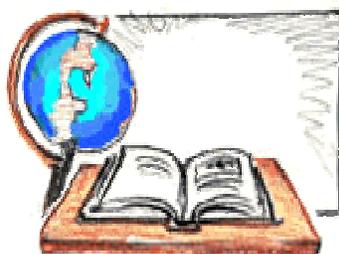


Nashoba Regional School District

HISTORY AND SOCIAL SCIENCE

**Standards and Benchmarks
Grade 7**



Nashoba Regional School District History and Social Science Standards and Benchmarks, 2007-2008.

Work in this document is based upon the standards outlined in the Massachusetts History and Social Science Framework, August 2003.

History and Social Studies by Grade Level

Grade 7

Massachusetts Curriculum Frameworks (August 2003)

Overarching Theme

The study of world geography includes 5 major themes: location, place, human interaction with the environment, movement, and regions.

Grade Seven Focus: Foundations of Geography

Concepts and Skills to be addressed:

Students will be able to identify and interpret different kinds of maps, charts, graphs. They will use geographic and demographic terms correctly and use an atlas. They will understand what a nation is and the different international organizations. They will understand basic economic concepts such as supply and demand, economic systems, trade and the effect of these on the standard of living.

Big Idea:

A nation's standard of living is impacted by its economic system, its government and geographical characteristics.

Essential Questions:

- In what ways does location affect way of life?
- What qualities make a nation and how do nations interact?
- How does the economic system affect standard of living?

By the end of SEVENTH Grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

History and Geography

- Use map and globe skills learned in pre-kindergarten to grade five to interpret different kinds of projections, as well as topographic, landform, political, population, and climate maps. (G)
- Use geographic terms correctly, such as *delta, glacier, location, settlement, region, natural resource, human resource, mountain, hill, plain, plateau, river, island, isthmus, peninsula, erosion, climate, drought, monsoon, hurricane, ocean and wind currents, tropics, rain forest, tundra, desert, continent, region, country, nation, and urbanization.* (G)
- Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information (e.g., about rainfall, temperature, or population size). (G)
- Explain the difference between absolute and relative location and give examples of different ways to indicate relative location for countries or cities across the world. (G)

Concepts and Skills continued...

- Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G)
- Identify what time zones are, when and how the precise measurement of longitude was scientifically and historically determined, the function and location of the International Date Line, and the function of the Royal Observatory in Greenwich, England. Give examples of differences in time in countries in different parts of the world. (G)
- Use the following demographic terms correctly: *ethnic group*, *religious group*, and *linguistic group*. (G)

Civics and Government

- Define what a nation is and give examples of the different ways nations are formed. (C)
- Give examples of several well-known international organizations (e.g., the North Atlantic Treaty Organization, the World Bank, the International Monetary Fund, the British Commonwealth, and the United Nations) and explain their purposes and functions. (C)

Economics

- Provide examples of currencies from several countries and explain why international trade requires a system for exchanging currency between nations. (E)
- Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. (E)
- Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)
Supply is what producers or sellers want to sell or exchange. Demand is what consumers or buyers want to get in exchange or buy.
- Identify the key elements of a market economy. (E)
In a market economy, the major decisions about production and distribution are made in a decentralized manner by individual households and business firms following their own self-interest.
- Describe how different economic systems (traditional, command, market, mixed) try to answer the basic economic questions of what to produce, how to produce, and for whom to produce. (E)
- Compare the standard of living in various countries today using gross domestic product per capita as an indicator. (E)

AFRICA

Big Idea:

The people of Africa have adapted to their environment in order to survive and put the countries' resources to use in order to become an important part of global interdependence.

Essential Questions:

In what ways does the geography of Africa impact where people have settled and how they make a living?

What led modern African countries to seek independence?

