianism

7.1.9 Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions.

Example: Feudalism, shogunate court life, samurai culture

Exploration, Conquest and Post-Colonial States: 1500 to the Present

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.

Example: The voyages of the Ming dynasty, and Ibn Battuta

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.

7.1.12 Analyze the Japanese imperial period (1868-1945), including Japan's involvement 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.

Example: 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)

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.

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

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.

7.1.16 Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history.

7.1.17 Distinguish between unsupported expressions of opinion and informed hypotheses 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

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 the roles of citizens.

Foundations of Government

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

7.2.2 Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific.

Examples: Japan, North Korea, India, South Africa, and China

Functions of Government

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.

7.2.4 Compare and contrast the functions of international organizations in Africa, Asia and the Southwest Pacific.

Roles of Citizens

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.

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.

The World in Spatial Terms

- 7.3.1** Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific
- 7.3.2** Formulate a broad understanding of the location of 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.

Places and Regions

- 7.3.3** Use historical maps to identify changes in Africa, Asia and the Southwest Pacific over time.
- 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

Physical Systems

- 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.
- 7.3.6** 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.
- 7.3.7** Describe the limitations that climate and land forms place on land or people in regions of Africa, Asia and the Southwest Pacific.

Human Systems

- 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
- 7.3.9** Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia, and the Southwest Pacific.

Environment and Society

- 7.3.10** Analyze current issues and developments related to the environment in selected countries in 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.

7.4.1 Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific.

Example: Voluntary trade results in increased production, increased consumption of goods and services, and lower prices for consumers.

7.4.2 Illustrate how international trade requires a system for exchanging currency between and among nations.

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

* **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

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.

* **Gross Domestic Product (GDP):** the value of all final goods and services produced in a country in a year

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.

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