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Seventh Grade Social Studies Crosswalk

World Geography, History and Culture: Patterns of Continuity and Change

The Great Global Convergence (1400-1800) to the Present - Represents the last five Eras of the National Standards

This crosswalk document compares the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study (SCOS)* and provides some insight into the similarities and differences between these two sets of standards, especially as it relates to content coverage. This document is not intended to answer all questions about the nuances of the new standards versus the old. Additional documents will provide support for curriculum development and instructional planning.

In looking at this document, you should be aware of three key structural differences between the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study*: the organization of the standards around five broad strands, the use of a conceptual framework, and the use of Revised Bloom's Taxonomy. Due to these structural differences, not all parts of a cross walked objective may align perfectly to a clarifying objective. The relationship between content, concepts, and cognitive demand may have changed. Additionally, some content, concepts, and/or skills have been eliminated or moved to other grade levels.

The 2010 *K-12 Social Studies Essential Standards* are organized around five strands: history, geography and environmental literacy, civics and government, economics and financial literacy, and culture. These strands are based on the social science disciplines and provide students a consistent framework for studying and analyzing specific grade level content. At the high school level, strands are designed to be more specific to their course and subject content.

Additionally, the new structure of the 2010 *K-12 Social Studies Essential Standards* reflects a shift to a more conceptual framework. The goal of conceptually written standards is to help students recognize patterns and make connections in their learning that transfer beyond a single discipline, topic, grade, or isolated fact. This adoption of a conceptual framework reduces the number of objectives while continuing to address similar topics, facts and skills. In looking at this document, you will see that there are multiple objectives from the old standards aligned to the new clarifying objectives; however, these objectives may be connected by broad conceptual understandings and should not be seen in the same light as they were in the old standards.

Finally, the 2010 *K-12 Social Studies Essential Standards* were also written using the Revised Bloom's Taxonomy (RBT). The most notable change from our current Standard Course of Study to the Essential Standards is the use of one verb per standard and clarifying objective. This will allow for greater alignment between instruction and assessment. RBT verbs have specific meanings; therefore, the same verb may serve a different purpose than in the 2006 *North Carolina Social Studies Standard Course of Study*.



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Seventh grade social studies is a study of the world from a geographic, historical, and cultural perspective. While the previous course included only Africa, Asia, and Australia, the new course allows for a comparative exploration of cultures all across the globe with a particular focus on conflict and cooperation, economic development, population shifts, political thought and organization, cultural values and beliefs and the impact of environment of regions in the modern world.

Important Note: The current 2006 SCOS will continue to be the operational standards in the 2010-12 school year. We expect the 2010 K-12 Social Studies Essential Standards to be taught and assessed for the first time in the 2012-13 school year.

2010 Essential Standard		2006 NC Standards Course of Study	
Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
History	7.H.1 Use historical thinking to analyze various modern societies.		
	7.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues over time.	1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in Africa, Asia, and Australia. The following objectives were taken from the K-12 Skills Competency Goals 2.05 Transfer information from one medium to another such as written to visual and statistical to written.	
	7.H.1.2 Summarize the literal meaning of historical documents in order to establish context.	The following objectives were taken from the K-12 Skills Competency Goals 1.01 Read for literal meaning. 1.02 Summarize to select main ideas. 1.08 Use context clues and appropriate sources such as glossaries, texts, and dictionaries to gain meaning.	



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	Clarifying Objective		
History	7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.	The following objectives were taken from the K-12 Skills Competency Goals 1.03 Draw inferences. 1.04 Detect cause and effect. 1.05 Recognize bias and propaganda. 1.07 Distinguish fact and fiction. 2.01 Use appropriate sources of information. 2.02 Explore print and non-print materials. 2.04 Utilize community-related resources such as field trips, guest speakers, and interviews. 3.04 Interpret social and political messages of cartoons. 3.05 Interpret history through artifacts, arts, and media.	
	7.H.2 Understand the implications of global interactions.		



