

# Grade 7 Social Studies

## Scope and Sequence

### Quarter 1

#### Unit 1.1: Students as Historians, 20 days

##### Grade-Span Expectations for Social Studies

###### **HP 1: History is an account of human activities that is interpretive in nature.**

- (7-8)–1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- identifying appropriate sources and using evidence to substantiate specific accounts of human activity
  - drawing inferences from Rhode Island History about the larger context of history (e.g., Opening of Japan, Separation of Church and State, Industrialism)

###### **HP 2: History is a chronicle of human activities, diverse people, and the societies they form.**

- (7-8)–1 Students connect the past with the present by...
- determining the cause(s) and effect(s) of specific historical events that impact RI today
- (7-8)–2 Students chronicle events and conditions by...
- identifying key events and people of a particular historical era or time period (e.g., centuries, BCE, “The Sixties”)
- (7-8)–3 Students show understanding of change over time by...
- establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative

###### **G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms.**

- (7-8)–1 Students understand maps, globes, and other geographic tools and technologies by...
- identifying and utilizing a variety of maps for different purposes.
  - utilizing technology to access geographic databases such as GPS and Geographic Information Systems (GIS).

## **Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

### ***Reading Standards***

#### **Key Ideas and Details**

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

#### **Integration of Knowledge and Ideas**

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

#### **Range of Reading and Level of Text Complexity**

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

### ***Writing Standards***

#### **Text Types and Purposes**

- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Establish and maintain a formal style and objective tone.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### **Production and Distribution of Writing**

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### **Range of Writing**

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Unit 1.2: Purposes of Government, 15 days

### Grade-Span Expectations for Social Studies

**C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.**

- (7-8) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- a. identifying and explaining the origins and basic functions of government
  - c. explaining what happens when political structures do or do not meet the needs of people (e.g., democracy v. anarchy)

**C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.**

- (7-8) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- a. explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions

### Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### *Reading Standards*

##### Key Ideas and Details

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

##### Integration of Knowledge and Ideas

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

##### Range of Reading and Level of Text Complexity

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### *Writing Standards*

##### Text Types and Purposes

- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

### **Production and Distribution of Writing**

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **Range of Writing**

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Quarter 2**

### **Unit 2.1: Patterns of Conflict and Cooperation, 18 days**

#### **Grade-Span Expectations for Social Studies**

#### **HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.**

- (7-8) –1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
  - a. citing specific evidence to explain how geographic factors impacted a civilization's adaptation, development or decline (e.g., Fertile Crescent, China, Westward Expansion).
- (7-8) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
  - a. identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion.

#### **HP 5: Human societies and cultures develop and change in response to human needs and wants.**

- (7-8) –1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
  - b. applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context.

**G 3: Human Systems: (Movement) Human systems, and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.**

- (7-8) –3 Students understand how geography influences human settlement, cooperation or conflict by...
- a. using evidence to build a logical argument in support or in opposition to expansion of human settlement.

**E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.**

- (7-8) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...
- a. describing how inventions, innovations, and technology stimulate economic growth by expanding markets, creating related industries, and improving the flow of goods and services.
  - b. explaining how innovations and technology positively or negatively impact industries, economies, cultures, and innovations.

**Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

***Reading Standards***

**Key Ideas and Details**

- RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment

**Range of Reading and Level of Text Complexity**

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently

**Production and Distribution of Writing**

- WHST.6-8.4 Produce clear and coherent writing in which the development, and style are appropriate to task, purpose, and audience.

**Research to Build and Present Knowledge**

- WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**Range of Writing**

- WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Unit 2.2: Structure of Government, 20 days

### Grade-Span Expectations for Social Studies

**C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.**

- (7-8)–1 Students demonstrate an understanding of United States government (local, state, national) by...
- a. identifying the functions of the three branches of government; and analyzing and describing the interrelationship among the branches (i.e., checks and balances/ cause and effect, separation of powers)

**C&G 4: People engage in political processes in a variety of ways.**

- (7-8)–1 Students demonstrate an understanding of political systems and political processes by...
- b. describing how and why individuals identify themselves politically (e.g., Federalist, Anti-federalist, suffragette, pacifist, nationalists, socialists)
- (7-8)-2 Students demonstrate their participation in political processes by...
- a. expressing and defending an informed opinion and presenting their opinion to an audience beyond the classroom (e.g., political cartoon, letter, speech, emailing Congressional membership)
  - b. describing their role and impact in the voting process
- (7-8)-3 Students participate in a civil society by...
- c. recognizing the cause(s) and effect(s) of taking a civil action

### Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

#### *Reading Standards*

#### **Key Ideas and Details**

- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

#### **Integration of Knowledge and Ideas**

- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment.

#### **Range of Reading and Level of Text Complexity**

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### **Production and Distribution of Writing**

- WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Burrillville and Lincoln Public Schools with process support from the Charles A. Dana Center at the University of Texas at Austin.

