

Grade Seven – World Geography

The standards for seventh grade students cover the geography of the world and human interaction with the environment. Students use data resources, geographic tools, map projections, and satellite images to generate, manipulate and interpret information. Atlases, data bases, grid systems, charts, graphs, and maps are used to explore geographic relationships. Students explore the causes, consequences, and possible solutions to global issues, such as health, security, resource allocation and environmental quality.

Skills:

- Interpret political and world maps
- Interpret data and create graphic displays (charts, graphs, diagrams, graphic organizers, and timelines) using technology
- Infer information from advertisements, news articles, cartoons, captions, photographs, etc.
- Use primary sources (biographies, journals, interviews, letters) to collect, analyze and synthesize information
- Correlate and cross reference social studies materials (index, appendix, glossary)
- Create a multimedia report using text, color, and importing graphics, sound, special effects and/or animation.
- Research information using text based databases.

S1 Citizenship:

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- a. Apply methods of geographical inquiry to make an informed decision about an issue.
- b. Demonstrate tolerance for other people and cultures.
- c. Identify sources and examples of citizens' rights and responsibilities in different cultures.
- d. Define and demonstrate the attributes of a global citizen.

SS2 Culture:

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- a. Describe the concept of civilization and its key components.
- b. Explain and describe how language, literature, the arts, and artifacts demonstrate beliefs, values, and contributions to the transmission of culture.
- c. Identify commonalities and differences among cultures.

SS3 Time, Continuity, and Change:

Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- a. Use key concepts to explain, analyze, and show connections among patterns of historical change.

SS4 Space and Place:

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- a. Use geographic tools to collect, analyze, and interpret data and locate geographic sites.
- b. Describe adaptation as necessary for living in a specific geographic region.
- c. Develop and apply an understanding of the physical world through aesthetic modes of literary expression.
- d. Analyze the distribution and migration of populations.

SS5 Individual Development and Identity:

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- a. Identify ways regional, ethnic, and national cultures influence individuals' daily lives.
- b. Explain the ways family, gender, ethnic, national, and institutional affiliations influence personal identity.
- c. Describe an individual's connections to various places, based on personal experiences.

SS6 Individuals, Groups, and Institutions:

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- a. Demonstrate an understanding of concepts such as role, status, and social class.
- b. Relate how groups and institutions form, influence, and perpetuate values, beliefs, and attitudes.
- c. Describe the roles of international and multinational organizations.

SS7 Production, Distribution and Consumption:

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- a. Identify the major factors that have contributed to the economic development of a given nation.
- b. Use appropriate economic terminology in problem solving.
- c. Analyze the impact of unequal distribution of wealth nations.

SS8 Power, Authority, and Governance:

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- a. Know the roles and functions of basic political systems and organizations.
- b. Evaluate ways that nations and organizations respond to economic instability and political problems.

- c. Compare how dissent and related forms of citizen actions influence public policy.
- d. Develop an awareness of current information about community, national, and world events.

SS9 Science, Technology, and Society:

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- a. Describe the influence of culture on scientific and technological advancements.
- b. Understand how changes in values, beliefs, attitudes, and choices have resulted from new scientific knowledge.
- c. Use appropriate software for researching geographic data, constructing maps, and conducting computer simulations.

SS10 Global Connections:

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Identify behaviors which foster global cooperation among individuals, communities, and nations.
- b. Describe how cultural elements such as language, art, music, and belief systems can both connect people and cause misunderstanding.
- c. Show how technology affects global interdependence.
- d. Evaluate the concept of universal human rights and its effects on countries.
- e. Explore the causes and consequences of global issues such as resource allocation, pollution, environmental quality, security, and economic development.