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	Clarifying Objective		
History	<p>7.H.2.1 Analyze the effects of social, economic, military and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism and colonization).</p>	<p>7.01 Identify historical events such as invasions, conquests, and migrations and evaluate their relationship to current issues.</p> <p>7.02 Examine the causes of key historical events in selected areas of Africa, Asia, and Australia and analyze the short- and long-range effects on political, economic, and social institutions.</p> <p>13.01 Identify historical movements such as colonization, revolution, emerging democracies, migration, and immigration that link North Carolina and the United States to selected societies of Africa, Asia, and Australia, and evaluate their influence on local, state, regional, national, and international communities.</p>	
	<p>7.H.2.2 Evaluate the effectiveness of cooperative efforts and consensus building among nations, regions, and groups (e.g. Humanitarian efforts, United Nations, World Health Organization, Non Governmental Organizations, European Union and Organization of American States).</p>		



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	Clarifying Objective		
	7.H.2.3 Explain how increased global interaction accelerates the pace of innovation in modern societies (e.g. advancements in transportation, communication networks and business practices).		
	7.H.2.4 Analyze the economic, political, and social impacts of disease (e.g. smallpox, malaria, bubonic plague, AIDS and avian flu) in modern societies.		
Geography and Environmental Literacy	7.G.1 Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.		



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	Clarifying Objective		
	<p>7.G.1.1 Explain how environmental conditions and human response to those conditions influence modern societies and regions (e.g. natural barriers, scarcity of resources and factors that influence settlement).</p>	<p>2.01 Identify key physical characteristics such as landforms, water forms, and climate and evaluate their influence on the development of cultures in selected African, Asian and Australian regions.</p> <p>2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of South America and Europe and evaluate their impact on the environment.</p> <p>2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in South America and Europe.</p> <p>3.01 Identify ways in which people of selected areas in South America and Europe have used, altered, and adapted to their environments in order to meet their needs, and evaluate the impact of their actions on the development of cultures and regions.</p> <p>3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.</p>	



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	Clarifying Objective		
		<p>3.03 Examine the development and use of tools and technologies and asses their influence on the human ability to use, modify, or adapt to their environment.</p> <p>3.04 Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth’s surface and analyze their efforts on human activities.</p> <p>4.01 Describe the patterns of and motives for the migrations of people, and evaluate their impact on the political, economic, and social development of selected societies and regions.</p> <p>5.01 Describe the relationship between the location of natural resources, and economic development, and analyze the impact on selected cultures, countries, and regions in Africa, Asia, and Australia.</p>	



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	<p>7.G.1.2 Explain how demographic trends (e.g. population growth and decline, push/pull factors and urbanization) lead to conflict, negotiation, and compromise in modern societies and regions</p>	<p>2.02 Describe factors that influence changes in distribution patterns of population, resources, and climate in selected regions of Africa, Asia, and Australia and evaluate their impact on the environment.</p> <p>2.03 Examine factors such as climate change, location of resources, and environmental challenges that influence human migration and assess their significance in the development of selected cultures in Africa, Asia, and Australia.</p> <p>4.01 Describe the patterns of and motives for the migrations of people, and evaluate their impact on the political, economic, and social development of selected societies and regions.</p>	
Geography and Environmental Literacy	<p>7.G.1.3 Explain how natural disasters (e.g. flooding, earthquakes, monsoons and tsunamis), preservation efforts and human modification of the environment (e.g. recycling, planting trees, deforestation, pollution, irrigation systems and climate change) affect modern societies and regions.</p>	<p>3.01 Identify ways in which people of selected areas in South America and Europe have used, altered, and adapted to their environments in order to meet their needs, and evaluate the impact of their actions on the development of cultures and regions.</p> <p>3.02 Describe the environmental impact of regional activities such as deforestation, urbanization, and industrialization and evaluate their significance to the global community.</p>	