By the end of SEVENTH Grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- A.1 On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. On a map of Africa, locate the northern, eastern, western, central, and southern regions of Africa, the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. (G)
- A.2 Use a map key to locate countries and major cities in Africa. (G, E)
- A.3 Explain how the following five factors have influenced settlement and the economies of major African regions and countries. (G, E)
 - A. absolute and relative locations
 - B. climate
 - C. major physical characteristics
 - D. major natural resources
 - E. population size
- A.4 Identify when modern African countries became independent nations and explain how independence was achieved. (H, G)

Optional Topics for Study:

- Describe the general level of education in selected countries in Africa and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Africa. (G, H, E)
- Describe major ethnic and religious groups in various countries in Africa. (G, H, E)
- Explain how drought and desertification affect parts of Africa. (G, E)
- Explain how the physical features of Africa south of the Sahara have affected transportation and communication networks. (G, E)

AFRICA... continued

- Describe the major obstacles to economic development in many African nations, including linguistic, tribal, and religious diversity; corrupt government; the lack of widespread education; and the political boundaries established in the 19th century by European nations and the legacy of their rule. (G, H, C, E)

WESTERN ASIA (MIDDLE EAST)

Concepts and Skills to be addressed:

Students will gain an understanding of how geographic factors have influenced the location of economic activities and its impact on the standard of living in Western Asia. Maps, geographic, and demographic terms will aid the students in studying this continent. They will explore what a nation is and how one is formed. Students will gain an understanding of Western Asia's role in our world.

Big Idea:

The people of Western Asia have adapted to their environment and put their countries' resources to use in order to survive and become an important part of global interdependence.

Essential Questions:

In what ways does the geography of Western Asia impact where people have settled and how they make a living?

What led modern Western Asian countries to seek independence?

By the end of SEVENTH Grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- WA.1 On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. (G)
- WA.2 Use a map key to locate countries and major cities in the Middle East. (G, E)
- WA.3 Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries. (G, E)
 - A. absolute and relative locations
 - B. climate
 - C. major physical characteristics
 - D. major natural resources
 - E. population size
- WA.4 Identify when the countries in the Middle East became independent nations and explain how independence was achieved. (H, G)

WESTERN ASIA (MIDDLE EAST)... continued

Optional Topics for Study:

- Describe the general level of education in selected countries in Western Asia and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Western Asia. (G, H, E)
- Describe major ethnic and religious groups in various countries in Western Asia. (G, H, E)
- Compare the form and structure of government for Turkey, Saudi Arabia, Jordan, Iraq, Iran, and Israel. (C)
- Identify the methods used to compensate for the scarcity of water in some areas. (E)
- Identify where the Kurds live and what their political aspirations are. (H)
- Discuss the reasons for and the effects of the United Nations' attempt in 1947 to partition the remainder of the Palestine Mandate, including the migration of tens of thousands of European Jews to Palestine; the flight of about 650,000 Arabs from Israel during its War of Independence in 1948; and the flight of more than 800,000 Jews in Arab countries to Israel after 1948. (H, G)

CENTRAL AND SOUTH ASIA

Concepts and Skills to be addressed:

Students will gain an understanding of how geographic factors have influenced the location of economic activities and its impact on the standard of living in Central and South Asia. Maps, geographic, and demographic terms will aid the students in studying this continent. They will explore what a nation is and how one is formed. Students will gain an understanding of Central and South Asia's role in our world.

Big Idea:

The people of Central and South Asia have adapted to their environment and put their countries' resources to use in order to survive and become an important part of global interdependence.

Essential Questions:

In what ways does the geography of Central and South Asia impact where people have settled and how they make a living?

What led modern Central and South Asia countries to seek independence?

By the end of SEVENTH Grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

CENTRAL AND SOUTH ASIA ... continued

- CSA.1 On a map of the world, locate Central and South Asia. On a map of Central and South Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes. (G)
- CSA.2 Use a map key to locate the countries and major cities in Central and South Asia. (G, E)
- CSA.3 Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries. (G, E)
 - A. absolute and relative locations
 - B. climate
 - C. major physical characteristics
 - D. major natural resources
 - E. population size
- CSA.4 Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian republics first became independent countries and explain how independence was achieved. Explain the relationship of the Central Asian republics to the former Soviet Union. (H, G)

Optional Topics for Study:

- Explain the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947 and the exchange of more than 12 million Hindus and Moslems. (H, G, C)
- Identify the historical factors that created a stable democratic government in India and the role of Mohandes Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (H, C)
- Explain why the Indian government seeks to control population growth and the methods it uses to control population growth. (H, G)
- Describe the political, cultural, and religious differences between the countries in South Asia and the Central Asian Republics. (H, C)
- Describe the general level of education in selected countries in Central and South Asia and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Central and South Asia. (G, H, E)
- Describe major ethnic and religious groups in various countries in Central and South Asia. (G, H, E)
- Locate the Khyber Pass in Afghanistan and explain its strategic importance as a gateway from the north into the Indian subcontinent. (H, G)