**Production and Distribution of Writing**

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Range of Writing**

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Quarter 3

**Unit 3.1: Civic Ideals and Practice, 15 days****Grade-Span Expectations for Social Studies**

**C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.**

- (7-8)–2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- c. exhibiting and explaining what it means to be a responsible citizen in the state and nation

**C&G 3: In a democratic society, all people have certain rights and responsibilities.**

- (7-8)–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- a. identifying an issue, proposing solutions, and developing an action plan to resolve the issue.

**C&G 4: People engage in political processes in a variety of ways.**

- (7-8)–3 Students participate in a civil society by...
- a. demonstrating an understanding and empathy for the opinions of others (e.g., listening to and asking relevant questions, considering alternative perspectives, voicing alternative points of view, recognizing bias).

**Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*****Reading Standards*****Craft and Structure**

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

**Integration of Knowledge and Ideas**

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment.

**Range of Reading and Level of Text Complexity**

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

**Writing Standards****Production and Distribution of Writing**

- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

**Range of Writing**

- WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Unit 3.2: People’s Roles, 17 days****Grade-Span Expectations for Social Studies****C&G 3: In a democratic society all people have certain rights and responsibilities.**

- (7-8)–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- c. identifying the impact of an historic court case

**HP 3: The study of history helps us understand the present and shape the future.**

- (7-8)–2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- a. recognizing and reflecting on how the similarities of human issues across time periods influence their own personal histories (e.g., so what? *How does this relate to me?*)

**HP 5: Human societies and cultures develop and change in response to human needs and wants.**

- (7-8)–1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
- a. identifying how movement (e.g., ideas, people, technology) impacts cultural diversity.
- (7-8)–3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...
- a. describing how and why various factors impact an individual or a group’s perspective of events.

**E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.**

- (7-8)–1 Students demonstrate an understanding of basic economic concepts by...
- a. explaining the relationship between resources and industry.
  - b. explaining the relationship between the producers in a real-world and historical context.

**E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.**

- (7-8)–1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- a. explaining how and why incentives (price, advertising, supply, or need) affect how buyers and sellers interact to determine market value.

**Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects**

*Reading Standards*

**Craft and Structure**

- RH.6-8.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Integration of Knowledge and Ideas**

- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment.

**Range of Reading and Level of Text Complexity**

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

*Writing Standards*

**Research to Build and Present Knowledge**

- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**Production and Distribution of Writing**

- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Range of Writing**

- WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Quarter 4

### Unit 4.1: Economic, Social, & Political Movements of People, 18 days

#### Grade-Span Expectations for Social Studies

**C&G 1: People create and change structures of power, authority and governance in order to accomplish common goals.**

- (7-8)-1 Students demonstrate an understanding of origins, forms, and purposes of government by...
- b. comparing and contrasting different forms of government (e.g., dictatorship, democracy, theocracy, republic, monarchy)
  - d. explaining how geography and economics influence the structure of government

**C&G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.**

- (7-8)–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- b. identifying and explaining how an action taken by an individual or a group impacts the rights of others

**E-1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.**

- (7-8)–1 Students demonstrate an understanding of basic economic concepts-by...
- c. researching and analyzing the impact of surplus, subsistence, and scarcity.
- (7-8)–2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
- a. explaining the pros and cons of consumer and producer choices.

#### Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

##### *Reading Standards*

##### **Integration of Knowledge and Ideas**

- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

##### **Range of Reading and Level of Text Complexity**

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

**Writing Standards****Production and Distribution of Writing**

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Research to Build and Present Knowledge**

WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.

**Range of Writing**

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Unit 4.2: Interconnected World, 17 days****Grade-Span Expectations for Social Studies****C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally and globally.**

- (7-8) – 1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...
- a. tracing and explaining social, technological, geographical, economical, and cultural connections for a given society of people (trade, transportation, communication)
- (7-8)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- b. considering competing interests on issues that benefit some people and cause other people to suffer (e.g. slavery, whaling, oil exploration)

**HP 1: History is an account of human activities that are interpretive in nature.**

- (7-8) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
- a. investigating and analyzing historical and visual data in order to draw connections between a series of events

**G 2: Places and Regions: Physical and human characteristics (e.g; culture, experiences, etc.) influence places and regions.**

- (7-8) –1 Students understand the physical and human characteristics of places by...
- a. explaining and/or connecting how and why the geographical features influenced population settlement and development of cultures (e.g., customs, language, religion, and organization).
- (7-8) –2 Students distinguish between regions and places by...
- a. analyzing and explaining the geographical influences that shape regions and places.

- (7-8)–4 Students understand how geography contributes to how regions are defined / identified by...
- a. understanding the difference between formal, vernacular, and functional regions

**G4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.**

- (7-8)–1 Students explain how humans depend on their environment by...
- a. analyzing how human dependence on the environment impacts political, economic and social decisions.

**E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance**

- (7-8)–3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
- a. explaining the relationship between availability, distribution and allocation of goods and services.
  - b. explaining how scarcity impacts the organization of society and development of civilization.

**Common Core State Standards for English Language Arts or Literacy  
Integration of Knowledge and Ideas**

*Reading Standards*

**Integration of Knowledge and Ideas**

- RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text./
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

**Range of Reading and Level of Text Complexity**

- RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

*Writing Standards*

**Production and Distribution of Writing**

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**Range of Writing**

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