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		<p>3.03 Examine the development and use of tools and technologies and asses their influence on the human ability to use, modify, or adapt to their environment.</p> <p>3.04 Describe how physical processes such as erosion, earthquakes, and volcanoes have resulted in physical patterns on the earth’s surface and analyze their efforts on human activities.</p>	
	<p>7.G.2 Apply the tools of a geographer to understand modern societies and regions.</p>		
	<p>7.G.2.1 Construct maps, charts, and graphs to explain data about geographic phenomena (e.g. migration patterns and population and resource distribution patterns).</p>	<p>1.01 Create maps, charts, graphs, databases, and models as tools to illustrate information about different people, places and regions in Africa, Asia, and Australia.</p> <p>The following objectives were taken from the K-12 Skills Competency Goals</p> <p>2.05 Transfer information from one medium to another such as written to visual and statistical to written.</p>	



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	<p>7.G.2.2 Use maps, charts, graphs, geographic data and available technology tools (i.e. GPS and GIS software) to interpret and draw conclusions about social, economic, and environmental issues in modern societies and regions.</p>	<p>1.02 Generate, interpret, and manipulate information from tools such as maps, globes, charts, graphs, databases, and models to pose and answer questions about space and place, environment and society, and spatial dynamics and connections.</p> <p>1.03 Use tools such as maps, graphs, charts, databases, models, and artifacts to compare data on different countries of Africa, Asia, and Australia and to identify patterns as well as similarities and differences among them.</p> <p>The following objectives were taken from the K-12 Skills Competency Goals</p> <p>3.01 Use map and globe reading skills.</p> <p>3.02 Interpret graphs and charts.</p> <p>3.03 Detect bias.</p> <p>3.05 Interpret history through artifacts, arts, and media.</p>	



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Economics & Financial Literacy	7.E.1 Understand the economic activities of modern societies and regions.		
	7.E.1.1 Explain how competition for resources affects the economic relationship among nations (e.g. colonialism, imperialism, globalization and interdependence).	4.02 Identify the main commodities of trade over time in selected areas of Africa, Asia, and Australia and evaluate their significance for the economic, political and social development of cultures and regions. 5.04 Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns. 13.03 Examine the role and importance of foreign-owned businesses and trade between North Carolina and the nations of Africa, Asia, and Australia, and assess the effects on local, state, regional, and national economies and cultures.	



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	<p>7.E.1.2 Explain the implications of economic decisions in national and international affairs (e.g. OPEC, NAFTA, G20, WTO, EU and economic alliances).</p>	<p>5.03 Explain how the allocation of scarce resources requires economic systems to make basic decisions regarding the production and distribution of goods and services, and evaluate the impact on the standard of living in selected societies and regions of Africa, Asia, and Australia.</p> <p>5.04 Describe the relationship between specialization and interdependence, and analyze its influence on the development of regional and global trade patterns.</p>	
	<p>7.E.1.3 Summarize the main characteristics of various economic systems (e.g. capitalism, socialism, communism; market, mixed, command and traditional economies).</p>	<p>5.02 Examine the different economic systems, (traditional, command, and market), developed in selected societies in Africa, Asia, and Australia, and assess their effectiveness in meeting basic needs.</p>	
	<p>7.E.1.4 Explain how personal financial decision-making impacts quality of life (e.g. credit, savings, investing, borrowing and giving).</p>		
Civics and Government	<p>7.C&G.1 Understand the development of government in modern societies and regions.</p>		
	<p>7.C&G.1.1 Summarize the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific</p>	<p>9.01 Trace the development of governments, including traditional, colonial, and national in selected societies, and assess their effects on the respective contemporary political systems.</p>	



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	Revolution, democracy, communism and socialism).		
	7.C&G.1.2 Evaluate how the Western concept of democracy has influenced the political ideas of modern societies.		
	7.C&G.1.3 Compare the requirements for (e.g. age, gender, legal and economic status) and responsibilities of citizenship under various governments in modern societies (e.g. voting, taxes and military service).	<p>10.01 Trace the development of relationships between individuals and their governments in selected cultures of Africa, Asia, and Australia, and evaluate the changes that have evolved over time.</p> <p>10.02 Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.</p> <p>10.03 Describe rights and responsibilities of citizens in selected contemporary societies in Africa, Asia, and Australia, comparing them to each other and to the United States.</p> <p>11.03 Compare characteristics of political, economic, religious, and social institutions of selected cultures and evaluate their similarities and differences.</p>	