SOUTHEAST ASIA AND OCEANIA

Concepts and Skills to be addressed:

Students will gain an understanding of how geographic factors have influenced the location of economic activities and its impact on the standard of living in Southeast Asia and Oceania. Maps, geographic, and demographic terms will aid the students in studying this continent. They will explore what a nation is and how one is formed. Students will gain an understanding of Central and South Asia's role in our world.

Big Idea:

The people of Southeast Asia and Oceania have adapted to their environment and put their countries' resources to use in order to survive and become an important part of global interdependence.

Essential Questions:

In what ways does the geography of Southeast Asia and Oceania impact where people have settled and how they make a living?

What led modern Southeast Asia and Oceania countries to seek independence?

By the end of SEVENTH Grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- SEAO.1 On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. On a map of Southeast Asia and Oceania, locate the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef. (G)
- SEAO.2 Use a map key to locate countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands. (G, E)
- SEAO.3 Explain how the following five factors have influenced settlement and the economies of major countries of Southeast Asia and Oceania. (G, E)
 - A. absolute and relative locations
 - B. climate
 - C. major physical characteristics
 - D. major natural resources
 - E. population size
- SEAO.4 Identify when countries in Southeast Asia and Oceania became independent countries and describe how independence was achieved. (G, H)

Optional Topics for Study:

- Describe the general level of education in selected countries in Southeast Asia and Oceania and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Southeast Asia and Oceania. (G, H, E)

SOUTHEAST ASIA AND OCEANIA ... continued

- Describe major ethnic and religious groups in various countries in Southeast Asia and Oceania. (G, H, E)
- Explain how levels of education and work traditions contributed to the post-World War II growth of East Asian and Southeast Asian economies (e.g., South Korea, Japan, Taiwan, Hong Kong, and Singapore). (G, E)
- Identify the refugees who left Southeast Asia over the past several decades, the countries they came from, and why they are refugees. (G, H)
- Identify and describe the major social features of the indigenous peoples in Australia (the Aborigines) and New Zealand (the Maoris). (G, H)
- Explain how Australia's and New Zealand's population size and location affect their capacity to engage in international trade. (G, E)

NORTH AND EAST ASIA

Concepts and Skills to be addressed:

Students will gain an understanding of how geographic factors have influenced the location of economic activities and its impact on the standard of living in North and East Asia. Maps, geographic, and demographic terms will aid the students in studying this continent. They will explore what a nation is and how one is formed. Students will gain an understanding of Central and South Asia's role in our world.

Big Idea:

The people of North and East Asia have adapted to their environment and put their countries' resources to use in order to survive and become an important part of global interdependence.

Essential Questions:

In what ways does the geography of North and East Asia impact where people have settled and how they make a living?

What led modern North and East Asia countries to seek independence?

By the end of SEVENTH Grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- NEA.1 On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yantgtze) Rivers. On a map of North Asia, locate Siberia and the Yenisey, Lena, and Kolyma rivers. (G)
- NEA.2 Use a map key to locate the countries and major cities in the various regions of East Asia. (G, E)

8

NORTH AND EAST ASIA ... continued

- NEA.3 Explain how the following five factors have influenced settlement and the economies of major East Asian countries. (G, E)
 - A. absolute and relative locations
 - B. climate
 - C. major physical characteristics
 - D. major natural resources
 - E. population size
- NEA.4 Identify when North Korea, South Korea, and Mongolia became independent countries and describe how independence was achieved. (G, H)

Optional Topics for Study:

- Describe the general level of education in selected countries in East Asia and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in East Asia. (G, H, E)
- Describe major ethnic and religious groups in various countries in East Asia. (G, H, E)
- Explain why China's geographical boundaries served to limit its interactions with other regions and cultures for many centuries. (G, H)
- Locate Tibet on a map and explain why its location may have influenced China's decision to take over and colonize it. (G, H)
- Explain how location has made the Korean peninsula both a battleground and a cultural bridge between China and Japan. (G, H)
- Describe why the Chinese government seeks to control population growth and the methods it uses to control population growth. (G, H)
- Describe and explain the status of Taiwan. (H, G)
- Identify the number of time zones the Asiatic part of Russia spans; identify the routes used by Russian explorers, traders, and religious dissidents to cross into what is now Alaska. (H, G)

EUROPE

Concepts and Skills to be addressed:

Students will gain an understanding of how geographic factors have influenced the location of economic activities and its impact on the standard of living in Europe. Maps, geographic, and demographic terms will aid the students in studying this continent. They will explore what a nation is and how one is formed. Students will gain an understanding of Europe's role in our world.

Big Ideas:

European nations have had an influence on other nations of the world.

The people of Europe have adapted to their environment and put their countries' resources to use in order to survive and become an important part of global interdependence.

Essential Questions:

In what ways does the geography of Europe impact where people have settled and how they make a living?

What factors led European countries to explore and colonize other lands?

By the end of SEVENTH Grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- E.1 On a map of the world, locate the continent of Europe. On a map of Europe, locate the Atlantic Ocean, Arctic Ocean, Norwegian Sea, and Barents Sea. Locate the Volga, Danube, Ural, Rhine, Elbe, Seine, Po, and Thames Rivers. Locate the Alps, Pyrenees, and Balkan Mountains. Locate the countries in the northern, southern, central, eastern, and western regions of Europe.
- E.2 Use a map key to locate countries and major cities in Europe. (G)
- E.3 Explain how the following five factors have influenced settlement and the economies of major European countries. (G, E)
 - A. absolute and relative locations
 - B. climate
 - C. major physical characteristics
 - D. major natural resources
 - E. population size

Optional Topics for Study:

- Describe the general level of education in selected countries in Europe and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in Europe. (G, H, E)
- Describe major ethnic and religious groups in various countries in Europe. (G, H, E)
- Explain why Europe has a highly developed network of highways, waterways, railroads, and airline linkages. (G, H, E)

EUROPE/Optional Topics ... continued

- Describe the purposes and achievements of the European Union. (H, E)
- Identify the countries that were once part of the Soviet Union in the Baltic area, Central Asia, Southern Russia, and the Caucasus, and compare the population and size of the former Soviet Union with that of present day Russia. (H, G)
- Explain the sources and effects of the massive pollution of air, water, and land in the former satellite nations of Eastern Europe, in the countries once part of the Soviet Union, and in Russia. (H, G)

SOUTH AMERICA

Concepts and Skills to be addressed:

Students will gain an understanding of how geographic factors have influenced the location of economic activities and its impact on the standard of living in South America. Maps, geographic, and demographic terms will aid the students in studying this continent. They will explore what a nation is and how one is formed. Students will gain an understanding of South America's role in our world.

Big Idea:

The people of South America have adapted to their environment and put their countries' resources to use in order to survive and become an important part of global interdependence.

Essential Questions:

In what ways does the geography of South America impact where people have settled and how they make a living?

What led modern South American countries to seek independence?

By the end of SEVENTH Grade, students should be able to answer the Essential Questions above and apply knowledge and concepts attained to be able to:

- SAM.1 On a map of the world, locate South America and the Atlantic and Pacific Oceans. On a map of South America, locate the Amazon, the Andes Mountains, Cape Horn, and the southern, northern, eastern, and western regions of South America. (G)
- SAM.2 Use a map key to locate the countries and major cities of South America. (G, E)
- SAM.3 Explain how the following five factors have influenced settlement and the economies of major South American countries. (G, E)
 - A. absolute and relative locations
 - B. climate
 - C. major physical characteristics
 - D. major natural resources
 - E. population size

SOUTH AMERICA... continued

- SAM.4 Identify when South American countries became independent nations and explain how independence was achieved. (H, G).

Optional Topics for Study:

- Describe the general level of education in selected South American countries and its relationship to the economy. (G, H, E)
- Describe the political and social status of women in selected countries in South America. (G, H, E)
- Describe major ethnic and religious groups in selected countries in South America. (G, H, E)
- Describe the major obstacles to economic development in many South American nations, including the political influence of the military, corrupt government, the lack of widespread education, and the absence of stable governments. (G, H, C, E)