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	<p>7.C&G.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).</p>	<p>10.01 Trace the development of relationships between individuals and their governments in selected cultures of Africa, Asia, and Australia, and evaluate the changes that have evolved over time.</p> <p>10.02 Identify various sources of citizens' rights and responsibilities, such as constitutions, traditions, and religious law, and analyze how they are incorporated into different government structures.</p> <p>11.03 Compare characteristics of political, economic, religious, and social institutions of selected cultures and evaluate their similarities and differences.</p>	
Culture	<p>7.C.1 Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions.</p>		
	<p>7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).</p>	<p>4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in South America and Europe.</p> <p>9.03 Identify the ways in which governments in selected areas of Africa, Asia, and Australia deal with issues of justice and injustice, and assess the influence of cultural values on their practices and expectations.</p>	



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		<p>11.01 Identify the concepts associated with culture such as language, religion, family, and ethnic identity, and analyze how they can link and separate societies.</p> <p>11.02 Examine the basic needs and wants of all human beings and assess the influence of factors such as environment, values, and beliefs in creating different cultural responses.</p> <p>12.01 Examine the major belief systems in selected regions of Africa, Asia, and Australia, and analyze their impact on cultural values, practices, and institutions.</p> <p>12.02 Describe the relationship between and cultural values of selected societies of Africa, Asia, and Australia and their art, architecture, music, and literature, and assess their significance in contemporary culture.</p>	
	<p>7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture and music) influence modern society.</p>	<p>4.03 Examine key ethical ideas and values deriving from religious, artistic, political, economic, and educational traditions, as well as their diffusion over time, and assess their influence on the development of selected societies and regions in South America and Europe.</p> <p>12.01 Examine the major belief systems in selected regions of Africa, Asia, and Australia, and analyze their impact on cultural values, practices, and institutions.</p>	



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		<p>12.02 Describe the relationship between and cultural values of selected societies of Africa, Asia, and Australia and their art, architecture, music, and literature, and assess their significance in contemporary culture.</p> <p>12.03 Identify examples of cultural borrowing, such and language, traditions, and technology and evaluate their importance in the development of selected societies in Africa, Asia, and Australia.</p> <p>13.02 Describe the diverse cultural connections that have influenced the development of language, art, music, and belief systems in North Carolina and the United States and analyze their role in creating a changing cultural mosaic.</p>	

Eliminated/moved objectives:

6.01 Describe different levels of economic development and assess their connections to standards of living indicators such as purchasing power, literacy rate, and life expectancy.

6.02 Examine the influence of education and technology on productivity and economic development in selected nations and regions of Africa, Asia, and Australia.



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6.03 Describe the effects of over-specialization and evaluate their impact on the standard of living.

8.01 Describe the role of key historical figures and evaluate their impact on past and present societies in Africa, Asia, and Australia.

8.03 Identify major discoveries, innovations, and inventions and assess their influence on societies past and present.

9.02 Describe how different types of governments such as democracies, dictatorships, monarchies, and oligarchies in Africa, Asia, and Australia carry out legislative, executive, and judicial functions and evaluate the effectiveness of each.

9.04 Describe how different governments in Africa, Asia, and Australia select leaders and establish laws in comparison to the United States and analyze the strengths and weaknesses of each.

10.04 Examine the rights, roles, and status of individuals in selected cultures of Africa, Asia, and Australia, and assess their importance in relation to the general welfare.

11.04 Identify examples of economic, political, and social changes, such as agrarian to industrial economies, monarchical to democratic governments, and the roles of women and minorities, and analyze their impact on culture.